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EARLY TOXICOSIS IN PREGNANCY

Annotation: As a rule, pregnancy is a version of the physiological state of the body, it does not bother the woman and she feels well. It appeared in the early period and is used to identify signs of pregnancy, vomiting and other symptoms, in fact, they say that not everything is safe in the body of the future mother.

Key words: pregnancy, toxicosis, mother and baby.

Toxicosis can occur during pregnancy. By the initial and clinical course they are divided into early and late. Early toxicosis of pregnancy is called toxicosis, which occurs in the first twelve weeks of the child. This leads to a violation of the regulation of hormones responsible for metabolism and behavioral reactions in the body. There are several theories about the onset of toxicosis in the early stages of pregnancy:

1.Nerve-reflex, according to which there is a violation of the interaction of the central nervous system with plants and, consequently, internal organs. By performing a protective function during pregnancy, the brain activates the subcortical centers. Early toxicosis, the center of vomiting, fragrant zones and other subcortical structures begin to function more actively.

2.The theory of immunal understand that in the early stages of pregnancy toxicosis occurs, because the fetus differs from the mother in the composition of the gene, and from the first days the mother begins to develop antibodies, which leads to poisoning of the body.

3.Hormonal. Pregnancy leads to significant hormonal changes in the body of a woman, hormones are formed that help maintain pregnancy and X-ray growth. It breaks down the usual hormonal status and leads to toxicosis in early pregnancy.

4.Psix psyche. Negative emotions, acceptance of one's own state, fear for the health of the child also contribute to the general appearance.

In general, toxicosis, which occurs in the first weeks of pregnancy, arises as a result of the regulation of neuroendocrine, which makes it difficult for a woman to adapt to pregnancy. Not only early toxicosis, on the contrary, is called "adaptation disease". The emergence of this disease can lead to chronic diseases

of the liver, endocrine and reproductive systems, inadequate nutrition, stress, previous abortion, smoking and other omissions.

Symptoms of toxicosis in the early stages of pregnancy

One of the most common manifestations of toxicosis is vomiting of pregnant women. Vomiting, which has already undergone toxicosis in the first week of pregnancy, becomes much more difficult than after its appearance. There are three levels of vomiting:

- Easy - 5 times a day, usually after eating;
- On average - 10 times a day, regardless of food, with weight loss up to 3 kilograms;
- 25 times a day, the body loses weight on 10 kg, leads to dehydration with a violation of the cardiovascular system and kidneys.
- Vomiting can be accompanied by nausea and runny nose, which leads to the loss of protein and fluid.

Other manifestations of toxicosis in early pregnancy are:

- Dermatitis, with strong itching of the skin, can lead to acne and depression.
- Manifested by bronchial asthma, fluid and dry cough cells;
- Osteomalacia and tetany. The appearance of retention as a result of softening of bones and violation of the exchange of calcium and phosphorus.

How to eliminate toxemia during pregnancy?

First of all, you need to change your lifestyle: reduce stressful stress, get a full sleep, rational nutrition (food should contain the necessary substances, it should be divided into frequent and small portions), get rid of bad habits, walk in the open air.

It is better if a pregnant woman knows well how to relieve toxicosis at home. If it does not get out of the bag, you can chew crackers or a dry biscuit, soak a slice of lemon and slightly reduce vomiting. During the day, it is recommended to drink a small amount of mineral water, broth of wild almonds and mint. If you use acupuncture, you have first studied the necessary biologically active points. If the methods listed above are ineffective, you should consult a doctor who will advise - how to make it easier.

At present, it is not yet clear what exactly is the cause of the origin of toxicosis. The International Association of Obstetricians and Gynecologists has identified the reasons that can lead to its occurrence. They are as follows:

1. Hormonal changes. After the first fertilization of a woman, the hormone secretion in the body changes. As a result of this, a woman begins to feel bad.

2. Caused by chronic diseases. Rarely many have chronic disease (especially by digestion, respiratory and endocrine systems) and the immune system is sluggish. Rarely many have toxicosis in women. Therefore, a woman planning pregnancy should undergo a general medical examination before joining, if she has chronic diseases, treat them.

3. Psycho-emotional state of a woman. Stress, lack of sleep, excess of mental work cause toxicosis to come and make its passage difficult.

4. Harmful habits, drinking alcohol, smoking and taking drugs.

5. Age of the woman. Early pregnancy (up to 20 years) and late first pregnancy (over 35 years) are accompanied by various manifestations of toxicosis.

6. Hereditary predisposition. If a woman's mother, aunt and grandmother suffered from toxicosis during pregnancy, then in the same woman, too, there is a high probability of toxicosis.

3 different forms of toxicosis differ

1. Early toxicosis (in the first trimester of pregnancy);

2. Late toxicosis (in the second and third trimester, most often in the last two to three months);

3. Rarely toxicosis (most often observed at the age of 1-three months of pregnancy, but at any stage of pregnancy).

How to relieve toxemia during pregnancy toxicosis during pregnancy, prescribes treatment and, if necessary, suggests hospitalization.

Typical outpatient appointments:

- sedatives (valerian);
- hepatoproteins (hofitol, Essentiale);
- sorbents (enterosgel, polyphepan);
- cerucal (as an antiemetic drug).

Infusion therapy in severe form of toxicosis is necessary in hospital conditions. The use of physiotherapy can also improve the situation:

Special treatment of early toxicoses.

- Providing physical and emotional memory to a woman;
- Proper eating regimen (eating calorie foods less often, every 2-3 hours);
- Reception of sedative drugs (Valerian nastoyka);
- Take preventive measures against vomiting;
- Vitaminoterapiya;
- Hepatoproteins;
- Intravenous injection of fluids against dehydration.

Rare forms of toxicoses, types, duration of occurrence, treatment

Toxicoses of such appearance occur in the first trimester of pregnancy, but can also be observed at any stage. These include:

- Dermatoses;
- Pregnancy jaundice (yellow skin of the skin and mucous membranes);
- Atrophy of the liver "yellow";
- Bronchial asthma;
- Tetania (dehydration of various parts of the body as a result of a violation of calcium metabolism);

- Osteomalacia (softening and deformation of bones as a result of violation of phosphorus and calcium metabolism in the body).

Dermatoses are skin diseases that occur during pregnancy. In most cases, itching that has spread all over the skin. The general condition of a woman worsens, the excitability increases, sleep is disturbed. Sometimes skin eczema is also observed (accompanied by inflammatory disease of the skin, itching, aching, the appearance of a rash). Treatment is carried out in stationary conditions. A woman is prescribed a diet, it is forbidden to eat sharp, spicy and smoked products. To reduce the feeling of itching and bitterness, antihistamine drugs, vitamins, calcium preparations are prescribed. To the injured skin area are made of manganese.

Pregnant jaundice appears in rare cases. On its basis, as a result of liver damage, there is yellowing of the skin, itching. If such a diagnosis is made, the woman is immediately hospitalized and pregnancy is stopped.

“Yellow” dystrophy of the liver is the most dangerous manifestation of toxicoses. Too heavy a night ends with death in most cases. Damage to the liver occurs, jaundice increases, seizures begin, and the woman becomes in a state of coma. Immediately stopping pregnancy can save a woman's life.

Bronchial asthma. Very rare occurrence of toxicosis. Her treatment is positive and pregnancy is preserved. A woman is prescribed sedatives, vitaminotherapy and calcium preparations.

Tetany of pregnant women. As a result of a violation of the function of the thyroid gland, deficiencies in the exchange of calcium in the body arise. In the clinical picture of the disease, there is a strong contraction of the muscles of the upper and lower parts of the body, the contraction of the muscles of the face and abdomen is rare. In the treatment, parathyroidin hormone (a hormone produced from the thyroid gland), calcium preparations are used. The result is positive and pregnancy is preserved.

Osteomalacia is caused by a violation of the exchange of calcium and phosphorus in the body. The clinical picture is manifested by softening and deformation of the bones, most often the bones of the spine and pelvis. Treatment is carried out with vitamins D and E, physiotherapy. If the result of the treatment is unknown, pregnancy is stopped.

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MODERN METODE TREATMENT CASTRATION-REFRACTORY PROSTATE CANCER

Resume: Long-term treatment in patients with castration-refractory prostate cancer was extremely symptomatic and quality of life and overall survival were low. In the 2000s, investigations aimed at designing drugs to treat this category of patients were underway, which have culminated in the advent of three drugs (two of which belong to chemotherapy) that are now used in the world.

Key words: castration-refractory prostate cancer, intracrine synthesis of testosterone, hypersusceptibility of tumor receptors, hyperproduction of tumor receptors.

Introduction: Currently, hormone therapy (GT) is the main method in the treatment of patients with disseminated prostate cancer. The use of androgen-deprivation therapy is an effective method of drug exposure in more than 90% of patients, however, the average time to disease progression after GT in patients with metastatic prostate cancer is about 2 years [1,2]. Patients who have a progression of the tumor process against the background of a persistent castration level of testosterone, go into the stage of the so-called castration-resistant prostate cancer (CRPC). In addition, in some patients, the tumor is initially resistant to hormonal effects. The average life expectancy of patients in this group is about 6-12 months. Widespread CRPC is not only a prognostically unfavorable disease, but also significantly worsens the quality of life of patients and requires regular systematic examination and monitoring of the patient [3, 4].

According to modern concepts, the criteria for CRRF are considered to be the progression of the disease (an increase in the level of prostate-specific antigen (PSA) or progression according to radiological examination) against the background of castration levels of testosterone in the blood serum (testosterone <50 ng/dl or <1.7 nmol/L) [14]. Radiological assessment is carried out using the RECIST and PCWG2 criteria, according to which the progression of the disease is considered to be the appearance of ≥ 2 new unmeasurable foci in bones according to bone scans or an increase in the size of the sum of the diameters of the measured tumor foci $\geq 20\%$ of the original size, or the appearance of new foci [1,5].

After the GT, few treatment regimens are active with the progression of the process. Currently, the use of cytostatic drugs remains the standard method of therapy for patients with CRPC [5]. At the same time, advances in molecular

biology have led to a detailed understanding of the mechanisms underlying the development of castration refractoriness. The loss of dependence of tumor cells on testosterone concentration may have several mechanisms, such as mutation of androgen receptors, overexpression of androgen receptors as a result of gene amplification, stimulation of receptors by growth factors and protein kinase activators. In this regard, it is possible to use various therapy options aimed at pathogenetic mechanisms of hormonal resistance development for the treatment of CRPC: cancellation or replacement of antiandrogens; prescribing drugs that block the synthesis of adrenal androgens; the use of large doses of antiandrogens; therapy with growth factor inhibitors and protein kinases; vaccine therapy; systemic radiopharmaceuticals. Taking into account the fact of the presence of a metastatic process and bone tissue damage in most patients with CRPC with the presence of pain syndrome and the risk of developing bone complications, concomitant therapy with bisphosphonates, RANKL ligand inhibitors, and symptomatic radiation therapy is possible [6].

Despite the development of castration resistance and the progression of the disease against the background of GT, all patients with CRRPJ need to continue castration therapy by performing surgical or drug castration. The expediency of maintaining the castration level of testosterone in patients with CRPC throughout the entire period of further therapy is justified by the result of a number of large randomized studies. Thus, in a study involving 87 patients with CRPC, in whom the progression of the disease was noted against the background of surgical castration performed earlier, the effectiveness of chemotherapy using an inhibitor of the synthesis of adrenal androgens aminoglutetimide in combination with prednisone was evaluated [7]. The patients were randomized into a group of patients who were additionally prescribed androgen stimulation and a control group. The results of the study showed that in the subgroup of patients who were prescribed additional stimulation with androgens, the overall survival was significantly lower than in the control group, and was 10 and 15 months, respectively ($p=0.0047$).

Another retrospective study, which included 341 patients with CRPC, also demonstrated the importance of continuing castration therapy in this cohort of patients. The duration of androgen deprivation was an independent prognostic factor affecting the overall, relapse-free and tumor-specific survival rates of patients [5,6].

The purpose of the study. To improve the results of treatment of patients with mCRRPJ using modern schemes based on docetaxel and abiraterone acetate.

Materials and methods of research. General characteristics of the clinical material. The study analyzed the medical histories of 83 patients of mCRRPJ who were treated at the ASMI clinic from 2020 to 2021.

The results of the study. The docetaxel-abiraterone treatment regimen significantly increases the overall survival of patients compared to the

abiraterone-docetaxel regimen (median of 30.4 months versus 26.3 months $p=0.01$), patients who responded to hormone therapy for more than 12 but less than 18 months with a process stage of no more than T2N1M0, normal laboratory parameters, ECOG status and having pain syndrome may be recommended both the docetaxel-abiraterone regimen and the abiraterone-docetaxel due to the absence of significant differences in overall survival ($p>0.05$).

Docetaxel-abiraterone treatment regimen significantly increases progression-free survival compared to abiraterone-docetaxel regimen (median of 25.9 months vs 19.9 months, $p=0.002$)

Treatment regimens have a comparable frequency of side effects. The most clinically significant complication is the development of neutropenia, which occurred in 26.5% of patients with the use of docetaxel, while for abiraterone, the main side effects were the phenomena of mineralocorticoid toxicity - hypokalemia, swelling, increased blood pressure.

The factors of unfavorable prognosis of patients with MCRPH are the presence of metastatic lesion of regional lymph nodes, the presence of severe pain syndrome requiring the use of narcotic analgesics, ECOG 1-2 status, duration of previous hormonal therapy less than 18 months, hemoglobin level less than 120 g/l, the level of alkaline phosphatase before treatment is above 1.5 VGN (180 U/l), an increase in the level of alkaline phosphatase during treatment above VGN (120 U/l), LDH level before treatment is above 2 VGN (500 units / l), the PSA level at the time of establishment of castration refractoriness is above 30 ng/ml; PSA level before the start of line 2 therapy is above 90 ng/ml; PSA nadir during line 1 and 2 therapy is above 28 ng/ml and 60 ng/ml, respectively ($p<0.05$);

Factors that significantly affect the decrease in progression-free survival are the presence of metastases to regional lymph nodes, ECOG 1-2 status, duration of hormone therapy less than 18 months, PSA at the time of establishment of castration refractoriness less than 30 ng/ml, hemoglobin level less than 110 g/l, the level of alkaline phosphatase and LDH above the upper limit of normal, PSA decrease by less than 50% during line 1 and 2 therapy, PSA before line 2 therapy more than 90 ng/ml, nadir during therapy 1 lines less than 28 ng/ml, against the background of therapy 2 lines - less than 60 ng/ml ($p<0.05$).

Conclusion. The use of chemotherapy is associated with the development of hematological toxicity, including neutropenia of varying severity, in some cases requiring maintenance therapy with HCF, therefore it is necessary to strictly monitor the temperature reaction and general blood test in patients after treatment, as well as timely prescribe maintenance therapy.

The use of abiraterone acetate is associated with a worsening of the severity of hypertension, therefore, patients receiving abiraterone therapy should

monitor blood pressure levels even in the absence of hypertension before starting therapy.

In the absence of signs of clinical and/or radiological progression, it is advisable to continue the treatment even against the background of continued growth of PSA.

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MODELING FOR THE FORMATION OF STUDENTS' READINESS FOR PROFESSIONAL COMMUNICATION

Annotation: The article gives a meaningful characteristic of the professional training of a graduate of an educational institution, describes a model for the formation of students' readiness for professional communication.

Key words: Readiness for professional activity, model of formation of readiness for professional communication, competence-based approach.

In modern socio-economic conditions, the most important characteristic of a specialist is his readiness for future professional activity. The success of a graduate of an educational institution in the labor market, his "movement in the profession" is determined not only (and perhaps not so much) by the knowledge that he received in the course of professional training, but also by a number of objective and subjective factors.

The essence of the process of vocational training in an institution of higher professional education lies in the gradual accumulation and generalization by the student of special knowledge, ideas, step-by-step development.

The creation of effective conditions for the formation of readiness for professional communication is based on the use of the potential of the communicative environment of the educational process of the university. The training period should be considered as the most important stage in the professional self-determination of a future specialist. Due with this one of the main tasks is the formation of a professionally competent specialist.

The competence-based approach involves considering a university graduate as a specialist who owns competencies, that is, what he can do, what method of activity he has mastered, what he is ready for. In this regard, the competence-based approach presupposes the formation of a set of competencies that determine the potential, ability of a graduate to survive and sustain life in a modern socio-political, market-economic, information and communication-rich space. The professional competencies of the future teacher appear as a system of unique professionally significant qualities, knowledge, abilities and skills, united by a humane attitude towards children and colleagues at work, a constant focus on personal and professional improvement.

Professional competencies not only reflect the ability to use the knowledge gained, but and generate new phenomena, information, orientation of the content of higher education through the definition of the set and content of key professional and personal competencies that have a personal meaning, a system of knowledge, skills, and abilities that are of universal significance.

In the "Concept for the modernization of Uzbek education for the period up to 2010", the key competence is defined as a system of universal knowledge, skills, as well as the experience of independent activity and personal responsibility of students. This system can be used in various types of student activities in solving many professional and life personally significant problems in the present and in the future.

The concept of "personality formation" has long and firmly established itself in the psychological and pedagogical literature. Despite the variety of semantic shades that are included in its content by various authors, they are united by the interpretation of this concept as a process of improvement, development of knowledge, skills, skills, personality traits necessary to perform a certain job.

The basis of pedagogical communication is diagnosis, interaction between the participants in the pedagogical process, namely between the teacher and the student - "face to face". Therefore, the formation of students' readiness for professional communication should become the goal of educational activity as a specially organized pedagogical process aimed at personal development.

To achieve the set educational goals of the formation of a university graduate as a subject of professional activity, a subject of interpersonal relations in the collective and in the labor market, it is necessary that the personality in the educational process is considered as a subject of activity, which, being formed in activity and in communication with other people, determines the nature of this activity. When forming, we relied on an understanding of the essence of professional communication, assessment criteria and the realized potential of the educational process.

The result of the theoretical research was the creation of a procedural model for the formation of readiness for professional communication. She, speaking a theorist about the methodological basis of the design and forecasting of the result, reflects the continuity of the pedagogical process, integrating the goal (formation of readiness for professional communication), content, dynamics of this process, approaches, forms and methods, criteria, indicators and levels of formation of students' readiness for professional communication, pedagogical conditions.

The developed model of the formation of students' readiness for professional communication, which ensures an increase in the efficiency of this process, includes the following components: target, meaningful, procedural and control diagnostic.

The target component of the model is focused on achieving students' readiness for positive communication based on the formation of a culture of professional communication, which presupposes a holistic view of students about the traditions and modern forms of communication culture, the formation of the moral and aesthetic foundations of behavior and dialogue. In this regard, the educational process will be aimed at solving the following tasks:

1) Familiarization of students with the main types, goals, models, means and functions of communication;

2) Formation of understanding of the basics of professional communication;

3) Communication of a set of knowledge necessary to understand the role of verbal and non-verbal means in professional communication and their impact on the final result;

4) Acquisition and development of such necessary psychological and pedagogical qualities as the ability to show attention, care for trainees, interest in the results of their activities, the creation of trusting relationships in communication with them.

The content component includes the necessary knowledge, abilities and skills, gives an orientation to the implementation of the intended pedagogical goal. The formation of students' readiness for professional communication is based on the principles of consistency, continuity and activity. The functions of formation of readiness for professional communication are the regulation of behavior and communication, socialization and adaptation. Content reflects the structure of pre-designed cognitive activity.

The identification of the components of students' readiness for professional communication is based on the understanding that this personality characteristic is a complex structural-level formation that goes through a long period of formation, improvement and development. Because of this, we can talk about the levels of students' readiness for professional communication: low, average, acceptable and high.

The control-diagnostic component of the model characterizes the result of the process of formation of readiness for professional communication. The criterion for the formation of readiness for professional communication, the author of the article considers the psychological and pedagogical readiness of students for positive communication, contributing to the establishment of trusting and mutually beneficial relationships between partners, the development of their interaction and cooperation.

The formation of communication skills can be carried out extensively (based on attracting additional hours) and intensively (at the expense of internal reserves), through purposeful development based on special methods and teaching technologies. The intensive path is most preferable for the analyzed sphere of professional activity and offers the use of all possible means, forms and methods of formation of readiness for professional communication.

Acquaintance with open and closed questions, their analysis contributed to the development of communication strategies of participants in communication.

To provide students with knowledge and skillful use of the models of social interaction that underlie communication, it is necessary to develop interaction-situational communicative tasks, the monitoring of which focuses on knowledge of national traditions and culture, etiquette formulas.

The importance of tolerance as a professional competence acquires a special role in the development of a competent specialist.

The main idea of fostering tolerance is the need to instill in everyone the values of human dignity and the inviolability of every human person. Our research has shown that personality-oriented education creates conditions for the manifestation of students' personal qualities, ensuring the development of their professional competencies.

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THE USE OF READING AS ONE OF THE TYPES OF SPEECH ACTIVITY IN THE PROCESS OF LEARNING ENGLISH

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: Reading, type of speech activity, receptive type of speech activity, vocabulary.

Most professionals give reading a secondary role, giving more importance to speaking and listening. In order to identify such problems, a research experiment was carried out, in the framework of which the participating teachers recorded the difficulties faced by the students in the implementation of this type of speech activity. The difficulties observed during the experiment are analyzed and classified. Based on the problems identified in the course of the above experiment, it was possible to draw conclusions regarding the principles that the teacher should rely on when using this type of speech activity in work. Fundamentally new approaches to the use of texts in the course of the lesson (the absence of the traditional scheme of working on the text "reading - subsequent retelling", the inclusion of the content of the text in the general topic of the lesson, a high degree of student involvement in this process, the development of the ability of contextual forecasting, etc.) allow the latter to further improve the knowledge of the English language. The results of this study can find practical application among teachers of universities and professional educational institutions, who challenge their students to master the English language as a means of real communication, and not just a set of grammatical rules and the sum of lexical units.

Today, researchers are unanimous in their opinion that in order to successfully master a foreign language, the learning process must combine the development of all types of speech activity: reading, writing, listening, speaking. Reading as a type of speech activity is often underestimated from a methodological point of view. Being "one of the receptive types of speech activity aimed at the perception and understanding of the written text", reading

unreasonably receives less attention compared to productive types of speech activity (speaking and writing). However, researchers emphasize the importance of reading, considering it as “a means of forming and controlling related speech skills and language skills”. In their opinion, “a sufficient amount of voluntary reading has a significant impact on the vocabulary, grammatical and writing skills of trainees”. It is also important that “outside the conditions of direct contact with native speakers, the optimal possibilities of interaction between the recipient and the information” are precisely reading.

A number of teachers prefer not to use reading during the lesson, explaining that this type of speech activity takes too long periods of time, and, as a result, speaking becomes a priority type of speech activity during the lesson. Some people assign reading the role of exclusively homework, following the traditional scheme: reading a given text at home and then discussing it in the classroom. However, reading can be a very effective tool for deepening and improving your knowledge of the English language.

Within the framework of this study, we will not consider the types of reading, the differences between them and the possible combinations of their use. Our task is to demonstrate the importance of this type of speech activity, to show its potential in the process of mastering English, as well as to provide practical recommendations for the optimal use of reading.

As shown by our interviews with teachers, the use of reading as a tool for the development of language skills in the course of a lesson generates a number of difficulties in this regard on the part of the trainees.

Based on the information received regarding the above problems encountered when using reading as one of the speech skills, we have formulated ways to improve the methodological application of reading.

Taking into account the above problems that arise when practicing this type of speech activity, we can rely in the process of this work on the following principles.

1. Reading should not be regarded as a passive skill (which is often the case due to its receptive nature). The reader carries out active processes of understanding what words mean, understanding the arguments given, and develops his own point of view on what he read.

2. The trainees must be fully involved in the reading process, which depends directly on the material provided. Otherwise, reading is unlikely to bring them tangible benefits.

3. It is necessary to encourage learners to express their attitude to the content of the text, and not just to the linguistic component of the text.

4. The teacher's choice of the correct tasks for the text read - the right questions, useful exercises. Even the most interesting text can be spoiled by boring and inappropriate questions that follow.

5. Integration of the reading of the text into the sequence of the lesson, the use of the subject matter of the text for subsequent discussions and assignments.

Based on these principles in his work, the teacher can use a variety of tasks and reading materials, avoiding the traditional reading aloud with subsequent answers to questions on the subject of the text.

Today, the teacher has a huge amount of reading materials at his disposal, and it does not have to be texts of an artistic or journalistic orientation. Letters, menus, reports, recipes, travel brochures, press and Internet announcements can all be used in class to improve reading skills while simultaneously providing practical orientation to such assignments. Within the framework of the texts themselves, a variety of principles of use are also possible:

- 1) the absence of the ending of the text and guessing it;
- 2) correlation of thematic sentences with individual paragraphs of the text,
- 3) predicting the content of the text based on the lexical units of the text given by the teacher;
- 4) parts of the text are provided to the learners out of a logical sequence, and they must be arranged in order, etc.

As you can see, there are a sufficient number of reasons for enhancing the role of reading in an English lesson. Increasing the volume of reading can greatly improve the knowledge of this foreign language.

The problem of the relevance of texts is always extremely acute, since when choosing the necessary text one has to take into account too many factors: this is the age of the students and their interests, gender factor, level of knowledge of the English language, etc. (non) authenticity of texts: traditionally beginner-level learners are not offered original texts as they are considered difficult to understand. However, today there is access to a significant amount of authentic materials, understanding of which is accessible even for beginners. According to the researchers, "the authenticity of the assignments stimulates interaction with the text, attracts the attention of students, and facilitates the understanding of the communicative task of the text, assumes the naturalness of the situation."

At the initial stages of learning English is the increase in the volume of what has been read, whether it be educational texts, journalism or fiction, that helps to eliminate such "gaps" that make it difficult to understand.

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FEATURES OF CREATION OF CONVERSATIONAL SITUATION IN THE PROCESS OF STUDENTS' MULTILATERAL COMMUNICATION

Abstract: This article examines the problem of introducing a constructive approach to education as a leading principle of pedagogy. The essence and general principles of a constructive approach are analyzed. The article summarizes new material on the topic under study, new concepts are introduced into scientific circulation: "foundations of constructiveness", "constructive personality", "constructive skills", "constructive activity", "constructive approach", "principle of constructiveness". The methodological principle of pedagogy, which is currently applied, is substantiated. On the basis of historical graphic and empirical research, the author identified the basic patterns of the constructive approach and indicated its implementation through educational organizations. The characteristic features of constructive learning are highlighted and described. The opinion expressed by the author will be of interest to specialists in the field of education who want to improve the quality and efficiency of work. This problem has been little studied today and requires further research.

Key words: Pedagogy, constructive approach, methodology, education, educational environment.

A principle in science is some definite inner conviction and basic rule of the scientist's activity, which he is guided by. Analyzing the various classifications of the principles of science, it is easy to see that methodological ones are the determining factor among them. Methodological principles play an important role in the analysis of scientific phenomena, the assessment of scientific concepts. Methodological principles cannot be constructed by themselves and do not tolerate arbitrariness. Based on the object, subject, goals and tasks of scientific knowledge, they show their characteristic features. For example, the general methodological principle in pedagogy is based on the dependence of the scientific approach to education on the political, economic life of the state and the position of society in the whole world. Currently, many scientists are fascinated by the study of the principle of constructiveness in

pedagogy and the development of the theory of a constructive approach in education:

- a constructive approach in education is a methodological concept for the organization of a stable, continuously changing rational space that provides electivity to all participants in the educational process on the path of self-development, continuous cognition and transformation of the surrounding world;

- a constructive approach in pedagogy is such an attitude of a person to reality and activity in it, in which she, knowing this reality, makes an attempt to change it so that it becomes useful for the person; - a constructive approach in the formation of ecological education is a system of such actions, with the help of which reality is cognized in the process of all-round development of the subjects and objects of these actions;

- a constructive approach in the architectonics of a lesson is a symbiosis of deductive and inductive methods of constructing a lesson through its constructs;

- a constructive approach in the formation of reflection is a system-structural methodology of the cognitive and creative activity of a student, contributing to the formation of both differentiated and integrative aspects of the components of constructive competence;

- the constructive approach of social cognition is the structuring of all information about the world for the purpose of cognition, etc.

Let us define here the principle of constructiveness as a requirement: the leading construct of any relationship in pedagogical processes and education is the upbringing of a constructive personality based on its individual, potential, cognitive features and capabilities. We see the implementation of the principle through a constructive approach, the methodological provisions of which are defined as follows:

- each system that arises during constructive activity can be explained as a part of it;

- constructive activity cannot be independent of the interaction of all its subjects;

- the goals of activity are nothing more than constructs, which also change in the process of constructing objects of knowledge and their transformation;

- the subjects of constructive activity come to a consensus regarding the object under discussion in the process of generalizing their experience;

Analyzing various concepts in pedagogy, one should point out the following definitions of the key concepts of a constructive approach.

The foundations of constructiveness is a polysemic concept, it is a combination and sublimation of concepts such as:

- 1) constructive skills;

- 2) constructive thinking;
- 3) the ability for constructive activity.

A constructive personality is a person capable of adequate rational analysis of data, of constructing systematic concepts, of expedient-ergonomic activity, of assessing real limitations of applicability and schemes (that is, a person with developed constructive thinking and constructive skills, a person with the foundations of constructiveness).

Constructive thinking is a socially conditioned mental process of searching for and discovering a new one, carried out to achieve a particular cognitive-transforming goal, through active involvement in expedient activities aimed at solving problems (problems) of a functional nature.

Constructive skills are defined as automated components, realized and developed in the process of experience, actions, ready for their appropriate reproduction in an unforeseen situation.

Empirical studies of the laws governing the formation and implementation of a constructive approach point to the existing laws of a constructive approach in education:

- a) the law of conscious need, according to which activity takes on meaning only if there is a need for it;
- b) the law of goal-setting and potential opportunities, according to which learning becomes meaningful if it corresponds to the potential capabilities and personal goals of the subject;
- c) the law of program-targeted motivational management of learning, according to which learning takes place inside the motivational field of the subject and is based on his individual trajectory of cognition;
- d) the law of electivity, according to which the principle of the existence of choice is implemented: the learning environment, the form of obtaining information, the method of control, the pace of learning, etc.;
- e) the law of preservation, according to which the presence of health-preserving technologies is necessary in the educational space;
- f) and the law of the transition of quantitative phenomena into qualitative ones, according to which there is a synchronization and structuring of all innovative processes in the educational space of the subject, the effectiveness of constructive activity is achieved at a high level of development of the foundations of the subject's constructiveness;
- g) and the law of unity and struggle of opposites, according to which constructive learning is achieved through the synchronization of various innovative and traditional teaching methods, acting discretely.

It should also be noted that a constructive approach is a methodological principle in pedagogy that allows you to organize a stable, continuously changing rational educational space, ensuring the implementation of general principles for all its components in the process of continuous development and transformation of the surrounding world.

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THE NEED TO LEARN THE GERMAN LANGUAGE AND THE PROSPECTS THAT IT OPENS UP

Abstract: German is one of the main languages in the world and the most spoken language in the European Union. Today the German language ranks 2nd on the Internet both in terms of the number of sites and in relation to the use of the language in search engines.

Key words: German language, students, learning, German-speaking country, independent work, investment.

For education, continuing education courses in educational institutions in Germany and youth exchanges, first of all, knowledge of the German language is required. The German language must and must be studied both at school and at the university, and attending German courses, and combining training with travel to German-speaking countries.

Learning German is a very smart investment of your time, which can be of great benefit to the student and seriously affect his future life, especially if he also speaks English.

German is the language of culture, economics, conferences and academics. After learning German, you can find a job in a prestigious company, which is either a branch of a large company from a German-speaking country, or has its offices in any of them, or works closely with companies from these countries.

Many people prefer independent work, since today there is no shortage of relevant books, textbooks and manuals. However, no reference guide will give you practical skills. Speaking practice is the most important part of training. Of course, there are audio courses, films, radio programs, but they cannot replace free communication. "Untie the tongue" is one of the most difficult tasks in learning.

So far, I will give 10 things where you will definitely need German:

1. In business / in business life: Communication in German with German-speaking business partners will improve partnerships, increase the chances for effective mutual understanding - and thus lead to success.

2. Global career: With knowledge of the German language, you will increase your chances of optimizing your professional / career growth in

German companies operating in the Russian Federation, as well as in other countries of the world. Good knowledge of the German language will make you a productive employee / employee for an employer with international business connections.

3. Tourism and hospitality: Tourists from German-speaking countries travel all over the world, including visiting Russia with pleasure. During the holidays, tourists spend a lot of money and prefer to be served by staff and German-speaking tour guides.

4. Science and research: German is the second most important language in the world of science. Germany ranks third in the world in terms of research funding and contribution to the development of science and annually provides a variety of scholarships to students and young scientists from abroad, including Russia.

5. Communication: Today's development of media, information and communication technologies makes multilingual communication in demand. A number of important websites provide information in German. Every tenth book is published in German. Knowledge of the German language opens up wide access to various information.

6. Cultural understanding: Learning German means being able to see / understand and accept the life, desires and dreams of people from German-speaking countries with their multicultural community.

7. Travel: Knowledge of German allows you to expand the list of countries that you can visit and thereby enrich your travel notes not only about German-speaking countries, but also other European countries.

8. The pleasure of literature, music, art and philosophy: German is the language of Goethe, Kafka, Mozart, Bach and Beethoven. You will get real pleasure from reading and / or listening to their works in the original.

9. Opportunities to study and work in Germany: Germany offers a large number of scholarships to study at various universities in the country. For young people from abroad, special tourist visas with work permits are provided, and for representatives of some professions there are special permits for certain jobs.

10. Exchange programs: Agreements on school and student exchanges have been concluded between Germany and many countries of the world, including the Russian Federation.

Secondly, you need to understand the methods for learning German.

In order to improve the efficiency of learning German, there are many methods. Today it is becoming more and more difficult to understand them, because each teacher can develop his own method and prove its usefulness in practice.

The method of silence assumes that knowledge of the German language is originally inherent in a person. If you do not interfere with the student, he will quickly master the language. The teacher only guides the student on the path to knowledge using a complex system of color signals.

The physical reaction method when learning German involves learning the language in action. It is based on the premise that you cannot assimilate what you have not passed through yourself. At first, the student does not say anything, but only listens to German speech and reads. Then there is a need to react to what you hear. After accumulating a large amount of information about the German language, the student enters into communication. The advantage of the method is that from the very beginning a complex is not created about a lack of understanding or fear of making a mistake. This method can also be called the most comfortable.

When using the immersion method, the student transforms into another person and comes up with a new legend of his life. This not only helps to master the German language, but also develops creativity, thanks to which it is much easier to master the language.

In order to make it easier to master spoken language, an audio-linguistic method has been developed. Proponents of this method are confident that repeated repetition after a teacher or an audio recording will allow you to master the German language.

The essence of the communicative method is that basic language skills are developed simultaneously (speaking and writing, grammar, reading and listening) in the process of live communication. The main task is to teach a person the skills of communication in a foreign language. Rapid and lasting assimilation of the studied material occurs due to the fact that vocabulary, expressions of a foreign language, grammatical structures are presented to the student in the context of a real, emotionally colored situation.

Thirdly, it is imperative to deal with certain difficulties in learning German.

Each person, due to his abilities, necessarily faces certain problems when learning a foreign language, in this case German. All people compare languages, native and studied, and find a myriad of differences, and this makes them get confused in new languages. Different temporal forms, word order in a sentence, stress in words, declension, conjugation, etc.

Fourthly, it is necessary to consider some perspectives of learning the German language.

Today many people do not understand and cannot appreciate all the perspectives that the teaching of the German language gives them. That is why we will talk about such prospects today.

Firstly, learning German is very promising for those who like to travel. The fact is that knowing German, you can easily and without any language problems travel throughout Europe. So, about one hundred million Europeans not only know this language, but also consider it their native language. At the same time, the majority of residents speak German not only in Germany, but also in Austria, as well as in eastern France, northern Italy, eastern Belgium, in

some regions of Switzerland, as well as in Luxembourg and Liechtenstein. By the way, German is one of the ten most spoken languages in the world.

Secondly, the study of the German language can be called very promising for those who are interested in literature. The fact is that about 60 thousand new books are presented at the German book fair.

Thirdly, all those who are engaged in scientific research know that the German language and its study are very, very promising. The fact is that in many faculties and in many universities and research laboratories, the German language, along with the English language, is an international language.

Fourthly, recently Germany has been more and more actively declaring its positions in world markets. At the same time, our country has also recently begun to cooperate more and more often with German companies. This means that learning German, in the long term, is very beneficial from an economic point of view.

Anyone who wants to learn German can choose any teaching method themselves. If you know German, a lot of opportunities and prospects open up before you.

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PRINCIPAL TRENDS OF FOREIGN LANGUAGE LEARNING STRATEGIES' FORMATION

Abstract: The article provides an overview of forming competence in personal foreign language learning strategies as a process which evaluates development of the second language personality in autonomous foreign language learning. The author considers providing proof for formation of language learning strategies' competence to be a factor of a successful development of students' second language personality as an objective of the research.

Methodology of anthropological and personality approaches is used in the research. Qualitative analytical, projective generalized, interpretative research techniques including monitoring, observation, questionnaire designs, testing, conversations, training, mathematical statistics techniques are used for problem solving. The author presents research focusing on students' foreign language learning strategies used in different language contexts.

Key words: language, second foreign language, intercultural communication, learning process.

The second foreign language in the universities is a new phenomenon. It can be argued that the introduction of a second foreign language into the curriculum of a general education school has become a real step towards multicultural education, towards the formation of a multilingual personality. German is typically the second foreign language. As practice shows, three out of four who study German as a second foreign language have studied English as a first foreign language and can use the experience, knowledge, abilities and skills that can be transferred into the second foreign language and greatly facilitate its learning.

Foreign language learning strategies became an object for study in the theory of foreign language teaching in the sixties of the last century. At the same time scientists' interest grew to such personal factors as cognitive style, social, gender identity, motivation. These concepts entered modern discourse of the theory of foreign language teaching.

Learning strategies are rated among general vital strategies of a present-day person at the beginning of the 21st century. The presence of strategies as

methods of personal realization in different spheres of the humans is an integral characteristic of self-determination of a personality, ability to plan out the future. The sources of this knowledge can be found in the theory of radical constructivism, cognitive psychology, synergetic, and other scientific theories of the 20th century.

The beginning of forming foreign language learning strategies falls on the school years; the development of the second language personality proceeds a whole life long, while the process of language learning lasts. Without conscious use of foreign language learning strategies, it is difficult to achieve academic mobility as possibility to form a personal educational trajectory and educational style independently. The theory of development of personal strategies can be viewed as components of the theory of autonomous foreign language learning.

The research objective presents a substantiation of the so called *strategic competence* which is interpreted as a factor of development of students' secondary language personality through forming foreign language learning strategies to facilitate learning efficiency.

To achieve the aim, the following tasks were accomplished:

- to conduct the analysis of studies concerning personal foreign language learning strategies, to define tendencies of forming strategies as a process with the second language personality in the spotlight as the one with its speech peculiarities, individual language experience, motives;
 - to work out a project of forming students' competence and a plan of its realization by means of university students' participation in the strategic training, use of the author's instruction manuals, executable codes for language disciplines at university, elements of e-learning;
 - to process the obtained data, draw conclusion on the research results.
- The data of the study will be valuable in the process of university education and autonomous foreign language learning.

In the middle of the last century the problem of mastering strategies as an important aspect of forming skills for autonomous learning came into notice of foreign and domestic researchers such as: A.U. Chamot, L.Dickinson, H.Holec, J.M. O'Malley, R.L. Oxford, K. Percy, U. Rampillon, A.A. Leontyev, E.I. Passov, G.V. Rogova, V.V. Safonova, S.G. Ter-Minasova. Scientists were engaged in research of students' strategies to define how some of them can achieve success in varying degree while autonomous foreign language learning. Different interpretations of the concept of "foreign language learning strategy" appeared at that period of time.

In terms of the study the following interpretation should be recognized as an acceptable one: a foreign language learning strategy is based on the prediction plan of activities, defining the near-term outlook of development of students' secondary language personality.

Personal strategies are considered to be ways, methods or technologies chosen by students according to peculiarities of their secondary language

personality and language experience to progress in mastering a foreign language.

The definition of the competence in personal foreign language learning strategies as "development linguistic and sociolinguistic competence in a person's own self" is closely related to the content of the research. The meaning of the adjective "personal" in research is correlated with the meaning of the noun "personality" in the word-combination "the secondary language personality".

"The algorithm of foreign language learning activities, which has been set with the textbook or by the teacher, limits mastering foreign languages, but the procedural aspect of students' individual work remains unconscious at that".

The latter distinguishes three levels in a structural model of the language personality: a verbal-semantic level, which unites separate words; a linguistic-cognitive level which unites notions or concepts developing in a worldview; a motivational level whose components are proved themselves through communicative and activity needs of the personality.

According to I.I. Khaleeva, the description of the model of the secondary language personality is carried out taking into account processes which happen while mastering foreign languages. Understanding a foreign-language text means correlating it with their own knowledge and finding its place corresponding to its contents in a worldview, i. e. developing abilities to distinguish motives of a person belonging to foreign community.

Originalities of secondary language personality are reflected in students' personal strategies of foreign language learning which correspond to three levels of the model of the language personality. Limits of personal strategies are mobile; correction in the course of learning is possible.

The set of factors, e. g., "a level of development of linguistic abilities, verbal activity, and psycho-typological characteristics of the person", influences on formation of language learning strategies' competence. But the main circumstance, in our opinion, is students' awareness of their speech abilities and opportunities of their secondary language personality, willingness to use language learning strategies, cultivated independently by means of choice, borrowing or speech and cognitive experience. This difficult process of rational exploitation of language learning aptitudes is just students' conscious generating language learning strategies' competence.

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UTILIZATION OF RENEWABLE ENERGY IN THE TEXTILE INDUSTRY IN UZBEKISTAN

Annotation: The energy consumption of existing technological equipment in textile enterprises can be observed mainly in the electrical drives of their electrical equipment. Manufacturers are looking for opportunities to reduce production costs in a competitive global business environment without compromising product stability and quality. An increase in energy prices for public and private companies increases production costs at the enterprise.

The country is taking comprehensive measures to organize the production of a wide range of quality textiles and garments (hereinafter referred to as textiles), deepen the localization of its production, as well as increase the export potential of local producers.. Over the past period, the necessary legal framework and favorable conditions for the development of the textile and clothing industry (hereinafter referred to as the textile industry) have been created. At the same time, the study identified a number of systemic problems that hinder the sustainable development of the country's textile industry. Prospects for the use of solar energy in Uzbekistan are one of the main directions in the development of renewable energy. Improving the efficiency of small business in various sectors of the economy is one of the important tasks of the development strategy of Uzbekistan.

Keywords: textile plants, turbo fan, fiber drying, solar power, configuration.

Introduction

In the textile industry, there are different possibilities of using renewable energy. There are several cases of such use, but the use of renewable energy in the textile industry is not limited to these cases. In accordance with the strategy for the development of the Republic of Uzbekistan in 2017-2021, approved by the resolution of the president of the Republic of Uzbekistan dated February 7, 2017 PD-4947, the country's energy balance has been diversified, the decarbonization of electricity and thermal energy production is the priority direction for further optimization of the Republic's energy.

In this regard, there is concern over the possibilities of using renewable energy sources throughout the country and the practical evaluation of their use.

The main components of renewable energy sources in the Republic are solar, solar and wind energy, as well as biomass energy.

Main part

Installation of turbocharged ventilators from the roof with the help of wind. In some areas of the textile factory, the standard temperature and humidity should be maintained, for which compressor systems are used. However, this is not for the whole plant. In many textile factories there are places where there is no need for a compressor system, for example, most of the wet processing plants and places where there is no production. Instead of using ventilators, turbochargers can be installed on the roofs, which turn around with the help of natural wind. The potential implementation of this measure depends on the geographic location of the plant, as well as seasonal changes in wind speed and direction. It installed turbo ventilators on the roofs of several textile factories in India and saved 23 - 91 MW/s of electricity per year. The reported investment value varies from 6100 to 9100 US dollars. Energy savings and costs depend on the number of installed ventilators.

The use of direct solar energy to dry the fibers. In some textile enterprises, wet fibers must pass through the drying process, for example, drying acrylic fibers after the dyeing process. If the plant is located in the area where sunlight falls for several months of the year, there is an opportunity to use direct solar energy to dry the fibers. The textile factory in India built a platform directly under the sun using a chain grid facing the open area. This led to a savings of energy costs of 4200 US dollars per year, an investment of 2700 US dollars. It is worth noting that the implementation of these measures depends on the geographical location of the area where the plant is located and the climatic conditions.

The prospects of using solar energy in Uzbekistan are one of the main directions of developing renewable energy. Increasing the effectiveness of the application of small business in various spheres of the national economy is one of the important tasks of the development strategy of Uzbekistan. Due to the need to save primary energy resources, the design, creation and use of solar photo electrics requires the solution of many research and engineering tasks. the use of photoelectric in more efficient regions is a very urgent problem, the solution of which allows to improve the engineering and economic characteristics of solar equipment, optimize energy parameters and operating modes, taking into account the changing solar radiation of energy forces.

It is known that the effectiveness of the practical use of solar energy depends largely on the provision of solar radiation, as well as on the exact implementation of pre-planning work, taking into account the regularity and specific data that are taken into account in temperature, atmospheric skiing and wind conditions. speed in the region where the moose photoelectric stations can be built and used.

If measures are taken on the basis of the road map on the most 8008 technical assistance projects produced in cooperation with the Asian Development Bank, the task of generating 6 percent of the country's energy through solar energy by 2030 will be very real; for this, less than 0.1% or an area of Uzbekistan about 88 km² will be required.

According to long-term terrestrial actinometrical indicators, the intensity of solar radiation in the Fergana Valley varies from 1500 kW / m² per year to 2100 kW / m² per year in the North. The minimum and maximum monthly intensity of direct Sine to a normal surface was recorded, for example, in Yanvar for Tashkent (70909 kW / m² per month) and in July (262 kW / m² per month). In many regions of Uzbekistan, except for the Fergana Valley, the number of solar hours per year is from 2900 to 3100.

The use of solar energy for water heating in the textile industry. In the case of wet processing of Textiles, low-temperature hot water is in demand, it can be partially obtained using solar energy. Given the feasibility, geographical location and climatic conditions for understanding the possibilities of using solar energy in a textile factory, it is possible to determine whether the use of solar energy for providing low-temperature hot water is economically feasible or not. area. Two configurations can be considered for the use of solar hot water systems in wet processing plants. The first configuration is a pre-solar heating system, which can feed the boiler with hot water. This system can be used effectively at different flow rate and output temperature. The second configuration is to feed the painting processes that require low-temperature water (up to 85 ° C) directly with hot water produced by the solar system. To determine the Optimal system, two configurations can be economically compared. In the project at the Egyptian textile factory, the optimal design of the two configurations was studied, taking into account the optimal area of the collector and the flow rate. They found that the second configuration (that is, direct feeding of the painting process with low-temperature hot water produced by the solar system) is much more economical and effective. (Abdel-Dayem and Mahammad, 2001). There are other examples of the use of solar energy in the processing of textile products, for example, Muneer in Pakistan and so on. (2006).

Conclusion

Energy in the textile industry is one of the main cost factors. Increasing energy efficiency should be one of the main concerns of textile factories, especially in the period when the energy price fluctuation is high. In textile factories, there are various energy saving options, many of which are cost-effective. In textile factories, economic options are also not used, mainly because of the limitations of data on the implementation of economic austerity measures. In particular, these facilities have limited resources to obtain this information. The know-how on energy efficiency technologies and practices should be prepared and distributed in textile factories.

This article provides information on energy saving technologies and measures used in the textile industry. the article contains examples of textile factories from all over the world, which provide information on energy savings and costs when available. The guide to some measures shows the savings and repayment periods found under different conditions. Always the reader should keep in mind that the values given in this manual are presented as an instruction. The cost of operation and energy savings will be different, it depends on the configuration and size of the plant, the location of the plant, the characteristics of the plant's operation, production and Product Characteristics, local raw materials and energy supply, and many other factors. For example, for some measures to save energy, a large part of the costs are labor costs. Thus, the cost of these measures developed and developing can vary significantly. Therefore, for all energy-saving measures listed in this manual, individual plants need to conduct additional research on the economy of measures, as well as the application of various measures in specific production practices, in order to assess the expediency of measurements. implementation.

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QUALITY OF EDUCATIONAL WORK IN THE GENERAL SECONDARY EDUCATION SYSTEM AS A PROBLEM

Abstract: The article describes in detail the spiritual and moral education, its content, as well as indicators of quality and efficiency, the role of the spiritual and moral environment in the development of society. In particular, the criteria for assessing the joint work "Family, school and society" and the definition of the quality of spiritual and moral education of students, which means qualimetry of spiritual and moral education in secondary schools by methods. as well as its necessity.

Key words: qualimetry, spirituality, pedagogical cooperation, assessment criteria.

Undoubtedly, we see the strong potential of today's education in the form of young people who have become active forces in all spheres of tomorrow. To this end, one of our main tasks is to mobilize all forces in cooperation with the educational institution in the education of students, to regularly monitor the level of activity. The organization of joint upbringing of the younger generation is certainly not a modern solution to the problem of spiritual and moral education. Such pedagogical cooperation has long been the basis of the social order, determined by the need to improve and enhance the life of society.

General secondary schools directly direct and design the cooperation of family, community and school in the spiritual and moral education of students - this is the spiritual and educational work of the general secondary school. is the deputy director. In order to study the quality of the process of spiritual education and its regular assessment, we considered it an urgent task to conduct a regular social monitoring schedule aimed at revealing the trend of quantitative changes in the education of students. It identifies and identifies the need to identify low-performing groups and work with them in an intensified manner, to identify quality indicators in the educational work with students and to develop new long-term plans for its further improvement. So, sociological monitoring is an activity to collect and process data that can be used to improve decision-making and production management and subsequent analysis¹. Hence, the conclusion of socio-monitoring is an important necessary step for successful upbringing. Responsible persons will be formed under the guidance of MMIBDO to plan this ongoing monitoring. The monitoring group should include school

¹ <https://uz.atomiyme.com/monitor-u-inson-faoliyatining-turli-sohalarida-manosini/>

psychologists, class teachers, educational teachers and ICT teachers. The achievement of the goals of "continuous spiritual education" is an important criterion for the content of education. This is because the effectiveness of spiritual and moral education shows how strong and high-quality the educational functions of pedagogical cooperation are.

Despite the fact that the Public Councils manage the monitoring and evaluation of family, school and community cooperation on a legal basis, no scientific and theoretical code for the evaluation of pedagogical cooperation has been developed. The development of an integrated system of indicators for the evaluation of educators and students is a very complex and problematic issue. Evaluation of the effectiveness of educational work is formed mainly by determining the quality of students. In our research, the task is to determine the scope of this quality indicator and the factors that contribute to its effectiveness, including:

- The impact of the family on the quality of spiritual and moral education of students;
- The impact of the educational institution on the quality of spiritual and moral education of students;
- It is planned to determine the impact of the neighborhood on the spiritual and moral quality of students.

For example, the positive effect of the family may not be equal to the positive effect of the teacher and the neighborhood, or conversely, the effect of the neighborhood cannot be equated with the impact of the family or educational institution. Therefore, it is necessary to evaluate and draw conclusions, taking into account the specific tasks, responsibilities and responsibilities of each partner system.

For example, when we evaluate collaborative systems on an equal footing, we can divide them into the following qualitative levels based on their overall impact:

Educational institution - "excellent";

Parents - "good";

If a neighborhood has an "unsatisfactory" rating, that is, an impact, then we need to clarify by analyzing the performance of the "excellent" rating system and the "good" rating system. will be. Qualimetry in the educational work of educational institutions is qualitatively measured by a set of individual and collective quantitative indicators. In general, the main purpose of measurement in pedagogy is to obtain numerical equivalents of the level of significance of the characteristic of interest²

"Family Parliament". Assessment of parents 'collaborative upbringing in the family is based on the quality of their children and the extent to which they are involved in school education, based on the instructions of the class

2 Inamov D.D. Bo'lajak kasb ta'limi o'quvchilarining bitiruv malakaviy ishini kvalimetrik baholash metodikasini takomillashtirish.13.00.05.- Pedagogika fanlari bo'yicha falsafa doktori.T:-2018; B.-39

teacher and the parents' committee in the classroom. We can also determine the percentage through expert surveys of parents and students.

In assessing the impact of the neighborhood on the education of students and youth during our study, we concluded that a general approach should be assessed based on the following criteria. Why do we evaluate the overall approach? There are few accurate quantities to measure neighborhood impact. This is because the number of advocacy activities in the school can be limited by the number of educational therapies conducted by students and their families with gaps in their education. If we evaluate the effectiveness of the neighborhood in spiritual education with quantitative changes in the quality of school education, we can get a very low figure. Therefore, it is necessary to measure the influence of the community on educational work, which is a bit weak, given that their ability to influence each child individually is less than that of parents and educational institutions. It is true that, legally speaking, the influence of neighborhood activists on the family is not limited to the school, but the neighborhood does not have the functional capacity to work directly with the children of each family on a regular basis. Only in the case of school-related advocacy should we be able to carry out advocacy work on a large scale, and in a separate order to assess the extent to which the functions of dealing with families in need of special assistance are widely formed. In fact, the ability to achieve maximum results even at the minimum level of opportunity depends on the quality of the direct and indirect influence of this neighborhood. To do this, it is necessary to create a spiritually stable environment in the neighborhood, to identify exemplary families and intellectuals, to optimize their life experiences, to strengthen advocacy to prevent crime and delinquency in the neighborhood and to ensure strong control over social management. If it is possible to quantify these indicators on the basis of a subjective approach, we can better understand the role of the mahalla in the spiritual and moral education.

How is cooperation evaluated? Is each system separate or evaluated on the basis of overall impact? If we measure the overall impact, it is natural to ask questions such as which partner system is most effective and which is not.

Important principles for evaluating the MAT performance of PH:

- a) PH and its MAT work are the object of evaluation of the research.
- b) Selection and rounding of evaluation indicators of the object.

Without a sociological analysis, it is impossible to effectively organize the problems of education in a collaborative educational institution, expand the content of the process of spiritual education and assess the orientation of students to a strong spiritual education.

For the sociological analysis of educational work, it is necessary to first thoroughly study the following components of the object of study:

- First, the legal framework for the spiritual and moral education of students on the basis of pedagogical cooperation and the issues of social order in the system of cooperation;

- Second, the subjects of spiritual and moral education of students: the structure of educational work, such as class teachers, school psychologists, the staff of the educational institution, parents, parents' committees and community activists;

- The object of spiritual and moral education - the peculiarities of students and their complexities;

- The state of continuity and continuity of the object and subjects of education in the process of spiritual and moral education;

- The presence of other external factors that affect spiritual education.

Stages of qualification of pedagogical cooperation

Stages	The main purpose	Methodology	Respondents
<i>Empirical stage - (Analysis of the qualitative supply of PH assessment) 2020-2021yy.</i>	Extensive theoretical analysis of the problem	Analysis of relevant sources and documents, observation and dialogue of pedagogical cooperation	Class leaders, parents and neighborhood authorities
<i>Shaping stage - (Selection and development of PH evaluation criteria) 2021-2022 yy.</i>	Develop a qualitative assessment of the object under study	Survey, interview, individual expert survey (IES), modeling	General high school students, teachers, parents, and neighborhood authorities
<i>Generalization stage (Processing and analysis of PH evaluation results) 2022-2023 yy.</i>	Processing of experimental results	Mathematical statistics	

While qualifying family, community, and school partnerships, we have certainly tried to legislate criteria for evaluating each system. The internal charter of the educational institution provides the legal basis for the rights and obligations of parents. It is also necessary to separate the elements of the work of the mahalla as a partner system for education and family facilities on the basis of relevant regulations.

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PROBLEM OF TEACHING FOREIGN LANGUAGES IN THE FRAMEWORK OF GLOBALIZATION AND INTEGRATION

Annotation: The article deals with the problem of teaching foreign languages in the framework of globalization and integration. It provides an overview of the main characteristics of adequate approaches to prepare for cross-cultural communication focusing on the complex nature of the process of learning a foreign language, which should be studied in the unity of such components as methods and approaches, activities and real life scenarios, audio and visual aids, collaborative work, authenticity, activation of all language skill areas and positive attitude. The authors consider building the reflective model of preparation for cross-cultural communication with the help of systems, axiological, cross-cultural and reflective approaches as an effective means of optimization of the process of training cross-cultural communication.

Key words: cross-cultural communication approach, systems approach, axiological approach, cross-cultural/intercultural approach, reflection, reflective approach, reflective model, competence-based approach.

The complexity and dynamics of development and functioning of the sphere of modern language education in the context of globalization and integration makes all its individuals new requirements. The necessity of forming ability to adequate cross-cultural communication became the burning issue to have a sufficient level of foreign language communicative competence in any sphere.

Studying the problem of training cross-cultural communication in theory and practice at higher school, we came to a conclusion that this process requires single-minded efforts to optimize it.

We are supposed to find ways and means to optimize the preparation of cross-cultural communication in interpersonal and professional fields. Based on this point, we set a goal to create a reflective model to optimize the process of training cross-cultural communication. The choice of theoretical and methodological approaches is a determining mechanism in solving this problem.

The main problems that should be solved during the study, namely:

- terminology classification;
- investigating the nature of the learning object;

- eliciting unsolved issues and finding ways to solve them.

Methodology of systems, axiological, intercultural and reflective approaches is used in the research. As long as the main concept of the axiological approach is value, it allows the authors to identify a set of priority values in education, upbringing and self-development. Intercultural approach is closely connected with reflection which is the basic element of constructing understanding between people of different cultures and languages. The authors come to the conclusion that reflection should be put into the core of the intercultural communication and that it is necessary to study the application of the approaches mentioned.

The basic concept of axiological approach is value. Nowadays the term turned out to be interdisciplinary phenomenon, integrating knowledge about society development and requiring attracting different sciences to its study.

The value of axiological approach to construct a reflective model of preparation for cross-cultural communication is to determine the nature of global values, their origin, the mechanism of formation of personal values according to the norms of the world culture. To implement axiological approach for realizing the reflective model to prepare for intercultural communication allows us to identify a set of priority values in education, upbringing and self-development.

For the last decades English has become a very essential language all over the world. In Russia it is currently the most frequently taught foreign language nowadays and when we speak about its importance, we should think how to help learners to achieve foreign language communicative competence. Linguistic creativity much depends on how language is used by the speakers in relation to local contextual purposes and especially for interpersonal interaction. One of the main difficulties is whether a non-native speaker uses appropriate words and expressions in the given context or if he tries to translate them from his native language into English. It confuses a listener due to the lack of the common ground between their cultures. There is nothing wrong in it, but somehow native speakers know that they would not express themselves in quite that way.

Culture and language are means of collective co-existence and social practice kept in the memory of the society that is created by the people during the centuries. Cultural awareness helps people to become more understanding and tolerant of behaviors, which are different from their own.

Difference between cultures causes some misunderstandings in the interactive communication between a foreigner and a native-speaker. Globalization made people closer, narrowed borders between countries, men started collaborating in different spheres of their life and they all need to communicate in some way. They need to acquire not only linguistic competence but cultural awareness as well. Cross-cultural investigations can provide materials that assist language learners to deal with the problems of unknown environments. The native speaker puts in language his world vision, mentality, and the relation to other people in cross-cultural dialogue, and the non-native

speaker receives that vision. It is clear that there is a difference between the native and the non-native speakers' focus when they evaluate an oral discourse. The former focuses on the vocabulary related to the cultural and social factors. On the other hand, the latter lacks the ability to consider such factors. This is one of the major problems of the non-native speakers at both production and comprehension. Language and culture exist in each individual. That individual is a thinker, a creator, a transmitter of the culture, he is the part of the society, and he uses the language for communication with other members of this society where he is supposed to be understood as they belong to the same community. However, the indispensable condition of realization of any communication is that a speaker and a listener should have a mutual knowledge of realities or the background knowledge as a basis of a language interaction to understand each other.

New socio-cultural environment shifted teaching English as a grammatical structure to a cultural awareness. There are numerous works of foreign scientists, who developed the idea of intercultural approach as well as investigations of researchers devoted to teaching foreign language in the framework of cross-cultural or intercultural approach. They consider the dominant of intercultural approach is its ability to analyze and compare the features of different cultures. Being logical continuation of cultural studies approaches, intercultural approach has the main idea to prepare for adequate intercultural communication. In this case language becomes an instrument of cross-cultural dialogue, an effective tool for implementing professional communicative intentions of specialists associated with interaction of other culture, country, and society.

It becomes obvious that intercultural approach closely linked with the reflection. Each time when non-native speaker compares his culture with strange to him, he reflects his behavior, manners, style of speech.

Reflective practice is important to the development of a person; it enables him to learn from his own life experience further. Many courses nowadays ask students to reflect their learning, though not all of them understand what this really means, why it is useful and how to do it.

The term reflection came into the Russian language from English (reflection – an idea or opinion or statement resulting from deep and careful thought). Today we can say for sure that the concept and the term reflection has already become one of the most popular and frequent in many scientific publications, directly or indirectly related to the development of educational system as a whole and its individual subsystems.

The reason of a great attention to reflection is in the modern society changes, which have occurred due to the integration and globalization. These changes have a huge impact on the mentality, understanding of the priority tasks of human development and hence on the model of men's general education and vocational training. In this context reflexive thinking comes to the first place and

its formation and development becomes integral tasks at any level of education as a whole.

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LEVELS OF IMPACT OF THE PRODUCTION ENVIRONMENT FOR HUMAN

Annotation: Life experience shows that any type of human activity created should be useful for his existence, but at the same time, activity can be a source of negative impacts or harm, leads to injuries, diseases, and sometimes ends with complete disability or death.

Key words: level, production, environment, life, safety.

At work and at home accounts for at least 50% of a person's life. And it is in the course of work that a person is most at risk, since modern production is saturated with a variety of energy-intensive technical means.

Occupational safety is an integral part of the program of economic and social development of our society. In our country, much attention is paid to creating the necessary conditions for protecting the health of workers and the safety of their work. The common causes of occupational injuries and occupational diseases, according to the independent trade unions, are:

1. physical wear of technological equipment;
2. non-fulfillment by employers of the necessary organizational and technical measures to ensure safe working conditions;
3. lack of necessary supervision and control over the safe conduct of work by their managers;
4. absence of officials responsible for the state of labor protection;
5. conducting work without the necessary technological documentation providing for labor protection measures;
6. unsatisfactory organization of training and testing of employees' knowledge of labor protection rules; violation of the procedure for instructing employees;
7. low technological and labor discipline.

Labor protection is a system of preserving the life and health of employees in the course of their work, including legal, socio-economic, organizational and technical, sanitary and hygienic, therapeutic and preventive, rehabilitation and other measures that form a mechanism for the implementation of the constitutional right of citizens to work in conditions that meet the requirements of safety and hygiene.

Other measures should be understood as measures aimed at meeting the requirements of fire safety, industrial safety, etc. during the work of employees.

It should be noted that it cannot be identified with safety, industrial sanitation, occupational hygiene, because they are elements, its constituent parts.

Labor protection solves 4 main tasks:

- Identification of hazardous and harmful production factors;
- Development of appropriate technical measures and means of protection against dangerous and harmful production factors;
- Development of organizational measures to ensure occupational safety and occupational safety management at the enterprise;
- Preparation for actions in conditions of manifestation of dangers.

One of the key concepts in the labor protection system is the concept of negative factors of the production environment.

Negative production factors arising in the work area are factors that have a negative effect on a person, causing deterioration of health, illness or injury.

The occurrence of negative factors is determined by such a property of the habitat (production environment) as danger. Danger is a property of the human environment that causes a negative effect on human life, leading to negative changes in the state of his health. The degree of changes in the state of health may vary depending on the level of danger. The extreme manifestation of danger may be the loss of life. Danger is the main concept in the safety of life, in particular in the safety of work. Human practice convinces that any activity is potentially dangerous and it is impossible to achieve absolute safety. This allows us to formulate the central axiom of safety - the axiom of the potential danger of life, according to which human life is potentially dangerous. This axiom determines that all human actions and the environment surrounding him, and above all technical means and technologies, in addition to positive properties and results, have the property of danger and are able to generate negative factors. Production activity is particularly dangerous, because in its process the greatest levels of negative factors arise.

Negative production factors are also commonly referred to as dangerous and harmful production factors, which are qualitatively divided into dangerous factors and harmful factors. A dangerous production factor is called such a production factor, the impact of which on a person leads to injury or a fatal (fatal) outcome. In this regard, OPF is also called a traumatic (traumatic) factor. These include moving machines and mechanisms, various lifting and transport devices and transported loads, electric current, flying particles of the processed material and tools, etc.

A harmful production factor is called such a production factor, the impact of which on a person leads to a deterioration in well-being or, with prolonged exposure, to disease. High or low air temperature in the working area, increased levels of noise, vibration, electromagnetic radiation, radiation, air pollution in the working area with dust, harmful gases, harmful microorganisms, bacteria,

viruses, etc. can be attribute. There is a certain relationship between dangerous (traumatic) and harmful production factors. At high levels, they can become dangerous. Thus, excessively high concentrations of harmful substances in the air of the working area can lead to severe poisoning or even death.

The classification of hazardous and harmful production factors is important at the first stage of hazard identification. According to the impact on humans, dangerous and harmful production factors are divided into 4 groups:

- Physical;
- Chemical;
- Biological;
- Psychophysiological.

Physical factors include electric current, kinetic energy of moving machines and equipment or their parts, increased pressure of vapors or gases in vessels, unacceptable levels of noise, vibration, infra- and ultrasound, insufficient illumination, electromagnetic fields, ionizing radiation, etc.

Chemical factors are substances harmful to the human body in various states.

Biological factors are the effects of various microorganisms, as well as plants and animals.

Psychophysiological factors are physical and emotional overload, mental overstrain, monotony of work.

Specific working conditions, as a rule, are characterized by a combination of negative factors and differ in the level of harmful factors and the risk of dangerous ones. The most dangerous jobs in industrial enterprises include:

- installation and dismantling of heavy equipment;
- transportation of cylinders with compressed gases, containers with acids, alkalis, alkali metals and other dangerous substances;
- repair, construction and installation work at height, as well as on the roof;
- repair and maintenance work on electrical installations and electrical networks under voltage;
- earthworks in the area of the location of energy networks;
- work in wells, tunnels, trenches, chimneys, melting and heating furnaces, bunkers, mines, chambers;
- installation, dismantling and repair of lifting cranes;
- pneumatic testing of pressure vessels and containers, as well as a number of other works.

The most harmful works can be attributed to the use of harmful substances, with the release of such substances in the technological process, with the use of various types of radiation. For example, such works include:

- works in which vibration is used in the technological process (work with jackhammers, perforators, work on knockout grilles, etc.);
- work in electroplating and etching shops and departments;

- works at metallurgical and chemical enterprises, coal and uranium mines;

- works using ionizing radiation sources, etc.

Hazardous production factors can lead to injury, accident, and prolonged exposure to harmful production factors can lead to occupational disease.

Trauma is damage in the human body caused by the action of environmental factors. Depending on the type of traumatic factor, there are mechanical, thermal, chemical, electrical, mental, combined, etc. injuries, as well as industrial and domestic injuries.

An accident is an unexpected and unplanned event accompanied by injury.

Occupational disease is a disease caused by the impact of harmful production factors on a person in the course of work. For example, prolonged exposure to vibration can cause vibration pain, noise - hearing loss, radiation - radiation sickness, etc. Occupational safety is a state of work activity that provides an acceptable level of its risk. The concept of industrial safety is applicable for production activities.

Industrial safety is a system of organizational measures and technical means that prevent the likelihood of exposure to hazardous production factors arising in the work area during the course of activity.

In the work area, it is necessary to ensure such levels of negative factors that do not cause deterioration of human health, diseases. To exclude irreversible changes in the human body, medical hygienists limit the impact of negative factors to safety standards. The existing safety standards are divided into two large groups: the maximum permissible concentrations characterizing the safe content of harmful substances of chemical and biological nature in the air of the working area, as well as the maximum permissible levels of exposure to various dangerous and harmful factors of physical nature (noise, vibration, ultra- and infrasound, electromagnetic fields, ionizing radiation, etc.)

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ISHLAB CHIQARISHDA YALPI MAXSULOTNI REJALASHTIRISH UCHUN MAPLE DASTURIDAN FOYDALANISH

Annotatsiya: Matematik masalalarni hal qilishda juda ko'p dastur tizimlaridan foydalanilmoqda. Ularni keng ko'lamda tadbiq etish, tayyorlanayotgan talaba uchun juda muhimdir. Chunki bugungi kun talabasi mustaqil qaror chiqarishni o'rganishi kerak. Ushbu maqolada iqtisodiy masalani Maple dastur tizimida yechish ko'rib chiqilgan.

Kalit so'zlar: yalpi mahsulot, reja, matritsa, transponirlash, ishlab chiqarish rejasi.

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THE USE OF MAPLE SOFTWARE FOR GROSS PRODUCT PLANNING IN PRODUCTION

Annotation: Many software systems are designed to solve mathematical problems. It is very important for the student to apply them on a large scale. Because the modern student must learn to make independent decisions. This article describes how to solve an economic problem in the Maple software system.

Key words: gross product, plan, matrix, transposition, production plan.

Bugungi kunda texnikadagi taraqqiyotlar talabalarni tayyorlashda innovatsion texnologiyalardan foydalanishni taqozo etadi. Shunday ekan, talabalarga zamonaviy matematik dasturlardan foydalanishni o'rgatish muhimdir. Ushbu maqolada iqtisodiy masalani Maple dasturidan foydalangan holda yechishni ko'rsatamiz.

Jadvalda berilgan ma'lumotlar kelgusi yil uchun: birinchi tarmoq ishlab chiqarishini 5%ga, ikkinchisini 2%ga, uchinchi 10%ga, to'rtinchisini 3% ga oshirish talab etilsin.

	Iste`molchi tarmoqlar							
Ishlab chiqaru vchi tarmoq	1-tarmoq	2-tarmoq	3-tarmoq	4-tarmoq	yalpi mahsul ot X	Qoldiq mahsulot Y	yalpi mahsul ot(reja) X	Qoldiq mahsul ot(reja) Y
1- tarmoq	45	32	16	56	700			
2- tarmoq	81	30	25	10	350			
3- tarmoq	75	85	80	42	800			
4- tarmoq	8	25	22	8	300			

> **with(linalg);**

> **x:=matrix(4,4);**

x := array(1..4, 1..4, [])

> **c:=matrix([[45,32,16,56],[81,30,25,10],[75,85,80,42],[8,25,22,8]]);**

c :=
$$\begin{bmatrix} 45 & 32 & 16 & 56 \\ 81 & 30 & 25 & 10 \\ 75 & 85 & 80 & 42 \\ 8 & 25 & 22 & 8 \end{bmatrix}$$

> **x1:=matrix(4,1);**

x1 := array(1..4, 1..1, [])

> **c1:=matrix([[700,350,800,300]]);**

c1 := [700 350 800 300]

Qoldiq maxsulotni hisoblaylik.

> **w:=matrix([[700-(45+32+16+56),350-(81+30+25+10),800-(75+85+80+42),300-(8+25+22+8)]]);**

w := [551 204 518 237]

	Iste`molchi tarmoqlar							
Ishlab chiqaru vchi tarmoq	1-tarmoq	2-tarmoq	3-tarmoq	4-tarmoq	yalpi mahsul ot X	Qoldiq mahsulot Y	yalpi mahsul ot(reja) X	Qoldiq mahsul ot(reja) Y
1- tarmoq	45	32	16	56	700	551		
2- tarmoq	81	30	25	10	350	204		
3- tarmoq	75	85	80	42	800	518		
4- tarmoq	8	25	22	8	300	237		

>

a:=matrix([[45/700,32/700,16/700,56/700],[81/350,30/350,25/350,10/350],[75/800,85/800,80/800,42/800],[8/300,25/300,22/300,8/300]]);

$$a := \begin{bmatrix} \frac{9}{140} & \frac{8}{175} & \frac{4}{175} & \frac{2}{25} \\ \frac{81}{350} & \frac{3}{35} & \frac{1}{14} & \frac{1}{35} \\ \frac{3}{32} & \frac{17}{160} & \frac{1}{10} & \frac{21}{400} \\ \frac{2}{75} & \frac{1}{12} & \frac{11}{150} & \frac{2}{75} \end{bmatrix}$$

> **e:=matrix([[1,0,0,0],[0,1,0,0],[0,0,1,0],[0,0,0,1]]);**

$$e := \begin{bmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & 1 & 0 \\ 0 & 0 & 0 & 1 \end{bmatrix}$$

> **f:=evalm(e-a);**

$$f := \begin{bmatrix} \frac{131}{140} & -\frac{8}{175} & -\frac{4}{175} & -\frac{2}{25} \\ -\frac{81}{350} & \frac{32}{35} & -\frac{1}{14} & -\frac{1}{35} \\ -\frac{3}{32} & -\frac{17}{160} & \frac{9}{10} & -\frac{21}{400} \\ -\frac{2}{75} & -\frac{1}{12} & -\frac{11}{150} & \frac{73}{75} \end{bmatrix}$$

> **k:=evalm(1/f);**

$$k := \begin{bmatrix} \frac{23147484500}{21192190809} & \frac{479777200}{7064063603} & \frac{864368000}{21192190809} & \frac{663802000}{7064063603} \\ \frac{2051536200}{7064063603} & \frac{7952655900}{7064063603} & \frac{719187200}{7064063603} & \frac{440855100}{7064063603} \\ \frac{3219664000}{21192190809} & \frac{1033860450}{7064063603} & \frac{24009306400}{21192190809} & \frac{550232300}{7064063603} \\ \frac{1403690750}{21192190809} & \frac{771916250}{7064063603} & \frac{2017324400}{21192190809} & \frac{7354986250}{7064063603} \end{bmatrix}$$

> **n := matrix([[(700 - (45 + 32 + 16 + 56)) · 1.05, (350 - (81 + 30 + 25 + 10)) · 1.02, (800 - (75 + 85 + 80 + 42)) · 1.10, (300 - (8 + 25 + 22 + 8)) · 1.03]]);**

$$n := \begin{bmatrix} 578.55 & 208.08 & 569.80 & 244.11 \end{bmatrix}$$

Reja bo'yicha o'zgarish quyidagicha ekan.

Iste'molchi tarmoqlar								
Ishlab chiqaru vchi tarmoq	1-tarmoq	2-tarmoq	3-tarmoq	4-tarmoq	yalpi mahsul ot X	Qoldiq mahsulot Y	yalpi mahsul ot(reja) X	Qoldiq mahsul ot(reja) Y
1- tarmoq	45	32	16	56	700	551		578,55
2- tarmoq	81	30	25	10	350	204		208,08
3- tarmoq	75	85	80	42	800	518		569,8
4- tarmoq	8	25	22	8	300	237		244,11

> *transpose(n);*

$\begin{bmatrix} 578.55 \\ 208.08 \\ 569.80 \\ 244.11 \end{bmatrix}$

round(k)

> *b := multiply(n, k);*

$b := \begin{bmatrix} 795.0970130 & 383.6162939 & 713.5636664 & 365.8975881 \end{bmatrix}$

Iste'molchi tarmoqlar								
Ishlab chiqaru vchi tarmoq	1-tarmoq	2-tarmoq	3-tarmoq	4-tarmoq	yalpi mahsul ot X	Qoldiq mahsulot Y	yalpi mahsul ot(reja) X	Qoldiq mahsul ot(reja) Y
1- tarmoq	45	32	16	56	700	551	795	578,55
2- tarmoq	81	30	25	10	350	204	384	208,08
3- tarmoq	75	85	80	42	800	518	714	569,8
4- tarmoq	8	25	22	8	300	237	244	244,11

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ALLOMALARIMIZNING MEROSIDA TARBIYA MASALALARI

Annotatsiya. Yurtimiz zamirida jahon sivilizatsiyasi taraqqiyotiga salmoqli hissa qo'shgan, umumjahon miqyosida e'tirof etilgan qanchadan-qancha buyuk mutafakkirlar va qomusiy allomalar yetishib chiqqan. Ajdodlarimizdan qolgan boy meros o'zining g'oyat muhimligi bilan haligacha dunyo xalqlarini lol qoldirib kelmoqda. Ajdodlarimiz tarixini o'rganish va ularning meros na'munalaridan foydalangan holda jamiyatimiz uchun komil insonlarni shakllantirish bugungi kunning dolzarb vazifalaridandir.

Kalit so'zlar: ajdod, ma'naviyat, tarbiya, ta'limot, barkamol, hidoyat.

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EDUCATIONAL ISSUES IN THE HERITAGE OF OUR KNOWLEDGE

Annotation. At the heart of our country are many great thinkers and encyclopedic scholars who have made a significant contribution to the development of world civilization and are recognized worldwide. The rich heritage of our ancestors still amazes the peoples of the world with its significance. One of the most important tasks today is to study the history of our ancestors and to form perfect people for our society using the examples of their heritage.

Key words: ancestor, spirituality, upbringing, doctrine, perfection, guidance.

Ma'lumki, tabarruk diyorumizda kamol topgan buyuk ajdodlarimizning nomini butun dunyoda yaxshi bilishadi. Bobokalonlarimiz bilan nafaqat faxrlanish, balki ularning boy ma'naviy me'rosini tadqiq va targ'ib etish ahamiyatlidir. Shu ma'noda, Prezidentimiz Shavkat Mirziyoyevning buyuk mutafakkirlar yaratgan boy ma'naviy merosdan foydalanish va ilmiy faoliyatini ta'lim sohasida keng o'rganishga oid ko'rsatmalari alloma va mutafakkirimiz ijodiga bo'lgan e'tiborning yangi bosqichi sifatida tarixiy ahamiyatga ega. O'rta asrlar Sharq tarixi shundan dalolat beradiki, madaniyat va ta'lim-tarbiya, tibbiyot, adabiyot, san'at va arxitektura sohalaridagi beqiyos yuksalish, ilmiy maktablarning vujudga kelishi, yangi-yangi iste'dodli avlodlar to'lqinining

paydo bo'lishi va voyaga yetishi-bularning barchasi birinchi navbatda iqtisodiyot, qishloq va shahar xo'jaligining ancha jadal o'sishi, hunarmandlik va savdo-sotiqning yuksak darajada rivojlanishi, yo'llar qurilishi, yangi karvon yo'llarining ochilishi va avvalambor nisbiy barqarorlikning ta'minlanishi bilan bevosita bog'liq bo'lgan.

Ma'rifat haqida qadimiy tarixiy merosimiz «Avesto»da ham aytib o'tiladi. Unda ma'rifat orqali ezgulikning namoyon bo'lishi ezgu o'y, ezgu fikr va ezgu amalning amalga oshiruvchi kuchi sifatida talqin qilingan. Bundan tashqari, uyg'onish davrining Imom Buxoriy, Imom Moturidiy, Hakim Termiziy, Ahmad Yassaviy, Bahouddin Naqshband kabi allomalari o'zlarining beqiyos ma'rifatli asarlari orqali umuminsoniy qadriyatlarni yaratishga ulkan hissa qo'shganlar.

O'zbek xalqining ma'naviy merosida Abu Mansur Moturidiyning o'rni va xizmatlari beqiyosdir. Manbalarning guvohlik berishicha, Imom Buxoriy vafot etgan yili, ya'ni milodiy 870 yili tariximizdagi yana bir mumtoz siymo Imom Moturidiy tavallud topgan ekan. Bu voqea zahirida bamisoli Imom Buxoriyning nurli qalamini Imom Moturidiy olib, ul zotning xayrli ishlarini davom ettirishga bel bog'lagandek tuyuladi. X asrda samarqandlik mutafakkir, «Imom al-Huda» (Hidoyat yo'lining imomi) deb shuhrat qozongan Abu Mansur Moturidiy tomonidan asos solingan moturidiya ta'limoti butun islom olamida keng tarqalgan.

Birinchi Prezidentimiz I.A.Karimov o'zining – "Yuksak ma'naviyat-yengilmas kuch" asarida xalqimizning ongi va tafakkuri, badiiy madaniyati tarixida muhim o'rin tutgan bu ulug' insonni - Imom Moturidiy bobomizning o'rta asrlardagi g'oyat xatarli va tahlikali bir vaziyatda o'z hayotini xavf ostiga qo'yib, avlodlarga ibrat bo'ladigan ma'naviy jasorat namunasini ko'rsatib, islom olamida - Musulmonlarning e'tiqodini tuzatuvchi degan yuksak sharaftga sazovor bo'lgani bu nodir shaxsning ulkan aql-zakovati va matonatidan dalolat beradi [1]. deb ta'riflagani ham bejiz emas, albatta. Jahon tarixida o'z o'rniga ega Imom Moturidiy butun insoniyat tafakkuriga katta ta'sir ko'rsatgan va axloqiy ma'rifat rivojida munosib o'rin egallagan. Uning g'oya va qarashlari umuminsoniy ahamiyatga ega. Ma'rifat - ma'naviyatga olib keladigan yo'l, uni shakllantiruvchi vositadir. Ma'rifat millat tarixining ajralmas tarkibiy qismi hisoblanadi.

Prezidentimiz Sh.M.Mirziyoyev tomonidan BMT Bosh Assambleyasining – "Ma'rifat va diniy bag'rikenglik" [3] deb nomlangan maxsus rezolyusiyasini qabul qilish taklifi ham davlatimizni xalqaro miqyosda nufuzini yanada ko'tardi. Bu hujjatning asosiy maqsadi – barchaning ta'lim olish huquqini ta'minlashga, savodsizlik va jaholatga barham berishga ko'maklashishdan iborat. Ushbu rezolyusiya bag'rikenglik va o'zaro hurmatni qaror toptirish, diniy erkinlikni ta'minlash, e'tiqod qiluvchilarning huquqini himoya qilish, ularning kamsitilishiga yo'l qo'ymaslikka ko'maklashishga qaratilgan. Inson faoliyatida odob, xulq me'yorlarining shakllanib borishi natijasida xulq-odob madaniyatiga ega bo'ladi, shu bilan birga axloq-odob bu qoidaga, huquqqa rioya qilishni

taqazo etadi. Qadim zamonlarda boshlab barkamol insonni shakllantirishning asosiy mezoni sifatida aqliy yetuklik, sog'lom fikr, yuqori iste'dod, ijodkorlik, yaxshi xulq, ma'rifat tarbiyasini shakllantirish tushuniladi.

Moturidiyning ko'plab asarlari ko'p allomalar asarlariga asos bo'lgan. Shulardan biri Alouddin Abu Bakr Muhammad ibn Ahmad Samarqandiyning sharhidir. U "Ta'vilot ahli as-sunna" deb nomlangan. Moturidiya ta'limoti ilm egallash jarayonida bag'rikenglik g'oyasi asosida inson aql-zakovatining o'rni va ahamiyatiga yuksak e'tibor qaratadi. Bu o'z navbatida ushbu ta'limotning keng ommalashuvida muhim o'rin tutgan. Bunday g'oyalarga bugungi kunda ham insoniyat katta ehtiyoj sezmoqda [2] Tarixiy merosni asrab-avaylash, o'rganish va avlodlardan avlodlarga qoldirish davlatimiz siyosatining eng muhim ustuvor yo'nalishlaridan biridir.

Yangi tahdidlar, jumladan, «ommaviy madaniyat» xavfi va boqimandalik kayfiyati paydo bo'layotgan, odob-axloq, qadriyatlarning yo'qolish xavfi yuzaga kelayotgan hozirgi globallashuv sharoitida bu g'oyat muhim ahamiyat kasb etmoqda. O'quvchilarni bo'sh vaqtlarini samarali o'tkazish, ularni kitob mutolaasiga jalb qilish hammamizning umumiy vazifamiz hisoblanadi. Shunday ekan ushbu masalaga ham jiddiy e'tibor berib, kitob fondlarini boyitish, amaliy yordam berish maqsadga muvofiqdir. Ayni paytda, maktab kutubxonalarini va axborot-resurs markazlarini milliy va jahon bolalar adabiyotlari bilan to'ldirishga hamda zamon qahramonlari obrazi ochib berilgan yoshlarbop yangi asarlarga katta ehtiyoj mavjud.

Moturidiy o'z davrining islomiy ilmlari sohasida eng yetuk bilim sohibi hisoblanib, musulmon dunyosi olimlari tomonidan tan olingan va hozirda ham turli diniy asarlarda zo'r ehtirom bilan tilga olinadi. Moturidiyni ulug'lab – "Imom alhuda va Imom al-mutakallimin", - Hidoyat yo'li imomi va mutakallimlar imomil kabi nomlar bilan ham ataganlar. Mustaqillik yillarida bir qator azizavliyolarning yubiley sanalari nishonlanishi ham uzoq yillar mobaynida muqaddas dinimizga nisbatan e'tibor na'munasidir. Jumladan, 2000-yil noyabr oyida Imom Abu Mansur al-Moturidiyning 1130 yilligi nishonlandi [4]. Bu kabi ishlar yurtimizda din ishlariga katta e'tibor qaratilayotganining isbotidir. Abu Mansur al-Moturidiy nomi tilga olinganda, butun musulmon olamida aqidaviy haq ta'limot sifatida e'tirof etilgan moturidiy ta'limoti ko'z oldimizda namoyon bo'ladi. Abu Mansur al-Moturidiyning kelajak avlodga qoldirib ketgan ilmiy-ma'naviy merosini tahlil qilar ekanmiz, u o'z asarlari orqali o'sha davrda islom e'tiqodlariga zid bo'lgan turli aqidaviy adashgan oqim va toifalardan muborak dinimizni saqlab qolganiga guvoh bo'lamiz.

Xulosa qilib, shuni aytishimiz mumkin bo'ladiki, bugun biz yuksak texnologiyalar zamonida yashayotganimiz bilan faxrlansakda, ushbu texnologiyalar ayrim yovuz kuchlar tomonidan nomaqsad ishlatilishi oqibatida axborot xurujlari kuchayotganini e'tirof etishimiz lozim. Sharq uyg'onish davri mutafakkirlarining fikricha, pokiza xulq-atvor, go'zal axloq-odob, halollik, ilohiy ma'rifat - komil insonlik darajasiga yetish manbaidir. Komil insonlarga

millatning yorqin ko'zgusi bo'lishi mumkin. Faqat ma'naviyatli va ma'rifatli insonlarga xalq va davlat manfaati, ravnaqi yo'lida mehnat qilishga qodirdirlar.

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DIAGNOSIS OF THE DEGREE OF LIVER FIBROSIS IN PATIENTS WITH CHRONIC HEPATITIS AND CIRRHOSIS OF THE LIVER

Resume: The main cause of the formation of liver fibrosis (AF) and, accordingly, its transition to cirrhosis are viral hepatitis.

AF is the replacement of healthy liver tissue with connective tissue, which develops as a result of external (viral and alcoholic hepatitis) or internal (hereditary metabolic disorders and other genetic disorders) causes.

It is known that fibrosis is a physiological response of the body aimed at limiting the inflammatory focus from healthy tissue and blood vessels. Histologically, AF is the replacement of extracellular matrix proteins (including collagen) of hepatic lobules in the liver parenchyma. The rate of AF formation depends on the etiology of liver tissue damage. In viral hepatitis, fibrosis begins with the portal vein system, from where it spreads to the parenchyma.

Key words: liver fibrosis, liver cirrhosis, diagnosis of fibrosis, hepatitis.

Relevance. Cirrhosis of the liver (CP) occupies a significant place in the structure of diseases of the digestive system, remaining an extremely urgent socio-economic and clinical-epidemiological problem of health care in all countries of the world. Currently, the incidence of liver cirrhosis in the world is about 20-40 patients per 100 thousand population, and this indicator is steadily growing.

Early diagnosis and timely appointment of treatment for patients with HCG and CP is one of the most important tasks of modern medical practice. The "gold standard" in the diagnosis of liver fibrosis (AF) remains liver biopsy - BP [2,4]. However, BP, as a method of assessing AF, has serious limitations due to objective and subjective reasons [1,5]. Meanwhile, this method is not applicable for mass examinations of patients with newly identified markers of chronic hepatitis B and C. Subsequent monitoring of patients against the background of the natural course of the disease or after therapy also requires accessible non-invasive tests [3,4]. Serum fibrosis assessment tests containing surrogate markers of AF, if available, are informative only with CP [1]. Combined serum tests containing, in addition to surrogate and true markers of fibrosis, are informative, but are not accessible to a wide range of patients at the screening stage [6]. Ultrasound methods for diagnosing AF using portal blood flow indices make it possible to detect moderate and severe AF in HCG and CP, but require special training and time for their implementation [1,4]. The results of the direct

method of determining the stage of AF - elastometry - having high diagnostic accuracy, depend on age, body mass index, disease activity according to biochemical tests [5]. Thus, it is relevant to develop new methods of noninvasive assessment of AF, reflecting both the structural (ultrasound characteristics) and functional state (serum markers) of the organ, available for initial examination of patients and their further monitoring.

The proportion of viral etiology of liver cirrhosis (in the outcome of chronic hepatitis B, C, B +D) ranges from 10 to 23.5% of all cirrhosis. In recent years, the number of cirrhosis in the outcome of viral hepatitis C has increased to 30.3%. This is consistent with the data of the European Association for the Study of Liver Diseases that the leading role in the formation of liver cirrhosis is played by chronic hepatitis C virus infection, which is the cause of 40% of cases of liver cirrhosis. And, apparently, not only the etiological factor determines the peculiarity of the course of liver cirrhosis, but also other additional regulatory mechanisms that are not fully understood at the moment.

The purpose of the study. To develop immunodiagnostic criteria for liver fibrosis in patients with chronic hepatitis B and C based on the assessment of the pathogenetic value of cytokines of profibrotic and antifibrotic action, as well as serotonin and the implementation of an integral approach to their interaction during the infectious process.

Materials and methods of research. To solve these tasks, a clinical, laboratory, and instrumental examination of 103 patients with viral cirrhosis of the liver was carried out.

The results of the study. In patients with cirrhosis of the liver of viral etiology, a deviation was revealed at all levels of autonomic regulation - a decrease in parasympathetic tone and reactivity, vasoreflexive and baroreflexive mechanisms, a weakening of the activity of subcortical nerve centers, as well as a decrease in humoral regulation, a shift of vegetative homeostasis towards the predominance of the sympathetic nervous system.

Clinical symptoms and changes in biochemical samples generally increase with increasing duration of the disease, the age of the patient and the stage of fibrosis, but are quite variable. If subjective complaints and clinical and biochemical signs of disease activity dominate with mild AF of HCV, then with CP there are phenomena of violation of synthetic liver function, portal hypertension. Of the clinical symptoms, asthenovegetative syndrome was most often present, being the only complaint of patients. According to ultrasound data, significant differences ($p < 0.05$) were obtained in the size of the liver and spleen when comparing the data of patients with HCV (stage of fibrosis of RO) and CP. Qualitative (descriptive) characteristics, such as diffuse liver changes in HCV, granular structure and serration of the liver contour in CP were extremely variable and had no numerical value, so they were not included in further analysis.

The severity of the course of liver cirrhosis correlates directly with the severity of autonomic maladaptation, manifested in patients with cirrhosis of the liver of viral etiology by a significant decrease in heart rate variability, a sharp increase in the activity of the sympathetic nervous system, the phenomena of overstrain of the activity of regulatory systems.

Multiple correlations of average strength were revealed between the indicators of vegetative status and the assessment of the severity of the patient with liver cirrhosis in Child-Pugh scores, the analysis of which using the developed correlation matrix allows to increase the objectivity and informativeness of the assessment of the prognosis of the course of liver cirrhosis of viral etiology.

Heart rate variability indicators are prognostically significant in patients with cirrhosis of the liver of viral etiology and depend on the severity of the disease.

Prognostic equation of the probability of death for patients with cirrhosis of the liver of viral etiology $Y = 41.02 + (0.609 * CO \text{ VAR2}) + (0.0003 * IVR2) + (-0.035 * EXCG) + (-11.21 * VLF2) + (-3.30 * AUTOC2) + (-0.015 * A \text{ Mo,}) + (-0.212 * CO) + (-0.013 * HR,)$, where Y is the probability of death, from 0 to 1, suggests a 59% probability of death.

The use of a non-selective beta-blocker (propranolol) reduces the heart rate, but does not affect heart rate variability. The complex use of nonselective beta-blockers together with neurotropic hepatoprotectors (ademethionine, B-orinitine-B-aspartate) is a promising direction for correcting adaptive capabilities in patients with cirrhosis of the liver of viral etiology.

Conclusion. It has been established that heart rate variability is a prognostic factor of progression and risk of death in patients with cirrhosis of the liver of viral etiology. The application of the methodology for the study of heart rate variability in patients with cirrhosis of the liver of viral etiology will allow to assess the degree of adaptive capabilities of patients, to make a prognosis regarding the risk of death and to carry out individual correction of therapeutic measures.

The results obtained indicate the need for the combined use of indirect methods (serum tests, ultrasound with Dopplerography, densitometry) and direct (elastometry) in the diagnosis of liver fibrosis. For this purpose, the use of methods included in the standard of examination for chronic hepatitis B and C without additional costs on the part of the patient and the medical institution allows using the proposed algorithm for diagnosing fibrosis and a computer program in the outpatient practice of any doctor.

The possibility of using a computer program as a database of patients with chronic hepatitis, dynamically changing when monitoring the latter, can solve the problems of the organization of healthcare in this field of medicine.

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SOIL ANALYSIS DURING ROAD CONSTRUCTION

Annotation: It is about studying the composition of soils in the construction of the footpath and the sequence of compaction of voids.

Keywords: road transport, infrastructure, communication, automobile, road, convention, industry, road, socio-economic.

Introduction. In Uzbekistan, road and transport communications are an important part of production and social infrastructure, and play an important role in the socio-economic life of the country. Today, the length of railways in the country is 8.0 thousand km, roads - 184 thousand, and main pipelines - 13.9 thousand km. Of these, road traffic accounts for the highest share, accounting for 91% of freight and 98% of passengers. The Republic of Uzbekistan is a full member of more than 30 international conventions, agreements and treaties related to road transport and roads. He is also a participant in a number of programs developed by international organizations, aimed at the development of national transport communications, the integration of national systems with international transport systems. More than 20 international transport routes and routes pass through the territory of the republic. The main routes of the Great Silk Road have also passed. During the years of independence, as a result of extensive work to improve the road transport infrastructure in the country, the development of the road network, the condition of international and national public roads has radically improved and safe transport links between the republic, regional and district centers. was achieved. At the same time, the rapid economic development of the republic requires the repair of artificial structures on highways. The current state of the management system in the sector required the solution of some organizational issues. Until now, there was no single government to manage the roads and ensure their proper operation. For example, 42,654 km of public roads, ie 23% of the total length of roads - were on the balance of the former SJSC "Uzavtoyol", while the remaining 142,000 km of roads (total 77% of the system) was at the disposal of municipal departments and landscaping departments under local authorities. Municipal utilities associations in the districts pursue their own technical policies in the design,

repair and construction of roads in their territories as the owners of those roads, which does not leave a negative impact on the overall road policy. 'It wasn't.

Discussions: The ground layer is the basis of the roadbed. In low-grade pavements, the treated soil can serve as the base layer of the pavement. As the base of the road surface, a gravel layer is used as a pavement on low-grade roads. The soil and gravel layers in the pavement are mainly compressed due to compaction. This is mainly due to the change in state of the compression and the increase in displacement. The structure and strength of soils consist of water, which is bound to organic compounds and membranes, which are considered to be semen and natural glue. Therefore, they show crystalline and coagulation content. The transfer of these compounds from one to another takes place with the help of tap water. The breakdown in them first begins to appear between the loosely connected parts of the content. In sandy soils and gravels, the contents are visible. They are less affected by moisture than the soil. The modulus of elasticity in the adhesive soil layers is integral to the average flow rate. The modulus of elasticity, which is manifested by regular exposure to sand, also decreases with particle size. As the relative density in the layer increases above 0.95, the change in state decreases. The tillage procedure is performed in the same way as the pavement layer, and in places where the elastic modulus is less than the norm, it is necessary to add minerals. the size of the item should be less than the intended layer thickness. The item should be bulldozed and compacted with a heavy-duty steel surface roller.

Analysis and Results: If the pavement surface is reinforced with sand, ash, slag, etc., as required, it can be smoothed with a milling cutter or a toothpick after spreading, and then mixed with a motor grader. The rubber is then rubbed with heavy rollers. Before applying different soils in a layer, it is necessary to determine the amount required for the project by relating their parameters of flexibility and state change modulus, adhesion and fracture angle to the level of moisture and compaction. composed of particles. Therefore, they have a connection and a coagulation type. The first is similar to large particles. The strength of the gravel layer depends on its constituents, size and shape. High strength is based on large particles, which are provided when the spacing is small. The main force effect is received by large particles and is based on small particles, which are provided when the interval is formed by small particles. The main force is absorbed by large particles, while small particles prevent them from moving. Crushed stone, ground crushed stone layers are widely used as the basis of the road surface. The composition of these layers is multifaceted. Due to the low interconnection of the crushed rock layer, the situation changes due to compression and displacement. It is at the junction of the components that make up such a layer that erosion and displacement occur. The strength of this layer is provided by the force of friction on the surface. Although the strength is almost independent of moisture, it is noticeable where the voids are filled with fine particles. Selected crushed stone has a coagulation content due to the presence

of soil and mud. In some cases, binders such as burnt flour are used to build the crushed stone layer. The higher the strength of the rock in the extraction of crushed stone, the harder the product will be and the less it will be eaten. The shear resistance of a flat-sized crushed stone increases. The modulus of elasticity of the crushed rock layer is much higher, reaching 300-500 MEIa. The change in the state of the crushed stone layer depends on the density of the layer, the appearance, composition and water-temperature regime of the crushed stone.

Conclusion Roadblocks are a key factor in the rapid and convenient delivery of goods and passengers by road at any time of the day, at any time of the year. The effective use of science-based technological processes and advanced methods of work in our country, the extensive use of available resources in the reconstruction and design of modern highways that can provide durable and long-term service, providing high quality requirements for their use. delights. But of course there are drawbacks. Its physical and mechanical properties, physical - Fundamentals of chemical mechanics, the working bodies of machines that process materials require a thorough knowledge of the theory of communication and a number of other knowledge.

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MANAGEMENT OF ECONOMIC GROWTH OF BUSINESS ENTITIES

Abstract: This article examines the problems faced by businesses in using economic growth management and analyzes ways to address them.

Key words: management, business entities, economic growth, economics.

The relevance of the research topic is determined by the fact that in the conditions of the emerging stabilization of the economy, the most important strategic task facing the Russian management is the management of economic entities focused on ensuring their long-term economic growth. However, in business practice, economic growth management is actually not used due to insufficient theoretical development and the lack of proper experience in its application at Russian enterprises.

At the same time, the tendencies of globalization and virtualization of the economy, which are sophisticated forms of economic expansion of Western countries in relation to less developed states, including Russia, are accelerating in the world. They are carried out in a system of actions for military and political pressure on countries that fall into the zones of strategic interests of developed countries, and leave no other way than the creation of a self-sufficient economy capable of effectively developing with maximum self-reliance, focused on sustainable economic growth.

In Russia, the aspirations of business entities for economic prosperity are increasing. For this, the state has objective potentialities. The capital region has the most suitable conditions for the successful implementation of economic growth management by business entities. It concentrates a significant scientific and technical potential of the country, including intellectual-intensive industries that manufacture products that are competitive on world markets. The overwhelming part of the country's financial resources is concentrated here, managers of the highest qualifications work.

The placement of government and administrative bodies in the capital region makes it possible to quickly and efficiently solve emerging problems, using the possibilities of foreign foreign economic and managerial ties. The presence of a developed transport, energy, information infrastructure and other characteristics that distinguish the capital region from other territories of Russia as a business center of the country gives it undeniable advantages in the effective implementation of economic growth management strategies by business entities.

The metropolitan region is the most important center for the concentration of Russian culture and traditions that underlie the functioning of the entire system of life of the state and permeate all the pores of its economic system. A significant part of the enterprises of the capital region have already passed a period of stabilization and are in a state of economic growth. In this regard, an appropriate management system of enterprises is also needed, which would allow realizing the capabilities of a management system aimed at long-term economic growth.

We also need effective tools for managing the economic growth of business entities that implement this process in the most rational ways. Business entities should be able to predict scenarios for the development of the market situation, choose appropriate economic growth strategies, respond flexibly and effectively to environmental changes, increasing the chances of implementing their plans.

It is required to create a system of strategic management of a business entity, giving it the properties of increased adaptability to qualitative changes taking place in business. In this regard, it is also necessary to develop the theory and practice of building organizational management structures, their targeted reorientation to the components of economic growth.

The problem of assessment, formation and use by economic entities of the capital region of sources of long-term competitive advantages is in need of scientific understanding and development.

The solution of these problems, both in scientific and practical terms, is, in our opinion, an important national economic task. It is possible in the development of scientifically based approaches to growth management, which allows to purposefully influence the main processes that play a decisive role in the economic growth of business entities in the capital region, to ensure on this basis the filling of the state budget and create additional opportunities to improve the living standards of the population.

In the market economic system, management is the most important tool for purposeful impact on social and economic processes. But not every management can orient the system of relations of a business entity towards economic growth. Let's try to reveal what is the essence of economic growth management, using for this a simple, but acceptable for this purpose, methodological technique arising from the analysis of the foundations of traditional management.

The classical understanding of traditional management is based on the division of the management process into functions. Therefore, if we want to create a management system focused on growth, then it should contain functions that implement the goals and objectives of economic growth of a business entity, as well as an adequate organizational management structure and personnel capable of implementing the philosophy of growth.

This concerns, first of all, the orientation towards growth of such basic management functions as analysis of the state of a business entity, its external and internal environment to assess growth opportunities; planning - the formation of the goals of the organization and the choice of ways to achieve them; control - determining the compliance of management characteristics with target regulatory tasks; coordination - ensuring interaction between - I3 du various units of divisions, organizations and management personnel; motivation - a system of incentives, incentives for the creation of targets for effective work of personnel. Management can have one or several goals. Recall that the goal in the general philosophical sense, "that which is presented in the mind and is expected as a result of a certain way directed actions" 1.

However, traditional management does not fully ensure the achievement of special management objectives, such as those associated with economic growth. It is necessary to complement the capabilities of traditional management, as it faces problems that hinder economic growth. The solution of these problems, on the one hand, turns into an integrated process that unites all traditional functions, and, on the other hand, acquires a modular structure, including the emergence of many types of object-subject or special management.

These types include marketing management, investment, innovation, budget and others. There are a number of new functions that need to be used to support growth management. These include: the development of the culture of the organization; innovative support of business processes; reproduction of individual internal resources of the manager and human capital of the organization; the formation of new internal network management structures in the form of teams, working groups to solve development problems; implementation of intellectual leadership in the management of teams and projects; management of interaction between business and government.

The influence of managers on the image of their organization occurs within the framework of the structure of goals established by the upper echelons of management. However, the instability and dynamism of external and internal conditions associated with the formation of market relations forces managers to constantly reorganize and change their goals, which requires taking these conditions into account when forming organizational structures for managing economic growth.

Thus, the management of economic growth is a process of purposeful impact on the conditions, factors and components of growth using a system of common traditional, as well as special object-oriented functions, technologies and management tools. It forms a set of innovative properties of an organization that is capable of providing and supporting economic growth.

Let us now consider what the category "economic growth" is and what are its components. At the same time, there is a need to understand the management

of an organization or a business entity, the possibilities and technologies of its implementation in practice.

Growth is the most important characteristic of social production in any economic system. In a market economy, the aspiration of the main economic entities to economic growth exists constantly, regardless of what level of development is achieved in society, since manufacturers strive to minimize the backlog of production from needs.

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LEXICAL ANALYSIS OF THE CONCEPT «FRIENDSHIP»

Annotation: In this article, verbalization of the concept. Represented keywords of studying concept Friendship / Do'stlik will be the foundation of our lexical analysis. The analysis is performed on the material of the dictionary definitions of a number of dictionaries, are also used associative dictionaries and thesaurus, which allows to identify associative links Friendship / Do'stlik, which play an important role in the formation of both the conceptual and the value of the concept components (CIDE; OALD; MWCD; LDCE; MWCT; CODCE; RNMT; OTE; ЎТIL; SRYA; TSRYA, etc.

Keywords: Verbalization, concept, cognitive analysis, friendship, synonym, antonym.

Dedicated linguistic area mainly forms the conceptual core of the concept of Friendship / Do'stlik that is because the “friendship” in all languages is the central and saint mean of human qualities. Due to the fact that the majority of dictionary words as linguistic interpretation unit is basically the same in the three languages studied, we will consider the dictionary definition based on the English language. However, all cases of lexicographical discrepancies in interpretations of the language will be considered separately. Linguistic “Friendship” concept content area is mainly represented by the following values of the taken word:

1) the emotions or conduct of friends; the state of being friends a relationship between friends she formed close friendships with women:
- a friendly feeling or emotion (MWCD; LDCE; CODCE);
- kindness or help given to someone (OALD);

2) friendship is a relationship between two or more friends:
- a state of mutual trust and support between allied nations (OALD; CIDE);
- a relationship between friends: She formed close friendships with women (MWCD); (OALD);

- a state of supporting a cause, organization, or country by giving financial or other help; For example: “I was thunderstruck by my friend's words. We had only been a few hours in Devonshire, and that he should give up an investigation which he had begun so brilliantly was quite incomprehensible to me. Not a word more could I draw from him until we were back at the trainer's house. The colonel and the inspector were awaiting us in the parlour. “My friend and I return to town by the night-express,” said Holmes. “We have had a charming little breath of your beautiful Dartmoor air.”

3) A friendship is feeling which is need in trouble. In this meaning of the friendship appears as a question, saying, idiom, saying, aphorism.
- a person who is not an enemy or opponent; an ally. (MWCD),(OALD);
- a familiar or helpful thing. (CODCE; OALD; CIDE);

4) a member of the Religious Society of Friends; a Quaker (CIDE);

5) an acquaintance or a stranger one comes across (used as a polite form of address or in ironic reference): "My friends, let me introduce myself."
"My friend Dr. Watson made that suggestion to me as we came down. If so, it would tell against this man Simpson."

It should be noted that in the explanatory dictionary of the Uzbek language (ЎТIL) fixed meaning as "do'stlik, qadrdonlik, birodarlik" and Uzbeks thinks that this feeling is seemed stronger if one's friend is from one of his family

members, for example," Ona - eng yaqin do'st", or "Ota-onang va jigarlaringdan boshqasiga ishonma", in contrast to English, in which the friendship has the meaning of someone who you know well and like, but who is not related to you: "As already noted, the concept of Friendship / Do'stlik is so complex, multidimensional, mental education, which, exploring its deep conceptual structure, it is advisable to consider this concept in terms of the conceptual sphere. As is known, concept - an ordered, structured set of individual and collective knowledge, the units of which are the concepts. As rightly pointed out by V.A Maslov, "language is determined by the wealth of not only the richness of vocabulary and grammatical features, but also the wealth of the world concept, concept, which formed the national language personality". The focus of this section focuses on building fragment Friendship concept sphere Friendship / Do'stlik on the basis of linguistic zone data, which forms the core of our concept of the test at the lexical level.

In the process of interpretation of the dictionary definitions of the correlation values found "friendship" – "relationship" – "feeling", characterized by metonymic relations. These values are inherent in the lexical units, which serve as the name of the relevant concepts. This indicates that in at the lexical level of the language system, you can talk about the formation concept Friendship / Do'stlik. However, the nature of the interaction of these concepts, their deep structure revealed in their textual realization, and therefore when the concept of the structure of the study is necessary to refer to the text, in particular to the artistic, aphorisms and journalistic, which act as a "transfer of value orientations from person to person. All this allows us to consider the text as a cognitive process associated "with a specific selection of cognitive operations or their preferred use in the construction and interpretation of texts of different types".

The concept of having friends has been around for centuries. It is a natural part of one's life and yet, it is not until recently that scientist's has acknowledged it as a scientific topic. This study aims to investigate what it

entails to be a friend today and which types of friendships exist, in contrast to the historical definitions and theoretical discussions addressed in Ray Pahl's book *On Friendship* (2000). Two focus group interviews were conducted, with one male and one female group, to find out how the concepts of friendship, acquaintance and best friend are defined today. The concepts on how to become friends together with what impact Facebook has had on friendship today was also discussed in the interviews.

To sum up, the analysis of the interaction concept "Friendship". This revealed a number of cognitive and conceptual features of the conceptual, emotional, imaginative, value character, which together determine the originality of the concept sphere in every language. So, the meaning of "concept" is explored in cognitive science, metaphysics, and philosophy of mind. The term "concept" is traced back to Aristotle's "The classical theory of concepts" definition of terms. When the mind makes a generalization such as the concept of tree, it extracts similarities from numerous examples; the simplification enables higher-level thinking. The use of concepts is necessary to cognitive processes such as categorization, memory, decision making, learning, and inference. The origin of "friendship" came from Old English *frēond*, of Germanic origin and it is related to Dutch *vriend* and German *Freund*, from an Indo-European root meaning "to love".

There are some chunks belonging to the concept we are working on:

- be friends with means be (or become) on good or affectionate terms with (someone);
- a friend at court means a person in a position to use their influence on one's behalf;
- a friend in need is a friend indeed means a person who helps at a difficult time is a person who you can really rely on;
- friends in high places means people in senior positions who are able and willing to use their influence on one's behalf;
- my honourable friend means used to address or refer to another member of one's own party in the House of Commons;
- my learned friend means used by a barrister or solicitor in court to address or refer to another barrister or solicitor;
- my noble friend used to address or refer to another member of one's own party in the House of Lords;
- my Right Honourable friend means used to address or refer to another member of one's own party in the House of Commons who is also a privy counselor.

Now we try to give synonyms for this concept:

- a) companion, soul mate, intimate, confidante, confidant, familiar, alter ego, second self, playmate, playfellow, classmate, schoolmate, workmate;
- b) ally, associate;

- c) sister, brother;
- d) best friend, kindred spirit, bosom buddy, bosom friend ;
- e) pal, chum, sidekick, crony, main man, mate, buddy, bud, amigo, compadre, homeboy, homegirl, homie ;
- f) compeer.

We are going to write the list of antonyms below:

Enemy (enemies) is a person who is actively opposed or hostile to someone or something;

- a hostile nation or its armed forces, especially in time of war the enemy shot down four helicopter;

- (as modifier) enemy aircraft is a thing that harms or weakens something else routine is the enemy of art;

- be one's own worst enemy.

The origin of this word came from Middle English: from Old French *enemi*, from Latin *inimicus*, from *in-* 'not' + *amicus* 'friend' In conclusion, it should be that the conceptual cognitive symptoms occurring in these areas, as well as the zones themselves, may be reflected in one or two in all the languages. For example, a linguistic area is represented in all languages, while the philosophical and literary area on the lexical level in the Uzbek language is not reflected.

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WAYS OF MATERIALS DEVELOPMENT FOR ESP STUDENTS

Annotation: This article explains that language teaching materials can tend to focus on one particular skill in a somewhat unnatural manner. Some courses have a major focus on productive skills, and in these reading and listening become second-rate skills. With other materials, reading or writing may dominate. It can be pointed out that, “at the very least we listen and speak together, and read and write together”. Ideally, materials produced should give learners opportunities to integrate all the language skills in an authentic manner and to become competent at integrating extra-linguistic factors also.

Key words: ESP, materials development, skills, approach, role of tasks.

It has been stated that materials development is anything done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. Others add that material writing is the one of the most characteristics features in ESP in practice. In short, materials development is needed in ESP to provide suitable media for student to learn English based on their needs. The Model of Materials Development which is provided below suggests the systems approach model which consists of ten steps in designing educational product as follows. This model is the most needed explanation tool in teaching students to develop materials using agrarian terms since it covers the issue in the perspective of teaching ESP learners.

Figure 1. The Steps of the Systems Approach Model of Educational Research and Education (R&D) (Wong, L. L. C., & Nunan, D., 2011)³

Step 1: Assess needs to identify goal(s) Step 1 involves the definition of goals for the instructional program or product, which often includes a needs assessment.

Step 2: Conduct instructional analysis Step 2 involves an instructional analysis to identify the specific skills, procedures, and learning tasks that are involved in reaching the goals of the instruction.

Step 3: Analyze learners and contexts Step 3 involves the identification of the learners' entry skills and attitudes, the characteristics of the instructional setting, and the characteristics of the settings in which the new knowledge and skills will be used.

³ Wong, L. L. C., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 39(2), 144-163.

Step 4: Write performance objectives Step 4 involves the translating of the needs and goals of instruction into specific performance objectives.

Step 5: Develop instrument assessments Step 5 involves the developing of assessment instruments that are directly related to the knowledge and skills specified in the performance objectives of the instruction.

Step 6: Develop instructional strategy Step 6 involves the developing of a specific instructional strategy for assisting learners with their efforts to achieve each performance objective.

Step 7: Develop and select instructional materials Step 7 involves the developing of instructional materials, which may include print materials such as textbooks and teacher training manuals, or other media such as audiocassettes or interactive video systems. If the instructional plan specifies a teacher, lesson plan or guideline for instruction by this person also would be developed as part of step 7.

Step 8: Design and conduct formative evaluation of instruction Step 8 involves the evaluation done by the developers during the program or product is under developed.

Step 9: Revise instruction Step 9 involves the revising of the instruction based on the results of formative evaluation.

Step 10: Design and conduct summative evaluation Step 10 involves the evaluation of final program or product. The evaluation here is done by individuals other than the materials developer. In developing the materials in the form of textbook that consists of units, it is also important to consider how units are designed. Therefore theory of unit design development is discussed.

Unit Design Development

a. Grading, Sequencing, and Integrating Tasks

Refer to Siyanova-Chanturia, A., & Webb, S. ⁴ grading is “the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner”. There exists the list of important questions for grading the unit as follows:

A List of Questions for Task Grading and Sequencing

Further, linguists have proposed six-step procedure to create a linked pedagogical sequence for introducing tasks.

Step 1: Schema building Step 1 is to develop a number of schema-building exercises that will serve to introduce the topic, set of context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task. **Step 2: Controlled practice** Step 2 is to

⁴ Siyanova-Chanturia, A., & Webb, S. (2016). Teaching Vocabulary in the EFL Context *English Language Teaching Today* (pp. 227-239): Springer.

provide the students with controlled practice in using the target language vocabulary, structures and functions. Step 3: Authentic listening practice Step 3 is to involve the students in an intensive listening practice. Step 4: Focus on linguistic elements Step 4 is to involve the students to take part in a sequence of exercises in which the focus is on one or more linguistic elements. Step 5: Provide freer practice Step 5 is to make the students engaged in freer practice, where they move beyond simple manipulation. Step 6: Introduce the pedagogical task Step 6 is to introduce the pedagogical task itself to the students.

Task should be introduced in a row. Therefore, a pedagogical sequence for introducing tasks is presented below.

A Pedagogical Sequence for Introducing Tasks

The role of tasks in materials development is another important factor which can present true value of the material with regards to developing ESP learners' language performance. Below the importance of tasks is discussed. First of all, it should have the following components:

1) Goals. Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. 2) Input. Input refers to the spoken, written and visual data that learners work with in the course of completing a task. 3) Procedure. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. 4) Teacher Role and Learner Role. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. 5) Setting. Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

There are three types of task. The types of task are as follows (Eaves, M. 2009)⁵:

1) Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. 2) Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. 3) Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

There are another seven tasks and activity types as follows:

1) Questions and answers. These activities are based on the notion of creation information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of

⁵ Eaves, M. (2009). Learning styles technology and supporting overseas learners. *Multicultural Education & Technology Journal*, 3(1), 61-73.

a person or object). The aim is for learners to discover their classmates' secret choice. This activity can be used to practice almost any structure, function or notion. 2) Dialogues and role plays. These can be wholly scripted or wholly improved. However, "If learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs". 3) Matching activities. Here, the task for the learner is to recognize matching items, or to complete pairs or sets. 4) Communication strategies. These activities are designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback and simplifying. 5) Picture and picture stories. Many communication activities can be stimulated through the use of pictures (e.g. spot the difference, memory test, and sequencing pictures to tell a story). 6) Puzzles and problems. Once again, there are many different types of puzzles and problems. These require learners to "make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning". 7) Discussion and decisions. These require the learner to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island). In short, there are various task types that can be considered in developing tasks. After developing the task, it is important to know how the materials are evaluated.

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ASSESSMENT OF THE RESULTS OF TEACHING A FOREIGN LANGUAGE FOR UNDERGRADUATES OF A NON-LINGUISTIC UNIVERSITY

Abstract: Learning a foreign language is gaining special relevance in connection with the integration of state into the world community. The article describes the modern requirements for foreign language training of masters of a non-linguistic university. The organization of the content of education and the criteria for assessing the results of teaching a foreign language in the magistracy of a non-linguistic university in the context of a competence-based approach to the organization of higher professional education are proposed, since the goal of the new model of higher education is the formation of professional competence through the development of all disciplines of the curriculum. The purpose of teaching foreign language communication in the master's program of a non-linguistic university is the formation of foreign language professional competence. Thus, the selection, organization of the content and assessment of the results of teaching a foreign language in the context of modern requirements should be aimed at the formation of a system of linguistic and professional knowledge and skills, as well as the ability to conduct professional activities in a foreign language.

Key words: foreign language, Learning content, foreign language, master's degree, non-linguistic university, professional competence, module, assessment of learning outcomes, system.

Among the modern requirements for the level of training of masters, the most important is the formation of professional competence, which makes it possible to carry out organizational, managerial, research activities in the chosen professional field, to implement effective professional interaction in a foreign language. In line with the competence-based approach, academic disciplines are assessed according to their contribution to the formation of professional competence.

In the light of the Educational Standard, the result of foreign language training in the magistracy is the formation of the ability for foreign language communication in oral and written forms to solve professional problems. These requirements dictate the need to ensure the process of teaching a foreign

language meaningfully and organizationally at all its levels. At the same time, the level of language training of masters in a non-linguistic university, as practice has shown, does not meet modern requirements.

The current situation is due to the incomplete correspondence of the goals and content of teaching a foreign language to the modern concept of training masters, insufficient development of means of mastering the content and apparatus for assessing learning outcomes.

This article discusses the issues of the content and assessment of the results of teaching a foreign language for the magistracy of a non-linguistic university in accordance with the Educational Standard of Higher Education.

In the new standards, the teaching of foreign language communication is supposed to be brought to a level that ensures the conduct of professional activities in a foreign language. The goal of teaching a foreign language in a magistracy of a non-linguistic university is to form a system of professional knowledge, skills and abilities, as well as a culture of business behavior in the process of mastering foreign language communication.

In a number of studies it is noted that for the implementation of professional communication, a formed foreign language professional competence is required. "Substantive components of competencies are provisions that a student must know and be able to own,".

Based on the studies carried out, the definition of the IPC was given and its structure was revealed. Foreign language professional competence of masters represents a system of general cultural and professional competencies and includes not only linguistic knowledge and skills for the implementation of intercultural communication, but also a set of professional knowledge, skills and abilities for a specific area of training.

Research of issues related to the content of teaching a foreign language and the pedagogical conditions of its organization in a non-linguistic university made it possible to conclude that it is necessary to select and organize this content within the framework of socio-cultural, personality-activity, professionally oriented, systemic, communicative and competency-based approaches. The simulated subject and social content in the context of a specialist's future professional activity is a system of his main professional tasks, problems, functions, relationships. The content of education is combined from the content of the sciences and the content of the mastered professional activity.

In accordance with the competence-based approach to foreign language education of the master, the goals and content of teaching a foreign language, the technology of its development and control of learning outcomes are consistent with the goals and objectives of future professional activities and contribute to the formation of a system of competencies in the development of general cultural, communicative and professional skills necessary for solving professional tasks.

“The content of training, taking into account the innovative-creative, heuristic-prognostic, organizational nature of the future professional activity of masters, is built in the context of this activity, seems to be functionally significant for the implementation of the goals set by the communicative minimum, is integrated with the content of professional disciplines, provides variability of communicative and educational professional tasks, creates conditions for the development of research and creative qualities in undergraduates, the ability for independent activity and an objective assessment of the results obtained.

In the content of teaching a foreign language in a magistracy, attention should be focused on highly specialized and scientific vocabulary, styles of scientific presentation of material, grammatical structures used in a professional and scientific environment. Speech material should contain culturally and scientifically marked speech samples (phrases, sample dialogues) for solving communication problems in the professional sphere.

To form a system of competencies, a modular step-by-step organization of mastering subject content is required, in which each module is a logically complete segment of educational material. The module offers a fragment of the content of future professional activity and creates conditions for training the methods of this activity.

Thus, the intended structure of the module will contain the following components:

- 1) the general purpose of studying the module;
- 2) the tasks of studying the module (analyze, discuss, agree, organize, plan, create, make a presentation, etc.) in relation to:
 - a. to the objects of the topic being studied and the competencies being formed;
 - b. to linguistic and speech content (vocabulary, grammar, structure;
 - c. to subject content with the allocation of skills for each type of activity:
 - ✓ problem solving (analysis of the problem, its causes and consequences, development of a solution strategy, assessment of its effectiveness);
 - ✓ work with information (collection, assessment, systematization of information in accordance with the set goal);
 - ✓ presentation of material (design of reports, reports, annotations, presentations, presentation with a presentation);
 - ✓ professional communication (persuasion, argumentation, description, proof, posing questions, forecasting, setting conditions, etc.);
 - ✓ development of a new one (formulation of a problem, analysis of causes, identification of contradictions, hypotheses, construction of a solution algorithm, analysis and evaluation of the results obtained);
 - d. methods and forms of organization of training;
 - e. the form of intermediate control (case analysis, solution of a communication problem, critical analysis of information, etc.);

f. the final control (preparation and presentation of the project).

An important point in the module is to highlight the following stages of training: introductory, training and control. At the same time, the first and second stages include such activities as working with information, solving problems, presenting material, and professional communication. The control stage is focused on obtaining a new result in the process of working on a project and combines all types of activities.

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CLASSIFICATION OF CONDITIONAL SENTENCES IN ENGLISH LANGUAGE

Abstract: The relevance of this study lies in the fact that the conditional mood of the English language has not been sufficiently developed, however, the intensity of the use of a conditional sentence in English speech requires the emphasis on education and the use of conditional sentences, as well as determining the features of their translation.

Key words: development, methods, speech, learning languages, education, classification.

Translation is a complex multifaceted phenomenon, some aspects of which can be the subject of research in various sciences. Within the framework of translation studies, psychological, literary, ethnographic and other aspects of translation activities are studied, as well as the history of translation activities in a particular country or countries. The leading place in modern translation studies belongs to linguistic translation studies (translation linguistics), which studies translation as a linguistic phenomenon.

Conditional sentences are one of the most difficult parts of English grammar, often causing problems not only for those who have recently started learning the language, but also for those who have been learning it for a long time.

Any conditional clause includes an independent clause and a dependent clause. A subordinate clause usually begins with the preposition “if” and expresses a circumstance or condition, the main thing is that it is the result of an action or circumstances described in the subordinate clause. Most often, in such sentences, the subordinate clause is put at the beginning, but the order does not really play a very important role. So, for example, these two sentences have exactly the same meaning: If she goes to the store, she will buy ice cream.

If she goes to the store, she will buy ice cream.

She will buy ice cream if she goes to the store.

As you may have noticed by now, different teachers, textbooks, and websites explain the conditional problem from a wide variety of perspectives. Perhaps the reason for this difference is the complexity of the material, therefore

it is impossible to say which version of the explanation most fully reflects the essence of the issue.

There are three main types of conditional clauses. The correct use of grammatical rules for conditional sentences lies in the reality or non-reality of the actions that are described in the sentence.

Conditional sentences of this type are complex sentences with a subordinate clause of a real condition. The main sentence in them expresses an action related to the future, present or past tense, and the subordinate clause is a completely feasible condition for this action.

More often than others, there are sentences in which the action refers to the future tense: in them the verb of the main sentence is in the future tense, and in the subordinate clause - in one of the present tense forms. In the subordinate clauses, the future tense forms of the verb are not used.

This type of conditional sentences in English is responsible for the "real" condition of the action presented in the sentence. The events of this conditional clause are in the future tense. All conditional sentences will necessarily contain such conjunctions as "if", "when", "as soon as", "before", till, untill, "after " or others. A feature of this type of conditional clauses is the fact that the simple future tense (Future Indefinite) is used only in the main clause. In the subordinate clause after the indicated conjunctions, we use only the simple present.

If you hear her singing, you will be impressed by her voice.

When this museum is open, we will go for an excursion there.

If you heat ice, it melts.

When it rains, the streets are wet.

The dog is happy when it sees its master.

This condition expresses the real dependence of one action on another in the present or future tense. A present condition is expressed by a verb in one of the present tenses; the condition related to the past tense is expressed by one of the past tense; the condition related to the future tense is expressed.

If you know the subject, you need not be afraid.

If he is working, he cannot go with us.

If he said that, he was wrong.

If he was working, why did you disturb him?

I'll pay you, provided I get my wages tomorrow.

If he asks us, we'll tell him the truth.

I shan't tell him anything, unless he asks me.

Any conditional sentence consists of two parts - conditional and main. The conditional part, as in Russian, is usually expressed using the adverb if / if.

The first type of conditional clauses is called real, because fulfillment of the conditions in these proposals is quite feasible.

In addition to if, words and phrases are used such as: when, as soon as (as soon as), before, until.

When she reads the letter, she will become nervous.

As soon as you are ready, I'll drive you home.

Also, conditional clauses use the unless union (unless / unless), which can be replaced with if + not (negation). After unless, the predicate verb is affirmative, since unless already implies negation.

She will forget about it unless we remind her.

She will forget about it, unless we remind her.

She will forget about it if we don't remind her.

The clause, which usually begins with the word if, can appear either at the beginning of a conditional clause (before the main clause) or at the end. If it is at the beginning, then a comma is placed after it. If it is at the end, then no comma is put in front of it.

If you leave now, you'll catch the train.

You'll catch the train if you leave now.

In the conditional part, in addition to Present Simple, the following real tenses can be used: Present Continuous and Present Perfect.

If you are looking for troubles, you'll them.

Will you go to the picnic next weekend if you have a chance? - Yes, I will / No, I won't.

What will she do, if she misses the train? - She will take a bus.

Some authors single out the zero type of conditional sentences as a separate item. This type describes universal situations in which the fulfillment of a condition from a subordinate clause will inevitably lead to the result indicated in the main clause. The simplest example of this type of conditional clause is natural phenomena or the laws of physics. It differs from the first type in that both parts of the sentence use Present Simple.

Modern translation studies are characterized by a wide variety of theoretical concepts and research methods. The accumulated scientific baggage needs analysis and comprehension. The creation of the history of translation studies of the twentieth century is of undoubted theoretical and practical interest.

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THE DEVELOPMENT OF LEADERSHIP QUALITIES OF A MODERN STUDENT IN MODERN EDUCATION

Abstract: The article examines the possibilities of the formation and development of leadership qualities of a modern university student through the system of student self-government. Potential possibilities of student self-government as a social institution are analyzed.

Key words: Student self-government, social leadership, personality traits, socialization, development, methods, motivation, learning languages, communication, teaching.

At the present stage of development of society, there is a revival on a new democratic basis of student organizations, which build their activities based on the educational, professional, social needs of the youth, whose interests they represent, correlating them with the socio-cultural context of the development of youth as a stratum and a higher education and social institute. In this regard, it is extremely important to form a new educational field in higher education, its focus on the development of student self-government, deep actualization of its pedagogical potential, active inclusion of students in social processes and support at all levels of student public initiatives. The formation of such a field is impossible without a theoretical understanding of the essence of modern student self-government, the study of significant conditions for the effective implementation of the pedagogical potential of student organizations.

The participation of students in student self-government contributes to the development of all socially significant personality traits demanded in the modern labor market (social responsibility, leadership, initiative, creative approach to problem solving, collegiality).

Student self-government as a social phenomenon has recently been actualized in the works of scientists, legislative acts, and federal programs, it is said that in order to further improve and increase the efficiency of work with students, strengthen the social component in the system of higher professional education, and also in connection with the need to train young specialists who, in addition to professional, managerial and business skills, it is necessary to actively support the development of student government bodies in universities.

Assessing the degree of theoretical elaboration of the problem of self-government of student youth in pedagogical science, it should be noted that it was the object of serious attention at various stages of the formation of national education.

“Student self-government can be viewed as a special kind of social institution, which is defined as a stable complex of formal and informal rules, principles, norms, attitudes that regulate various spheres of human activity and organize them into a system of roles and statuses that form a social system. With this open dynamic system, synergistic processes take on a special role. Due to the fact that the principle of variability and creativity is dominant in the system of student self-government, we can confidently assert that this system meets the laws of self-organizing systems. ”

Student self-government is characterized by connections with the external environment, expressed in interaction with the management bodies of the university, the teaching staff, economic services, with other educational institutions, public and state organizations. The external environment can be various forms of student amateur activities, interest clubs, public student organizations, sports clubs and other public and structural formations of the university that do not have systemic ties with student government bodies.

The presence of self-government bodies, expressed in the creation of its bodies at each level of the hierarchy of student self-government: councils of study groups (triangles), councils of faculties, student dean's offices, educational student commissions, councils of interest clubs, headquarters of student teams, councils of dormitories, etc....

Amateur, which involves creative activity in the implementation of management functions (planning of activities, organization, motivation of participants, control and leadership), bringing to the implementation of decisions. Amateur performance also provides for the presence of certain powers, the involvement of direct performers in the development and decision-making processes.

This system must also include the principle of electivity, the presence of the principle of electiveness democratizes this institution, and only in this case it allows us to speak of achieving such a “strategic goal” as “training a citizen who is able to participate in government, make and implement socially significant decisions, fully implement his the right to elect and be elected to government bodies.

This system must also include the principle of electivity, the presence of the principle of electiveness democratizes this institution, and only in this case it allows us to speak of achieving such a “strategic goal” as “training a citizen who is able to participate in government, make and implement socially significant decisions, fully implement his the right to elect and be elected to government bodies ”.

Leadership has a special meaning in understanding organizational activity. In recent years, this phenomenon has been especially intensively discussed in connection with the problem of training managers, as well as the intensified development of the problems of nomination and training of politicians. Despite the available research in the field of training student activists, the pedagogical literature does not pay enough attention to the development of technology for managing the development of the organizer's personal qualities, a system of criteria, indicators and diagnostic tools that allow tracking and improving the personal development of students in the course of activities to implement the ideas of student self-government.

With the correct and justified application of new info communication technologies, they open up enormous opportunities:

- improve the methodology and strategy for selecting the content of education, quickly make changes in teaching both basic and special disciplines in accordance with the requirements of the time;
- to increase the effectiveness of training, its individualization and differentiation, to organize new forms of interaction in the learning process and to change the content and nature of the activities of teachers and students;
- to optimize the management of the educational process.

Considering all of the above, the use of info communication technologies can qualitatively transform the educational process in higher education due to the following factors:

- educational and cognitive activity becomes more personal, poly motivated, individualized, free from the influence of a number of didactic and psychological barriers;
- the influence of motives of professional and personal self-development and self-realization of students is increasing;
- negative factors that inhibit the cognitive process (protective motivation, the influence of social, age, sex, individual-personal, role and other characteristics of students on learning outcomes) decrease.

Among the positive didactic possibilities of using info communication technologies as a condition for optimizing the educational process in higher education, one can note:

- the possibility of obtaining and storing diagnostic information about the results of educational activities, accounting for educational achievements and errors (including in their dynamics);
- a combination of skills development and creative, cognitive-search activity in teaching;
- training in an authentic educational and professional environment.

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THE PECULIARITIES OF THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

Abstract: The article analyzes the features of the organization of independent work of university students, analyzes the concept of independent work, considers independent work as a didactic category, as a form, method, method, method, condition, activity of teaching and education.

Key words: independent work, mental activity, educational activity, didactic category, means.

The organization of independent work of pupils and students is the problem of pedagogical theory and practice, which has a long history, it was studied by a wide range of researchers. But today the educational situation (social attitude, conceptual foundations, real conditions, the subjects of the educational process) has changed significantly. There is a transition to multilevel training, which requires research on the features of independent cognitive activity at different levels and identify ways to improve the efficiency of independent work of students, forms and methods of its organization.

Scientists-practitioners have always paid much attention to the study of various aspects related to independent work. The importance of independent work in the implementation of the learning process is reflected both in the classical pedagogical heritage.

Exploring the essence of independent work of students, it is easy to see that scientists, striving for a comprehensive solution to the problem of organizing independent work of students and highlighting its various aspects, give an important place to pedagogical aspects of organizing independent work of higher education.

The content of students' independent work on a particular discipline is determined by the working curriculum of the disciplines. The curriculum of the discipline, provided by the working curriculum for the student to master the process of independent work, is submitted for final control along with the educational material, which was developed during the training sessions.

The student's independent work is provided by a system of teaching aids provided for the study of a particular discipline: textbook, teaching aids, lecture notes, workshops, etc. Often independent work is considered as a separate type

of study, along with a lecture, seminar, practical training and more. At the same time, its essential features are considered to be the obligation to study in the time allotted to the agenda of the university, work without the direct participation of the teacher, but with his mandatory control.

The learning process cannot be carried out without effective feedback, which is realized through control over its results. The quality of control of students' knowledge and its reliability are very important for making the right decisions to improve the learning process and organize independent work of students.

The efficiency of independent work is ensured by constant monitoring. The advantage of control is a significant possibility of individual approach depending on the level of knowledge, abilities and even the nature of the student. When one needs to constantly monitor, evaluate the performance of tasks on each topic or part of it, the other is enough intermediate control, which includes several topics. Thus such student can carry out tasks of increase of level of complexity. It should be noted that the main task of control is to encourage students to actively work outside the classroom throughout the semester.

Control of students' independent work includes: answering control or test questions; abstract check; checking abstracts; verification of solved tasks; check of calculations; checking the completed graphic exercises and tasks; checking the completed individual tasks.

To achieve it, we use various forms of control of independent work, which are covered above - oral examination, tests, tests, colloquia and final control - exam.

It is worth noting such an aspect of independent work as students' mastery of the technology of cognitive activity, one of the important tasks of which is the formation of their ability to independently control and evaluate the results of their educational work. Organizational features of independent work are:

- availability of tasks for independent work;
- providing special time for their implementation; planning methods, tools and forms of independent work;
- students' educational activities (collective or individual), their activity in this case;
- self-control and current control;
- management of this work by the teacher;
- availability of expected results.

Thus, the main task of organizing independent work of students is to use traditional and innovative forms and methods of teaching, which, complementing each other, would be a single system that can be adapted to the specifics of the educational process in a particular higher education institution to optimize learning and training.

According to other statements, independent work involves all the active mental activity of students in the learning process, is the internal basis of communication of different types and forms of classes, considering independent work the main method of learning, proponents of this approach argue that it covers cognitive activities. Students not only out of class, but also at lectures, seminars, individual interviews, tests, exams, during the defense of term papers, dissertations, etc. That is, independent work, according to this vision, covers all types and forms of educational process.

Full-fledged independent work of the student in laboratories, reading rooms, participation in scientific researches forms the modern expert capable to practically apply the meaningful information. In higher education there is a question of adaptation to the conditions of higher education, where the share of independent work, self-organization, self-education increases significantly.

In essence, independent work is an active mental activity of the student associated with the implementation of the educational task. The presence of the task and the target setting for its implementation are considered to be characteristic features of independent work. The tasks that the student has to solve in educational activities relate to the following areas:

- mastering the material of the topic, which is considered in the lecture (work with the lecture synopsis, the recommended educational literature);
- annotation of fundamental works in accordance with the curriculum of the discipline;
- solving problems, experiments, etc.;
- preparation of abstracts, tests, fixed speeches (reports) at the seminar;
- preparation of term papers, dissertations.

Independent work - educational activity of the student, directed on studying and mastering of a material of a subject without direct participation of the teacher.

Independent work of students is one of the components of the educational process, and therefore, like all its components, is a system of organizational and didactic activities aimed at training in areas and specialties of specialists of relevant educational and educational level.

Independent work with the implementation of the educational task covers three stages.

Preparing the student to perform the task, theoretical, psychological, organizational and methodological and logistical support of independent work.

The theoretical readiness of the student is manifested in his intellectual training, ie in the ability to apply their knowledge to perform the task.

Practical training is the ability to optimally plan independent work, skillfully use lecture notes, textbooks, manuals, computer, mental operations (analysis, synthesis, comparison, generalization, classification, etc.).

The psychological readiness of the student presupposes first of all that he has motives to perform a specific task. In order for the task set before the

student to become the motive of his mental, practical activity, it must be perceived by him. The internal perception of the task begins with the actualization of the motive that motivates the student to perform the task, and in accordance with the organization of their independent work.

The success of the preparatory stage depends on the organizational, methodological, logistical support of the student's independent work (provision of literature, guidelines, visual aids, information and computer base, etc.).

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FUNCTIONAL GRAMMAR ANALYSIS OF UZBEK SHORT NEWS (ON KUN.UZ)

Annotation: A linguistic analysis such as functional grammar is used to demonstrate how and why a text gets to be the way it is as well as the reader interprets it in the particular way. Based on that reason, this article is aimed to analyze the similarities and differences among five short news that are taken randomly from shortnews.com The data were analyzed by using the functional grammar analysis method.

Keywords: Functional grammar, media text, linguistic analysis, passive voice, short news.

It is known there is a system of special signs or features that make languages differ from each other. English and Uzbek languages are not exceptions. Under structural discordance we understand differences in grammatical structure. Grammatical systems of the English and Uzbek languages differ much in typological and genetic aspects.

If English belongs to the group of Indo-European languages, Uzbek is included into the group of Turkic languages. It means their systems of grammar are totally different. English is an analytical language from the point of grammatical structure. It means English is rich in grammatical inflections and have strict order of words in sentences.

Uzbek is an agglutinative language. It is also rich in grammatical inflections but each inflection can express only one category. For example, if we analyze the Uzbek word “chopyapman”, we can reveal three inflections: “yap” – expresses tense (present), “m” – expresses person (I) and “an” – expresses number (singular)⁶.

The total difference of grammatical systems of the English and Uzbek languages generate inconceivable difficulties in the process of intercultural dialogue, especially if it is held in the form of synchronic translation. Besides responsibility of appropriate rendering of the meaningful content of the utterance, a translator should be able to express it by the proper grammatical structure in the translated language. It is rather complicated and demands hardworking training and much practice. Why structure is so important in

⁶ Rakhimov G.H. Theory and practice of translation. -Tashkent: National Encyclopedia of Uzbekistan, 2016. p.176

translation? The point is: if even one word changes its position in the English sentence, its whole meaning can be totally changed⁷.

The forms that serve to convey the grammatical categories which were mentioned above may be built up in diverse ways.

We find three basic forms that provide as a foundation for building up all the other forms of the English verb. These forms are:

- 1) the basic verb stem which is also often referred to as the infinitive without the particle to,
- 2) the Past Indefinite, and
- 3) the participle⁸.

As it exists in English definitely in Uzbek language also it is defined as:

- Shaxs-son
- Zamon,
- Nisbat,
- Mayl.

TEXT 1

00:23/ 07.04.2021

“Navbahor” – “Paxtakor” o‘yinidan keyin ichida hakamlar bo‘lgani aytilgan MTRK mashinasi hujumga uchradi⁹

Superliga 5-turining markaziy o‘yini Namanganda o‘tkazildi. Mahalliy «Navbahor» klubi amaldagi chempion va turnir jadvali yetakchisi «Paxtakor»ni qabul qildi.

Bosh hakam Firdavs Norsafarov jarima maydonchasi ichida Sardor Rashidovga qarshi qo‘pollik ishlatildi deb topdi va penalti belgiladi.

O‘yin tugashi bilan hammasi yanada jiddiy ko‘rinish oldi. «Navbahor» muxlislari hakamlar guruhi ichida bo‘lgani aytilgan MTRK mashinasiga hujum qilishdi. Mashinaga zarar ham yetkazilgan.

Table 2.2.1

1. Superliga 5-turining markaziy o‘yini	o‘tkazildi	Namanganda
Complex subject	Finite Predicate	modifier of place
Mood	Declarative	
Voice	Passive	
Tense	Past simple	
2. Mahalliy «Navbahor» klubi	qabul qildi	amaldagi chempion va turnir jadvali yetakchisi «Paxtakor»ni
Complex subject	Finite predicate	Complex object
Mood	Declarative	
Voice	Active	

⁷Tukhlieva Sh.B. Systemic relations of speech formulas and stylistic-pragmatic peculiarities of their functioning in the texts of dialogue speech. -Tashkent, 1994. p.24

⁸ Hockett Ch. T. A. Course in modern Linguistics, - New York: Arbor: University Michigan Press, 2001.458 p.

⁹ <https://kun.uz/uz/news/2021/04/08/navbahor-paxtakor-oyinidan-keyin-ichida-hakamlar-bolgani-aytilgan-mtrk-mashinasi-hujumga-uchradi>

Tenses	Past simple	
3. Bosh hakam Firdavs Norsafarov	Sardor Rashidovga qarshi qo‘pollik ishlatildi deb topdi va penalti belgiladi.	jarima maydonchasi ichida
Complex subject	Finite predicate	Modifier of place
Mood	Declarative	
Voice	Passive & active	
Tense	Past	

In this news passage all subjects are in ‘*the second person*’ and numbers are ‘*singular*’. These complex subjects: “*Superliga 5-turining markaziy o‘yini*”, “*Mahalliy «Navbahor» klubi*”, “*Bosh hakam Firdavs Norsafarov*” are interpreted by adjectives. Finite predicates are used in past simple tense. Active and passive voices are utilized in given extract.

TEXT 2

20:10 / 07.04.2021

Pandemiyadan keyingi turizm: O‘zbekiston nimalarga e’tibor qaratishi kerak?

Turizm COVID-19 pandemiyasi davrida eng ko‘p zarar ko‘rgan sohalardan biri hisoblanadi. Birlashgan millatlar tashkilotining Jahon sayyohlik tashkiloti (UNWTO) ma'lumotlariga ko‘ra, sayyohlarning tashrifi 2020 yilda 2019 yilgi ko‘rsatkichga nisbatan 74 foizga kamaygan.

Pandemiyadan oldin turizm yirik biznes hisoblanib, global yalpi ichki mahsulotning 10 foizidan ko‘prog‘ini tashkil qilgan. Turizmga bog‘liq yoki ixtisoslashgan mamlakatlarda bu ulush yanada ko‘proqni tashkil etadi.

Table 2.2.2.

1. Turizm	eng ko‘p zarar ko‘rgan sohalardan biri hisoblanadi	COVID-19 pandemiyasi davrida
Subject	finite predicate (complex)	modifier of time
Mood	Declarative	
Voice	Passive	
Tense	present simple	
2. sayyohlarning tashrifi	Kamaygan	2020 yilda 2019 yilgi ko‘rsatkichga nisbatan 74 foizga
Complex subject	finite predicate	Complex object
Mood	Declarative	
Voice	Active	
Tenses	past simple	
3. global yalpi ichki mahsulotning 10 foizidan ko‘prog‘ini	tashkil qilgan	jarima maydonchasi ichida
Complex subject	finite predicate	Modifier of place
Mood	Declarative	
Voice	Active	
Tense	Past	

Finite predicates are used in past and present simple tenses. Active and passive voices are utilized in given extract. Declarative mood are interpreted in all sentences. In this news passage all subjects are in *'the second person'* and numbers are *'singular'*. These subjects are interpreted by adjectives.

TEXT 3

17:23 / 06.04.2021

Lotin yozuvli o'zbek alifbosi: o'zgarishlar xronologiyasi

Lotin alifbosiga o'tish masalasini o'tgan asrning boshlarida yashab ijod etgan jadidlar ko'tarib chiqqan edi.

O'zbekiston Respublikasining «Lotin yozuviga asoslangan o'zbek alifbosini joriy etish to'g'risida»gi qonuni e'lon qilindi. Yangidan qabul qilingan o'zbek alifbosi 31 harf va bir tutuq belgisi (apostrof)dan iborat deb belgilandi.

Hozirda tavsiya qilinayotgan loyihada harf olib tashlangani ham, qo'shilgani ham yo'q, faqat 4ta harfning shakli isloh qilinmoqda.

Table 2.2.3.

1. o'tgan asrning boshlarida yashab ijod etgan jadidlar	ko'tarib chiqqan edi	Lotin alifbosiga o'tish masalasini
Complex subject	Finite Predicate (complex)	Complex object
Mood	Declarative	
Voice	Active	
Tense	Past simple	
2. qonuni	e'lon qilindi	O'zbekiston Respublikasining «Lotin yozuviga asoslangan o'zbek alifbosini joriy etish to'g'risida»gi
Subject	Finite Predicate	Complex adjective
Mood	Declarative	
Voice	Passive	
Tense	Past simple	
3. Yangidan qabul qilingan o'zbek alifbosi	iborat deb belgilandi	31 harf va bir tutuq belgisi (apostrof)dan
Complex subject	Finite Predicate (complex)	Complex object
Mood	Declarative	
Voice	Passive	
Tense	Past simple	
4. Hozirda tavsiya qilinayotgan loyihada	isloh qilinmoqda	harf olib tashlangani ham, qo'shilgani ham yo'q, faqat 4ta harfning shakli
Complex subject	Finite Predicate (complex)	
Mood	Declarative	
Voice	Passive	
Tense	Past simple	

Finite predicates are used in past and present simple tenses. Active and passive voices are utilized in given extract. Declarative mood are interpreted in all sentences. In this news passage all subjects are in “*the second person*” and numbers are “*singular*”. These subjects “*jadidlar*”, “*qonuni*”, “*alifbosi*”, and “*loyihasi*” are interpreted by adjectives.

Uzbek is an agglutinative language. It is also rich in grammatical inflections but each inflection can express only one category.

If we compare in Uzbek short news passages, passive voice was as dominant, I mean more than active one. In both languages, past simple tense was in the top, and also present simple, present perfect, future simples were used.

In the analysis of certain material, such as novelty texts in some English presses, all of them are distinguished by certain stable characters at the linguistic and stylistic levels. At the same time, each of these features reflects the dynamics, informativeness, objective coverage and neutral style of the news text, and other important features. The cases of using different forms of the passive ratio are different and varied. Attempting to systematize news contexts using this has made it possible to distinguish the following most typical categories.

The first and most common are the use of passive forms, which constitute a group, in which information is transmitted without reference to any source and transmitted directly on behalf of a publishing editorial or news agency. The intensive use of passive forms here is largely due to the pursuit of objective neutrality: the style of news texts must be extremely neutral, authorless. It is therefore natural to give preference to the passive proportion in its development or “creation”. The second group consists of news in which the source of the information is not directly indicated and contains a hidden link: but its existence is implied by the use of certain expressions.

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PHARMACOLOGICAL ACTION OF THE COMPONENTS OF CHAMOMILE PHARMACY AND ITS USE IN COSMETICS

Annotation: It is known that chamomile flowers are rich in biologically active substances and are a significant medicinal source of raw materials. That is why pharmaceutical and cosmetic products of various types obtained from chamomile extracts have been widely used in medicine and cosmetology practice in recent years.

Key words: chamomile flowers, pharmacy, cosmetic, medicine.

The use of chamomile pharmacy as a medicinal plant dates back to ancient times. The name "chamomile" (chamomile) is derived from the Greek words "chamai" (chamai) (earthy) and "melon" (melon, i.e. apple), because the smell of this plant resembles apple. In Spain, it is called manzanilla (bullseye). The ancient Egyptians considered this plant a sacred gift from the sun god, sent to treat fever and sunburn. Since the VI century, chamomile has been used to treat insomnia, back pain, neuralgia, rheumatism, skin diseases, headache.

Chamomile was considered and continues to be considered a universal remedy for the treatment of many ailments, and in terms of popularity of use, it can probably compete with aspirin. This explains why chamomile is mentioned in the pharmacopoeias of 26 countries. [1] Application of chamomile There are a large number of publications devoted to the pharmacological properties of this plant as such or its individual components. Chamomilla recutita have long been used in medical practice as an anti-inflammatory, antiseptic and analgesic: for sore throats, tonsillitis, etc. inflammatory processes; wound healing agent - in dentistry, gynecology; choleric, antimicrobial, soothing, hyposensitizing, antiviral, antitoxic agent for diseases of the stomach, intestines, liver, with increased gas formation; acts excitingly on the central nervous system, strengthens and quickens breathing, dilates the vessels of the brain. In folk medicine, chamomile is used to treat various allergic reactions as lotions. Chamomile oil is used in aromatherapy. This effect is somewhat similar to that of drugs used in medicine, but there are no side effects. For example, the wound-healing effect of the drug "Kamillosan" is comparable to that of hydrocortisone derivatives.

Chamomile, due to its pronounced therapeutic effect, could not fail to find wide application in the cosmetic industry. In particular, due to its ability to eliminate irritation, as well as its deodorizing and bactericidal action, it is increasingly used in various products, it is preferred when creating products for cleansing and skin care (in particular, intended for children), in sunscreen compositions, as well as in preparations applied after shaving. Chamomile extract is used to lighten hair, in scalp care products. Moreover, there is evidence that chamomile has anti-aging activity. The fact that chamomile has a fragrant smell, even more advantageously emphasizes its therapeutic effect. Due to its pleasant smell, it finds application in aromatherapy, and chamomile essential oil serves to give flavor to herbal liqueurs. Let us now turn to the physiologically active components of the German chamomile. The main substances here are (-)- α -bisabolol, bisabolol oxides and hamazulene.

In the 70s and 80s, they became the subject of extensive research. Almost odorless, optically active bisabolol shows pronounced anti-inflammatory activity in experiments on paw edema in rats, has a pronounced bactericidal effect. Bisabololoxides and hamazulene also have an anti-inflammatory effect, although weaker than that of the most active substance of this class — α -bisabolol. The same applies to synthetic bisabolol. Since natural chamomile essential oil is a very expensive product, many attempts have been made to introduce its individual, affordable and effective ingredients, supplied at reasonable prices. In this regard, the main ingredient is bisabolol.

Currently, racemic bisabolol is synthesized on a large scale with low costs from intermediates used in the production of vitamins. However, it is less effective than the levorotatory form contained in natural essential oil. This form is also called levomenol, distilled from the essential oil of a Brazilian shrub called "candeia", and currently it is she who dominates the market. Bisabolol is used as a part of cosmetics for various purposes: - for sensitive skin; - for skin care of infants; – for sun protection; - for the treatment of sunburn; - for depilation; - as part of toothpastes and mouthwash; - for lip care; - in feminine hygiene products. Its content in the final product varies from 0.05 to 0.5%. Azulenes are known to play an important role in the treatment of stomach ulcers. They are less suitable for external use because they are sensitive to air and easily lose their activity and color. The flavonoids apigenin, luteolin and quercetin contained in the aqueous extract also contribute to the anti-inflammatory effect of chamomile, and in addition, absorb UV light and suppress the activity of free radicals. The latter is also characteristic of umbelliferon [5]. Properties of chamomile belongs to the Asteraceae or compound-colored family. Although there are a number of species known only by the name of chamomile, only three of them are used as plants useful for humans. The most popular is *chamomilla recutita* or *Matricaria* (medicinal chamomile), also known as pharmacy chamomile, German chamomile, Hungarian chamomile, false or wild chamomile. This is the same daisy that is familiar to everyone by its white-

yellow flowers. In its wild state, it is found almost all over Europe, and it is cultivated in most European countries and the USA. Another well-known type of chamomile is *Anthemis nobilis*, known to everyone as Roman or English chamomile. As a medicinal plant, it is cultivated in England, Belgium, France and the USA. [1]. Let's turn, first of all, to the pharmacy chamomile - the best studied and most commonly used species. In particular, its flowers contain a number of lipophilic, as well as polar pharmacologically active ingredients that are isolated in various ways. Lipophilic ingredients are concentrated in the essential oil, which is obtained as a result of steam distillation from fresh or dried flowers and partially from stems (yield from 0.3 to 1.5%).

The most important component of the essential oil, which accounts for up to 50%, is (-)- α -bisabolol, followed by bisabolol oxides A, B and C, bisabolonoxides, hamazulene, then spiroether and trans- β -farnesene. Rarer ingredients are represented by cardinene, nerolidol, pachulene, caryophyllene oxide, farnesol, furfural, umbelliferon methyl ester (herniarin), spatulenol and myrcene. The essential oil of chamomile pharmacy is a very viscous liquid, color from dark blue to bluish-green, with a characteristic smell: balsamic, honey, partly floral, reminiscent of apple. For this reason, the oil is used in perfumery, in particular to impart chypre notes. The blue color is explained by the presence of hamazulene, which itself is not a component of chamomile, but is formed from matricine during distillation with water vapor. Water-alcohol extraction produces extracts that, in addition to essential oil, also contain polar components such as apigenin, luteolin and quercetin, coumarins such as umbelliferon, as well as antemincic acid (bitter glucoside), choline, tannin and polysaccharides. In the final stages, the flowers are treated with oils to obtain oil extracts, which have basically the same composition as the distillate obtained by steam distillation. The above also applies to extracts obtained using carbon dioxide in a supercritical state.

However, the simplest extraction method is brewing dried flowers to produce chamomile tea. Research methods Extraction of raw materials In the composition of chamomile there are various classes of compounds. Therefore, in order to quantify the composition of extractive substances, the extraction method with various solvents was used. The following extractants were used for the preparation of extracts: water-glycerin, water-alcohol with various hydromodules, oil (refined deodorized sunflower oil was used as an oil extractant).

- Water-glycerin: Water: Glycerin = 1:1; Water: Glycerin = 1:2–
- Water-alcohol: Water: Alcohol = 1:1; Water: Alcohol = 1:2–
- Oil: the weight ratio of raw materials / oil is 1:6 and 1:10. Extraction was carried out at a temperature of 60 ° C for 168 hours. Determination of the dry matter content The dry matter content was determined refractometrically. Determination of flavonoid content The content of flavonoids in chamomile extracts was determined by thin-layer chromatography in terms of rutin.

Determination of coumarin content The coumarin content in chamomile extracts was determined by thin-layer chromatography **Results and discussion** At the end of the extraction process, the dry matter content was determined in filtered extracts. Further, the content of flavonoids was determined in the obtained extracts. In the extracts of chamomile pharmacy, the content of flavonoids was carried out by thin-layer chromatography in terms of rutin.

The highest dry matter content is determined in oil extracts, and there is practically no difference between extracts with a different ratio of raw materials and solvent. The extraction process was weakest with the use of alcohol as a solvent, while the change in the hydromodule also did not affect the degree of extraction. The maximum amount of flavonoids from chamomile pharmacy is extracted when using oil as a solvent. More polar solvents have less extractive ability with respect to flavonoids. The largest amount of herniarin and umbellifenone is found in chamomile oil extracts and in water-alcohol chamomile extract 1:2, glycerin extracts showed the worst result.

Thus, it can be concluded that the largest number of substances exhibiting pharmacological action is in chamomile oil extract (2) and in water-alcohol chamomile extract (water: alcohol = 1:2). For further use in cosmetic products in the case of biologically active substances of chamomile, where the active substance is bisabolol, its maximum is determined in oil extracts (1:10) and in water-alcohol extract 1:2. **Conclusion** For use in cosmetics according to the results of research, the most optimal extract is the oil extract of chamomile pharmacy in the ratio of raw materials: oil = 1:10. At this stage, work is underway to study the pharmacological properties of chamomile pharmacy in the formulation of therapeutic cosmetic cream and study its pharmacological properties.

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CMS PLATFORMALARIDAN FOYDALANIB TA'LIMiy RESURLARNI YARATISH

Annotatsiya: Maqolada ta'lim resurslarini yaratishda boshqarish tizimlariga asoslangan tarkib muhokama qilinadi. CMS platformalarining xususiyatlari, imkoniyatlari va kamchiliklari aytib o'tiladi.

Kalit so'zlar: CMS, ta'limni axborotlashtirish, Joomla, ta'lim materiallari, tarkib, dasturiy ta'minot.

Zamonaviy kontentni boshqarish tizimlari talabni doimiy dasturlash tillariga bo'lgan ehtiyojni yo'q qiladi. Oldindan minglab yaratilgan tayyor modulni va sinovdan o'tganlarini tanlash kifoya qiladi. Tizimga integratsiya uzoq davom etmaydi, shuning uchun barcha qo'shimchalar yagona standart bo'yicha amalga oshiriladi.

Bugungi kunda ko'plab kontentni boshqarish tizimlari mavjud (Kontentni boshqarish tizimi yoki CMS), zamonaviy ta'lim resursini qisqa vaqt davomida yaratishga imkon beradi. CMS – bu soddalashtirilgan dasturiy ta'minot va tartibga solish uchun mo'ljallangan hujjatlar va tarkibni birgalikda yaratish. Ko'pincha CMS veb-saytlar va ularning mazmunini boshqarish uchun veb-ilova sanaladi.

Kontentni boshqarish elektron shaklda joylashtirish imkoniyatlarini taqdim etadi, masalan, turli formatdagi o'quv materiallari va ularni manipulyatsiya qilish. Odatda shunday tizim ma'lumotlar bazasi bilan to'planadigan interfeysni o'z ichiga oladi va uni ta'lim mazmuni, kalit so'zlar bo'yicha qidirish imkonini beradi. Tizimlarda ayniqsa kontentni boshqarish tizimlari (CMS) yuqori bo'lgan hollarda samarali bo'ladi, ko'plab o'qituvchilar kerak bo'lgan kurslarni yaratish ustida ishlaydilar va ular turli kurslarda bir xil o'quv materialidan foydalanishadi.

Zamonaviy CMS platformalari qo'shimcha dasturlashga murojaat qilmasdan o'z ichiga quyidagilarni olishi kerak:

- sahifalar mazmunini tahrirlash, jumladan qo'shish yoki olib tashlash grafikasi;
- yangi sahifalar qo'shish; sayt tuzilishini o'zgartirish va turli metama'lumotlar;
- ro'yxatga olish shakllarini o'rnatish;
- so'rovlar, so'rovlar va forumlarni boshqarish;
- tashriflar statistikasini chiqarish;
- foydalanuvchilar o'rtasida saytni boshqarish huquqini taqsimlash.

CMS platformasi haqiqatan ham saytlarni ikkita komponentga ajratadi: dizayn (tashqi saytni bir butun sifatida ko'rish, alohida sahifalar, ma'lum ma'lumotlar bloklari) va tarkib. Sayt dizayni, qoida tariqasida, shablonlarda va o'zgarishlarda joylashtiriladi kontentga qaraganda ancha kamroq. Ta'limiy kontentni yaratishda maxsus bilimga ega bo'lish shart emas, matnni loyihalashning oddiy usullarini amalda bajara oladi agar foydalanuvchi Microsoft Officeda ishlay olsa.

Bundan kelib chiqadiki, kontentni boshqarish tizimlari ikkita asosiy vazifalarni hal qiladi. Foydalanuvchilar nuqtai nazaridan, yangiliklarni nashr qilish imkonini beruvchi vositadir, saytda yangi sahifalar joylashtirish va ishlab chiqarish foydalanuvchilarga qulay interfeys orqali kontent ustida boshqa operatsiyalarni bajara oladi. Bunday holda, foydalanuvchi Internet va uning rivojlangan texnologiyalariga ega bo'lmasligi mumkin, lekin u aniq sayt qanday ishlashi to'g'risida tushunchalarga ega bo'lishi kerak.

Ishlab chiquvchi nuqtai nazaridan saytlar tezlashtiruvchi vositadir tayyor bloklardan yechimlar yaratishga imkon beruvchi murakkab saytlarni ishlab chiqish, ish va dizayn mantig'ini ma'lum chegaralarda o'zgartirish tushuniladi.

Boshqaruv tizimi alohida interfeysga bag'ishlangan sayt boshqaruvidir. Foydalanuvchi qachonki veb-ilova sifatida o'z saytining administrator maydoniga oddiy brauzer orqali kiradi va ma'lum bir manzilda yoki alohida Windows operatsion sistemasida ma'lum dasturlar o'rnatishlar talab qilinadi. CMS platformlari bilan ishlashda turli xil yondashuvlar talab qilinadi va bu platformalar turli xil afzalliklar, kamchiliklarga ega.

Barcha kontentni boshqarish tizimlari pullik va bepulga bo'linadi. Bepul kontentni boshqaruv tizimlari Wordpress, Joomla, Drupal va boshqalarni o'z ichiga oladi. Pullikdan keng tarqalgan CMS platformlaridan biri DLE (Data Life Engine) bo'lib, bu ko'proq ko'ngilochar saytlarga mos keladi.

CMS Joomla kontentni boshqarish tizimlari orasida yetakchilardan biri hisoblanadi veb-saytlar va kuchli onlayn ilovalar yaratish imkonini beradi. Asosiylaridan biri Joomla xususiyatlari deyarli boshqaruvning nisbatan qulayligidir

saytlarni ishlab chiqarishda cheksiz imkoniyatlar va moslashuvchanligidadir. Va albatta to'liq ochiq manba, bu har qanday ishlab chiquvchi uchun mavjud bo'lishiga imkon beradi va foydalanuvchi rivojlanadi. Ayni paytda Joomla uchun 6000 dan ortiq kengaytmalar yozilgan. Umuman olganda, ishlab chiquvchilar va jamiyatning tizimni rivojlantirishga bo'lgan yondashuvini aks ettiradi. Kuchli Joomla veb-saytini boshqarish uchun HTML, PHP, CSS tillarini bilish shart emas.

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IMPORTANCE ROLE OF ENGLISH LANGUAGE IN THE DEVELOPMENT OF TOURISM

Annotation: English is indisputably the primary language of global trade and tourism since in many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists.

Key words: English, tourism, hospitality, global language, commitment, hard work, international language.

English language plays a very crucial role as the predominant tool for communication in the global community. Some people whose native language is not English use the language in their daily lives. Most of these people live in countries where English is required for external purposes: to communicate and do business with people in other countries, and to catch up with the advances in the field of business. In addition, English is used as a means to transfer thoughts and cultures and to create good relationships between people in different countries. As a result, English has become an international language and is widely used as a medium for understanding and exchanging ideas among people all over the world. Nowadays, the role of English is important for tourism industry as a means to communicate, negotiate, and execute transactions with tourists by tourism employees.

Being the most widely used global language, English has been exerting a tremendous influence on all walks of modern man's life and playing an unsurpassed role in various spheres of his life. These comprise, among others, travel, tourism, and hospitality industry, in all of which the use of English has become an imperative need and much more than mere ostentation. The reverberations of the impact of English are being felt in the newly emerged knowledge economy as also in the traditional scientific, engineering, academic, and technological arenas. Besides, mass-media, library, banking, computer, internet, and a host of other fields also make vast use of English. With its ever-growing importance, the role of English in travel, tourism and hospitality industry has been assuming greater significance, and also undergoing some functional changes.

When people travel from place to place or embark on a tour, they come across people of different linguistic backgrounds and naturally they have to communicate with these people, if the purpose of their travelling, or touring activities has to be fructified. Although communication can take place through written language yet, it is the spoken form aided by the body language that is used more frequently for communicative purposes than any other modes. But the

problem arises when the tourists and travellers are ignorant of the languages used by the natives of the places visited.

In such cases, there is only one option left, and that is but using a common linguistic medium known to both the parties – the visitors and the visited. That medium, in all likelihood, in the present world situation, is none other than English, because among the numerous languages used in the different part of the world, it is English that is most extensively used in the world presently. Its coverage is so vast that not many countries are ignorant of, and illiterate in English. So when English comes handy, it can be used for easy and effective communication or interaction in a multi – lingual situation. Hence, it has to be learned as best as possible so that people oral and written communication can be carried on without any disconcerting hitch. And learning English, in the true sense, calls for commitment and hard work.

When people set out on travels and tours, they confront with these diversities but English helps integrate all into a single family, aids free mingling, and bring about the much – desired solidarity.

Language skills are an important element of the hospitality industry. Understanding performance expectations are the key to the achievement of tourist satisfaction. Good oral and written communication skills are the top skills important to hospitality practitioners at different position levels. Good English communication during the study will add value to students' education. According to that fact, the hospitality program itself will encourage critical thinking and for example, tourism problem solving when it is necessary. In the tourism industry supply and demand side must communicate perfectly in order to ensure quality and needed performance standards. In business tourism practice, oral communication is a bit higher than written communication, but both categories are rated high. The authoresses, through a questionnaire, explore the importance of communication skills (speaking, reading, listening, and writing) in the English language among hospitality employees and students studying business and tourism.

Again those employed in hospitality industry such as air hostesses, those personal in standard and star hotels receiving and entertaining tourists and travellers from distant places, those employed in the foreign embassy such as diplomats and ambassadors. Foreign Secretaries of nations, and all those officials associated with travel, tourism and other hospitality activities find English the most convenient medium to interact with foreigners and many natives belonging to different linguistic communities. English enables them to engage in polite exchanges and come closer to one another effecting national and international integration. But what is required is to learn and use with facility all those English formulaic expressions which are indicative of politeness and good manners. In other words, the functional knowledge of English and its contextual usages should be mastered well be all those in cross – border mobility, and also associated with hospitality industry. Language

functions like: making polite requests, offering help etc are very crucial in hospitality industry. For, the personnel in such industries have to be extremely polite, tactful, warm, and profuse in their expressions exhibiting the least indifference and annoyance. Their language should be the least offensive and the most pleasing.

It is not merely during travel, tourism and hospitality that English language seems to be of assistance but during economic and business transactions as well. Those on the move, either propelled by entertainment purposes or profit motives, naturally have economic matters of grave import. Through its global communicability, intelligibility and universal acceptability, English helps not only international trade and other economic transactions to be conducted in an easier manner but inter personal economic dealings as well. Even internal trade is also smoothly carried out in a multi – linguistic set – up with the help of English. Businessman occasionally travel on business purposes to different states. Under linguistic plurality, it is mainly thought English that they have their contracts, agreements, and transactions drafted and fulfilled without confusion. Even tourists buy many things while they are on tours. It is English that facilitates their dealings. Again, most banking activities are also carried out through English. This makes financial and business dealings much smoother, too. When a personal moves about in strange and unknown lands, he / she has to seek information, every now and then, of various matters such as accommodation, food, destinations, shopping items, places of interest, historical backgrounds of the places visited, facilities available at different places, people to contact, etc. Being ignorant of the foreign tongue / s of the places, seeking information can be realized only through the common medium of English. Not only seeking information, but also giving information is also through English, thus, bringing a lot of relief and solace to the travellers in unknown countries. If travel is for a given purpose, tour is for entertainment and fun ; hospitality is extended from cultural point of view and sometimes shown with the ulterior motive of mere expediency. But it is essentially a manifestation of civilization and goodwill. And in all these cases, English has a major role to play as the international language. To conclude, in the global era, playing its multifarious roles, English has been reasserting its “World Language “ status which no other language as yet could command, nor lay claim to. Beyond doubt, the impact of English is all – pervasive now. Some of the important roles played by English, as discussed in the foregoing analysis, point to the ever – growing relevance and importance of English. Good working knowledge of English signals a much brighter future and ensures easy mobility and suave communication skills for travellers, tourists, and for all those engaged in hospitality industry.

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NAQQOSHLIK VA YOG'OGH O'YMAKORLIGI SAN'ATINING RIVOJLANISHI

Anotatsiya: Ushbu maqolada O'rta Osiyo va Jahonning boshqa hududlarida naqqoshlik va yog'och o'ymakorligi san'atini rivojlanish tarixi va bu tarixda yog'och o'ymakorligi san'atini rivojlanishiga o'z xissalarini qo'shgan buyuk rassomlar ijod yo'llari to'g'risida so'z boradi. Qadimdan rivojlanib kelayotgan naqqoshlik va yog'och o'ymakorligi san'ati orqali kelajak avlodni grafik savodxonligini yanada oshirish masalalari qo'yilgan.

Kalit so'zlar: naqqoshlik maktablari, Musavvir va Xunarmand, grafik savodxonlik, pargori, vassa, kompozitsiya, me'morlik.

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THE DEVELOPMENT OF THE ART OF PAINTING AND WOODCARVING

Abstract: The article presents the history of the development of painting and woodcarving in Central Asia and other parts of the world, as well as the works of great artists who contributed to the development of woodcarving in this story. the graphic literacy of the younger generation has increased thanks to the ancient art of painting and wood carving.

Key words: painting schools, artist and craftsman, graphic literacy, pargori, vassal, composition, architecture.

1990 yillar O'zbekiston yog'och o'ymakorligi va naqqoshlik san'ati tarixida yangi bosqich bo'ldi.

O'zbekiston yog'och o'ymakorlik va naqqoshlik maktablarini asosan Toshkent, Farg'ona, Buxoro, Samarkand va Xiva maktablari tashkil etmoqda. Ushbu maktablarning texnik, uslubiy va kompozitsion tomonlarida ko'pgina o'xshashliklar bilan birga, farqli tomonlari ham mavjud. Masalan, Toshkent yog'och o'ymakorligida, "pargori" uslubi keng tarkalgan bo'lib, "pargor" yoki "pargol" so'zlarining o'zi uslubga qaraganda ko'proq naqshlar ro'yxatiga mos ibora hisoblanadi. U sirkulda chizilgan degan ma'noni anglatadi. Shu sababli, yog'och o'ymakorligiva naqqoshlik kompozitsiyalarida keng tarqalgan doyra yoki aylana ko'rinishidagi naqshin gullarni "pargoriy" deb nomlashadi. Bu uslub deyarli hamma ustalarning asarlarida uchraydi. Lekin asrimizning boshlarida

Toshkentlik usta S.Xo‘jayev ijodida u o‘zining yuqori cho‘qqilariga erishgan.

Farg‘onalik ustalarning naqqoshlik asarlarida "buta", "guldastalar"ga keng o‘rin beriladi. Lekin ular ushbu maktabda birmuncha yaxlit, naqshlarning orasi ochiq, yirik-yaxlit ko‘rinishlarda ishlanadi. Bundan tashqari, Farg‘ona naqqoshligida Rishton kulolchiligiga xos moviy bo‘yoqlar ko‘p ishlanib, unda asosan o‘simlik dunyosi naqshlari yetakchilik qiladi. Chunki, aynan ularda mahalliy aholining "jannat bog‘i" va kosmogonik, diniy falsafa haqidagi tushunchalari o‘zining ifodasini topgan.

Samarqand va Buxoro yog‘och o‘ymakorligi ham ko‘p tomonlardan Xiva maktabining an‘analariga yaqin bo‘lsada, ushbu viloyatlarning naqqoshligi o‘zidagi kompozitsiya va ranglar majmuasi bilan Farg‘ona — Toshkent maktabiga yaqindir. Chunki, naqqoshlik san‘atidagi maktablar bir-biridan asosan naqshlar tizimi va har bir kompozitsiyaning tasvirlanishi bilan farqlanadi. Masalan, Toshkentda o‘yiladigan gullarning orasi ochiq, tasvirlar birmuncha erkin bo‘lib ko‘rinsa, Xorazmda birmuncha zich, novdalarning orasidagi bo‘sh joy qoldirilmasligiga katta ahamiyat qaratiladi. Ularda ishlatiladigan ranglar deyarli barcha viloyatlar uchun o‘ziga xos. Xiva maktabida ko‘p hollarda me‘morchilik koshinlarida keng tarqalgan mayda gul va novdalardan iborat islmiy naqshlar ko‘p uchraydi (islmiy-morgula, islmiy-zanjira, islmiy-shobuta va boshqalar).

O‘tmishda xalq san‘atining boshqa turlari kabi yog‘och o‘ymakorligi va naqqoshligi san‘atlarida ustalar asosan "usta-shogird" an‘anasi orqali tayyorlanadi. Bu an‘ana hozirgi davrgacha saqlangan bo‘lib, shu bilan birga san‘atning ushbu turlariga sezilayotgan ehtiyojdan kelib chiqib, sohaga moslashtirilgan qator kollejlari ham professional ustalar tayyorlashga kirishdilar. (O‘zbekiston Badiiy Akademiyasining Toshkent shahri va viloyatlardagi tasviriy va amaliy san‘at bilim yurtlari).

90-yillarga kelib, mustaqil ijod bilan shug‘ullanayotgan "professional" xalq ustalarining aksariyati, markaz va uyushmalar tarkibiga a‘zo bo‘lgan holda ijod qilmoqdalar. Respublika maxsus ijodiy-ishlab chiqarish "Usto" birlashmasiga a‘zo bo‘lgan ustalar Davlat ahamiyatiga molik yirik obyekt va qurilishlarda qatnashsalar, "Musavvir" va "Xunarmand" ilmiy-ishlab chiqarish markazlariga a‘zolari uyda ijod qiladilar va mahsulotlarini mana shu markazlar orqali tarqatadilar. Markaz esa ularga metodik yordam ko‘rsatadi, ustalar ijodini keng omma orasida, respublika va xorijdagi yirik ko‘rgazmalarda targ‘ib qiladi va hokazo.

Hozirda yog‘och o‘ymakorligi va naqqoshlik san‘ati o‘zining avvalgi davrlardagi mavqeini qayta tiqlamoqda. Toshkent shahri va respublikaning boshqa yirik shaharlarida qurib, foydalanishga topshirilayotgan yoki qayta ta‘mirdan chiqarilayotgan qator diniy va dunyoviy xarakterdagi qurilishlarda unga bo‘lgan talab kun sayin ortib bormoqda. "Usto" birlashmasining Toshkent shahri va viloyatlardagi bo‘linmalarida ishlayotgan ustalar, oxirgi o‘n yil orasida ko‘plab yirik obyektlarda muvaffaqiyatli qatnashdilar: O‘zbekiston

Prezidentining "Oq saroy" qarorgohi (1998 — 99), Oliy Majlisning yangi binosi (1997), Temuriylar tarixi Davlat muzeyi (1996), "Turkiston" konsert zali (1994), Toshkent shahar hokimligining yangi binosi (1996 — 98), O'zbekiston Respublikasi Ichki ishlar vazirligi binosi (1995), Bekobod shahridagi metallurgiya kombinatining oromgohi (1993), "Algoritm" zavodi (1994), Rossiyaning Voronej va Moskva shaharlaridagi "O'zbekiston" va "Namangan" magazinlari (1989 — 92), Uzbekiston Banklar Assotsiatsiyasi (2000), O'zbekiston Tashki ishlar vazirligining qabullar uyi (1993), O'zbekiston Prezidenti Apparatining Matbuot markazi (1998), "Yunusobod" tennis korti (1994), "Guliston" sport majmuasi (1997), Davlat "Sirk"i binosi (1999), "Sheraton — Toshkent" mehmonxonasi (1999), "Xotira maydoni" (1999), Uzbekiston Respublikasining Hindiston (2000), Germaniya (2000), Malayziya (1993) davlatlaridagi elchixonalarining binolari, Toshkent shahridagi Sayilgoh ko'chasidagi choyxona ayvoni, Samarqand viloyati-dagi Imom al-Buxoriy, Farg'ona viloyatidagi Ahmad al-Farg'oniy majmualari (1998) va boshqalar.

M.Ibrohimovaning Oliy Majlis binosi uchun ishlagan eshiklari Malayziyadan keltirilgan palma daraxtidan (subtropik zona) tayyorlangani sabab, faqatgina an'anaviy bezak vazifasini bajarib qolmay, zamonaviy boshqa talablarga xam javob berdi. Ular 2,5x8,2 m., qalinligi 40,5 sm. o'lchamda bo'lib, sirtiga asosan "o'simlik-islmiy", "gajaksimon" va "zanjira" naqshlarining turlari o'yilgan.

Oliy Majlis binosining markaziy Majlislar zalida, Toshkent naqqoshlik maktabiga xos bo'lgan "kundal"ning xuddi Temuriylar tarixi Davlat muzeyi gumbazidagi varianti uchraydi. Keyingi yillarda gumbaz l arii bezashda moviy rangdan umumiy fon tariqasida foydalanish ommalashib ketdi. Asli-da, ushbu holat zamonaviy jarayonda yangilik emas. XV —XVI asrlardagi Temuriylar davri qurilishlaridagi gumbazlarda boshqa ranglar qatorida moviy rang yetakchilik qilgan. Shu bilan birga, "kundal" XIX asrning oxiri — XX asrning boshidagi qurilishlarda asosan tillaqalda bajarilardi. Hozir esa ustalarning texnik imkoniyatlarining kengayishi oqibatida tilla suvidan foydalanmoqdalar.

Farg'ona naqqoshligida ham xuddi Toshkentda bo'lgani kabi, ko'p uchraydigan element- larni "mehrob", "madohil", "bodom" va "buta" naqshlari tashkil etadi. Undagi asosinaqshlarning atrofida yordamchilari — "chorgul", "shobarg", "oygul", "zanjira" naqshlari turlari hamkorlik qiladi. Naqqoshlik san'atida ijod qilayotgan har bir usta, amaliyot davomida, mavjud an'analarni o'zlashtirib, ish jarayonida klassik naqshning juda ko'p ko'rinishlariga muvaffaq bo'ladi. Naqshdagi bir arzimagan chiziq ham naqshning shakl-shamoyilini yoki tasvirdagi mazmun-mohiyatni tubdan o'zgartirib yuborishi mumkin. 90-yillardan boshlab qurilayotgan bir qancha madaniy-maishiy xizmat ko'rsatish binolarida va maishiy xarakterdagi buyumlardagi naqqoshlikda ushbu vaziyat namoyon bo'lmoqda.

Ikkinchi jahon urushi kezlari halok bo'lgan hamyurtlarimiz uchun qurilgan "Xotira maydoni" xam yirik obyektlar qatoriga kiradi. Obyektning

g'oyaviy mazmuni bo'yicha, unda Qoraqalpog'iston Respublikasi va Uzbekistonning hamma viloyatlari uchun maxsus pavilyonlar ajratilgan bo'lib, ularning har birida urushga ketib, qaytmagan kishilarning ism-shariflari ko'rsatilgan.

Maydonning ikki tomonida usti yopiq, har bir tomoni 17 yog'och ustundan iborat ayvonlar mavjud. Undagi yog'och o'ymakorligi naqshlari turli maktablarga taalluqli.

"Xotira maydoni" Mustaqillik maydonidagi ochiq maydonda joylashgan. Obyektning atrofidagi tabiat manzarasi bilan bog'liqligini saqlab qolish maksadida, undagi "qosh", "havoza", "vassa" va boshqa qismlar uchun o'simlik-islmiy naqshining bir kancha turlari tanlab olingan. Shu orqali mualliflar tabiat bilan obyekt orasidagi o'zaro uyg'unlashuvni saqlab qolishga muvaffaq bo'lganlar.

Bundan farqli o'laroq, Samarkand viloyatining Chelak tumanida qadrosлагan Imom al-Buxoriy majmuasida boshqacharoq manzara uchraydi. Majmua butkul me'morlik san'atining namunasi bo'lib, u o'z navbatida naqqoshlik, ganchkorlik va toshtaroshlik san'atlarining uyg'unlashuvidir. Masjit majmuadagi yog'och o'ymakorligi asarlarini yuqoridagi "Xotira maydoni" da bo'lgani kabi, ustun-peshtoqlar, hamda 3,60x5,5 metrdan iborat katta darvoza tashkil etadi. Darvoza M.Abrorov boshliq guruhning mahsuli bo'lib, u yog'och o'ymakorligining "choka pardozi" va "lo'la pardozi" uslublarida bajarilgan.

Zamonaviy sayyohlikning rivojlanishi oqibatida, sovg'abop buyumlar ishlab chiqarish ham kun sayin ommalashmoqda. Bunda "Musavvir" ilmiy-ijodiy-ishlab chiqarish markazi a'zolari - O.Fayzullayev, A.Azlarov, E.Aliyev, A.Saydaliyev, Z.Alimboyev, S.Rahmatullayev, M. Jalolov, H.G'aniyevlarning, naqqoshlardan – M.To'rayev, A. Ilhomov, S.Mahmudov, Q.Shoislomov, A.Asqarov asarlarini eslab o'tish maqsadga muvofiqdir. Bu ustalar nafakat respublika balki xorij ko'rgazmalarining ham faol qatnashchilari (Germaniya, Yaponiya, Shveysariya, Turkiya, AQSH, Buyuk Britaniya, Belgiya, Hindiston, Yaponiya va boshqalar).

O.Fayzullayevning asarlarida an'anaviy o'simlik naqshlari bilan birgalikda geometrik naqshlarga ham keng o'rin beriladi. Us-taga 1995 yil 26 oktabrda Toshkent shahrida o'tkazilgan birinchi respublika xalq amaliy san'ati yarmarkasida "Xalq ustasi" sertifikatini berildi. Shu bilan birga, 1994 yili Pokistondagi 46 musulmon mamlakatlari qatnashgan amaliy san'at ustalari festivalida O.Fayzullayev to'rtinchi faxriy o'rinni egallab qaytdilar.

A.Asqarovning naqqoshlik asarlarida nafaqat vodiy, balki O'zbekiston naqqoshligining yetuk ustalari O.Qosimjonov, T.To'xtaxojayev, J.Hakimov, Z.Qodirovlarning eng yaxshi an'analari davom etmoqda.

Ushbu manzaradan ko'rinib turganidek, oxirgi o'n yil mobaynida yog'och o'ymakorligi va naqqoshlik san'ati haqiqatan ham rivojlanib, unutilib borayotgan ba'zi uslublarini qayta tiklayotgani, naqshlarning ro'yxati yil sayin kengayayotgani va islmiyning bir necha turlari uyg'unlashayotganining guvohi

bo'lmog'damiz. Birgina yuqorida keltirib o'tilgan "pargori" uslubini olsak, u XIX — XX asrning boshlaridagi Toshkent maktabida ayniqsa mashhur bo'lib, so'nggi paytlarda esa deyarli qo'llanilmayotgandi. Hozir esa u qayta tiklandi. Xom ashyolardan mahalliyilariga bo'lgan talab katta: yong'och, chinor, qayrag'och, nok, o'rik. Chetdankeltiriladiganlari orasida Ruminiya buki, dub kabi yog'och sortlari ham ko'p ishlatilmoqda.

Ustalar yuqoridagilar bilan birga, buyurtma bo'lgan taqdirda, asosiy yo'nalishlaridan tashqari, iste'molchining talabidan kelib chiqqan holda, xohlangan o'lcham va uslubdagi buyurtmalar ustida ham ishlamoqdalar. Yevropa andozalaridagi bufet, tryumo, servant, stol va stullarning to'plamlari fikrimizning dalilidir. Ularda o'yiladigan naqshlar an'anaviy yoki buyurtmachi tomonidan taqdim etilgan chizmalar asosida, yevropaliklarning amaliy san'atiga xos naqshlar ham bo'lishi mumkin.

Shular bilan birgalikda, O'zbekiston hukumati xalq san'ati va hunarmandchiligi an'alarini asrab-avaylash borasida ham ko'pgina xayrli ishlarni amalga oshirdi.

Ustalarining daromad solig'i va boshqa bojxona to'lovlaridan besh yilga ozod qilinishlari xalq hunarmandlari qatorida yog'och o'ymakorligi bilan shug'ullanadigan ustalarga qator qulayliklarni yaratmoqda.

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FACTORS THAT NEGATIVELY AFFECT THE SENSE OF PATRIOTISM OF YOUTH AND THEIR CHARACTERISTICS

Annotation: In this article highlights factors that negatively affect the sense of patriotism of youth in the condition globalization.

Key words: youth, globalization, "pop culture", idea, spirituality.

It is known that along with the fact that the process of globalization has positive aspects, there are also various spiritual and ideological threats that undermine the development of our Independence, national mentality and values in this process in a unique way. It is not surprising that our compatriots and many Uzbek philosophers emphasize the incomparable importance of our national traditions and Customs in ensuring family stability in the conditions of current crises. Indeed, the most powerful means of protecting our nation from the threats of "mass culture", which are rapidly flowing into the spiritual life of our society, the consciousness of young people of foreign culture, from false mass values such as individualism and hedonism, is our national identity, which is reflected in our national culture, traditions and Customs. In this regard, it is noteworthy that young people pay special attention to the need to preserve their spirituality from universal spiritual crises.

In the second half of the XX and early XXI centuries, in many Western countries, moral degeneration (waterfall sexual relations, drug addiction, marriage-free family, clips of mass Vanity, films promoting immorality, power and violence, etc.) becomes evident in all aspects of society's life. The deepening of this process, which is taking a terrible toll, is reflected in the results of many research carried out by Western scientists, a special center and the media.

Therefore, the policy implemented in Uzbekistan is aimed at restoration of democratic legal state and civil society in our country, taking a worthy place among the developed countries, having studied diligently the positive experience of mankind in the field of economic, social, scientific and technological development, first of all, on the basis of our statehood traditions, national values, rich spirituality and culture. In fact, it is important to analyze the processes taking place in the life of society, to be aware of various ideological and ideological threats, to understand what purpose the interests of our country coming from abroad, ideas and views that lie in our national traditions and

values, and to conduct consistent propaganda among the population, especially among young people, through the media,

In order for our young people to understand where, in what way, in what form and in what form the danger for the future of our country is coming, we can fully study and master the rich spiritual and moral heritage of our grandfathers, by responding adequately to their threats, we can preserve our identity. In fact, our ancestors never blindly followed such cultures as China, India, Greece, Rome, Arabia, Europe. Why did our youth approve of their habits that promote only corruption and immorality if we did not receive the acceptable habits of Western culture? As a result of the way in which the West is giving us eye-catching lifestyles, drinking, drug addiction and various spiritual disorders to penetrate into our socio-moral lives and become a daily habit, we become more distanced from our own nationalities and fall into their sphere of influence. There are some young people who, taking advantage of all the available opportunities of our society, live without suffering a category that is read and professionally engaged, while they live with us physically, spiritually and spiritually, giving themselves to Western spiritual and ideological propaganda.

In Islam it has been noted that there is a lot of high appreciation of man because man has respect as the most revered of all the creatures Allah created. At a time when there is a sharp ideological struggle, the population living in Islamic countries is often occupied by transient political problems and do not pay enough attention to issues related to the future of the people. However, these political issues facing them are transient. After all, Motherland, the people and its national, religious values are related to eternity with the fact that they are inherited from the past. Consequently, democratic values in society are finding consistent content. In this process, features such as harmonious acceptance of national and universal values, a new attitude to spiritual and moral rules, ideological and educational renewal were formed. Another negative that is causing great harm to the minds of young people today is that the concept of "mass culture" is a new concept for us. But this is familiar to the Western world for quite some time.

"Mass culture" is a collection of ideas, habits and customs that are thought up by a group of individuals (which are beneficial to that nation) and are consciously propagated and integrated into the minds of people and are not inherent in the culture of a nation.

There are the following signs of "mass culture":

- * Moral disorder. This is the most radical human activity, which gradually rises from "free love" to "marriage between same-sex people." He advocates adultery instead of the sacred tradition of Love, which has been consecrated for thousands of years, morally degrading young people.

- * Violence. Find the content of this bad content the feelings and characteristics of Animalism in his mind, having felt the right of the individual,

to transfer his dominance over the human being of man. He is currently promoted through movies, computer games and various internet guides.

* Individualism. According to this idea, a person puts his interests above the interests of others. The person must be an individual. But, personality individuality also has its own norms. Individualism is a contradictory view of communism, which leads a person to live without being included in society, an adult in the soul against Aries-egoism, neighborhood-singularity and communionism. A person who is obsessed with this illusion puts his interests above others, only for himself will master the habit of living.

* Egocentrism. This idea is an expression from the primacy of a person's "I". According to him, a person looks at everything from his "I" point of view. The most alarming aspect of this is that a person always sees himself as right, a careless attitude towards others, to perceive his behavior as absolutely correct is the main sign of egocentrism. Also now the illusion of egocentrism is manifested in the form of fanaticism, selfishness and selfishness. Therefore, the main goal of the ideological struggle remains to master his consciousness by conquering the human soul. In this regard, countries such as the United States, France, which are trying to show itself in the era of globalism, if it is on the way, to have a powerful propaganda system and through it to achieve domination over the world. Their main goal today is to win ideological battles, to poison the minds of young people, to absorb more of their own way of life, to recognize their customs.

We are the peoples of the East. We have our own salty values, traditions.

It is more necessary and important work than ever to save our young people from such vapors of globalism, to prevent them from falling under the influence of alien and alien ideas. But the delicate aspect of this work is that it is no longer possible to block a single ideological attack, the effects of a single alien idea with a ban or repression. To do this, only as our compatriot said: "it is possible to argue and get used to anti-idea, anti-idea and anti-ignorance with enlightenment." This means that the way of fighting against such ideological attacks and attacks aimed at conquering the hearts and minds of our citizens and young people in the global environment is to create an ideological immune system in the minds of young people, to organize their spiritual and ideological education at a high level and to integrate the national idea into their minds. And today a significant work is being done to protect our youth from any negative influences.

The achievement of the strategic goals of our country in the Prevention of the forces that pose a moral and ideological threat to the education of the family and the children living in it today is reflected in the basic concepts and principles of the National idea, and its main purpose is to build a free and prosperous, free and prosperous society. It is also important to preserve the traditions and traditions of restoration of our values, in particular, to deeply immerse in the hearts and minds of the younger generation in love of the native

land, feelings of loyalty to independence, to promote national ideas and to increase the effectiveness of spiritual and educational work.

During the period of the tyrannical system, the historical truths, which were distorted, degrading our nation and our people, were restored. National holidays and traditions returned to their original state. The tombs of our Saints, which came to us on the eve of their almost extinction, as well as the mosques and madrasahs, which were transformed into different eras, were radically repaired.

In conclusion, all this is a summary of our current work, which is the basis for protecting our families and their young people from Western ideology, educating them on the basis of a national idea. So it would not be an exaggeration to say that no power can ever return from this just path chosen by the will of our people.

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FEATURES OF THE COURSE OF COVID-19 VIRAL INFECTION DURING PREGNANCY

Annotation: In this article highlights of features of the course of covid-19 viral infection during pregnancy.

Key words: pregnancy, Covid – 19, infection, medicine.

Acute human viral infections are widespread diseases and account for about 90% of all infectious pathology. Acute viral diseases of the mother have a toxic effect on the development of the fetus, the further health of the child as a whole. In 2009 WHO has declared an H1N1pnd09 influenza pandemic. The works of many authors show the consequences of the transferred flu for the developing embryo and fetus - these are developmental anomalies, multiple stigmas of dysembriogenesis, death, etc.

In 2019, a new coronavirus infection appeared, the 2019-nCoV virus was first detected by the results of a nucleic acid study in a patient with pneumonia [3]. Cases of mild coronavirus infection in the form of colds are described. The coronavirus family also includes viruses such as SARS-CoV and MERS-CoV. The SARS-CoV virus causes acute respiratory syndrome, MERS-CoV causes Middle East respiratory syndrome. All of them occur in a severe form. COVID-19 belongs to the Beta-CoV B line. The high-risk group for the development of severe forms of COVID-19 consists of elderly people with chronic lung diseases, which include bronchial asthma of moderate and severe severity, diseases of the cardiovascular system, arterial hypertension, diabetes mellitus, immunosuppression, including against the background of cancer treatment, obesity (BMI > 40), chronic kidney diseases, liver diseases, AFS. The appearance of COVID-19 has set new tasks for obstetricians and gynecologists related to the study of the clinical features of the course of the disease in order to provide the necessary medical care to pregnant women.

Currently, cases of severe coronavirus infection in pregnant women have been described, which often requires hospitalization and treatment of pregnant women in the intensive care unit with artificial lung ventilation. There is evidence that COVID-19 leads to kidney failure and death during pregnancy. Mortality from SARS-CoV virus infection in pregnant women, according to various authors, ranges from 1 to 22.5%. According to WHO, RCOG and

RANZCOG, FIGO, (2020), it was found that pregnant women are more susceptible to coronavirus infection as a result of physiological changes in the organs of the respiratory and immune systems. However, to date, the specific risk factors that determine the increased risk of severe disease in pregnant women have not yet been fully studied. In addition, questions about the impact of the COvId-19 virus on the course of pregnancy and its outcome remain debatable. The peculiarities of the clinical course of COVID-19 disease in pregnant women, taking into account gestation, are also insufficiently covered.

The aim of the study was to study the features of the clinical course of COVID-19 viral infection in pregnant women, depending on the gestation period.

The study included 67 pregnant women who underwent COVID-19 at different gestation periods. The age of the women ranged from 16 years to 41 years. All pregnant women were hospitalized in infectious diseases departments of hospitals in Saratov. During the period of hospitalization, an examination was conducted according to the methodological recommendations of the Ministry of Health of the Russian Federation for coronavirus infection in pregnant women. During virological examination of mucus from the pharynx and nose by reverse transcription polymerase chain reaction, COVID-19 virus RNA was detected in all pregnant women.

All pregnant women were divided into 3 groups depending on the gestation period. The first group included 26 pregnant women who had COVID-19 in the first trimester of pregnancy. The second group consisted of 24 pregnant women who underwent COVID-19 in the second trimester of gestation. The third group included 17 women who contracted COVID-19 in the third trimester of pregnancy.

Excel MS Office and Statistics 6.0 programs were used for statistical analysis. The hypothesis was tested for the normality of the initial data using the Kolmogorov - Smirnov criterion. The results were presented in the form of mean values (M) and standard deviation (SD). When evaluating qualitative indicators, absolute and relative frequencies of observations (n, %) were calculated. Differences between the two average values of the parameters were evaluated by the Student's t-criterion, qualitative - by the Fisher x2 criterion (differences were considered statistically significant at $p < 0.05$).

Results: In pregnant women with COVID-19, somatic pathology was detected in 40 (59.7%) cases (arterial hypertension was found in 12 (17.9%) cases, diabetes mellitus - in 12 (17.9%) cases, exogenous constitutional obesity - in 9 (13.4%) cases, bronchial asthma - in 7 (10.4%) cases, a burdened obstetric and gynecological history was noted in 49 (73.1%) women). Among the COVID-19 patients, first-time births occurred in 38 (56.7%) cases, repeat pregnancies - in 29 (43.3%).

In the first group of COVID-19 patients, concomitant pathology was diagnosed in 14 (58.3%) cases, complicated obstetric and gynecological

anamnesis - in 25 (96.1%) cases. In the second group of patients with viral infection, complicated obstetric and gynecological anamnesis occurred in 14 (58.3%) pregnant women, concomitant pathology – the most common background diseases occurred in the third group of examined - 16 (94.1%) pregnant women, complicated obstetric and gynecological anamnesis - in 10 (58.8%) pregnant women. According to the clinical classification, the severity of COVID-19 was determined by the severity of general intoxication. In mild form, the body temperature was normal or subfebrile, the symptoms of intoxication were not pronounced. Among the symptoms of intoxication in the moderate form in pregnant women were: chills, headache, dizziness, muscle and joint pain. Hyperthermia up to 39.5 °C. The mild and moderate form of the course of COVID-19, according to the methodological recommendations, included pregnant women who either had no signs of pneumonia, or pneumonia had a moderate course. The severe form of viral infection in pregnant women was characterized by acute respiratory failure (BPD more than 30/min, SpO₂. 93%, RaO₂/H₀₂. 300, foci of diffuse infiltrative changes > 50% of lung tissue that appeared 24-48 hours after the onset of the disease) [2]. The clinical picture in COVID-19 was characterized by the following symptoms (Table 2): decreased sense of smell and taste in 66 (98.5%) cases, sore throat in 59 (88.1%) cases, cough in 21 (31.3%) cases. Among the studied pregnant women, subfebrile temperature was found in 21 (31.3%) women, febrile - in 27 (40.3%), hectic was recorded in 16 (23.9%) patients. Among other clinical signs, 14 women had a feeling of stuffiness in the chest (20.9%), shortness of breath - in 10 (14.9%).

In COVID-19, upper respiratory tract damage was manifested in the form of rhinitis in 44 (65.7%) cases, pharyngitis - in 57 (85.1%) cases, tonsillitis - in 1 (1.5%) pregnant woman. The lesion of the lower respiratory tract was characterized by laryngitis in 1 (1.5%) pregnant women, tracheitis in 6 (9%) patients, bronchitis was more common in 43 (64.2%) and pneumonia in 39 (58.2%) pregnant women. With pneumonia, respiratory insufficiency of 1-11 degrees developed on the 4th-5th day of the disease.

Bronchitis and pneumonia were observed in all gestation periods. In the second trimester, bronchitis was observed in 13 (54.1%) cases, pneumonia - in 9 (37.5%). In the third trimester, bronchitis was detected in 12 (70.5%) cases, pneumonia - in 5 (29.4%) cases. In the first trimester, bronchitis was diagnosed in 14 (53.8%) pregnant women, pneumonia - in 4 (15.3%). Pneumonia was diagnosed less frequently in the first trimester. Among all pregnant women under our supervision, COVID-19 occurred in mild form in 21 (31.3%) cases, in moderate form - in 32 (47.8%) cases, in severe form - in 14 (20.9%) cases (Table 1). In the first trimester, 15 pregnant women had a viral infection in moderate form and 10 pregnant women - in mild form, severe form was detected in 1 (3.8%) pregnant. In the second trimester of pregnancy, 8 (33.3%) women were ill with COVID-19 in mild form, 14 (58.3%) women in moderate form, and 2 (8.3%) women in severe form. In the third trimester of pregnancy, the

moderate form was found in 3 (17.6%) pregnant women, severe - in 11 (64.7%) examined, patients with mild form - 3 (17.6%) pregnant women (Table 3).

Conclusions. Based on the data obtained, it was found that first-time mothers in the I (61.6%) and III (70.6%) trimesters of pregnancy and second-time mothers in the II (62.5%) trimester of gestation with a burdened obstetric and gynecological history (58.3%) and concomitant pathology (41.5%) are more susceptible to COVID-19 infection. In pregnant women with COVID-19, mild and moderate forms of the disease prevailed (31.3 and 47.8%, respectively). The frequency of viral infection in the I (38.8%) and II (35.8%) trimesters of gestation exceeds the frequency in the III (25.3%) trimester. Of the clinical symptoms of COVID-19 viral infection common to all gestation periods are a decrease in sense of smell and taste - 98.5%, sore throat - 85%, fever - 90.9%. Bronchitis and pneumonia were observed at all gestation periods, pneumonia was less often diagnosed in the first trimester.

In all cases, the course of COVID-19 in pregnant women had a favorable outcome, it did not end with lethality. Currently, monitoring of gestation outcomes in patients who have undergone COVID-19 continues.

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PREDLOGLARNING GAPDAGI O'RNI VA QO'LLANILISHI

Annotatsiya: Ushbu maqolada predloglarning gapdagi o'rni va ularning qo'llanishi tahlil qilinadi. Hozirgi kunda sohaga oid olimlar va lingvistlar diqqat markazida bo'lgan predloglarning leksik, semantik, grammatik ma'nolari o'rganiladi. Bundan tashqari predloglarning vazifalari va turlariga ham to'xtalib o'tilgan. Buyuk lingvistlarning predloglar haqidagi qarashlari haqida misollar keltirilgan.

Kalit so'zlar: predlog, nazariy grammatika, leksik, semantik, grammatik, predlogli so'z birikma, grammatik.

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THE PLACE AND USE OF PREDLOGES IN SENTENCES

Abstract: This article analyzes the place and usage of prepositions in sentence. Lexical, semantic and grammatical meanings of preposition that are currently in the attention of scholars and linguists studied. However, we would like to teach the type and tasks of prepositions. We have given some examples of the views of linguists about prepositions.

Key words: preposition, theoretical grammar, lexical, semantic, grammatical, prepositional phrase.

Predlogning lingvistik ma'nosini o'rgangan bir nechta tilshunoslar o'zlarining nazariy va amaliy grammatikalarida predlogning leksik ma'nosi borligini rad etadi. Masalan: K.Bisselning e'tirof etishicha tilda predlogdan boshqa hech qanday ishlatilishida o'ta noma'lum bo'lgan holat yo'q. X. Uellis esa predlogni ishlatilishida har qanday tilda hech qanday mantiq yo'q deydi. Bundan tashqari ingliz tilida leksikograflar esa predlogga ikkinchi darajali so'z deb qarab, predlogni ishlatilishi to'g'risida hech qanday qoida bilan belgilab berish mumkin emas deydi. B.B.Ximon predlogni mavqeini tan olgan holda shunday deydi: "Predlog shunday so'zki, u ot yoki olmosh va gapdagi boshqa so'zlar o'rtasidagi aloqani ifodalaydi".

Ko'pgina olimlarimiz predlogda umumiy leksik ma'no bormi yoki yo'qligi to'g'risida bosh qotirganlar. Predlog o'zining haqiqiy ma'nosiga ega deb qarovchilar esa predlogning leksik ma'nosi borligi uning mustaqil so'zlar,

otlashgan va fe'llashgan so'zlarning, predlogli so'z birikmalarining semantikasini o'zaro bir-biriga bo'lgan munosabatining in'ikosidir deyдилar. M.I.Steblin Kamenskiyning fikricha predlogning ma'nosi predlogli so'z birikmadan tashqarida qarash mumkin emas deydi. Ammo ba'zi bir toifadagi olimlarning e'tirof etishicha predlogning o'ziga xos ma'nosi nafaqat predlogli so'z birikmasida, hattoki so'z birikmasidan tashqarida ham o'ziga xos ma'noga ega deb qaraladi [1].

Ammo ko'pgina tilshunoslar bu holatni (ya'ni predlogning leksik ma'nosi) hamma predloglarga tegishli emas deyдилar va ularning fikricha leksik predloglar va grammatik predloglar bo'lishi mumkin yoki o'zining leksik ma'nosini yo'qotgan va o'z ma'nosini saqlab qolgan predloglar bundan tashqari leksik bo'sh, ammo faqat Grammatik funksiyasini bajaruvchi predloglar bo'lishi mumkin. Har xil grammatikalarda predloglar to'g'risidagi bo'limlarda, predloglar masalasini hal qilishda ularni leksik ma'nolarini cheklash masalasi u yoki bu predlogga tegishlidir.

Ammo olimlarimiz predlogni vazifasi to'g'risida gapirib, shunday deyishadi:

Predlogda vaqt, o'rin va boshqa ma'nolar bor. Bundan tashqari predloglar vaqt predlogi, o'rin predlogi, abstrakt aloqa bildiruvchi predloglar, ob'yekt predloglari, oppozitiv predloglari, belgilovchi predloglar, shart predloglari va boshqa predloglar bor deb talqin qilinadi.

Xulosa qilib aytish mumkinki, biz predloglarning tarjima yo'llari o'qitish usullaridan foydalanishimiz kerak.

Predlog – an'anaga ko'ra yordamchi so'zlar hisoblanadi, va mustaqil so'zlar deb ataluvchi asosiy so'z turkumlariga butunligicha taqqoslanadi yoki qarshi qo'yiladi. Yordamchi so'zlar haqida V.A.Plotnikova shunday deydi: "Yordamchi so'zlar mustaqil so'zlarga tavsif beruvchi nominativ ma'noga ega bo'lmagan leksemalardir".

Ular predmet, belgi, xususiyat, harakatni bildiradi deyish unchalik to'g'ri emas. Ularning leksik ma'nosi shundan iboratki, ular predmetlar, xususiyat va boshqalar bilan aloqaga kirishganda mustaqil so'zlar va yordamchi so'zlar ishtirok etgan birikmalarda mavhumlasha boradi.

Shunday qilib, yordamchi so'zlar gap bo'laklaridek umumiy semantik umumiylikka ega emas, va uning asosida shu sinfga qarashli bo'lgan barcha leksik ma'nolarining abstrakti yotadi; mustaqil so'zlardan farqli o'laroq yordamchi so'zlarning umumiyligi bu funksional va grammatikdir

Predloglar – yordamchi so'zlar bo'lib, otga sintaktik bog'liqlikni ifodalaydi yoki ot-olmoshga so'z birikmasidan boshqa so'zlardan ajratish uchun xizmat qiladi. Predlogning leksik birliklari borligi yordamchi so'zlarnikidek inkor etilmasligiga qaramasdan, predloglarni ma'nosini aniqlash faqatgina funksional belgisiga asoslanadi, unday qonuniy yordamchi so'zlarni tabiiy, ma'naviy leksikasi xarakterlanadi. Agar yordamchi so'zlarni leksik ma'nolari real abstrakti natijalariga bog'liqligi deb ta'kidlansa, qaysiki mustaqil so'zlar

bilan belgilanadiganidek unda xuddi mustaqil soʻzlar kontekstidan olinganidek yordamchi soʻzlar aniqlansa, predloglar hech qanday leksik maʼnoga ega emasdir.

“Semantik materializm” obʼyektiv va universal xarakter munosabatidan kelib chiqadi. Olamda faqat narsalar va ularning xususiyati hamda munosabatlarigina mavjuddir. Munosabat xuddi xususiyat kabi narsalardan ajralgan holda boʻlmaydi va shu bilan birga xususiyat doimo abstraktiv tushuniladi, har xil fanlarda munosabatning alohida koʻrinishlari, munosabatning sistemalari oʻrganiladi. Shunday qilib, predloglarni leksik maʼnosidan ajratishga hech qanday asos yoʻq. Xossa, xususiyatining belgisi boʻlgan til elementlari va munosabatining belgilari boʻlgan elementlari mavjuddir.

Murakkab aloqalar, bogʻliqliklar sistemasi va real borliqqa obʼyektlarni munosabati oʻz ifodasini tilda topadi. Bu aloqani maxsus ifodalash vositasi yaʼni birgalikda shartlashgani boʻlib predlog xizmat qiladi.

Predloglarni gap boʻlagi deyish mumkin, obʼyektlarni bogʻliqlik faktlarini koʻrsatuvchi va maʼnosini koʻrsatuvchi sifatida deb bilamiz, konkret bogʻliqlik turida koʻrsatma oʻzida alohida predlogning leksik maʼnosini ifodalaydi.

Oʻtmishdagi mashhur lingvistlar, rus lingvistlarining ham predlogga oid leksik qarashlari mavjud. K.S.Askakov, N.P.Nekrasov, F.I.Buslayev, A.V.Vostoksvlar predloglarda leksik maʼno borligini tan olganlar, lekin A.M.Peshkovskiy buni inkor etadi. A.A.Potebniya predloglarni formalligini taʼkidlaydilar [2].

V.V.Vinogradov yozgan edi: “Moddiy borliq dunyosida otlarning kelishik formalarida narsalar bilan, hodisalar bilan va harakat sifatlar bilan bogʻliqlik tushunchasini aks ettiradi. Kelishiklarning shakl va vazifalari predlogga maʼno beruvchi grammatik tizimga nisbatan oʻzaro bogʻliqdir.

Shunday qilib, Vinogradov leksik maʼno borligini tan oldi.

Leksik maʼnolarni tadqiqotchilari nazariy va amaliy grammatikasining mualliflari predloglardan xususiy leksik maʼno borligini toʻlaligicha inkor etadilar. Shunda salbiy mulohaza bevosita emas, vositali xarakter kasb etadi. Bir qancha leksikograflar koʻpincha predloglarda antologik tarzda qaraganda, predloglarni ishlatish qoidasini shakllantirish mumkin emas deb qarashgan, bu savolni toʻliqligicha qarab chiqmaganlar. R.A. Budagev predloglarni “boʻm-boʻsh” leksik soʻz degan olimlar fikriga qoʻshilgan.

Predloglarni ishlatilish prinsipi qay tarzda boʻlmasin aniqlash mumkin emasligi haqidagi mulohazalar ham uchrab turadi. Predloglar yordamchi soʻzlar kabi hech qanday mustaqil leksik maʼnoga ega emaslar. Biroq predloglar umuman olganda leksik maʼnolardan mahrum emaslar. Koʻpincha mualliflar predloglar leksik maʼno borligini yoki yoʻqligini aniqlashmagan. Lekin ularning ishlarida qandaydir maʼnolar eslatib oʻtiladi. Modomiki, bundan xulosa qilish

mumkinki, ularni predloglardagi leksik ma'no borligini tan olish xulosasiga kelish mumkin.

Predloglarni ma'nosini o'sha mustaqil so'zlar birligida deb qarash mumkin emas, qaysiki u gap birikmasidan tashqari bog'lanadi. Bu tushuncha predloglarni (tub mohiyati) ifodalayotgan munosabatni shakllantirish o'rniga so'z birikmasidagi gap bo'laklaridagi fe'lli yoki kategoriyali semantik analiz variantlarini keltiradi.

Leksik va grammatik yoki o'z leksik ma'nosini saqlagan yoki yo'qotgan predloglar va aynan grammatik funksiyani bajaruvchi predloglar bor deb tasdiqlaydilar.

Predlogdagi leksik ma'noni aniqlash usullari mavjud. Predloglar – o'rin, joy predloglariga, zamon predloglariga va abstrakt munosabatlarni ifodalovchi predloglarga bo'linadi.

Ingliz tilida predloglar rus tili predloglari bilan tenglashtiriladi. Birinchidan, ular ekvivalentlari emas, ikkinchidan, rus tilidagi predloglarning ma'nolari ham to'laligicha aniq emas. Shunday qilib, bitta nomalum predloglar ikkinchisi orqali aniqlanadi.

Predloglar – so'zlar bo'lib, aniq normativ funksiyani bajarib kelishiga qaramasdan, unga barcha boshqa so'zlardek leksik ma'no xosdir. Predloglar avvalam bor bog'lovchi so'zlardir, ya'ni narsa va narsani o'zaro bog'liqligini belgilashda foydalaniladigan narsa va xususiyatni yoki predmet va jarayonni tasvirlaydi. Predloglarni ma'nosini analiz qilishda ularga ko'pincha o'zlari takomil qilgan so'zlar bilan bog'liqligini qo'shadilar.

V.V.Veseletskiy, A.I.Smernetskiy so'zlarni ma'nosi ham sintagmatik va paradigmatic ma'nosini aniqlashdagi harakatdir deganlar.

Ingliz tilida predloglarni o'rganish rus tilidagiga nisbatan ta'sir va munosabatlarni bildiruvchi semantik sxemani taqdim etadi. Birinchi shakllangan ingliz predloglarini analiz qila turib, quyidagi xulosaga kelish mumkin, ular orqali ifodalanuvchi aspektlar uch xil turda mavjud. Temporal taxminiy aniqlash lokal aniqlik va mantiqiy bog'liqlikdir [3].

Munosabat – umumiy narsa, buyumlarni bir xildagi bog'lanish ko'rinishidir. Aloqa bu – mavjud materiadagi barcha narsalarning o'zaro bir-biri bilan doimo va uzviy bog'liqlikda ekanligi va turli ko'rinish va turli munosabatda bir birlari bilan bog'lanib turishlarini bildiradi.

Til munosabatlari chuqur, rang-barangligi bilan ajralib turadi. Ularni ingliz tilidagi predloglar orqali ham ifodalaymiz, masalan, quyosh qorni yaltiratayaptimi?

Ushbu ifodani predlog ortqali ham ko'rib chiqamiz, qor quyoshdan yaltirayapti, qor quyosh nuri ostida yaltirayapti. Ingliz tilida munosabatlarni fe'l bilan qo'shib ifodalash fe'lning semantik birligiga bog'liqdir, ya'ni fe'lni gapni ifodalashni bir butun deb olib qaraganda bir paytning o'zida ot bilan kelgan predlogni ma'naviy ta'siri ham bir kompleks ichida bo'ladi.

Ayrim grammatiklar predloglar bilan ifodalanuvchi munosabatlarni tasnifiga harakat qilishgan, masalan,

1. o'rin-joy, harakat, yo'nalish,
2. zamon va zamonni davomiyligi.

3. motiv, sabab harakatdagi faktor va hokazolar, lekin bular ayrim predloglargagina ta'luqlidir.

Inliz tili predloglari gruppasining ma'naviy ketma-ketlik tasnifi yo'q, chunki ularni aniqlash juda mushkul ishdur. Predloglar haqidagi savol hozirgi kunda ham muhokama qilinmoqda.

V.Z.Zlotkin "Predloglar faqatgina birga kelgan otlarni semantik tomoninigina aniqlab keladi, predlog o'sha narsani yoki hodisani xususiyatini sifatini oldindan aniqlab keladi, ya'ni bog'liq bo'lgan birikmasini ifodalaydi. Gap qurilishida predlogning roli bo'lishida predlog odatda ot, sifat, olmosh, son, ravish va fe'l so'z turkumlari bilan bir qatorda qo'yiladi [4].

Ayrim tilshunoslar predlogni gap bo'lagi ekanligining statusini tan olmaydilar, va bu uchun haqqoniy asoslar mavjud.

Morfologik predlogni gap bo'lagi bilan bir qatorda qo'shib bo'lmaydi, ularning har biri morfologik strukturada (o'z xususiyatlariga ega) so'z ichiga flektivli va derivatsion morfemalarni qo'shgan holda o'z xususiyatlariga egadir. Lekin ularning mavjudligi gap birliklari faqatgina ularni hisobga olib sintaksema variantlarining tizimini aniqlash mumkin.

Shunday predlogli birikma tarkibida substantivki leksema bo'lib, garchi bitta kelishik shaklida ishlatilsa ham gapda kelishiklarni borligiga qarab albatta turli xil bo'lishi mumkin. Binobarin sintaksema shakllantirishda predlog otga qaraganda undan farqli o'laroq o'zgaruvchandir. Masalan: substantivlashgan lokativ sintaksemalar variantlarini qiyoslaymiz: *at, on, in, near, under...*

1. *Then I sat at the window*(E.H.) [5]
2. *The picture hangs on the wall*
3. *He lives in Moscow*
4. *I lived near Victoria station*
5. *He is sitting under a tree*

Bu barcha predloglar bitta va aynan o'sha lokativ sintaksema variantlarini shakllantiradi, lekin ular har xil ma'naviy bo'yoq shakliga egadirlar. Shuni ta'kidlab o'tish kerakki, gap faqat ma'noviy farq haqida bormoqda. Sintaktik semantika yoki sinaktik semantik xususiyatlar haqida emas. Shunday ekan bunday holatlarda oxirgisi ot bilan birgalikda aynan o'sha bo'lib qoladilar. (substantivlik va lokativlik)

Muhimi shundaki, quyidagilarni anglamoq va almashtirmoq kerak. Gap bo'lagidan farqli o'laroq leksemaning turli xildagi kategoriyalarini oldindan belgilab qo'yadigan substantivlar, olmoshlilar, ravishlilar, sonli va fe'llardan farqli predlog bu xususiyatlaridan mahrumdir.

Boshqacha qilib aytganda tilda sintaksemaning turli xil variantlarida leksik baza bo'lib xizmat qilib kelayotgan predlogli leksemalar mavjud emasdir,

bunga shunday misol keltiramiz, otlar yuqorida keltirilgan lokativ sintaksemlarning leksik bazasi bo'lib xizmat qiladilar. Shu bilan bog'liq savollarni grammatikada va maxsus ishlarda tez-tez tilga olinib turiladigan savollarni chetlab o'tish mumkin emas. Bunda muammo u yoki bu gap bo'lagiga tegishli bo'lgan leksemaga nisbatan qarshi qo'yilmaydi va bu qonuniylikdir.

Xuddi shunday leksik ma'nolar yoki boshqacha aytganda substantivli leksik, semantika fe'lli va boshqa leksemalar bilan ifodalanishida topadilar. Predloglar leksik semantikadan mahrumdirlar va ular leksik semantika guruhini hosil qilmaydilar. Lekin predloglar tilning leksik darajasiga bevosita tegishlilikka egadirlar, chunki ular yordamchi so'zlar elementi sifatida xizmat qiladilar, oqibatda esa leksemalar bir-biri bilan leksik konstruksiyaga kirishadilar, masalan quyidagi fe'lli iboralarda: *to forgain for a job, to angle for, tourble e.t.c* [6].

Xuddi shunday holatlarda predloglar boshqaruv vositasi sifatida xizmat qiladilar, ular o'zlarida leksema va to'ldiruvchini leksemalar orasida mavjud bo'lgan leksik bog'lanishni boshqaruvchi sifatida namoyon etadilar.

Yuqorida aytilganlaridan namoyon bo'ladiki, predloglar tadqiqotchining oldiga cheklanish masalasini ko'ndalang qo'yadilar.

Bir tomondan esa sintaktik va leksik semantikasi ularning tarqatuvchisi bo'lib albatta tegishli ravishda sintaksemlar va leksemalar bo'ladilar, boshqa tomondan esa ma'naviy xususiyatiga qarab, qaysiki o'zini namoyon qiluvchi, jumladan, predloglar sintaksemaning yig'ma variantlari kabi sintaktik va leksik ma'nolari formal xususiyatlarda distributiv xarakter kasb etadilar, qaysiki ularni til birligida hisobga olmay o'tib bo'lmaydigan birlik bunda aynan ma'noviy farq predloglarni distributiv hisobga olishni talab qiladi deya olmaymiz. Lekin boshqa til vositalarida ham o'z ifodasini topa olmaydi.

Shundan ma'lumki, predloglar tadqiqotchilik oldiga bir tomondan sintaktik va leksik semantika muammosini qo'yadilar, boshqa tomondan esa ma'naviy xususiyati predloglar sintaksislarini yig'ma varianti bo'laklari bo'lib ajratilishi mumkin.

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EVALUATION OF CASH FORMATION OF THE ENTERPRISE FOR THE PURPOSE OF EFFECTIVE MANAGEMENT OF ITS FINANCIAL ACTIVITY

Annotation: The relevance of the study lies in the effective use of funds and the ability to properly account for and analyze them; numerous knowledge of constantly changing legislative norms, rules and procedures is required to keep records of cash; desirable efficiency of economic activity, stable financial condition can be achieved only with sufficient and coordinated control and analysis of the movement of profits, working capital and cash.

Key words: analysis, cash flows, cash.

One of the main tools for the sustainable operation of enterprises in modern conditions, improving the financial condition and efficiency is the process of managing funds, because they are the material basis for the production and efficient use of resources. Therefore, it should be noted that any planning, forecasting and control over the company's cash is impossible without their prior assessment, analysis.

The analysis of cash of the enterprise is a process of research of system of indicators, their formation at the enterprise, revealing of the basic tendencies and laws for clarification of reserves of the further increase of efficiency of their management.

The main purpose of cash analysis is to identify the level of adequacy of cash flows, efficiency of their use and balance and synchronicity of positive and negative cash flows of the enterprise.

The main tasks of cash analysis are:

- identification of trends and patterns of development of cash flows of the enterprise;
- assessment of the degree of their rational use;
- detection and timely prevention of the possibility of bankruptcy of the enterprise;
- study of factors and forecast of balance and synchronicity of cash flows in terms of volume and time to ensure the solvency of the enterprise;
- search for reserves to increase the efficiency and intensity of the use of cash flows in the process of operating, investing and financing activities.

The main principles of cash analysis include:

- complexity - is to cover all the necessary indicators for a comprehensive study of cash;

- systematic - is the study of money as components of a dynamic system, the elements of which are interconnected and with the external environment;

- correctness - is to use those indicators that are appropriate and appropriate in the analysis of cash, and the correctness of their calculations. The number of required indicators must meet the real needs of the enterprise in cash flow management;

- consistency - is the gradual analysis of cash, which allows you to gradually deepen and summarize the results of the analysis;

- systematization - is the need to plan analytical work and conduct it regularly;

- speed - is the clarity of the analysis, as well as the timely management of information about cash to act to correct the situation;

- interpretability - is to justify the permissible limits of analytical indicators, which will quickly and correctly interpret the results of the analysis;

- efficiency - is to identify imbalances between funds and establish the causes of their occurrence, increase the efficiency of their management. The cost of conducting a cash analysis should have a multiple effect.

The main methods (tools) of cash analysis include:

- logical methods of information processing (comparison, relative and average values, graphical and tabular presentation of data, grouping, balance sheet, heuristic methods);

- methods of deterministic factor analysis (chain substitution, absolute differences, relative differences, integral, logarithm);

- methods of stochastic factor analysis (correlation analysis).

According to the signs of time, the analysis of cash is divided into:

- retrospective analysis - carried out after the completion of business transactions. It provides an opportunity to study trends in cash development, monitor the implementation of plans, assess the real state of cash and identify imbalances. Retrospective analysis is divided into operational and final. Operational analysis is performed immediately after the business transaction or at short intervals (change, day, decade). The final analysis is carried out by studying the results of work for the reporting period (month, quarter, year);

- prospective analysis of cash is carried out before the implementation of business transactions. It is needed to substantiate business plans and forecasts. Perspective analysis is divided into short-term and long-term (strategic). Short-term covers a period of up to 1 year, and long-term more than 1 year.

The depth of cash analysis is determined by the requirements of management staff and is divided into:

- rapid analysis, which is based on the identification of typical features that allow you to quickly and accurately determine the nature of the processes

that occur without performing in-depth research that requires additional time and resources;

- in-depth analysis is an in-depth comprehensive study with a wide range of analytical indicators that are studied.

According to the degree of coverage of the objects of cash analysis, it is divided into continuous and selective:

- in a continuous analysis of cash flows, all monetary assets are studied without exception;

- a sample analysis examines some of the objects, which allows you to speed up the analytical process.

The basis for the analysis of cash is information sources from the subsystems of accounting, auditing and external sources of information. The accounting subsystem provides analysts in the process of cash flow analysis with the necessary indicators of financial accounting, indicators of management accounting, indicators of analytical accounting and regulatory and planning indicators. The function of the audit subsystem is to provide the analytical process with reliable and objective data on cash flows.

The information coming from the external environment seriously affects the analysis of cash flows and contains such data as: regulatory, macroeconomic situation in the country, industry development data, economic and legal data, data on contractors of the enterprise (suppliers, buyers); data on competitors of the enterprise; data on the state of the material market; data on the state of the capital market; data on the state of the stock market; scientific and technical information.

In the results of cash flow analysis are interested not only internal (management, owners), but also external users (regulators, investors, creditors). The data processing technology largely depends on the choice of the enterprise, but preference should be given to automated systems that improve the quality of analysis.

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CAUSES, SYMPTOMS OF THE DEVELOPMENT OF DIABETES MELLITUS IN GANT

Abstrakt: At present, the hereditary predisposition to diabetes is considered proven. In Type 1 diabetes, genetic heterogeneity is observed, which means that the disease can be called by different gene groups. As a laboratory-clinical indicator in the detection of Type 1 pathology, the detection of antibodies to β -cells of the pancreas in the blood serves. The nature of the transition from generation to generation has not been fully studied. The pathogenetic basis of diabetes depends on the type of disease. There are two types that are radically different from each other. Although modern Endocrinology calls the classification of the disease conditional, it is important to establish a treatment strategy for each of its types.

Key words: Glucose, insulin, diabetes, langergans islands, feoxromocytoma, hyperthyroidism, hepatitis.

To the main causes of the development of the disease:

1. Heritage. Of course, the disease does not develop without factors affecting it, but the predisposition is higher.
2. Obesity. Excess weight leads to the formation of diabetes of the second type.
3. Diseases. Diseases that cause damage to β -cells responsible for the production of Insulin. These include pancreatitis, pancreatic cancer, other diseases of the endocrine glands.
4. Viral infections-measles, chickenpox, infectious hepatitis and other diseases. These infections contribute to the development of diabetes. Especially for people in the risk group.
5. Irritability, stress. It is recommended to avoid Stress, irritability.
6. Young. With an increase in age, the probability of developing diabetes doubles every ten years.

This can be caused by the following factors in the origin of the disease

- * Feoxromocytoma — a tumor of the adrenal gland, as a result of which a lot of hormones are produced that affect insulin;
- * Hyperphaemia of the adrenal glands (hypercorticism);
- * Hyperthyroidism;
- * Cirrhosis of the liver;

* Violation of sensitivity to carbohydrates;
• Transient hyperglycemia-a temporary increase in the amount of glucose in the blood.

Pathogenesis

In the pathogenesis of diabetes, two main chains are distinguished:

1. Insufficient production of insulin by endocrine cells of the pancreas in sufficient quantities.

2. Violation of the interaction of insulin with cells of the tissues of the body (insulin resistance). To the reasons for this:

o changes in the structure or decrease in the amount of specific receptors for insulin;

o insulin changes in its structure;

O disturbance of the transmission of signals from receptors to organelles within cells.

As already mentioned above, diabetes can pass from parents to children. If one of the parents is infected with this disease, the probability of his procreation is 10% for the 1st Type, 80% for the 2nd type.

Pancreatic insufficiency (type 1 diabetes)

The old name is insulin-dependent diabetes. Often young people, those under 40 years old, suffer from underweight people. The disease is severe, insulin is given for treatment. The initial process in the development of diabetes of this type is a massive disruption of pancreatic endocrine cells (Langerhans islets). This is due to a sharp decrease in the amount of insulin in the blood.

Violations of cells can be caused by viral infections, oncological diseases, pancreatitis, toxic damage to the pancreas, stressful situations, various autoimmune diseases.

In Man, this disease will be genetically determined and given a predisposition by the defect of a number of genes located in the 6 chromosome. These defects negatively affect the body's ability to regenerate autoimmune aggression and β -cells, which are present in the cells of the pancreas.

As well as provocative factors, a long-term hypoxia of the cells of the pancreas, rich in carbohydrates and fats, and a diet with a low in protein can also serve. This leads to a decrease in the secretory function of cells and, eventually, their destruction. After the massive destruction of cells, their mechanism of autoimmune damage is activated.

Diabetes can not be completely cured from 1-th type, but in some cases the activity of the gland is normalized and the disease does not disturb the excess, if the diet is adhered to. It requires constant intake of artificial insulin.

Since Insulin breaks down in the gastrointestinal tract, it is introduced only by injection. Adhering to a strict diet, it is necessary to completely exclude from the diet light digestible carbohydrates (sugar, sweets, fruit juices) from the diet.

Extrapancreatic insufficiency (type 2 diabetes)

The old name — insulin-dependent diabetes. Most often, older adults, suffering from obesity (the main risk factor, an excess of body weight is noted in 80% of patients), people over the age of 40 are ill.

Receptors can not interact with the hormone as a result of a change in its structure or a decrease in the number. Also sometimes it is possible to change the hormone in its structure (genetic defects).

In addition to obesity, the risk factors for Type 2 diabetes include:

Old age; Smoking; • Alcohol consumption; Arterial hypertension; Excessive feeding on the broom; Low-spirited lifestyle.

It is proved to be a hereditary predisposition to type 2 diabetes. This is indicated by the fact that the presence of the disease in homozygous twins is 100% compatible.

In the treatment of the disease, insulin is not always needed. Only a qualified doctor can prescribe a treatment regimen.

First of all, such patients are prescribed a diet. It is important to follow the doctor's recommendation. It is recommended to gradually, from 2-3 kg per month, until the body weight comes to normalization. When not adhering to the diet, drugs that lower the level of sugar in the blood, in the most severe cases, insulin is prescribed.

1-table. In a Normal and pathological condition, the amount of glucose in the blood.

State of carbohydrate metabolism		The amount of glucose
Standard	When hungry	3,3-5,5 mmol/l
	2 hours after carbohydrate intake	<7,8 mmol/l
Sensitivity change	When hungry	5,5-6,7 mmol/l
	2 hours after carbohydrate intake	7,8-11,1 mmol/l
In diabetes	When hungry	>6,7 mmol/l
	2 hours after carbohydrate intake	>11,1 mmol/l

SIGNS AND SYMPTOMS OF THE DISEASE

symptoms of the disease develop gradually and begin to manifest slowly. Basically, there is a high level of glucose in the blood.

When the disease begins to appear in patients, the following symptoms are noted:

- Constant dryness of the mouth; unsatisfactory thirst; increased daily excretion of urine; decreased body weight or increased suddenly; strong skin itching and dryness; the appearance of purulent wounds on the skin and soft tissues; muscle weakness and excessive sweating;

- Difficult healing of any wounds. It is recommended to go to the doctor when these symptoms occur. The disease can leave serious complications and lead to a coma.

- Complications of the disease can be attributed to the following, for example: impaired vision; headache and a decrease in mental activity; heart pain, enlarged liver; pain in the legs and a violation of gait; decreased sensitivity of the skin, especially in the legs; the appearance of ulcers; increased blood pressure;

Swelling of the face and feet; the smell of acetone from the patient; dizziness.

Different levels of disease in the body the amount of sugar is varied

The first method for the diagnosis of diabetes and its dynamic assessment during treatment is the study of glucose (sugar) levels in the blood. Treatment and subsequent action are assigned depending on the same indicator.

Experts have compiled a table of specific visualizers in the process of studying the disease. These quantity indicators are necessary not only for endocrinologists, but also for patients.

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FARMAKOLOGIYA FANIGA KIRISH, FANNING BOSHQA FANLAR BILAN BOG`LIQLIGI, KELIB CHIQISH TARIXI

*Annotatsiya: fanning rivojlanish tarixini o`rganish, fanning yo`nalishlari
tasnifi va xususiyatlari haqida nazariy va amaliy ma'lumotlar.*

*Kalit so`z: Farmakodinamika, farmakokinetika, umumiy va xususiy
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INTRODUCTION TO THE SCIENCE OF PHARMACOLOGY, THE RELATIONSHIP OF SCIENCE WITH OTHER DISCIPLINES, THE HISTORY OF ITS ORIGIN

*Annotation: the study of the history of science, theoretical and practical
information about the classification and characteristics of science.*

*Keywords: Committee on Pharmacodynamics, Pharmacokinetics, General
and Special Pharmacology, Pharmacopoeia.*

Farmakologiya (yun. *pharmakon* — dori va *logiya*) — tibbiybiologik fan; odam va hayvonlar organizmiga dorilar yuborilgandan keyin ularda ro'y beradigan o'zgarishlarni o'rganadi. Farmakologiya bir necha yo'nalishlarni o'z ichiga oladi: **farmakodinamika** — doridarmonlarning organizmga ta'sirini, **farmakokinetika** — dorilar organizmga tushgandan to' organizmdan chiqib ketguncha bo'lgan harakatini (so'rilishi, taqsimlanishi, biotransformatsiyasi va ekskretsiyasi), biokimyoviy farmakologiya — dorilarning organizmdagi molekulyar ta'sir mexanizmini o'rganadi. Doridarmonlarning tibbiyot amaliyotidagi ta'sirini o'rganish esa klinik farmakologiya va farmakologiya vazifasidir.

Umumiy va xususiy farmakologiya ajratiladi. **Umumiy** farmakologiya dorilarning organizmga ta'sir mexanizmini, shu tufayli kelib chiqadigan umumiy o'zgarishlarni, dori moddalarini organizmga yuborish, ularning so'rilishi, taqsimlanishi, o'zgarishi va organizmdan chiqish jarayonlarini, dori moddalarining xususiyatiga ta'sir etuvchi sharoitlarni, dori moddalarining ta'sir va davolash turlarini, ularni birga qo'llanganda ro'y beradigan jarayonlarni hamda ularning standartlash, tasniflash va qidirish kabi juda ko'p muammoli masalalarini o'rganadi.

Xususiy farmakologiya va farmakologiya vazifasi — asosiy ta'sir kuchiga ko'ra sistemalashgan dori moddalar, ya'ni og'riqsizlantiruvchi, siydik haydovchi va h.k. ni o'rganish. Shuningdek, turli xil mikroorganizm va parazitlarga ta'sir etuvchi dorilar ham xususiy F.da qayd etiladi. Xususiy farmakologiya. farmatsevtik kimyo, farmatsevtik texnologiya, farmakognoziya, biokimyoviy farmakologiya, kimyoterapiya, toksikologiya va boshqa fanlar bilan uzviy bog'liq. Shu tufayli tibbiyotning asosiy nazariy bilimlari farmakologiya orqali amaliy tibbiyotga tadbiiq etiladi.

Farmakologiya tarixi uzoq, o'tmishga borib taqaladi, chunki inson yaratilgandan boshlab u tabiat qo'ynida yashab o'zining turli xil noxush holatlari va kasalliklariga atrofidagi gilyohlardan, hayvonot olamidn shifo, doridarmon izlagan. Farmakologiya rivojlanishiga qadimgi arab, yunon va Osiyo mamlakatlari olimlari ham katta hissa qo'shganlar. Xususan, Gippokrat, Dioskarid, Galen va boshqalarning dorivor gilyohlar hamda ularning ishlatilishi haqidagi ma'lumotlari 19-asrgacha F. sohasida asosiy qo'llanma bo'lib kelgan.

Yaqin Sharq va O'rta Osiyoda Abu Rayhon Beruniy, Abu Ali ibn Sinolarning dorivor gilyohlar va moddalar haqidagi asarlari F. taraqqiyotiga muhim turtki buldi. Ibn Sinoning "Tib qonunlari" asarida qayd etilgan 811 xil oddiy dorilarning 612 tasi dorivor o'simliklar va ulardan foydalanish usullariga bagishlangan. Ushbu asar shu kungacha o'z ahamiyatini saqlab kelmoqda.

19-asrga qadar farmakologiya asosan empirik tarzda rivojlangan. Shu davrga kelib eksperimental F. shakllandi. Bunda F. Majandi, Klod Bernar, R. Buxgeym, I. P. Pavlov, V. V. Zakusov, M. D. Mashkovskiy va boshqa jahon olimlarining ulkan hissallari bor.

O'zbekistonda farmakologiya 1920 yil Toshkentda Turkiston davlat universiteti tibbiyot fti qoshida farmakologiya kafedrasini tashkil etilishi tufayli rivojlandi. Keyinchalik respublikaning turli shaharlaridagi tibbiyot intlari qoshidagi farmakologiya kafedralarida, O'zbekiston FA ning i.t. institutlarida farmakologiya fani yanada rivojlantirildi. O'zbek farmakologlaridan, prof. I.K. Kamilov, M. B. Sultonov, O'.B. Zokirov, Q.N. Najmiddinov, S. S. Azizova va boshqalarning izlanishlari natijasida dorivor o'simliklar va kimyoviybiologik faol moddalardan 200 dan ortiq shifobaxsh moddalar ajratib olindi, ularning 30 dan ortig'i klinik tekshiruvlardan o'tkazilib, tibbiyot amaliyotiga tadbiq etildi.

Hulosa: O'zbekiston mustaqillikka erishgandan so'ng Respublika sog'liqni saklash vazirligi qoshida Dorivor moddalar va tibbiyot texnikasi sifatini nazorat qilish hamda standartlash bo'yicha Bosh boshqarma hamda ular tarkibida farmakologiya va farmakopeya qo'mitalarining tuzilishi munosabati bilan farmakologiya fani yanada ravnaq topdi. Qisqa muddat ichida 20 dan ortiq shifobaxsh o'simliklar va 10 dan ortiq yangi biologik faol preparatlar (piratsin, kupir, fentriazolin, kobavit, fensulkal, glipil, mumiyo tabletkasi, navbaxtin, benzketozon va boshqalar) tibbiyotda qo'llash uchun tavsiya etildi.

Foydalanilgan adabiyotlar:

1. Farmakologiya (Maxmudjonova. K.S, Shadmonova.Sh va Rizayeva.N) fan darsligi Ivan.I.K, Galina.V.|
2. M va Murodova.L.I. Chueshov V.I, Gladux.E V va boshqalar.
3. Andriy Stanislavovich Gavrilov 2010.
4. Mixayilova G.V, Murodova.L.I 2000

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FROM THE HISTORY OF THE TRANSLATION OF THE WORK OF ABURAZZAK SAMARKAND «MATLA'I SA'DAYN AND MAJMA'I BAHRAIN»

Annotation: In the article a unique manual translated from Persian into Uzbek by the well-known Uzbek historian scientist, scientist, Doctor of historical sciences, winner of the State prize named after Abu Rayon Beruni Asomiddin Urinbaev, the source Abdurazzak spoke about the scientific research carried out by Samarkand on the work "Matlai sa'dayn and Majma-i Bahrain" ("the exit of two Bliss stars and the place").

Keywords: Asomiddin Urinbaev, Abdurazzak Samarkand, "Matlai sa'dayn and Majma-i Bahrain", manuscript, Persian, Volume.

One of the important issues is the deep study of the scientific heritage of Asomiddin Urinbaev, a well-known Uzbek historian scientist, a scientist serving in Uzbekistan, doctor of historical sciences, winner of the State prize named after Abu Rayhon Beruni, and introduction to the world science. Because A. Urinbaev has put into circulation the historical science of Uzbekistan the resources that serve for the prosperity of our country and the world science with dedication in his lifetime. For example, Abu Ali ibn Ibn Sina's "Fit-tib of Law" [1.], Muhammad Saleh "History of jadidiy Tashkent" [2.], "Neizvestnaya rukopis po istorii Kokandskogo khanstva" dedicated to the history of the Kokand Khanate [3.], On the letters of Sharafiddin Ali Yazdiy "Zafarnama" [4.], Alisher Navoi and Abdurakhman Jami - "Majmua-I murosalat" [5.], "History Of Rashidi" By Mirza Muhammad Haydar [6.] can be listed scientific research conducted on such works.

Асомиддин Ўринбоев илмий фаолиятини 1953 йилда Ўзбекистон Республикаси Фанлар Академияси шарқшунослик институтига ишга кирганидан сўнг бошлаган ва умрининг сўнги дақиқасигача илм-фан учун хизмат қилди. Меҳнати давомида шарқ муаррихларининг қўлёзма асарларини, шарқшунослик институтида сақланаётган қўлёзма хужжатларни араб, форс, эрон тилларидан ўзбек тилларига таржима қилиш ва муомалага киритиш ишлари билан, қўлёзма хужжатларни таснифлаш каби ишлар билан машғул бўлди.

А.Ўринбоев илмий меросини чуқур ўрганиб таҳлил этгандан сўнг устознинг илмий фаолиятини уч йўналишга бўлиш мумкин:

Asomiddin Urinbaev started his scientific activity in 1953 after entering the Institute of Oriental Studies of the Academy of Sciences of the Republic of

Uzbekistan and served science until the last minute of his life. During his work, he was engaged in the translation and circulation of manuscripts of eastern chronicler, manuscripts stored at the Institute of Oriental Studies from Arabic, Persian, Iranian into Uzbek languages, classification of manuscripts.

Asomiddin Urinbaev after in-depth analysis of the scientific heritage of Urinboev, the scientific activity of the teacher can be divided into three directions:

- 1) to study the source of the written heritage of the peoples of the East;
- 2) scientific classification and indexing of Oriental manuscripts;
- 3) work on official documents;

One of the most famous scientific research works of Asomiddin Urinboev is the work of Abdurazak Samarkand "Matlai sa'dayn and Majma-i Bakhrayn" ("The exit of two blissful stars and the place of joining the two seas"), which is connected with the era of Amir Temur and Temurids.[7.]

This work, which is considered unique within the Eastern sources of the manuscript, refers to A. "Abdurazzak wrote a treatise on Samarkand poetry, Arabic language, although it is known that he wrote a treatise on semantics, but his only historical work that has reached US is "Matla'i sa'dayn and Majma'i Bahrain". The work is written in Persian in two volumes. Abdurazzak graduated from Samarkand mainly in 1467-1469 and continued in 1470 and completed in the same month of the trip."[8.]

A phrase from two volumes the first volume of this unique manuscript included a description of the events of the era of Amir Temur and his reign. The second volume 1405 year began with the events of the arrival of the Timur Prince Shakhrukh to the throne, and the events that took place up to 1470 years were described. A special feature of this work was that Abdurazzak used the most complex method in the case of the creation of the Samarkand work using beautiful literary decorations, which required high knowledge and experience from the translator.

During the study of this famous work, the scientist is also interested in the life of the author of the work Abdurazzak Samarkand, and determines that he was born in the city of Herat of Temurid state in the year of Hijri 12-Sha'ban, 816 (Melodi 7 November, 1413), his full name was Kamoliddin Abdurazzak, his father's name was Jalaliddin Isaac Samarkand. The reason why Abdurazzak became famous with the name "Samarkand" despite his birth in Herat was that his father Jalaluddin Isaac was originally from Samarkand, and the historian himself lived in Samarkand for some time.[8.2.]

Abdurazzak received the first education in Samarkand in Herat, and later, with the support of Abulgaffor, Abdulkahhar, Abdulvahhabar, his father, who was in the position of a judge and Imam at the Temurid Palace in Herat and his brothers, who were intellectuals of his time, had in-depth knowledge of the subjects of tafsir, Hadith, fiqh, history and language and literature.

In the first seriousness of "Matla'i sa'dayn" shortly after the mention of the Iranian ruler Abu Sa'id (1316-1335) from the Genghis Khan generation, then the history of Sahibqiran Amir Temur begins, and in general from 1304 to 1405 years, the well-known notes on the history of Central Asia, Afghanistan, Iran, Azerbaijan, partly India and other countries are cited. The description of historical events ends with the fact that Amir Temur died in Otror on 17 February, 807 (18 February, 1405), his grandson Khalil Sultan was on the throne in Samarkand.

In the beginning of the word of the second volume, the author begins the events from the time when the King sat on the throne in Herat (March 1405), saying that he wanted to tell about the descendants of Amir Temur. Then, after the death of the King (1447), the Timurids who ruled: after Mirzo Abulgasim Babur, Sultan Abu Sa'id and other shahzadeh, Hussein finished the work with the information that Boygaro had executed the Memorial Mirzani in Herat and placed him on the throne for the second time.

While translating the second volume of "Matlai sa'dayn", Asomiddin Urinboev determines that Abdurazzak recorded the events that he saw during the visit of Samarkand to India, and after making a comment on the full translation, he published a book named "Abdurazzak Samarkand's India journey (1442-1444)" in 1960 years.[9.]

Asomiddin Urinboev according to one of the hundreds of outstanding poets of Urinboev, academician Dilorom Yusupova 1961 year on the basis of this publication A. Urinboev chooses the candidate's dissertation at the Institute of Oriental Studies of Academy of Sciences of the Republic of Uzbekistan.[10.6-p.]

As long as work on the translation of the work "Matlai sa'dayn" A. Urinboev understood that during the reign of the Timurids this armament describes the economic, political and cultural relations between Central Asia and India. In 1442, Mirzo Abdurazzak of temuriyzade Shakhrukh sent the ambassadors headed by Samarkand to the Vijayanagar state in southern India. The ambassadors walk from Harath towards Iran, and then reach the Persian armpits and sit on the ship and sail the Indian Ocean and reach southern India.

After a certain period of stay there, they return to Hirot in 1444 year in the same way. During these years, the activities of the embassy Abdurazzak Samarkand recorded in its road travel book [9.2.] and introduced it into Matlai sa'dayn with a separate layout. After the trip of Abdurazzak Samarkand 25 years later, the Russian traveler and merchant Afanasiy Nikitin published The Book "Hodjdenie za tri morya", in which Abdurazzak widely uses Samarkand's travel records.

A.Urinboev completes the full translation of the second volume of "Matlai sa'dayn" in 1960-th year. But the author took part in the translation – the publication of the described part of the events between 1405-1429 years. In publishing this research work as a book by Asomiddin Urinboev, Abdurazzak

shows Samarkand in the name of the author, the title of the book is called "Matlai sa'dayn and Majma'i Bahraini", on the inner page of the book is translated from Persian-Tajik, introductory question and explanatory dictionaries A.Urinboev, - it is written as. The book was published in "science" publishing house in Tashkent in 1969.[7.2.] The next Re-Edition was published in 2008 by the publishing house "Uzbekistan".[11.] 2-3 parts of the second volume of the work, which describe the events of 1429-1470 years, were also published by the publishing house "Uzbekistan" in Tashkent in 2008 and on the internal page of the book were translated from Persian, introductory questions and explanatory dictionaries A.Urinboevs, an annotated indicator of geographic names O.Buriev, a historical person, in commenting on events and terms G.Karimov and E.Mirkomilov was involved, - it is written that.[12]

In place of the conclusion, it can be said that the history of Mavorounnahr and Khurosan in the 15th century was only described in the dative case "Matlai sa'dayn", the reasoning of which is widespread. If it really is so, Asomiddin with its published part, Urinboev put into circulation the most important aspects of the history of the Timurid period.

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«MAHBUB UL-QULUB» ASARIDA INSON TARBIYASIGA OID QARASHLAR

Annotatsiya: Alisher Navoiyning “Mahbub ul-qulub” asarida ilgari surilgan odob-axloq g‘oyalari to‘g‘risida fikr borar ekan, kishilarning ezgu sifatlari – saxiylik, mehribonlik, hilm, rostgo‘ylik, mehnatkashlik, kamtarlik, tavoze’ singari qator fazilatlar ulug‘lanadi. Takabburlik, dangasalik, fisqu fasod, yolg‘onchilik, firibgarlik, johillik, ochko‘zlikni hazrat Navoiy insoniylikka zid illatlar deb biladi. Asarda mutafakkir uzoq yillik hayotiy tajribasi, kuzatishlari asosida chiqargan xulosalarini original fikrlar orqali mulohaza qiladi.

Kalit so‘zlar: hilm, ilm talabi, rostgo‘ylik, tavoze’ saxiylik, sabr, shoshqaloqlik, mehnasevarlik, kamtarinlik, ezgu fazilatlar, komillik, yoshlar tarbiyasi, yaxshi xulq, yaxshilik va yomonlik.

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VIEWS ON HUMAN EDUCATION IN «MAHBUB UL-QULUB»

Annotation: In reflecting on the ideas of morality put forward in Alisher Navoi's "Mahbub ul-qulub", a number of human virtues - generosity, kindness, humility, honesty, diligence, humility qualities are glorified. Pride, laziness, corruption, lying, fraud, ignorance, and greed are considered by Navoi to be inhumane. In the play, the thinker reflects his conclusions based on many years of life experience and observations through original ideas.

Keywords: hilm, demand for knowledge, honesty, humility, generosity, patience, haste, diligence, humility, virtues, perfection, youth education, good behavior, good and evil.

Buyuk mutafakkir, adabiyotshunos va tilshunos olim Alisher Navoiy ijodini o‘rganish, ilmiy merosini chuqur tahlil qilish har bir davrda eng zaruriy talablardan biri sanalgan. Bugungi kunda ushbu talab ortsa ortdiki, aslo kamaygan emas. Sababi Navoiyning butun ijodi g‘oyat mazmunli va sermashaqqat hayoti davomida to‘plagan boy tajribasi va xulosalarining yig‘indisidir. Mutafakkir bir soniya vaqtini ham bekor sarflamagan, umrining ko‘p qismi og‘ir sharoitda, qiyinchiliklar orasida o‘tsa-da hamisha ilm-ma‘rifat talabida bo‘lgan. “Mahbub ul-qulub” da Navoiy hayotiy tajribasidan chiqargan

xulosalari asosida o'z davri kishilarini rostgo'y va to'g'ri bo'lishga chaqiradi. Yoshlarni tarbiyalash ishiga alohida e'tibor beradi. U insonlarni ilm-hunar va mehnatsevarlikka undab, erishilgan ilm va kasb-korni ezgulik yo'lida sarf qilish zarurligini uqtiradi.

Asarning bir qancha boblari odob-axloq va ta'lim-tarbiya masalalariga bag'ishlangan. Navoiy odob-axloq haqida fikr yuritar ekan, yaramas odat va xulq-atvorlarni shafqatsiz qoralaydi, olijanob insoniy fazilatlarni esa yuksak qadrlaydi, bolalarni o'qish, o'rganish va go'zal odobli, a'lo xulqli bo'lishga chaqiradi. Navoiy "Mahbub ul-qulub" da yozadi: "Adab kichik yoshlig'larni ulug'lar duosig'a sazovor etar va ul duo barokati bila umridin barxurdor. Kichiklar mehrin ulug'lar ko'nglig'a solur va ul muhabbat ko'ngulda muabbad qolur. Ushog'larni ko'zg'a ulug' qilur atvoridin xalq ulug'liq bilur [A.Navoiy: To'la asarlar to'plami, 9-jild, 2012. 491.]. Ya'niki odob – kichik yoshlilarni kattalar duosiga sazovor etadi. Yoshlar duoning barakasidan umrbod bahramand bo'ladilar. Odob – ulug'lar(ustozlar) ko'nglida yoshlarga mehr uyg'otadi va u odobli yoshga bo'lgan muhabbat ko'ngilda abadiy qoladi. Yoshlarni ko'zga ulug' qilib ko'rsatadigan fe'l-atvor - odobdir. Odoblilarning yurish-turishida xalq ulug'vorlik ko'radi. Demak, odob Navoiyga ko'ra yaxshi xulqning asosi, barcha ezgu fazilatlarning bosh bo'g'inidir. Bu xislatlarning har biri go'zal axloqli kishilar qiyofasidagina namoyon bo'lishini ta'kidlaydi. Xo'sh, kishi go'zal axloqni nimadan o'zlashtiradi? Hadislarda aytiladiki, kishidagi amallarning afzali ilm orqali hosil bo'ladi. Ilmning sharafi va ulug'ligiga shubha yo'q. Inson ko'p jihatdan boshqa mavjudotlar bilan sherik, biroq ilmida emas. Ilm insonlarga dunyo va oxiratda to'g'ri yo'lni ko'rsatuvchi, haqiqiy foyda nima-yu, zarar nima ekanini anglatuvchi vositadir.

Ilm sohibi barcha axloqi hamidalarga erishadi. U saxiy, kamtarin shikastadil, iffatli va boshqa xislatlarning fayzu barakotidan bahramand bo'ladi. Baxillik, qizg'anchilik, qo'rqqoq va jur'atsizlik, manmanlik kabi axloqi zamimalardan o'zini saqlab, kishilar ko'rganlarida suhbatiga oshiqadigan go'zal xulq egasi bo'lib kamol topadi.

Hazrat Navoiy ana shu go'zal xulq sifatlaridan birini hilm (yumshoq tabiatlik) deb biladi. "Hilm inson vujudining favoqihlig' bog'idur, odamiylik' olamining javohirlig' tog'i. Axloq shaxsning og'ir baholig' libosidur va ul libos jinsining sangin debosi. Muxolif nafslar sarsari uchurmoqdin asrag'uvchi va munofiq, bulhavaslar harzasi tundbodi sovrurmoqdin saqlag'uvchi. Xaloyiqdin kishiga mujibi ta'zim va e'zoz va akobirdin asog'irg'a boisi iltifot va imtiyoz. Necha ulug' kishi tamasxur va tiybat qilsa, aning qoshida beshukuh va viqor. Nechakim, inusin kishi hazl va xiffat ko'rguzsa, aning qoshida beshafqat va bee'tibor".[A.Navoiy: To'la asarlar to'plami, 9-jild, 2012. 509.] (Ma'nosi: Hilm inson vujudining xushmanzara mevalik bog'idur va odamiylik olamining javohirga boy tog'idur. Yumshoq ko'ngillilik — hodisalar to'la dengizdagi kishilik kemasining langari desa bo'ladi va insoniyat qadrini o'lchaydigan tarozining toshiga tenglashtirsa ham bo'ladi. Hilm – axloqli odamning

qimmatbaho libosi va u kiyim turlarining eng chidamli matosidir. U-yomon nafsni daydi shamol uchirishidan asraguvchi va ikkiyuzlama munofiqlarning behuda harakatidan himoya qiluvchi. Hilm natijasida odam xaloyiqning izzat-hunnatiga sazovor bo'ladi; hilm tufayli kattalardan kichiklarga iltifot va marhamat yetishadi. Katta kishilar yoshlarni masxara va kulgi qilsa, ular qoshida o'zi shuncha obro'siz va bachkana tuyuladi; yoshlar ham kattalarga nisbatan hazil va yengiltaklik qilsa, uning qoshida uyatsiz va e'tiborsiz bo'ladi).[A.Navoiy: Mahbub ul-qulub, 2019. 95.]

Shu o'rinda "Hilm" so'zini yanada teranroq anglab olish maqsadida buyuk ma'rifatparvar Abdulla Avloniyning ham hilm to'g'risida aytganlarini mulohaza qilsak: "Hilm deb bo'lar-bo'lmas ishga achchig'lanmaydurgan, arslon yurakli, yumshoq tabiatli bo'lmoqni aytilur. Hilm insonlarning tab'idan xusumat, adovat, g'azab kabi yomon xulqlarni yo'q qiladurgan har qancha maqbul bir sifatdur. Hilm ilmi axloq yuzasidan insonga eng kerakli narsadur.

Nafsning rohati, qalbning matonati, fikrning salomati, vijdonning halovati halim tabiat bo'lmoq ila hosil bo'lur. Chunki halim kishilar har qancha quvvat va qudrat sohibi bo'lsa ham, o'zidan ojiz kishilarga shiddat ila muomala qilmas. Fikri salomat kishilarning qalbi halim, tab'i karim o'lur. Zeroki, vujudimizdan paydo bo'ladirgan af'ol va harakotimizning manbayi havas va orzudur. Bu havas va orzuga faqat hilm ila g'olib kelurmiz va bu vasila ila to'g'ri yo'lga kirub, yaxshi xulq sohibi, din va millat xodimlaridan bo'lurmiz".[A.Avloniy: Turkiy guliston yoxud axloq,]

Demak, hazrat Navoiyning hilm to'g'risidagi mulohazalarini Adbulla Avloniy fikrlari bilan taqqoslab shunday xulosaga kelamizki, jamiyki ezgu sifatlarining debochasi hilm. Kishi bu yumshoq tabiatlik bilan yuksak darajalarga ko'tariladi. Shu o'rinda haqli bir savol yuzaga keladi. Xo'sh hilmning yaxshi fazilat ekanini bildik, biroq bu sifatni kishi qanday hosil qiladi?! Javob shuki, albatta, bu sifat ilm cho'qqilarini zabt etishi orqali amalga oshadi. Shuning uchun ham ilm o'rganmoq odam bolalariga farz va shart qilingan.

Kim ilm lazzatini, uning halovatini izlasa va unga amal qilish rohatini topsa, insonlar qo'lidagi narsalarga kam rag'bat qiladi, qiziqmaydi. Tama' qilishga o'zini yo'latmaydi. Insonni kamolot sari yetaklovchi vosita, albatta - ilmdir. Ilm o'z sohibini haq so'zni aytadigan pok v botir qilib tarbiyalaydi. Navoiy yozadi: "Odamiyning yaxshirog'i uldurkim, porso va pok bo'lg'ay va Haq so'zin ayturda bevahmu bok bo'lg'ay. O'zi poku ko'zi pokni inson desa bo'lur..."

Albatta, ahli ilm o'zini tama'girlik illatidan saqlashi lozim. Xususan, tolibi ilmlar kamtarin, kamsuqum bo'lishlari kerak. Tavoze'likni o'zlariga kasb qilishlarini istagan Navoiy insonlardagi jamiyki sifat va illatlarni o'z asarida qiyosiy tahlil qiladi.

"Mahbub ul-qulub" da ijobiy xislatlarga zid bo'lgan salbiy illatlar xususida ham fikr boradi. Navoiy bu kabi sifatarni axloqsiz kishilarda uchrashini ta'kidlaydi: "Takabbur shayton ishi va biyiklik nodon ishi.

Mutakabbir Tengri do'stlari olida mat'un va Tengri qoshida mardud va mal'un. Xudpisand, ishi bari elga nopisand. Bilikig'a mag'rur, bilur elga ma'yub va Tengrig'a maqhur" [A.Navoiy: To'la asarlar to'plami, 9-jild, 2012. 504.]. (Ma'nosi: Takabburlik – shayton ishi va manmanlik – nodon ishi. Takabbur odam – barchaga yoqimsiz. Xudbinning hech bir ishi elga ma'qul emas. U o'z bilimi bilan mag'rur, ammo bilimdonlar qarshisida esa aybdor.[A.Navoiy: Mahbub ul-qulub, 2019. 86.]])

Asarda Navoiy kishi uchun or sanalmish baxillik haqida ham original fikr yuritadi: "Baxilning andoqki, bugun topqoni zaxira bo'lg'ay, tongla qabri ham bu kungi maoshi uyidek tiyra bo'lg'ay. Zuhdu taqvo barcha vaqtda dilpisanddur, yigitlikda dilpisandroq. Tavba va istig'no hama vaqtda sudmanddur, qariliqda sudmandroq. Hilmu-hayo ahli har yerda arjumanddur, ulug'lar nazarida arjumandroq. Yaxshilik va yomonliqni kim qildikim, jazo ko'rmadi. Saloh va fasod tuxmin kim ektikim, o'rmadi" [A.Navoiy: To'la asarlar to'plami, 9-jild, 2012. 532.]

Baxil bugun topganini asrab qo'ysa, ertaga uning qabri bugungi ro'zg'oridek qorong'i bo'ladi. Yumshoq ko'ngilli va hayoli odam hamma joyda azizdir, ulug'lar nazarida yanada qadrliroq. Kim yomonlik va yaramaslik qilibdiki, jazosini tortadi, kim yaxshilik va to'g'rilik urug'ini ekibdiki, hosilini teradi. Navoiy baxillikning ziddini ehson deb biladi. Shuni alohida aytish kerakki, inson uchun yana bir ulug' farz – ehson qilishdirki, bu haqidagi fikrini Navoiy muqaddas hadislarga bog'lagan holda davom ettiradi: "Hal jazo ul-ehsoni illa-l ehson". Jumladan, hamma ta'limotlarda va barcha millat kishilari qoshida ham yaxshilikka yaxshilikdan boshqa mukofot yo'qligi isbotlangan.

Navoiy shoshqaloqlik va uning aksi bo'lmish sabr mavzusiga ham murojaat qiladi: "Sabr bilan ko'p bog'liq ish ochilur, ishda oshiqg'on kishi ko'p toyilur, ko'p toyilg'on ko'p yiqilur. Ishda oshiqmoq yosh o'g'lon ishidur. Sabr bila ish qilg'uchi tajribalig', ulug' yoshlig' kishi ishidur".

Bayt:

Har kimsaki, aylamas oshiqmoqni xayol,

Yafrog'ni ipak qilur, chechak bag'rini bol.[A.Navoiy: To'la asarlar to'plami, 9-jild, 2012. 526.]

Asarda sabr haqida so'z borar ekan, yana bir o'rinda ijodkor sabrning o'zi achchiq bo'lsa ham, u faqat manfaat keltiradi, u qattiq narsa, ammo zararni daf etadi deya ta'kidlaydi. Sabrni ta'riflash uchun turli tashbehlardan foydalanadi. Sabrni suhbatlari zerikarli bo'lsa ham, maqsadga aniq olib boruvchi musohibga, oxiri murodga yetkazuvchi, uzoqni ko'zlovchi ulfatga, yurishi sust bo'lsa-da manzilga yetkazuvchi ulovga o'xshatadi. Shuningdek, shoir sabrni tabibning achchiq dorisiga qiyoslaydi. Zero, hech kim uni xushlamasa-da, u shifo baxsh etadi.[4. 173-174-b]

Bayt:

Ajab ranjeki andin sa'b yo'q ranj,

Vale chekkan kishining bahrasi ganj.[A.Navoiy: To‘la asarlar to‘plami, 9-jild, 2012. 490.]

Ko‘rinib turibdiki, asarda insonning ezgu sifatlarga qanday yetishishi, va bu yo‘lda kishi qanday yomon illatlardan xoli bo‘lishi zarurligi aytib o‘tilgan.

Umuman olganda, buyuk mutafakkir, shoir Alisher Navoiyning “Mahbub ul-qulub” asari umuminsoniy tarbiya sohasidagi yaxlit bir asar hisoblanadi. Tarbiya haqida gap borar ekan, mutafakkirning barcha o‘g‘itlari yoshlar tarbiyasi uchun muhim xazina hisoblanadi. Ijodkor asarlarda har bir so‘zdan unumli va o‘rinli foydalana olgan. Har bir hikmati biz uchun ibratlidir. Alisher Navoiyning hayoti va merosi yoshlarni tarbiyalashda, ularda umuminsoniy fazilatlarni singdirishda bizga har tomonlama namunadir.

Muxtasar xulosamiz so‘ngida yana shuni ta’kidlashni istardikki, Alisher Navoiy tanbehlari nafaqat yoshlarni tarbiyalash, balki barcha yoshdagilar hatto keksalar uchun ham ibrat tazkisasi bo‘lib xizmat qiladi.

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THE EXPEDIENCY OF PARTNER CHILDBIRTH IN THE PRACTICE OF MATERNITY CARE IN THE REPUBLIC OF UZBEKISTAN

Annotation: This paper reflects the results of the survey conducted among all members of labor, as well as of potential partners. The results confirm that the parents should have complete information about the psychological specifics of generic process to represent the force of impact of this process on the personal sphere, to be educated and trained before taking a decision on joint participation in labor.

Key words: affiliate birth, pregnant women, midwives.

Recently, taking into account new technologies in maternity care - partnership in childbirth, it has become possible to provide not only prenatal psychoprophylaxis, but also to continue it directly in childbirth. Partner childbirth or family-oriented childbirth - that is, such childbirth, at which someone close is present. Childbirth is a process perfected by nature to perfection. Women highly appreciate the constant presence of a person providing support during the birth of a child.

Currently, there is a lot of talk about childbirth focused on family participation - this is an approach aimed at maximizing the satisfaction of a woman's needs and using training and family involvement as important tools to ensure the participation of the woman herself in the delivery process. A partner in childbirth, in addition to psychological, can assist in the use of various non-drug methods of anesthesia. In foreign countries, such as the USA, there is a system for preparing partner births and it has been working for more than 40 years. This program is called Lamaze, which unites more than 120 centers in the country (2-3 centers in each state). It should be added that 90% of births in the USA are partner births. This system is named after the French doctor Ferdinand Lamaze, who developed and implemented it in Europe and the United States.

In some regions of Russia, for a number of years, a policy of childbirth focused on family participation has also been actively introduced into the activities of maternity institutions, the main efforts of which are aimed at ensuring physiological delivery, taking into account the active participation of the family, its role in providing care for the woman in labor, mutual assistance in a stressful situation, mutual support of a married couple, during the most responsible and important stages of life. to study the opinion of women and midwives about the need for a partner (relatives and friends) to participate in

childbirth on the basis of developed questionnaires. To study the opinion of women and midwives about the need for a partner (relatives and friends) to participate in childbirth, as well as to analyze the course and outcomes of childbirth from the medical (obstetric) point of view of "ordinary" childbirth and childbirth with the participation of a trained and unprepared partner, questionnaires were compiled and a questionnaire was conducted. All study participants were divided into six groups.

In the course of the questionnaire, answers were received to questions about age, nationality, marital status, professional experience, the medical category that midwives have, the name of the educational institution they graduated from. The questionnaire also included questions about the completion of advanced training courses for midwives, and questions that revealed the opinion of midwives about the conditions of childbirth. The opinions of midwives on the introduction of partner childbirth, positive and negative aspects of the presence of a partner in childbirth were received. 33 midwives were interviewed.

The second questionnaire was developed for obstetricians and gynecologists and included 22 questions. During the survey, answers were received to questions about age, nationality, marital status, professional experience, medical category that obstetricians and gynecologists have and the availability of a scientific degree. The questionnaire also included questions that revealed the opinion and assessment of obstetricians and gynecologists about the activities of midwives and the introduction of partner childbirth, positive and negative aspects of the presence of a partner in childbirth.

The third questionnaire was designed for pregnant women and consisted of 14 questions. In the questionnaire, pregnant women were asked to answer questions about their age, nationality, marital status, and education level. Which pregnancy counts. Pregnant women expressed their opinion about the conduct of partnership and childbirth and about who should be a partner - husband, mother, mother-in-law or another close person.

The fourth questionnaire was designed for maternity patients and consisted of 24 questions. In this questionnaire, the gender and age characteristics of the maternity women who participated in the study, their marital status, education level, nationality were also given. What were the births in the account, the first or the maternity hospital was the one who gave birth again. The midwife's professional activity was evaluated. The maternity patients answered the question whether the birth took place together with the partner and who her partner was (husband, mother, mother-in-law, girlfriend, etc.). Did the partner take special courses to prepare for partner childbirth or did it happen spontaneously. Are the maternity patients satisfied with the chosen medical institution.

The fifth questionnaire was developed for partners who participated in partner childbirth or expressed a desire to participate in the delivery process.

The questionnaire consisted of 25 questions, where there were also questions about gender, age, nationality and level of education. Questions were also asked that revealed the opinion of partners about partner childbirth in general. What were their feelings after participating in the delivery process. Whether the participation in childbirth was pre-planned or the presence was spontaneous. Who, according to the partner, is the best partner - husband, mother, mother-in-law, etc.

The sixth questionnaire was developed for potential partners, conducted among various age groups, various professions in order to identify the opinion of various social groups about the introduction of partner childbirth. The questionnaire consisted of 15 questions, which were about gender, age, nationality, marital status, education level. The questions also revealed the participants' opinion about the presence of a partner at birth, who should be this partner and whether the partner should undergo special training. The resulting material was processed statistically.

The results of the study: In the process of the study conducted by the questionnaire method, 1,450 respondents took part, of different categories, which were divided into 6 groups. The first group of survey participants consisted of secondary medical personnel - 33 midwives; the second group consisted of obstetricians and gynecologists of 27 participants; the third group consisted of 197 pregnant women; the fourth group consisted of 133 maternity women; the fifth group included 24 partners; the sixth group had 1040 potential partners.

Also, the study used statistical data on partner births of leading medical institutions in Tashkent on the basis of which a questionnaire was conducted, which showed that 89% of the births performed in these institutions were partner. Discussion of the results of the study. The data obtained in the course of this study show that both midwives and doctors, as well as women in labor, advocate more partnership in childbirth.

Women in labor want their wishes and needs to be taken into account by medical personnel, while doctors and midwives agree that it is necessary to take into account the needs of women in childbirth. However, the design of the study does not allow us to answer the question of which group of doctors and midwives are more focused on liberalizing relations with women in labor, because the wording of some questions set a rather rigid framework and excluded all the variety of answers that could confirm and/or refute the initial hypotheses of the study. In addition, comparison between the six sample populations is difficult, because different formulations of questions and answer options were used in the questionnaires, as well as different question structures. The data of our study show that doctors are more "liberal" in relation to childbirth. The survey data show that doctors are more willing to grant powers to a woman, arguing that a woman in childbirth can make decisions and be responsible for them. They argued to a lesser extent that the presence of the

husband at birth interferes with their successful course and resolution. In other words, they are more inclined to partnership in childbirth and are less inclined to adhere to certain medical "orthodoxies".

At the same time, there are contradictions between the ideas about the role of midwives and doctors in the delivery process, shared by representatives of these groups. Midwives would like to expand their powers. They argue that midwives should be given more powers in childbirth. However, doctors are not ready to provide them with such. At the same time, doctors are more in favor of a model of childbirth, when a woman obeys the doctor's instructions in everything. Midwives do not see this as a significant contradiction, arguing that doctors always act, or at least sometimes/often, in accordance with the interests of women.

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FORMATION OF PRESCHOOL CHILDREN'S MATHEMATICAL INTELLIGENCE AND COMPUTER LITERACY

Abstract: This article describes the organization of various activities for the formation of mathematical concepts in preschool children, as well as modern methods of using each type of activity.

Keywords: educator, preschool, mathematics, education, mathematical imagination, method, methodology, knowledge, activity, thinking, comprehension, play, teaching process, outcome.

INTRODUCTION

Although pre-school education is the first link in the system of continuing education, it plays an important role in the subsequent education system, preparing the child for school. It is no coincidence that today this field of education has risen to the level of public policy. It is noteworthy that a number of decrees, resolutions and orders adopted by the state in this regard are aimed at radically reforming the system of preschool education. "Concept of development of the preschool education system of the Republic of Uzbekistan until 2030" of the President of the Republic of Uzbekistan No. PP-4312 of May 8, 2019; PF-5198 of September 30, 2017 "On measures to radically improve the management of the preschool education system" No. PQ-2707, dated September 9, 2017 "On measures to radically improve the management of the preschool education system" 'risida ". PQ-3261 "On measures to radically improve the education system", as well as the Ministry of Preschool Education No. 1-mh of June 18, 2018 "On measures for the development of primary and preschool children state requirements "and" First Step state documents, for example, the implementation of the state curriculum of preschool education, provide for the solution of issues related to this area.

President Shavkat Miromonovich Mirziyoyev made an in-depth analysis of the system, focusing on the smallest details that have so far been overlooked. Today, it has become clear that the improvement of state requirements for the curricula and study programs of preschool education institutions remains a pressing issue. The material and technical base of most preschools does not meet modern requirements. Enrollment in preschools remains low. In order to solve the existing problems in practice, a resolution "On measures to further improve the system of preschool education in 2017-2021" was adopted.

METHOD

As a methodological method, we highlight some of the main requirements for educator's questions: accuracy, precision, logical sequence, variety of wording, the optimal ratio of reproductive and productive questions according to the age of the studied material, the child's questions to stimulate thinking, to develop, to think, to analyze, to compare, to generalize, the number of questions should not be small, but enough to achieve the didactic goal, to tell the answer slowly and so on. the need to avoid questions, the need to use additional questions skillfully. Questions should be considered as an effective means of activating cognitive activity in the development of children's basic mathematical imagination and allow them to think about the answer. Children need to be taught to formulate questions independently. Using didactic material in a specific situation, the educator asks them to ask questions about the number, size, shape, and measurement methods of the objects. Here are the methodological requirements for children's answers:

- short or full questions, depending on the nature of the question;
- independent and understanding; correct, precise, grammatically correct.

Interactive methods involve a constant interaction between the educator and the child. Improper use of these methods can reduce the effectiveness of these methods or lead to misconceptions about them

In pedagogy, a system of children's questions and answers is called a conversation. The conversational method involves well-thought-out questions that involve a conversation between the educator and the children, allowing them to think independently and gain new insights. It is used to ask questions, discuss children's answers and feedback, draw conclusions, and correct answers.

During the conversation, the educator pays special attention to the correct use of mathematical terms by the children, speech literacy. This is done with different explanations and their acceptance is clarified. For example, if an educator teaches children to check geometric shapes, take the figure in your left hand and show them the sides of a square (for example, a right triangle, a right triangle). Or, for example, if an educator teaches children to measure, he or she will set the scale, then show and talk about how to calculate the measurement.

As children grow older, the problems and situations they are asked will increase. Problem situation: the connection between the evidence and the result is not sudden, it is gradual. The question is: what is it? (for example, we put different objects in water: one sinks, the other does not sink); after describing some parts of the material, the child should guess (e.g., melting ice, experimenting with hot water, solving a problem); The use of words such as "sometimes," "some," and "only occasionally" is a sign of cognition; to understand an argument, it is necessary to compare it with other evidence, to create a system of discussion, that is, to perform certain mental operations (for example, to make different measurements, to count with a group).

Practical methods include setting a goal, planning how to accomplish it, managing and analyzing the process, identifying the cause of the shortcomings,

and making adjustments and adjustments to the learning process to achieve the goal. In practice, children actively observe their future behavior, speak to themselves, and comment on future events.

Free thinking focuses on illustrations, photographs, and discussions. The purpose of this course is to expand children's knowledge, worldview, acquaint them with pictures, photographs, books, increase their knowledge and interests, apply previously acquired knowledge, skills and abilities in new situations. is to achieve the acquisition of new knowledge.

Let's take a look at some of the key aspects of the impact of computer technology on children's development today. As more and more media technologies are used in families, the number of programs that help children learn and become literate is increasing. In addition, television and computer devices connected to the Internet offer great opportunities for children to learn about the environment and real-life situations. Indeed, the modern educational environment cannot be imagined without computer technology. A variety of educational resources provided by Internet-connected devices are important in expanding children's knowledge and outlook. The content of computer games can be very useful for children with learning disabilities. Educators and teachers who are introducing computers into the education system of preschool and general education schools consider the computer to be an effective modern educational and technical tool that can have a positive impact on children's development. The process can be enriched with colorful content in an interesting way.

It is known that the computer device itself attracts the child and encourages him to learn faster. Every computer-based lesson encourages students to be emotionally uplifted, successful, and motivated to complete assignments. However, it is important to keep in mind that there are many factors to consider when using a computer for educational purposes with a child. The above are definitely positive aspects of ICT. In fact, it has many disadvantages.

It is known that media technologies (TV, video, games, Internet, music, mobile phones, etc.) have changed the way of life of our modern children. Emphasizing the positive aspects of ICT in modern life, it is necessary to perform the following tasks to prevent the negative impact of these advanced technologies on the upbringing of children:

- Scientific review of television programs that affect the mental and physical development of children and adolescents;
- focus on the negative effects of television on children's development;
- To prevent young children from becoming interested in television and computer games, to make sure that their acquaintance with the environment takes place in the real world, not in the virtual world.
- It is important to choose the TV shows that children watch, and to remember that watching them together will make children more happy.

- Parents should spend 1-2 hours a day reading to children and engaging in creative physical activity.

Conclusion

Interactive methods used in preschool education improve the effectiveness and environment of education. The professionalism of educators increases, children begin to feel their place in the social environment, in the community. The challenge today is to nurture a person who can find his or her place in a rapidly changing, complex, and interconnected world.

Educators, teachers, health workers should talk to parents about the impact of ICT on children's health and provide parents with clear information about the impact of ICT tools: television, computer, video, mobile phone on children's development. The main thing is to use the opportunities of ICT in the educational process.

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INDICATORS OF PHYSICAL DEVELOPMENT IN CHILDREN AND THEIR DEPENDENCE ON THE HABITAT

Annotation: In this article highlights of indicators of physical development in children and their dependence on the habitat.

Key words: indicator, physical development, children, habitat.

In modern pedagogical science, physical culture is considered as part of the general culture of society and the individual, one of the spheres of social practice aimed at strengthening health and improving its level, comprehensive development of physical abilities of the individual and their use in educational, creative and creative activities, in everyday life. It is the school that is the only institution where it is possible to carry out work on the formation of healthy lifestyle skills and dynamic monitoring of the functional state of children's health.

However, in the practice of such work, there is a traditional, sometimes scientifically unsubstantiated approach to the use of means and methods of physical education, which naturally complicates the effectiveness of their practical activities and leads to a decrease in students' interest in physical education lessons, especially senior classes. The observed shortcomings in the content of the lesson, a standard set of exercises conducted according to a template, sometimes without taking into account the age characteristics of schoolchildren and the specifics of sections of the school curriculum, an insufficiently high methodological level of organizing and conducting lessons, a lack of sports equipment and equipment in the hall is primarily expressed in dissatisfaction with classes, premature fatigue and attenuation, unwillingness to actively engage.

All this leads to a decrease in the overall level of physical fitness of students, non-compliance with educational standards, a decrease in the amount, volume and quality of work performed in the classroom, a drop in interest in classes and, as a result, poor attendance of physical education lessons. Full-fledged physical development involves a process of physical preparation, the result of which is physical fitness achieved when performing motor actions necessary for mastering, or performing professional or sports activities by a person.

Physical fitness is characterized by the level of functionality of various body systems and the development of basic physical qualities. Assessment of the level of physical fitness is carried out according to the results shown in special control exercises for strength and endurance

Currently, in pedagogy, the problem of educating students in accordance with the development of their personality, including physical, is the most urgent. Taking into account the conditions of the social and ecological environment, the dynamics of physical development of students is of particular importance as a factor reflecting the level of physical development of the body, especially at the stage of the first years of study. Insufficient, limited motor activity contributes to the emergence and acute course of diseases such as hypertension, atherosclerosis, myocardial infarction, vegetative vascular dystonia, obesity and a number of other diseases.

The model of systematic comprehensive work on the preservation and promotion of children's health includes the following blocks:

Health-saving infrastructure of an educational institution: the creation of a hygienically complete living environment and the recruitment of medical and pedagogical personnel to solve problems of preserving and strengthening children's health and preparing them for school.

Rational organization of the educational process.

Organization of the motor regime and physical fitness work.

Educational and educational work with children: organization of work on the formation of an understanding of the value of health and a healthy lifestyle.

Organization of a system of educational and methodological work with teachers, specialists and parents.

Prevention and dynamic health monitoring. An effective method of preserving and strengthening children's health is fortification, prevention of posture disorders and flat feet.

The health-saving environment includes several components: regime; balanced nutrition; subject-developing space of the group, gym and other special premises.

The regime is the correct distribution in time and the appropriate sequence in meeting the basic physiological needs of the child's body: sleep, eating, wakefulness. The regime is economical, cost-effective, healthy, educates the discipline and will of the child. Every person should have a will, since a weak-willed person is inferior to strong-willed people. He works for them or instead of them, without receiving satisfaction, thereby depriving himself of higher joys, condemning himself to the joys of the second, lower grade.

Sleep is one of the components of the regime. During rapid growth and development, lack of sleep is extremely dangerous. We all know that during sleep, brain cells replenish the energy expended. Lack of sleep leads to fatigue, irritability, memory impairment, etc. It means that the child should sleep his norm. Adults should help him with this.

Nutrition for children should be balanced, so a child with a reduced or increased appetite should cause anxiety in adults.

During wakefulness, children develop skills, habits, including hygiene skills: proper and prolonged brushing of teeth, mouthwash after each meal, washing at least up to the waist – all this is a serious matter that must be done carefully and daily. Morning exercises, water procedures, physical culture increase the body's resistance.

The health-preserving and developing orientation of the environment ensures the emotional well-being and preservation of the physical health of preschoolers; maximum development of creative potential, physical and intellectual capabilities.

The most important part of health-saving technology is the ecological space. A comfortable temperature is maintained in the group.

Indoor plants fill the air with aromas, phytoncides, purify it and create psycho-emotional comfort. The design of the group is important, since the child's health is also affected by what he sees. The warm color scheme creates a cheerful atmosphere. Since ancient times, there has been a color treatment – chromotherapy.

The red color awakens the will to live, increases physical strength, efficiency.

Orange is the most joyful color, helps to overcome nervous breakdowns, increases appetite.

Yellow color creates a joyful, cheerful mood, increases mental abilities.

Green is the color of inner harmony.

Blue is the color of altruism and peace.

Purple color increases creative activity.

Being in a group affects physical health. In the course of directly organized activities, it is necessary to alternate intellectual and motor activity: use plastic, game techniques, physical training, finger games.

Scientists have proved that the level of speech development is directly dependent on the degree of formation of fine movements of the fingers. There are many acupuncture points on the hands, massaging which can affect the internal organs of a person, reflexively connected with them. Children's cleaning of their workplace contributes to the activation of movements. While performing the task, the child can stand, sit at the table or on the floor.

Children have different moods, but the teacher always creates a positive emotional background, music contributes to this, it sets the mood, is an element of relaxation, you can use audio recordings with the sounds of nature. It is necessary to create an atmosphere of psychological comfort in the group: a respectful attitude to the child's personality, attention to his opinion, choice.

The teacher praises the children for each achievement, maintains an atmosphere of tolerance for the failures of the child: prevents the possibility of

ridicule from peers and encourages admiration for the work of comrades. Play activity helps to keep children healthy: relieve stress, establish communication.

Humor relieves fatigue well. Adults have great respect for everything that children have done. Children prepare gifts, exhibitions for parents, participate in the design of a group, a plot, etc.

The main indicator of the positive impact on the child's health of any health-saving technology is the interest in organized activities, the desire to act. Activity can become a source of long-lasting and stable health, a feeling of a happy life or, conversely, an early and serious illness, vegetating on the principle of "a day is lived - and okay!"... And this is formed from childhood, it all depends on how the child is accustomed to activity. In a family where they work together, a friendly atmosphere arises – it gives rise to respect for work.

Life shows: happiness and health are most often obtained from early childhood, and the means for this joyful coincidence is one: proper upbringing. So it turns out that education, health, happiness are inextricably linked.

The long-term process of physical education cannot be successfully carried out without careful consideration of the age characteristics of the development of secondary school students, their level of physical fitness, the characteristics of the development of motor qualities and the formation of motor skills and abilities. That is why strict regulation of physical activity, in the rational construction of the process of physical education, should be carried out taking into account the individual characteristics of those involved.

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DEVELOPMENT OF INTERCULTURAL COMPETENCE AS A FACTOR IN THE FORMATION OF A CULTURAL AND LINGUISTIC PERSONALITY

Abstract: In the education system, the initiators of the study of intercultural communication were teachers of foreign languages, who were the first to realize that for effective communication with representatives of other cultures, complete knowledge of a foreign language is not enough.

Key words: development, communication, culture, students, lesson, knowledge, foreign language.

The practice of communicating with foreigners has proved that even deep knowledge of a foreign language does not exclude misunderstanding and conflicts with native speakers of this language. Therefore, teaching foreign languages includes acquainting students with the history, customs, traditions, social organization of the country of the target language. However, as practice has shown, only theoretical acquaintance with the relevant culture turns out to be insufficient for conflict-free communication with its representatives, it became obvious that successful and effective contacts with representatives of other cultures are impossible without practical skills in intercultural communication. It is necessary to prepare students for effective intercultural contacts at the level of everyday interpersonal communication. For this, only knowledge about the nature of intercultural misunderstanding is not enough; here it is necessary to form practical skills and abilities that would allow one to freely understand representatives of other cultures.

At the end of the 90s, the concept of “intercultural “competence” was firmly included in the domestic methodology as an indicator of the formation of a person’s ability to effectively participate in intercultural communication.

Competence is understood as the ability to creatively carry out activities based on formed motives, personal qualities, the ability to use normatively acceptable patterns of behavior in the professional field. The acquisition of competence creates the basis for the development of professionalism and skill.

Communication is a socially conditioned process of transferring information and exchanging thoughts and feelings between people in various spheres of cognitive, labor and creative activity. Although the concept of

“communication” can be regarded as synonymous with the concept of “communication”, but communication is broader than communication. Communication - oral-verbal verbal and non-verbal interaction, realized in practice. Linguistic competence is responsible for the correct choice of linguistic means that are adequate for the communication situation; communicative competence includes the mechanisms, techniques and strategies necessary to ensure an effective communication process; the concept of cultural competence coincides with the concept of cultural literacy and presupposes knowledge of political realities, phraseological units, terms, etc.

Let us determine the range of directions for the formation of the ability for intercultural communicative competence in the conditions of teaching a foreign language at school. These include:

- multicultural direction (enrichment of one's culture by accepting another, readiness to master another culture): acceptance of new knowledge about a foreign culture for a deeper knowledge of one's own; respect for all cultures; vision in a foreign language culture is not only and not so much what distinguishes us from each other, but what brings us closer and unites; the ability to look at events and their participants not from their own point of view, but from the positions of another culture;

- tolerance (focus on interaction, the ability to communicate without conflict): the ability to interact with people of another culture based on taking into account their values, norms, ideas; the ability to correct their behavior in the process of communicating with a person of another culture; lack of rigidity in behavior; the ability to empathize, responding to emotions, experiences of carriers of a foreign culture; feel and understand the mood of people;

- behavioral direction (communication skills): adequate behavior adopted in business professional spheres; finding constructive compromises; the ability to make contact and maintain it;

- linguistic socio-cultural direction (the use of linguistic means of the language in accordance with the cultural norms of the language in the professional field of activity): the ability to exchange opinions; the ability to actively listen based on the repetition of what was said, to summarize, to confirm attention to the interlocutor; to pose questions prompting to clarify what has been said.

The task of forming the ability for intercultural communicative competence is carried out in the process of speech interaction: listening, reading, speaking, writing both in the process of classroom studies and extracurricular work with students.

Consider the principles and approaches underlying the formation of the ability for intercultural communicative competence. Consider the following:

- awareness by trainees of their own national culture and native language; for this purpose, the combination of a communicative-activity approach with a sociocultural one, which makes it possible to form not only specific cultural

ideas about the countries of co-studied languages, peoples and communities, but also to stimulate the knowledge of cultural material about the native country, to develop the representation of the native culture in a foreign language in a foreign language environment, in the context of intercultural communication;

- reliance on background knowledge, the socio-cultural background in the context of which the studied foreign language functions, because for adequate intercultural communication with native speakers, background knowledge is needed that plays a certain role in the use of the language and thereby affects the foreign language communication competence of students;

- teaching linguistic interaction in the context of a dialogue of cultures, which implies an expansion of the range of cultures and civilizations, the awareness of “learners as cultural and historical subjects, who are carriers and exponents of not one, but a number of interrelated cultures, to prepare them to play the role of the subject of dialogue in society cultures..;

- humanistic psychologization of the learning environment, understood as the advancement of the student as a subject of intercultural communication and as a subject of the linguistic educational process and allowing to talk about a shift in emphasis in the process of teaching a foreign language from teaching to the activities of the student, the formation of him as a creative personality;

- the interactive nature of the trainees' activities, involving the use of modern technologies that ensure the actualization and development of the personal qualities of schoolchildren (training in cooperation, the method of projects, information technology (Internet), distance learning based on computer telecommunications); a differentiated approach to trainees, placing them in a situation of choice, encouraging them to be independent and active, and develop reflection.

Based on the structure of intercultural communicative competence and taking into account the principles on the basis of which the formation of functional skills is carried out, allowing to adequately assess the communicative situation and implement the communicative intention, we will determine the pedagogical conditions necessary to ensure an effective communication process.

These include:

- functioning of the pedagogical space through the creation and use of communicative situations that require the manifestation of a set of skills necessary for successful participation in intercultural communication;

- motivational readiness of trainees to learn a foreign language, the components of which are purposefulness, activity, object-subject relations in the process of educational activity, individual psychological properties of a person, stimulating the ability to carry out intercultural communication with native speakers;

- creation of a positive emotional climate in the entire spectrum of the educational field, contributing to the upbringing of a person of culture, committed to universal human values, absorbing the richness of the cultural

heritage of the past of his people and the peoples of other countries, striving for mutual understanding with them and ready to carry out interpersonal and intercultural communication. The development of the ability for intercultural communication competence leads to positive personal changes in students based on reflection, focus on comprehending the values of another culture, on deepening the sense of citizenship in the process of turning to their native culture and language.

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THEORETICAL BASES OF FORMATION OF INTERCULTURAL COMPETENCE OF STUDENTS AT LESSONS OF FOREIGN LANGUAGE

Abstract: Using Internet resources, the teacher can diversify the lessons, including songs and cartoons in a foreign language, authentic textbooks. Thus, to give students the full range of knowledge about the culture, customs and traditions of a foreign country.

Key words: motivation, competence, foreign language, knowledge, lesson, culture.

Formation of intercultural competences of students at lessons of a foreign language include:

- functioning of the pedagogical space through the creation and use of communicative situations that require the manifestation of a set of skills necessary for successful participation in intercultural communication;
- motivational readiness of students to learn a foreign language, the components of which are focus, activity, object-subject relations in the learning process, individual psychological personality traits that stimulate the ability to intercultural communication with native speakers;
- creating a positive emotional climate in the whole spectrum of the educational field, promoting the education of a person of culture, committed to universal values, absorbing the rich cultural heritage of the past of his people and peoples of other countries, seeking mutual understanding and ready for interpersonal and intercultural communication. The development of the ability to intercultural communication competence leads to positive personal changes of students on the basis of reflection, focus on understanding the values of another culture, to deepen the sense of citizenship in the process of addressing the native culture and language.

The high level of computerization of society and the growing importance of the Internet as a means of storing and transmitting information require a modern foreign language teacher to introduce information and communication technologies into their educational practice. Their use contributes to the improvement of linguistic and intercultural competencies of students, the formation of a culture of communication in the electronic environment,

improving information culture in general, as well as developing computer skills: search, processing, transmission, systematization of information and presentation of research results by students.

There are two areas in which the Internet can take foreign language learning to the next level. This is communication and information. Communication is carried out by e-mail and Skype, blog publishing, huge layers of information are contained in the World Wide Web.

The teacher's task is to create a model of real communication, which contributes to the emergence of students' natural desire and need to interact with others, self-confidence and their ability to communicate. The communicative approach involves learning to communicate and building the ability for intercultural interaction, which is the basis of the Internet. Outside of communication, the Internet doesn't make sense - it's an international multinational, intercultural society whose life is based on the electronic communication of millions of people around the world, speaking at the same time - the most gigantic in size and number of participants ever. By joining it in a foreign language lesson, we create a model of real communication.

By communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of meaningful, realistic, interesting and achievable tasks, students learn to respond spontaneously and adequately, which stimulates the creation of original statements, rather than stereotyped manipulation of language formulas.

Communication with peers from another country can take place through the exchange of electronic messages (e-mailing), which gives students more time to analyze the letter and think about the answer, and communication can be both individual and group. E-mail exchange is a great tool for developing students' communication skills as well as writing skills. Communication with peers in a foreign language, regardless of whether they are native speakers or also learn the language, will contribute to the formation of intercultural competence of students and expand their horizons.

Communication on the Internet can also take place through the publication of blogs. There are many educational (and not only) Internet resources where students can communicate through blogs (English blog, from web log - online event log, online diary). An example is the English language service provided by the British Broadcasting Corporation (BBC) at www.bbc.co.uk. However, it should be noted that simply communicating with peers from another country cannot guarantee the formation of intercultural competence. Conducted research in the United States and Germany has shown that instead of increasing intercultural competence, students may develop false stereotypes about another culture, which in turn will lead to antipathy and rejection of the studied culture. Participants must be prepared for the fact that the representatives of the contacting culture adhere to a different system of

values, knowledge and norms, which is why their opinions and judgments may differ from the opinions and judgments existing in the native culture.

When it comes to communication through the exchange of electronic messages (which is the most popular and accessible), it should not be reduced to a formal exchange of messages. Such technology should include tasks for the analysis and discussion of information received in the process of electronic exchange, as well as tasks for cultural reflection.

The success of an intercultural communication project largely depends on the professional competence of the teacher. In classes where the teacher mastered Internet technologies and methods of their integration in the process of learning a foreign language, the results of the formation of components of intercultural competence were significantly higher than in classes where due to technical incompetence of the teacher students gained full autonomy but did not receive instructions.

Internet resources are a vast source of information that can be used by both teachers and students. With the correct organization of the educational process, in addition to communicative competence in all its variety of components, students acquire information competence, which includes mastering new information technologies, understanding the range of their application, as well as a critical attitude to information disseminated.

The Internet opens up unprecedented opportunities that allow people to meet, communicate, despite the thousands of kilometers that separate them. Mastering communicative and intercultural competence is impossible without the practice of communication, and the use of Internet resources in a foreign language lesson in this sense is simply irreplaceable. Exchanging e-mails, publishing blogs, communicating with Skype encourages students to improve their knowledge of a foreign language, helps to broaden their horizons, gives confidence in their abilities.

Using search engines (Google, Yahoo, Yandex, etc.), you can find a huge amount of information, including on the culture of the country of the language studied. The teacher's task is to, in addition to using the textbooks and audiovisual materials offered by the school, actively use Internet resources, expanding their horizons and constantly bringing something new to their lessons: it can be interesting and unusual facts about another culture, authentic audio and videos, interesting photos, illustrations, lesson plans, workbooks in general, everything that can increase students' interest in the culture of the country of the language studied, will help them look at the culture of their country, and thus increase their level of intercultural competence. In senior classes, students interested in further learning a foreign language and learning about the culture of the country can successfully use Internet resources on their own.

Participating in the independent search for information on the Internet, in project work, students acquire computer skills, the ability to achieve the goal - an indispensable experience in the future.

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METHODOLOGY AND METHODS OF PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH

Annotation: In this article that is explained the lingvodidactology methodology on the structure of lingvodidactic knowledge, the logical, fundamental rules of lingvodidactic research and so on.

Key words: Linguodidactic, methodology, phenomenon, theories, concepts, hypotheses, principles, factors, conditions.

"The methodology of science is the doctrine of the initial positions, principles, methods of cognition, explanatory schemes for transforming reality" (Zagvyazinsky V. I., Atakhanov R. Methodology and methods of psychological and pedagogical research: Textbook. P. 40). Based on the judgments of the authors, it can be stated that the methodology of linguodidactics includes:

- teaching about the structure and functions of linguodidactic knowledge; initial, key, fundamental linguodidactic provisions (theories, concepts, hypotheses) that have a general scientific meaning;
- teaching about logic and methods of linguodidactic research; teaching about how to apply the knowledge gained to improve the practice of teaching the subject.

In the methodology of any science, an important role is played by principles (always binding) and requirements (arising from the principles and used taking into account specific conditions) in research activities.

The fundamental principles of any scientific research are:

- the principle of objectivity (factors, conditions that give rise to a particular linguistic phenomenon are comprehensively taken into account; it is assumed that subjectivity is excluded in the selection and assessment of facts, bias of opinions that make it difficult to identify true knowledge about the object under study); from this principle follows the requirement of evidence, and from it - the alternative nature of scientific research in the field of linguodidactics;
- the principle of essential analysis (in the phenomenon under study, the general, the particular and the individual are correlated, which ensures the direction of the movement of the scientist's thought from the description of facts to their explanation); from this principle follow the requirements: the need to take into account the continuous change, the development of the elements that form the linguodidactic system; highlighting the main factors affecting its

development; disclosing the inconsistency of the studied linguodidactic phenomenon;

- the principle of the unity of the logical and the historical (the theory of an object - its structure, functions, modern connections - is considered in unity with its history and prospects for further development); from this principle follows the requirement of continuity, consideration of pedagogical experience, results of scientific research of the past;

- the principle of conceptual unity (a created or selected scientific concept is consistently implemented, refined, developing in the course of research, which ensures its logical unity and correctness of assessments of language facts, linguodidactic phenomena);

- the principle of consistency (the specificity of a complex object consisting of the elements that form the system is clarified: the integrity of the system is established, its dismemberment into elements, the system-forming connection between them, the orderliness and interdependence of the elements of the system);

- the principle of consistency implies the requirement for an aspectual consideration of the facts of language and linguodidactic phenomena; the choice of aspect (angle of view, foreshortening) is determined by the goals and nature of the study; the genetic aspect (the study of the origin of scientific objects, the stages of their development), the prognostic aspect (identification of development prospects), the functional aspect (the study of the functioning of linguistic and / or linguodidactic phenomena) are known;

- the principle of the unity of consciousness and activity (knowledge is obtained, skills and abilities are formed, developed, improved in the process of the student's own activity); This principle implies the requirement for the unity of the theory of linguodidactic research and the practice of applying the results obtained in the professional activity of the language specialist.

To implement the listed general scientific principles in linguo-methodological research, various methods are used to ensure the creation of a holistic, comprehensive, deep, consistent characteristic of the object under study. Any linguo-methodological research begins with observation of its object and subject, which determines the content of scientific research. Observation includes attending classes in a higher educational institution, getting to know the profile office, studying documentation, written works and oral statements of philology students, analyzing scientific and methodological literature on the problem under study.

The creation of a scientific and theoretical basis for linguo-methodological research provides a method of theoretical analysis of the selected problem, which includes such logical operations as analysis, synthesis, induction, deduction, argumentation, and creates the prerequisites for the author's reasoning to be appropriate, reliable, logical.

In linguistic and methodological works, the following are used: the statistical method (when calculating the results of the study), the method of expert assessment (survey - interviews of respondents, questionnaires - analysis of responses, responses of respondents), study of the experience of professional activities of a university teacher.

Methods such as experimental and experimental approbation of research results are specific for linguistic methods. The linguo-methodological experiment includes three stages: ascertaining (preliminary), teaching and control.

In the course of the ascertaining experiment, the initial level of knowledge, the formation of the skills and abilities of students on the problem under study is established by the beginning of experimental training.

When organizing a teaching experiment, which is conducted in experimental groups, the identified difficulties in mastering knowledge, the formation of skills and abilities are taken into account, the linguodidactic and psychological and pedagogical foundations of an innovative solution to the problem of language learning are determined, the goals, objectives of the study, principles, content, methods, organization techniques are determined. educational-cognitive and educational-research activities of students.

After the training experiment, a control section is carried out, the results of which make it possible to establish the degree of training of the students who participated in the experiment. The effectiveness of the proposed solution to the investigated problem is established on the basis of comparing the data obtained in the experimental groups at the start (during the ascertaining section, before the training experiment) and at the finish (after the training experiment), using the data obtained in the control groups, where the problem chosen by the author was solved traditionally. When checking the level of formation of skills and abilities, the coefficient of student learning is calculated, when identifying knowledge - the correctness and completeness of answers. (For more details see the book. M. B. Uspensky. P. 250.)

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USE OF VERMICULITE FOAMED WITH THERMAL INSULATION MATERIAL

Annotation: Thermal insulation materials include the use of expanded vermiculite in the construction of residential and industrial buildings, heating units, and pipelines to reduce heat loss to the environment.

Keywords: foamed vermiculite, natural rock, house density, baking foam.

Thermal insulation materials are materials used in the construction of residential and industrial buildings, heating units, as well as pipelines and wrapped materials in order to reduce heat loss to the environment. Thermal insulation materials are the main raw material type, shape and varies in appearance, structure, density, hardness, and thermal conductivity. The average density of expanded vermiculite varies from 80 to 400 kg / m³, depending on the size of the granular particles, and has a thermal conductivity of 0.05 to 0.9 W / m0K (Figure 1).



Figure 1. Multiple vermiculitis.

Expanded vermiculite is obtained by burning natural vermiculite at a temperature of 900-1200°C. As a result of the fact that the volume of such fillers increases by 10-20 times during heat treatment, the density of the pile becomes very small.

Must meet the technical requirements for these materials. Lightweight fillers, like dense fillers, are divided into large and small types. Large aggregates range in size from 5 to 40 mm and include light gravel or crushed stone. Porous gravel or crushed stone is divided into grains of the following sizes: 5-10; 10-20; 20-40 mm. Fine aggregates are less than 5 mm in size and contain light sand. Light sands come in two grains. The size of fine sand grains is less than 1.2 mm, and coarse sand grains are 1.2-5 mm.

According to the density of the pile, the porous fillers are divided into the following brands: 100, 150, 200, 250, 300, 350, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200. The void content of a mixture of porous fillers depends on the granular composition of large and small fillers. The relative amount of large and small fillers can be reduced. This saves the amount of cement used in the lightweight concrete composition and improves the technical properties of the concrete.

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USE OF ALKALINE CEMENT OBTAINED WITHOUT BURNING IN CONSTRUCTION

Annotation: It is considered that alkaline cements obtained without burning in construction, along with concrete and reinforced concrete for industrial and civil construction, can be used in hydraulic structures, road construction and other places..

Keywords: alkali metals, amphoteric oxides, hydroaluminosilicate, slag-alkaline binders.

The history of the development of the science of binders shows that mineral binders are mainly based on calcium, and some binders are based on magnesium. These two chemical elements are located in the second column of the Mendeleev periodic table, the column of alkaline earth metals. The previous column contains alkali metals and the next column contains amphoteric metals. Analysis of the types of binders, composition, production technology, solidification, analysis of new compounds in the formed artificial stone shows that alkali metals have stronger bonding properties than alkaline earth metals. This underscores the genius of the Mendeleev periodic table, as alkaline metals with high binding properties are placed first, then alkaline earth metals with relatively low binding properties, and then metals that form amphoteric oxides.

Oxides and salts of alkali metals were first added to binders due to their high solubility. Alkali metals were then added in small amounts as an activating additive to the calcium binding system. This added alkali accelerated the dissolution of silicon in the calcium binding system, eventually leaving the structure in the form of white salt without participating in the formation of new compounds.

This problem was solved by Professor V.D. Glukhovsky added a third component to the binding system, amphoteric oxide, and formed a new three-component compound with high water resistance to alkali metal, the hydroaluminum silicate of the alkali metal. Thus, in 1957, alkaline earth metals -

Sa, Mg, Sr, Ba, alkali metals - Li, Na, K, Rb, Cs were also found to have binding properties. Alkaline alkalis hydraulic binder obtained on the basis of.

A well-studied type of alkaline cement is slag-alkaline binders. Aluminosilicate is used as a smelter of ferrous metals (blast furnace slag) and non-ferrous metallurgy - nickel, copper, lead slag, as well as electrothermophosphorus slag, which is a waste of the chemical industry. The qualitative composition of the oxides in these slags corresponds to the composition of Portland cement and differs in quantity: portland cement contains more CaO than slag, less SiO₂, so Portland cement hardens naturally, and slag does not (Table 1).

Table 1

Chemical composition of aluminosilicate components

Naming	Oxides in% by mass					
	SiO ₂	Al ₂ O ₃	Fe ₂ O ₃ + FeO	CaO	M ₀ *	M _a **
Blast furnace slag	35÷39	7÷17	1÷3	35÷49	0,9÷1,13	0,16÷0,48
Non-ferrous metallurgical slag	29÷45	6÷12	18÷34	11÷22	0,3÷0,6	0,13÷0,27
Electrother-phosphorus slag	41÷42	2÷4	to 1 gacha	44÷46	1,05÷1,13	0,07÷0,08
Portland cement clinker	21÷24	4÷8	2÷4	63÷66	~3	0,17÷0,39

*M₀ – basic modules (CaO+MgO/ SiO₂+ Al₂O₃)

**Ma- activity module (Al₂O₃/ SiO₂).

Slag-alkaline cements are obtained by mixing fine-grained metallurgical or electrothermophosphorus slags with an aqueous solution of alkali metal compounds (sodium, potassium, lithium) that form an alkaline environment in water. If the hygroscopicity of the alkaline constituent is low, then these two components appear soft together and the resulting powder is mixed with water. chemical wastes contained in these elements can be used.

Mineral or organic additives may be added to the slag or alkali cement and to the artificial stone to control its properties.

Slag-alkaline cement can be produced in two ways. In the first method, the measured aluminosilicate, alkaline components and additives are dried together in a mill. In the second method, the alkaline component is dissolved in separate water.

When slag-alkaline cement is mixed with water (if the binder is prepared in the first method) or an aqueous solution of the alkaline component (if prepared in the second method), a plastic paste is formed and gradually begins to harden. The mineralogical composition of the artificial rock obtained as a result of solidification consists of low-base hydrosilicates of calcium and hydroalumo- and hydroferrosilicates of alkali metals, in addition to calcite. This mineralogical

composition justifies the high physical and mechanical properties of slag-alkaline cement.

The main properties of slag-alkaline cement are:

- average pile density $1000 \div 1200 \text{ kg / cm}^3$;
- actual density $2.7 \div 2.9 \text{ g / cm}^3$;
- fineness $270 \div 300 \text{ m}^2 / \text{kg}$; {1 }
- water demand $24 \div 26\%$;
- brands 300, 400, 500, 600, 700, 800, 900, 1000, 1100, 1200 according to the limit of compressive and flexural strength;
- Stamps on cold tolerance 50; 100; 200; 300.

One of the main properties of slag-alkaline cement is high sulfate resistance.

The above basic properties justify the use of slag-alkaline cement. These cements are used in concrete and reinforced concrete for industrial and civil construction, as well as in hydraulic structures, road construction and other places.

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ABOUT THE USE OF WOLLASTONITE AGGREGATE CONCRETE

Annotation: Wollastonite-based concretes have a high resistance to bending and elongation. Such strong concrete can be used to produce concrete and reinforced concrete structures, which can withstand the dry and hot climates of the Republic.

Keywords: polymer concrete, glass plastics, silicate materials, light and ultra-light concrete, high strength.

In recent years, the country's building materials industry has been producing high-tech polymer materials and polymer concrete, glass plastics, silicate materials, light and ultra-light concrete, high-strength concrete and reinforced concrete products. One of the new raw materials widely used in the construction industry today is wollastonite. It is used in the construction industry for ceramics, various paints, pigments, asbestos cement products, in the cement industry, etc. widely used. Scientists have shown that wollastonite raw materials can be used as fine and coarse aggregates for concrete (mainly Wlastonite wastes used in ceramics and other manufacturing industries). Its reserves are widespread in the Central Asian region, including dozens of deposits in the country.

The color of wollastonite is gray, white, or reddish-white, sometimes reddish. There is also a colorless, completely transparent version. The luster shines like glass on the surface of the bonding plane.

It is known that wollastonite can be used as a mineral additive in cement production and as a coarse and fine filler in concrete. Wallastonite talc added to cement clinker as a mineral additive significantly improves its physical and mechanical properties. That is, such cements are less deformable, resistant to external influences, cold-resistant and other properties. High-strength concrete can also be obtained by using fractionated wollastonite sand and gravel as aggregates for concrete. Because materials made of wollastonite masses have a needle-like (woolly) structure, they dry quickly and achieve a very high bond

strength with other components (cement, sand, etc.). Also, the volume of wollastonite is almost rigid and has a number of properties such as heat and cold resistance. Cement consumption in wollastonite concrete is significantly reduced when obtaining concrete with the same strength. That, in turn, leads to economic savings.

Wollastonite-based concretes have a high resistance to bending and elongation. Such strong concretes can be used to produce concrete and reinforced concrete structures that can withstand the dry and hot climates of the Republic. The raw material for wollastonite concretes is not imported from separate deposits, using a secondary raw material - wollastonite, which is removed as industrial waste.

The chemical formula of pure wollastonite is $\text{CaSiO}_3 = \text{Ca}_3 [\text{SiO}_3\text{O}_2]$ (calcium silicate), which contains 48.3% CaO and 51.7% SiO_2 . It also contains up to 9% of other minerals (iron, sodium, magnesium, alumina and other compounds). Due to the fact that the composition has such a needle-like structure of individual chains, wollastonite crystals do not lose their needle-like structure even when crushed. The high strength of quartz crystals ensures the hardness of this mineral.

The raw material of wollastonite is mainly formed in hardened limestones or in the form of crystalline calcium garnets, gibboroids and bonds of feldspar, dioxide, vesuvian or as a separate mass in igneous rocks.

Wollastonite is mainly used as a micro-reinforcing filler due to its needle-like structure. There are varieties of wollastonite fibers used for industry with an average length of 200 to 20 microns. Its microinjection structure is shown in Figure 1.

One of the main reasons why wollastonite raw material is used as a mineral filler is its needle-like (fibrous) structure in natural crystals, which does not change even when crushed to the final product (raw material). The main indicator of anisotropic particles of wollastonite is the ratio of long fibers to the width of these fibers.



Figure 1. Microignacious structure of wollastonite (magnified 1700 times).

It is known that in the industry of production of concrete and reinforced concrete products, as well as in the performance of individual concrete works, improving their quality, ensuring long-term and resistance to aggressive environments, relative savings in cement consumption is one of the current problems.

Vollastonite the structure of the raw material is a very strong bonded polymer silicate. This connection is usually very difficult to break. Much better results can be obtained by autoclaving (high steam temperature and pressure) to use wollastonite as a binding mineral. In the cement industry, various active mineral additives are allowed to be added. In many cases, because of the high cost of such additives, the cost of cement increases. The inclusion of wollastonite as a mineral additive in cement improves its construction and technical properties. These include the production of high-strength and durable concrete and reinforced concrete structures, the production of lightweight concrete; it is possible to drastically reduce the consumption of cement and other materials, as well as reduce the overall cost of construction work.

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THE IMPORTANCE OF USING THE GEOGRAPHICAL INFORMATION SYSTEM (GIS) IN THE FIELD OF ROAD ENGINEERING

Annotation. This article describes the results of ESRI's study of ArcGIS software, its software components, road engineering and other applications.

Keywords. ESRI, ArcGIS, Geomatics, Geocoding, State Fund, Political Science, Georeference.

Introduction. The programs are different in the GIS and they perform different tasks depending on their purpose and system, and different programs can be used within the 4 systems mentioned above. This will be explained in more detail in the following chapters. There are a number of benefits to using the GIS in geodesy, especially cartography. This increases the workload and reduces the time spent on data processing and printing. Development of modern road network, taking into account geographical location of the country, is the main task of increasing competitiveness of our economy, development of transport potential of the republic and expansion of export opportunities. Currently, there are a number of problems and shortcomings in the road management system of the republic that impede the creation of a competitive environment and investment in the sector. In order to create a modern road management system, clear control and economic functions, de-monopolization, attraction of private sector enterprises and increasing investment attractiveness, creation of a healthy competitive environment, broad implementation of innovations in road construction in 2017-2021. In accordance with the tasks of the Strategy of Action for the Priority, December 9, 2019 the President of the Republic of Uzbekistan Decree of the President of the Republic of Uzbekistan "On measures to further reform the road industry of the Republic of Uzbekistan" and the Resolution "On measures to further improve the road sector management system" we're passed.

Materials and methods. Methods of comparative analysis, study and nationalization of foreign experience, studying and orientation of computer software capabilities, historical, logic and generalization methods were used in the article.

The main part. The GIS has a wide range of applications, including:

- ✓ health workers to locate new clinics and hospitals in a geographically convenient and convenient way for the population;
- ✓ development and determination of routes and schedules for freight forwarding companies;

- ✓ when choosing the most optimal option for the design of new highways and roads for road construction companies;
- ✓ for geodemographers in the construction of new shopping malls and their location;
- ✓ forestry enterprises in the restoration of forests and the construction of recreation parks;
- ✓ correct and rational calculation of lands in the state fund;
- ✓ finding the right hotel, roundabouts and, of course, the right direction for travelers;
- ✓ it is very useful for farmers in developing new lands, determining the condition of the lands and getting enough information about them.

Geomatics is the sum of the uses of information technology, multimedia and telecommunications in data processing, geosystem analysis, and automated cartography, and the term is also used as geoinformatics or geoinformation mapping.

From ancient times the people have represented geographical information in different ways, and over time the methods of representing geographical information have also improved. One of the first ways to map such geographic information was to map the location. Later, people began to add symbols and coordinates to such cards. If the original cards were hand-drawn and the symbols were intended to be used in the community in which they lived, then the symbols would be printed on a global scale, not manually, but on typewriters and symbols.

If the original cards were hand-drawn and the symbols were intended to be used in the community in which they lived, then the symbols would be printed on a global scale, not manually, but on typewriters and symbols.

In GIS, the term geocoding is used to change street addresses to latitude and longitude or other similar coordinate systems. Another name for geocoding is georeferencing. One of the important requirements of geocoding is that the data linked by the object and the table must be unique, so that the information provided on the map does not cause confusion without duplication elsewhere. Geocoding is the process of automatically creating objects on a map based on attribute data. Depending on the purpose, they are divided into coordinate geocoding, object geocoding and address geocoding.

Geocoding in a GIS involves at least two components of a database. They are:

- ❖ a table containing the information required for geocoding (geocoding table);
- ❖ point type of objects placed on a separate layer of cards.

In the field of road engineering. The application of geographic information systems in the field of road engineering is also widely used in solving complex problems, problems and analytical results, as in many other areas. In particular, the design and construction of existing roads will be at the

required level, the use of geo-information systems, which are modern technologies in their design and construction, and the teaching of its methods, technology to graduate students and the formation of appropriate knowledge, skills and competencies.. The main task is to implement the use of geographic information systems in the design and construction of roads, taking into account the natural and climatic conditions of the Republic of Uzbekistan.

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Conclusion. Using these systems and programs, you can acquire the following road engineering skills and perform practical work:

➤ Functional capabilities of geographic information systems (GIS), general structure and classification of GIS, GPS and Glonass systems, information model and remote sensing of the earth, methods of digital modeling of the place, functions of information systems, highway objects, GIS software have imagination and knowledge about the minute;

➤ Knowledge and ability to use GIS Indor GIS / Road, technology and organization of GIS in the operation of roads, decision-making and improvement on the basis of collected data and maps to have;

➤ Application of GIS and information technologies of highways, determination of point coordinates on the ground using GPS system, acceptance of geodetic works using GPS base stations, use of GPS technologies in construction and operation of highways, location survey must have.

➤ Must have the competence to briefly systematically analyze the road network, solve problems in manufacturing enterprises, manage maps and projects in the IndorGIS system, solve transport problems, use GIS technologies in the operation of highways.

The process of integration of knowledge has led to the emergence of new directions. One of them is the concept of "Geomatics". The term includes geophysics, mathematics and computer science. The word geomatics is derived from the French word meaning "cartographic analysis of geographical data using computer science." In many cases, the concepts of geomatics and geoinformatics are compatible. Geomatics is a scientific and technical science designed to solve problems based on geoinformatics. Geomatics includes mathematics, physics, computer science, cartography, geodesy, photogrammetry, and remote sensing. Geomatics is a field of activity in science and technology that is used to collect, manage, store, and disseminate spatially coordinated information used to draw conclusions.

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CORROSION-RESISTANT NON-FERROUS METALS AND THEIR PROPERTIES

Annotation: In this paper, hydrogen is also included in the series of electrochemical stresses of metals, which allows us to determine which metals can squeeze hydrogen out of aqueous solutions of acids. This series characterizes the role of the electrochemical system and its oxidizing-reducing ability. The complex of all the substances involved in the electrode process is thought of as an electrochemical system.

Keywords: chemical states, mixtures, chemical elements, properties of metals, electrical conductivity, thermal conductivity.

Copper and its alloys. Copper has properties such as high electrical and thermal conductivity, good corrosion resistance. Normal electrode potential of copper; Since $\text{Cu} \leftrightarrow \text{Cu}^{2+}$ is 0.52 B for the process and $\text{Cu} - \text{Cu}^{2+}$ is 0.35 B for the process, the probability of formation of Cu^{2+} ions is high. The constant potential of copper in 3% NaCl solution is 0.05 B, in 1N HCl solution 0.15 B. Dry Cl₂, Fe, Br and I at room temperature do not significantly affect the corrosion of copper, they become aggressive when humidity increases. Sulfur and its compounds, as well as ammonia and its compounds, strongly corrode copper. Copper is resistant in air and water. In oxidizing media (HNO₃; H₂SO₄), copper corrodes rapidly. Copper forms Cu₂O with oxygen, which negatively affects its technological and corrosion properties. On the basis of copper are obtained important industrial alloys (alloys of brass, bronze, etc.). Brass, which contains 15% Zn, has a golden color and is used to make medals and art objects instead of gold because of its resistance to atmospheric corrosion. Silicon (0.5%) and manganese (1%) are added to brass due to the fact that 20...30% of zinc leads to corrosion cracking. Alloys of copper with lead, aluminum, silicon, beryllium, cadmium, chromium and other elements are called bronze. Silicon (0.5%) and manganese (1%) are added to the composition, as the presence of 30% leads to corrosion cracking. Alloys of copper with lead, aluminum, silicon, beryllium, cadmium, chromium and other elements are called bronze. Silicon (0.5%) and manganese (1%) are added to the composition, as the presence of 30% leads to corrosion cracking. Alloys of copper with lead, aluminum, silicon, beryllium, cadmium, chromium and other elements are called bronze.

Bronzes have high chemical tolerance. Among the bronzes, aluminum bronze alloys have the highest corrosion resistance. Aluminum. In terms of industrial use, it ranks 2nd after Fe. The normal electrode potential of aluminum is -1.67B. thermodynamically active. As a result of its ability to passivate, it is resistant to atmospheric conditions in water, neutral and weakly acidic solutions.

The aluminum surface is passively coated with a thin layer of Al_2O_3 or $Al_2O_3 \cdot H_2O$. Aluminum is stable in gaseous media up to the melting point (600 °C).

Magnesium, Mg - a chemical element belonging to group II of the Mendeleev periodic table; alkaline - the earth belongs to metals. Sequence number 12, atomic mass 24,305. Natural Magnesium consists of 3 stable isotopes.

Despite its negative electrochemical potential, its passivity determines its high corrosion resistance. Magnesium chromium and hydrogen barium acids are resistant to alkalis, atmospheric and distilled water, and crack quickly under the influence of stresses. Because magnesium is chemically active, it forms a layer of MgO oxide in the air. This oxide layer does not have the ability to protect, so the surface is painted with lacquer. Magnesium alloys have low density, high specific strength and are widely used in aviation and rocket technology for good vibration resistance, anodes are prepared for current sources.

A rocket (Italian: *rocchetta* - *pirpirak*) is a flying machine that is propelled by a force created by the burning of a special rocket fuel (workpiece). Depending on the type of rocket fuel, it is divided into solid fuel and liquid fuel.

Aluminum HCl, $HClO_4$, H_3PO_4 are resistant to alkalis, lime and concrete. Aluminum and its alloys (with chemical dyes) are widely used in industry. Technical aluminum is used in the manufacture of corrosion-resistant, welded structures with a variety of pipes, cables, doors, containers, milk tanks and other loads. Cast aluminum alloys such as duralumin, silyumin are now widely used.

Chemical corrosion.

In chemical corrosion, the metal surface is oxidized in gaseous media containing oxygen. External environments can be dry air, dry water vapor, and pure oxygen. An oxygen molecule adsorbed on a metal surface from a gaseous medium is broken down into atoms by the heat released as a result of adsorption, and with the redistribution of electrons, the atoms become ions. The atom on the surface of the metal is oxidized - it loses an electron, the oxygen atom is restored - it accepts electrons; that is, the following process occurs

- $Me \rightarrow Me^{2+} + 2e^-$
- $2e^- + O_2 \rightarrow 2O^{2-}$
- $Me^{2+} + O^{2-} \rightarrow MeO$

Technological measures against corrosion. Thermal and chemical-thermal treatment The increase of corrosion resistance of steels by heat treatment is associated with the absence of alpha (solid solution) and single (intermetallic compounds) of complex carbides of the same type of metal. chemical-thermal treatment. In chemical-thermal treatment, the steel surface is enriched with elements such as C, N, Al, Cr, Si, and the properties, composition and structure of the surface layer are changed. There are the following chemical-thermal methods to increase corrosion resistance:

- Nitrogenation in gaseous or liquid media;
- Chrome plating;
- Enrichment with alumina;
- Enrichment with zinc;

Nitriding. Diffusion enrichment of the surface with nitrogen when heating steels at 500... 6500C in an ammonia environment and holding them for a certain period of time is called nitriding.

A nitrogen layer is formed on the surface of the nitrogenous part, which increases its hardness, resistance to abrasion and corrosion resistance in atmospheric conditions, water and steam and other environments.

Chrome plating. Diffusion coating of steel surfaces with chromium. Chromium-plated steel products have high corrosion resistance in gaseous media (up to 8000 C), high corrosion resistance in water, sea and acids. working parts are processed in this way Zinc enrichment process is used to increase the corrosion resistance of steels in the atmosphere, gasoline, oils and dry gases containing H₂S (at 300... 5000C).

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LINGVODIDACTICS AS A METHODOICAL CONCEPT

Annotation: In this article modern pedagogical science, at the present stage of teaching, three levels "a methodology, a language teaching technique and pedagogical technology learning" were explained.

Key words: Teaching, theoretical, concept, language, similarities, methodology, linguodidactics.

The term linguodidactics was introduced into scientific use by academic N.M.Shansky. As A.N.Shchukin writes, "the description, which was considered linguodidactic, included the study of the similarities and differences of languages, the analysis of the content and structure of the language being studied, the compilation of language minima for teaching purposes and a number of other problems arising at the junction of linguistics and pedagogy." Until now, there is no unity among specialists in understanding the term of the term. The concept of didactics is expanding as a set of theoretical and practical issues of language teaching and actually replacing the term technique (N.M. Shansky, R.K. Minyar-Belorochev). Some scientists considering concepts as synonymous. N.D. Galskova believes that these concepts need to be distinguished. In her understanding, lingvodidactics is a general language learning theory that develops its methodological bases, while the technique characterizes the process of learning a specific language in specific conditions of its teaching (private method) or discloses the patterns of language learning (group of languages) outside the specific conditions for its study (General technique).

In the method of teaching a language as science at the present stage of development, three levels were clearly marked: methodology, linguodidactics and technology.

"Lingvodidactics is the theory of learning languages, the integration of linguistics and didactics." Lingvodidactics is the theoretical part of learning techniques, which arose due to the integration of linguistics and techniques. The linguodidactics object is theoretical substantiation of the learning process of languages and its research: concepts, principles, content of language education, organizational forms of training, research mechanisms and designing the learning process. The subject of lingvodidactics is the theoretical substantiation and understanding of the patterns of interaction of language teaching (teacher's

activities), the exercise (student's activities), the principles of selection of the detention of educational material and technology mastering personalized knowledge.

Lingvodidactics explores the laws of mastering by any language, regardless of whether it acts as the first or second.

The central figure of lingvodidactics as science is a linguodidactic model of a linguistic personality (G.I. Gogin).

Lingvodidactics as science is designed:

- comprehend and describe the lingvocognitive structure of the linguistic personality, substantiate the conditions and patterns of its development as the desired result in the process of teaching and learning the language,

- to study the specifics of both the object of assimilation / teaching (language, language painting of the world of the medium of the studied language) and the interaction of all the subjects of this process, the nature of errors (language, cultural) and the mechanism of their elimination / warning.

Thus, lingvodidacts investigate the objective patterns of constructing the process of mastering the language under training conditions. Lingvodidactics acts as a methodological aspect of the general theory of learning languages.

Tasks solved by lingvodidactic:

- Development of the theoretical foundations of the concepts of language education - lingocentric and anthropocentric;

- Description and explanation of the essence of the learning process of languages and conditions of its effectiveness;

- Theoretical substantiation of methodological systems of learning languages that are objectives of objective education, the principles of selection and structuring of educational material, means, methods and teaching techniques, forms and methods of the current and refund control;

Theoretical substantiation and understanding of improving organizational forms of teaching languages that appear new training systems and technologies.

Lingvodidactics performs the following functions:

- scientific and theoretical (study of the learning process of language);
- structurally modeling (improvement, conversion of the educational process);

- integrative (combining scientific achievements of philosophers, linguists, teachers, psychologists, methodologists, specialists in communication and computer sciences in order to reliably justify the learning process of language).

The solution of tasks facing lingoddactics and the implementation of formulated functions is carried out with the involvement of a system of concepts belonging to various branches of knowledge. Basic concepts and categories used by lingvoddactics:

– philosophical concepts: shape and content, general and a single, cause and consequence; the possibility and reality, quantity and quality, theory and practice, law and pattern, etc.;

– general scientific concepts: structure, function, organization, process, concept, approach, aspect, activity, principle, etc.;

General concepts of pedagogy: education, development, upbringing, pedagogical experiment, pedagogical process, pedagogical monitoring, etc.;

specific concepts of lingvodidactics: language teaching, language learning, Russian language (and other languages) as an educational subject, educational material, learning situation, principles, methods and teaching techniques, etc.;

Concepts borrowed from related sciences:

- psychology (perception, understanding, assimilation, memory, thinking, mental development, etc.);

- logic (induction, deduction, analysis, synthesis, generalization, classification, systematization, etc.);

- Cybernetics (direct and feedback, dynamic system);

- Psycholinguistics (speech theory, speech generation, speech perception, speech activity, speech mechanisms, etc.).

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METONYMIC TRANSFER IN STABLE TERMINOLOGICAL PERIPHRASES

Abstract: In this article, devoted to the definition of the specifics of metonymic transfer as a linguistic phenomenon, theoretical studies of metonymy carried out at various stages of the development of linguistics are cataloged, the main models of metonymic transfer characteristic of legal terminology in English and Russian are considered. Metonymic transfer is a special type of semantic transfer based on the contiguity of two objects or phenomena. Different types of metonymic transfer are characterized by varying degrees of individualization and regularity.

Key words: cognitive research, terminology, metonymy, lexical-semantic phenomena, stylistic and syntactic phenomena.

In the linguistic literature, there are many approaches to the concept of "equivalence". The modern theory of the functional-meaningful equivalence of translation is based on the equivalence of the source and the translated text in the communicative-functional and semantic-structural relationship. Its important achievement is the distinction between the adequacy and equivalence of translation, where equivalence is interpreted as equality, the identity of the compared objects in some respect.

Translation of idiomatic expressions requires correspondence not only in form, but also in figurative basis, expressive saturation and stylistic coloring. Most scientists build their classifications of phraseological units' interlanguage correspondences on the basis of their semantic characteristics, such as connotative features and a figurative basis. In this work, we distinguish such TCC groups as: 1) TCC, which have correspondences in the form of rethought phrases (with further subdivision into full and partial equivalents, analogs); 2) TSS, which have correspondences in the form of phrases that do not contain figurative rethinking in the semantic structure; TSS, translated into TL using 3) lexical units 4) descriptive translation 5) combined translation.

Descriptive translation is widely used by terminographers to translate non-equivalent English TSS (when translating Russian TSS into English, this type of translation is not used). Non-equivalence can be based on both extralinguistic (the absence of corresponding concepts, phenomena, categories, etc. in the legal practice of the PL country) and linguistic factors (due to typological differences between the two languages, the lack of adequate linguistic means in the PL that allows translation to be performed using phrases). Dictionary definitions successfully perform the function of conveying the essence of the term being

terminated, however, they do not reflect the connotative component of the meaning of the English phrase.

Combined translation allows you to fully and adequately convey the meaning of the English term. In English-Russian legal terminography, combined translation can be of two types: 1) literal translation / tracing, accompanied by a descriptive definition, 2) a terminological phrase, accompanied by an additional commentary from the translator. In the Russian-English legal dictionaries intended for Russian-speaking users, comments are given on the FL, which is not a combined translation. In our opinion, the wider use of combined translation could be of significant benefit in teaching English for special purposes, since this type of translation not only contributes to the most complete understanding of TE, but also serves as a source of background knowledge.

The analysis showed that the sources of the selected TSS are several main donor areas: the world of man and human activity, the objects and nature surrounding man, evaluative definitions and spatial-temporal orientation. It is quite obvious that the formation of rethought phrases in terminology is anthropocentric in nature and is explained by the desire to use words denoting objects and phenomena from everyday life in the nomination.

The need for translation is a consequence of the penetration of new realities into the sphere of activity of specialists from the country of the PY. In our opinion, we can talk about the process of "borrowing" at the conceptual and semantic level. The legal terminologies of the two languages that exist in countries with different socio-political systems initially have a low measure of "linguistic equivalence". The legal terminology of the Russian language acts as a "recipient" at the conceptual level, borrowing legal concepts and categories.

In the terminological phrases of the legal terminology of the English and Russian languages, the transformation of meaning is the result of both metonymization and metaphorization and leads to the formation of various types of phraseological meaning (idiomatic, idiophraseomatic, phraseomatic). In the legal terminology of the Russian language, stable phrases of a non-idiomatic nature prevail, single idioms belong to general literary phraseology, included by terminographers in the legal dictionary. Among phrases from the area we are analyzing, phrases with a negative connotative assessment prevail in both compared languages, which is quite consistent with the nature of the terminological system. In the structure of the meaning of some phrases, there is a functional and stylistic component, which is reflected in the dictionary. In general, this aspect of the meaning of TCC is not sufficiently reflected in terminographic sources (some dictionaries do not contain any labels). The law traditionally occupies a more important place in the life of the English-speaking countries in comparison with Russia. Many phrases from this area have become an integral part of the general literary language and are part of the necessary background knowledge, without which it is impossible to achieve linguacultural competence. Their adequate interpretation in dictionaries is indisputably

important not only for lawyers, but also for specialists in the field of special translation. The study of metonymy and metaphor continues to retain its relevance for the further development of various areas of linguistics, while taking into account both the traditional view of semantic changes and the achievements of cognitive linguistics. Being based on the contiguity of objects and phenomena, and not on their similarity, metonymic transfer differs from metaphorical transfer by a greater degree of regularity and typification, a direct connection of objects and phenomena in space and time. Comparative phraseology and comparative terminology are extremely important areas of linguistic research, which is due to a qualitative change in the nature of international relations between Russia and English-speaking countries, the growth of intercultural contacts. A high-quality translation is impossible without an adequate transfer of the meaning of phraseological units to PYa. Achieving such adequacy is the main task of bilingual phraseography.

Terminological phrases from the field of law, containing semantic transfer, are of interest for phraseological research, since many of them are characterized by such a quality of phraseological units as stability (coherence of the semantic structure). However, not all such phrases are part of the general literary language.

Legal phrases are an important source of linguistic and cultural information. In the content structure of a number of TSS, the national-cultural specificity of the designated concepts and phenomena finds expression; when understanding the mechanism of the emergence of these phrases, individual elements of meaning can be perceived by non-native speakers as national-cultural semes (NCC). In the terminological phrases of the legal terminology of the English language, the national cultural specificity is reflected to a greater extent than in the phrases of the corresponding terminology system of the Russian language.

The figurative rethinking in terminology of the prototypes of terminological phrases in both compared languages is the result of both metonymic and metaphorical transfer. Semantic transfer contributes to the achievement of compactness of terminological units, while the English TSS are generally more compact than the Russian TSS. In TSS, the following types of phraseological meaning can be distinguished: idiomatic, idiophraseomatic, phraseomatic.

The analysis carried out proves the anthropocentric nature of figurative rethinking in the formation of English and Russian legal terms. The formation of the TSS analyzed in the work is largely due to extralinguistic factors. Legal terminologies serving different in nature and structure of legal systems have a low degree of linguistic equivalence.

The number of English TCCs that have equivalents and analogs in Russian is small. Most of the English phrases are non-equivalent and have Russian correspondences in the form of free phrases or are translated into

Russian using lexical, descriptive and combined translation. Among the Russian TCCs, the share of non-equivalent word combinations is much less, which is explained by such factors as the borrowing by the Russian language of a significant number of special concepts and categories, a wide range of figurative means of the English language, and the specifics of Russian-English legal dictionaries. Combined translation allows you to most fully and adequately convey the meaning of the English phrase in the TL, to convey to the recipient not only the main (denotative-significative component of the meaning), but also additional (connotative component) information about the terminated object.

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JAHON TILSHUNOSLIGIDA SOHAVIY TERMINOLOGIYA TARAQQIYOTI

Annotatsiya: Maqolada jahon tilshunosligida sohaviy terminologiya masalasi, uning kognitiv tuzilmalari, sport terminologiyasi, taraqqiyot bosqichlari, o'rni va vazifasi aniqlandi. An'anaviy va kognitiv terminologiyaning o'ziga xos xususiyatlari, kognitiv tilshunoslik usullari ma'lum bir bilim sohasi terminologiyasi ostida turgan kognitiv tuzilmalarni tahlil qilish orqali lingvotsentrik terminologiyani o'rganishning har ikki yo'nalishi bo'yicha ham tadqiqot predmeti - lingvistik belgi sifatida atamaning o'ziga xosligi, terminologiyaning har bir yo'nalishini tahlil qilishning umumiy konsepsiyasi aniqlandi. Shuningdek, muallif hozirgi globallashuv sharoitida terminologiyaning muhim roli, jamiyatning rivojlanish darajasi aynan milliy terminologiyaning holati bilan belgilanishi, kognitiv terminologiyaning afzalliklari sifatida uning bir tomondan, an'analarni davom ettirishini, ikkinchi tomondan, ilmiy bilimning zamonaviy bosqichiga xos xususiyatlarning namoyon bo'lishida ekanligini ko'rib chiqqan.

Kalit so'zlar: sohaviy terminologiya, kognitiv terminologiya, lingvotsentrik, ekspansionizm, antropotsentrizm.

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DEVELOPMENT OF INDUSTRIAL TERMINOLOGY IN THE WORLD LANGUAGE

Abstract: The article deals with the problem of industry terminology in world linguistics, its cognitive structures, sports terminology, stages of development, place and function. Features of traditional and cognitive

terminology, methods of cognitive linguistics in both directions of studying linguocentric terminology through the analysis of cognitive structures within the terminology of a specific area of knowledge The author also noted the important role of terminology in the context of modern globalization. The level of development of society is determined by the state of national terminology, the advantages of cognitive terminology, on the one hand, the continuation of its traditions. Knowledge.

Keywords: sectoral terminology, cognitive terminology, linguocentric, expansionism, anthropocentrism.

Jahon tilshunosligida terminlarni tartibga solish masalasi har doim ham dolzarb bo'lib kelgan va bugun ham bu masala o'z ahamiyatini yo'qotgani yo'q. Ayniqsa, so'nggi yillarda kognitiv terminologiya yangi tadqiqot yo'nalishi sifatida shakllanib ulgurdi. U kognitiv tilshunoslik usullarini ma'lum bir bilim sohasi terminologiyasi ostida turgan kognitiv tuzilmalarni tahlil qilishni amalga oshiradi. Sotsiopragsmatik jihatdan terminologiyani o'rganish, professional tajriba professional tafakkurga qanday ta'sir qilishini, bir kasb vakillari (sportchilar, sport jurnalistlari hamda muxlislar) atrofidagi voqelikni qanday tasniflashi, shuningdek, ular uchun qanday tushunchalar asosiy ekanligini aniqlash hamda uni anglash va qo'llashning ijtimoiy xususiyatlarini belgilash imkonini beradi. Sport terminologiyasini o'rganishda har xil yondashuvlardan - kognitiv va to'g'ri terminologiyadan foydalanish sportning sport maydonini tavsiflovchi maxsus bilim tuzilmalarining xususiyatlarini to'liq ochib beradi.

Ilm-fanning rivojlanish mantig'ini tushunish, terminologiyada yangi bosqichning rivojlanish qonuniyatini asoslash va uning xususiyatlarini berish uchun Ye.S. Kubryak asarlarida taklif qilingan lingvistik bilimlarning rivojlanishini tahlil qilish sxemasiga murojaat qilish maqsadga muvofiqdir. Ushbu sxema bo'yicha, terminologiyaning har bir davri uchun shart-sharoit, predmet-kognitiv va protsessual qismlarni aniqlash kerak, shuning uchun terminologiyaning har bir yo'nalishini tahlil qilishning umumiy konsepsiyasi quyidagi shaklga ega:

- 1) o'rnatish: integratsiya, integratsiya turi, momentum;
- 2) mazmuni: tadqiqot obyekti, tadqiqot predmeti;
- 3) metodologiya: tushuntirish.¹⁰

Tarkibiy qismni tavsiflashda shuni ta'kidlash kerakki, tadqiqot obyekti - bu atama (va bu atama tayyor, allaqachon yaratilgan belgi sifatida tushuniladi) va mavzu terminologiyadagi terminlarni ularni bajarilishiga qarab tartiblash tartibidir. Atamaga qo'yiladigan talablarni bajarmaslik (aniqlik, sinonimlarning yetishmasligi, emotsionallik, ta'rif va izchillikning yo'qligi). Tilshunoslik bilan bog'liqlik parametriga ko'ra, lingvotsentrik termin fanining davri, integratsion xarakterga ega bo'lishi mumkin. Moddiy mezoniga ko'ra, lingvotsentrik

¹⁰ Володина М.Н., Когнитивно – информационная природа термина. – М.,2000.С.98

terminologiya ikki yoʻnalishga boʻlinadi: birinchisi "lugʻatdagi atama" ni oʻrganishga, ikkinchisi - "matndagi termin"ni oʻrganishga qaratilgan. Lingvotsentrik terminologiyani oʻrganishning har ikki yoʻnalishi boʻyicha ham tadqiqot predmeti - lingvistik belgi sifatida atamaning oʻziga xosligi. Bu davrning muhim uslubiy qarori, atamani oʻrganishga dinamik yondashuvning shakllanishi boʻlishi kerak. Terminologiyaning rivojlanishidagi bu davrning muhim natijasi bu atamani faqat terminologik tizim doirasida oʻrganishning immanent munosabatlari cheklanganligi va atamaning lingvistik-tafakkur faoliyatidagi atamaning oʻrni va funksiyasini aniqlash zarurligini bilishdir. "Terminologiya... murakkab jarayon boʻlib, uning davomida tabiiy tilning soʻzi konseptual qayta ishlash bosqichidan oʻtadi"¹¹

Kognitiv terminologiya, bir tomondan, anʼanalarni davom ettirsa, ikkinchi tomondan, ilmiy bilimning zamonaviy bosqichiga xos xususiyatlarga ega boʻladi. Shuning uchun kognitiv yoʻnalishning xususiyatlarini terminologiyaning oldingi bosqichlari bilan solishtirganda koʻrib chiqish maqsadga muvofiqdir. Agar anʼanaviy terminologiya lingvistik belgini tahlil qilishdan nariga oʻtmasa, kognitiv yoʻnalish terminologiyani "ochiq" fanga aylantiradi, uning chegaralarini kengaytirish tendensiyasi, fanlararo tadqiqot dasturlarini ajratishga olib keladigan integratsion jarayonlarga moyillik (masalan, hodisa maʼlumoti va uni qayta ishlash bilan shugʻullanadigan kognitiv fan) E.S.Kubryakovaning tadqiqotlarida "ekspansionizm" nomini oldi¹². Bu tushunchadagi ekspansionizm zamonaviy tilshunoslikning yana bir oʻziga xos xususiyati - antropotsentrizm bilan chambarchas bogʻliq, chunki ular birinchi navbatda tilni tuzuvchi - odamning muhim xususiyatlaridan izoh topishga harakat qilmoqdalar. Antropotsentrizm fanlararo sintezning yetakchi yoʻnalishiga aylanib bormoqda, bu til tizimining shakllanishida inson omili, matnning nominativ tashkil etilishi va lingvistik shaxsiyatni hisobga olishda namoyon boʻladi. "Antropotsentrizm tadqiqotning oʻziga xos prinsipi sifatida, ilmiy obyektlar, birinchi navbatda, ularning inson uchun roliga, uning hayotidagi maqsadiga, inson shaxsiyatini rivojlantirish vazifalariga koʻra oʻrganilishiga bogʻliq."¹³ Biroq, koʻplab tadqiqotchilarning fikricha, tilni oʻrganishda antropologik tamoyilning ahamiyatini tan olishlariga qaramay, "antropologik tilshunoslik haqida alohida fan yoki tilshunoslikning alohida boʻlimi sifatida gapirmaslik kerak, chunki til umuman mohiyatan antropotsentrik".¹⁴ L.G. Zubkova, shuningdek, zamonaviy tilshunoslikning antropologik taʼrifi, aslida, ortiqcha deb hisoblaydi: "Strukturalizmning oʻrta oqimlarida uning insoniylashish xavfiga javoban, yaqinda paydo boʻlgan tilshunoslikni" insonparvarlashtirish "zarurati bilan oqlash mumkin." Yuqorida aytilganlarni kognitiv terminologiyaga toʻliq bogʻlash mumkin, bu antropotsentrizm prinsipi

¹¹ Володина М.Н., Когнитивно – информационная природа термина. – М.,2000.С.67

¹² Володина М.Н., Когнитивно – информационная природа термина. – М.,2000.С.76

¹³ Граудина Л.К. Вопросы нормализации русского языка. – М.,1980.С.76

¹⁴<http://znakka4estva.ru/dokumenty/inostrannye-yazyki-yazykoznaniye/sovremennyy-etap-razvitiya-terminologii/>

bo'lib, unda pragmatik yo'naltirilgan "normotsentrizm" va "tilshunosentrizm" bilan solishtirganda asosiy farqlovchi xususiyat bor.¹⁵

Kognitiv terminologiyani boshqa fanlarga jozibadorligi uning lingvistik faktlar uchun u yoki bu tushuntirishni topish istagi bilan belgilanadi va fanlararo sintezga moyillik bilan namoyon bo'ladi. Shuningdek, kognitiv terminologiyani rivojlanishi shuni ko'rsatadiki, turli maktablarning pozitsiyalarining integratsiyasi va yaqinlashuvining amalda kuzatilgan jarayonlariga qaramay, ularning har biri o'z rivojlanish yo'lini davom ettiradi, tadqiqotning turli sohalarini namoyish etadi va mohiyatan alohida (kichik) ilmiy bilimlar paradigmasidir. Shuning uchun kognitiv terminologiyani poliparadigmatik deb ta'riflash mumkin. Terminologiyani kognitiv yo'nalishining subyekt-kognitiv qismini tasvirlashda uni an'anaviy yo'nalishlar bilan solishtirish maqsadga muvofiqdir. Shunga asoslanib, kognitiv terminologiyani o'rganishning o'ziga xos xususiyati "ekspansionizm" yoki fanlararo sintez deb e'tirof etilishi kerak, shuning uchun an'anaviy terminologiya nazariyalari monoparadigmatik, kognitiv terminologiya nazariyalari esa poliparadigmatik sifatida namoyon bo'ladi.¹⁶ Terminologiyani kognitiv yo'nalishining etakchi tushuntirish prinsipi "odam bilan aloqa" bo'lib, bu uni "antropotsentrik", an'anaviy terminologiya nazariyalarini "termotsentrik" va "lingvotsentrik" deb hisoblash imkonini beradi. Kognitiv atamashunoslik "til qobiliyati" ni tilning shaxsiyatining "nutq oldidan tayyorgarligi" ning o'ziga xos xususiyati sifatida tilni ifodalashning boshqa usullari-"til-matn" va "til-tizim" ("lingotsentrizm") bilan o'zaro aloqada o'rganadi. Terminolog -terminal tizimning metallingvistik faoliyati mahsuloti bilan o'zaro aloqada ("termotsentrizm").¹⁷ Terminologiya obyekti lingvistik belgi bo'lgani uchun, atamaning semiotik jihatlarini va shunga mos ravishda ma'lum bir "semiologik ong" ning mavjudligini o'rganish uning uchun dolzarbdir. R. Bart tomonidan kiritilgan semiologik ong konsepsiyasi belgini anglashning bitta dominant munosabatini tanlashni anglatadi (ramziy, paradiigmatik yoki sintagmatik). Charlz Peirce asarlarida belgi, indeks yoki belgi bo'lishi mumkinligi ta'kidlangan. C. Morris "semioz rejimi" tushunchasini kiritadi, Yu.S. Stepanov uchta koordinata o'qi - semantika, sintaktika va pragmatika bo'yicha ketma -ket o'tish orqali lingvistik belgilarni o'rganish zarurligi haqida gapiradi. Shunga o'xshash hodisa R. Jeykobson asarlarida "qism va butun" fenomeni sifatida berilgan.¹⁸ "Semiologik ong" ning faqat bir turi bilan bog'liq bo'lgan an'anaviy atamashunoslik nazariyalari, "u yoki bu semiotik nazariya semiotik ongning ba'zi muhim tomonlari bizga ochib beriladigan ulkan semiotik yaxlit jihatlar va lahzalarni qamrab olganda", qarama-qarshilikda. Kognitiv terminologiya nazariyasiga "pragmatik qoidalar

¹⁵ Володина М.Н., Когнитивно – информационная природа термина. – М.,2000.С.98

¹⁶ Володина М.Н., Когнитивно – информационная природа термина. – М.,2000.С.98

¹⁷ Володина М.Н., Когнитивно – информационная природа термина. – М.,2000.С.97

¹⁸ Костомаров В.Г. Языковой вкус эпохи – М.,1994.С.78

belgining ma'nosi tarjimon uchun belgi bo'lgan shartlarni tavsiflaydi yoki quradi. Shunga ko'ra, imo -ishorani amalga oshirishning bir qancha darajalari haqida o'ylash mumkin... Belgilarni talqin qilish, biz ularda to'g'ridan -to'g'ri yetkazilgan narsalar haqida emas, balki ko'p narsa, balki muloqot subyekting shaxsiyati va ongi haqida ham ma'lumot olish lozim.¹⁹ Kognitiv terminologiya fanining semiotik asoslanishiga murojaat qilish terminologiya obyektini dinamik jihatdan ko'rib chiqishga imkon beradi. R.Bart, belgining tarixi borligini va bu uning "ongi" tarixi ekanligini ta'kidlab, uning birinchi bosqichini "tarixiy jihatdan ramziy ongdan paradigmatic ongga o'tish deb ta'riflash mumkin" deb hisoblaydi. Ramziy ongdan paradigmatic ongga bu tarixiy o'tish, R. Bartning fikricha, strukturalizmning mohiyatidir. O'xshatish orqali biz funksionalizmni paradigmatic ongdan sintagmatic ongga o'tish deb atashimiz mumkin. Keyingi bosqich, uning mohiyati sintagmatic ongdan kognitivga o'tishdir. Kognitiv prinsipga muvofiq, bu bosqichda "ishlab chiqarishning umumiy strategiyalarini aniqlash va nutqni tushunish, tilni ishlatish nazariyasini yaratish", odamning bilim olish va qayta ishlash jarayonlarini o'rganish bilan bog'liq ilmiy fanlarning birlashuvi mavjud.

Kognitiv yo'nalishning "protsessual" qismini tavsiflashda, uning tushuntirish xususiyatini, hodisalarni "har xil nuqtayi nazardan" tushuntirish istagini, inson omilini majburiy hisobga olgan holda, hisobga olish kerak, bu esa kognitiv terminologiyani poliparadigmatic deb tavsiflaydi va uning uslubiy asosi sifatida poliparadigmatic tahlilni tanlashni belgilaydi. Biz poliparadigma tahlilini bir-birini to'ldiruvchi tadqiqot paradigmalarining o'zaro izohlanishi deb tushunamiz.

Terminologiya nazariyasi ko'plab olimlar tomonidan alohida fan sifatida tan olingan. Xuddi shu davrda o'zbek tilshunosligida ham o'tgan asrning 20-yillarida bir qator ijtimoiy-siyosiy, harbiy, yuridik sohalarga oid terminologik lug'atlar tuzish bo'yicha gazetalarda maqolalar e'lon qilina boshlagan edi.²⁰ 30-yillarda esa Ulug' Tursun tomonidan o'zbek tili terminologiyasini o'rganishga bag'ishlangan ilk risola e'lon qilindi²¹. Hozirgi globallashuv sharoitida terminologiyaning muhim rolini inkor etib bo'lmaydi, chunki jamiyatning rivojlanish darajasi aynan milliy terminologiyaning holati bilan belgilanadi. U ma'lum bir jamiyat fanining holatini aks ettiradi va siyosat, iqtisodiyot va madaniyatning muhim tarkibiy qismi hisoblanadi. Terminologiyaning asosiy birligi bo'lgan atama turli xil faoliyat sohaslarida atamalardan foydalanish kasbiy muloqot samaradorligining darajasini ko'rsatadi va birgalikdagi ishlarning sifatli natijasini belgilaydi. Bu atama ixtisoslashtirilgan va kasbiy aloqada, shuningdek, ilmiy, ishlab chiqarish, texnik va boshqa bilimlar almashinuvida "maxsus ilmiy ma'lumotlarning eng muhim va eng ko'p ma'lumot talab qiladigan tashuvchisi"

¹⁹ Володина М.Н., Когнитивно – информационная природа термина. – М.,2000.С.105

²⁰ Ismailov G'. O'zbek tili terminologik tizimlarida semantik usulda termin hosil bo'lishi. Fil.fan nom..diss... Toshkent.2011.S.24

²¹ Tursun U. O'zbek terminologiyasi. Toshkent.1933.

dir. Bu maxsus axborot tashuvchisi sifatida "axborot funksiyasining tabiati" bilan izohlanadi.²² Terminning konseptual mazmuni uning tizimdagi o'ri bilan belgilanadi. Bu atama ma'lum bir terminologik tizimning bir qismi bo'lib, ma'lum bir fan, texnika, ishlab chiqarish sohasini bildiradi. Xuddi shu sohadagi atamalar orasida o'ziga xos ta'rifi (aniq ilmiy ta'rifi) bor. Xuddi shu so'z har xil bilim sohasidagi atama bo'lishi mumkin. Bu polisemiya emas, balki homonimiya (masalan, botanika, iqtisodiyot va matematikada "taksonomiya" atamasi), chunki ularning terminologik sohasidagi atamalar odatda "kundalik" so'zlardan farqli o'laroq aniq. Bu atamalar ma'lum ilmiy tushuncha bilan ham bog'liq: ular ilmiy natijalarni aks ettiradi, tadqiqotlar va ularni nazariy tushunishda asosiy vosita bo'lib xizmat qiladi. Bu jihatdan ular umumiy so'z boyligiga kirish yoki kirmasligi ham munozaralai masala. Terminlar to'plami lotin va grammatik darajadagi umumiy tilning muhim qismidir.²³ Ular tushunchalar va leksik-semantik munosabatlar asosida shakllanadi. Umumiy nazariy va amaliy tilshunoslik atamani ishlab chiqish va o'rganish uchun muhit hisoblanadi, chunki bu atama milliy til birliklaridan ajralmasdir. Terminning ichki xossalarini tahlil qilish uchun u haqiqiy bilim birliklariga xizmat qiladigan birliklar, terminologik tizimlar doirasida o'rganiladi. Zamonaviy tilshunoslikda atamaning bunday xususiyatlariga ko'ra tushuncha yoki tushunchaning ataylab yurgan ongiga mos kelishi, atamaning maxsus bilim sohasiga mansubligi, aniqligi, ma'nosining to'g'riligi, kontekstual mustaqillik (tematik matn ichida), izchillik, nominativlik, ifoda etishmasligi va nutqda stilistik betaraflilik, maqsadga muvofiqlik va doimiylik kabilarni o'z ichiga oladi. Turli mualliflarning asarlarida lingvistik universallardan biri sifatida atamaning ko'plab ta'riflari bor, garchi u zamonaviy tadqiqotlarda maxsus bilim yoki faoliyat sohasi konsepsiyasini bildiruvchi so'z yoki ibora sifatida paydo bo'lsa ham²⁴. Bu atama "so'z yoki og'zaki kompleksdir... ular boshqa so'zlar va og'zaki komplekslar va shakllar bilan tizimli munosabatlarga kiradi, ular bilan birgalikda har birida. Bu jarayon alohida holat va ma'lum bir vaqtda yopiq tizim bo'lib, ular yuqori axborot mazmuni, aniqligi, aniqligi va ifodali betarafligi bilan ajralib turadi"²⁵. DS Lotte bu fan va texnika sohasidagi tushunchalar tizimida tovush belgisi va u bilan bog'liq tushunchaning birligi vazifasini bajaradigan so'zni (so'z birikmasi) ataydi.²⁶ S.V.Grinev bu atamani "maxsus tushunchalarning aniq nomi uchun ishlatiladigan maxsus tilning nominativ maxsus leksik birligi (so'z yoki ibora)" deb ta'riflaydi.²⁷ A.S.Gerdning so'zlariga ko'ra, bu atama "mazmunan mos keladigan konseptual tizimning ma'lum

²² Григоров В. Б. Как работать с научной статьей. М.: Высшая школа, 1991. С.89

²³ Головин Б. Н. Лингвистические основы учения о терминах. М.: Высшая школа, 1987. С.90

²⁴ Васильева В. Н. Термин. // Большой энциклопедический словарь. М.: Большая Российская энциклопедия, 1998. С. 508–509.

²⁵ Квитко И. С. Термин в научном документе. Львов: Изд-во при Львовском ун-те, 1976. С.102

²⁶ Лотте Д. С. Образование и правописание трехэлементных научно- технических терминов. М.: Наука, 1968.108

²⁷ Герд А. С. Формирование терминологической структуры русского биологического текста. Л.: Изд-во ЛГУ, 1981.С.80

birligini amalga oshirishdir”²⁸. Shunday qilib, turli mualliflar atamaning ta’rifida bir yoki ikkita eng muhim yoki asosiy xususiyatlarni ajratib ko’rsatishadi.

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IMPROVING THE QUALITY OF TEACHING COMPUTER SCIENCE DISCIPLINES TO FOREIGN STUDENTS

Abstract: The article reveals the importance of using distance learning technologies at the present stage of ICT development in the process of training foreign students - future teachers of computer science. The place and role of distance learning technologies in the system of higher education are determined. The concept of distance learning technologies, distance learning support systems is considered and the concept of "electronic training course" is specified, the basic principles of methods of using distance learning technologies and its components are defined. Different types of distance learning technologies are considered. The result of the study is the development of e-learning courses in computer science disciplines, adapted for foreign students, and guidelines for the use of distance learning technologies in the training of future teachers of computer science.

Key words: information and communication technologies; Distance Learning; distance learning technologies; distance learning support system; electronic training course.

Successful integration of the higher education system into the international education system is primarily associated with guarantees of high level and quality of theoretical and practical vocational training, providing intellectual, scientific, innovative and cultural potential of foreign graduates. The application of the latest ICT in the educational process of higher education requires changes in the teaching methods of almost all disciplines, the study of which is provided by the relevant training programs for foreign students. This is especially true for the training of foreign students - future teachers of computer science, as their training requires the systematic use of ICT. This leads to higher requirements for ICT competencies of students and teachers. These features require the widespread use of innovative approaches to the organization of the educational process of future teachers of computer science.

The use of modern technologies of distance learning (TDL) as a means of improving the quality of education of computer science disciplines of foreign students, creates real opportunities to improve the quality of their training, competitiveness in domestic and international labor markets.

The purpose of this work is to study the main approaches to the use of distance learning technologies in universities as a means of improving the quality of education of foreign students using the distance learning support system.

According to the "Regulations on distance learning", distance learning is an individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through the indirect interaction of distant participants in the learning environment in a specialized environment. operates on the basis of modern psychological and pedagogical and ICT.

Distance learning technology is a set of educational technologies that includes psychological-pedagogical and information-communication, which provide an opportunity to implement the process of distance learning in educational institutions and research institutions. Psychological and pedagogical technologies of distance learning are a system of tools, techniques, steps, the consistent implementation of which ensures the implementation of the tasks of learning, education and development. These technologies are based on competency-based and personality-oriented approaches in education and use modern teaching methods, in particular: the project method, collaborative learning, situational learning, problem-based learning, productive learning, the method of "brainstorming".

ICT distance learning is a technology of creating, accumulating, storing and accessing web resources (electronic resources) of academic disciplines (programs), as well as providing organization and support of the educational process with the help of specialized software and means of information and communication, in including the Internet.

Distance learning support system (DLSS) - a multifunctional, modular, multimedia, hardware and software complex to support student learning, created using network and web-technologies to support distance learning. DLSS systems typically include learning management systems (LMS) or virtual learning environments (VLE), learning content management systems (LCMS).

One of the ways to form and develop competencies is learning, organized on active learning activities and practice-oriented activities of students, which integrates fundamental knowledge and practical skills. The implementation of such an approach in teaching requires a multimedia presentation of the studied objects, processes, phenomena, adequate modeling of the subject area. Nevertheless, TDL is now the most powerful means of influencing, motivating and educating students, meeting their cultural needs and shaping moral values.

E-learning course (E-course) is an e-learning resource that is a set of teaching materials in electronic form and educational services for the organization of individual and group learning using distance learning technologies. The peculiarity of the use of ELC in comparison with other electronic teaching aids and electronic educational resources (EER) is that the ELC is designed for independent and systematic mastering by students of

educational material under the guidance of a teacher during the study of disciplines. In the process of teaching students ELC is constantly changing and improving both the authors and teachers of the course.

We have developed e-learning courses in informative disciplines, adapted for study by foreign students. E-learning courses use several distance learning technologies. In this case, we must be guided by the following principle: if the didactic task can be implemented through the use of simpler technologies, then preference should be given to them.

Let's focus on the features of the application of psychological and pedagogical technologies of DL in DLSS, which are used in the educational process of training foreign students - future teachers of computer science in teaching the course "Computer Architecture and Computer Systems Configuration".

Psychological and pedagogical technologies of distance learning is a system of tools, techniques, steps, the consistent implementation of which ensures the implementation of tasks of education, upbringing and personal development and guaranteed results, taking into account the characteristics of participants in the distance learning process.

The combination of traditional and distance learning makes it possible to take advantage of both forms of learning. The main advantages of using SPDN tools in the study of computer science disciplines by foreign students are: improving the quality of education; motivation of students to study; providing effective learning management tools; increasing the number of people who will have access to quality education; establishes a new role of the teacher as a tutor; diversification of the learning process.

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THE SOCIAL ASPECT OF THE PROFESSIONAL TRAINING IN THE CONTEXT OF THE IMPLEMENTATION OF EDUCATIONAL STANDARDS

Abstract: The educational standards of higher education establish requirements for the results of mastering the main educational program of a bachelor's degree, which are related cooperation skills and the ability to work in a team (team) in various social and professional situations. The analysis of the Educational Standard of Higher Professional Education in the approved areas of training bachelors made it possible to single out competencies that reflect the social aspect of the professional training of the future bachelor, one of which is the competence aimed at preparing the future bachelor for social interaction, formed in the sole moral responsibility of the future bachelor as a social and professional quality.

Key words: professional training, social competence, social interaction in the professional sphere, moral responsibility.

Modernization and innovative development of higher education have a significant impact on the content of the professional training of a future bachelor. In the scientific literature, professional training is understood as a pedagogical process aimed at creating conditions, methods, techniques and means of their implementation, contributing to the development of students of general cultural, general professional and professional competencies. The federal state educational standard of higher education establishes requirements for the results of mastering the basic educational program of a bachelor's degree, which are associated with the skills of cooperation in various social and professional situations, the ability to resolve controversial and conflict issues, relying on socio-cultural and moral norms and values, the ability to make moral choices when solving professional problems and the ability to find a way out of non-standard situations, the willingness to make organizational and managerial decisions and take responsibility for their results and consequences, and others. In fact, the educational standards of higher education emphasize the need to form the social competence of the future bachelor.

Social competence predetermines the quality of professional formation and development of a future bachelor: the possibility of employment, joining a work team, the ability to work in a team, readiness for co-creative activity, and

more1. In this regard, in the process of professional training at the university, it is necessary to orient the future bachelor towards the development of social competences in all their diversity.

In the psychological and pedagogical literature, social competence is understood as "a complex personal education that ensures the development and self-development of a person, determines social initiative, responsibility to others for their actions and the ability to build their behavior in accordance with social norms and values." The social competence of a future bachelor presupposes the development of a number of competencies by him, which contextually reflect the ability to realize the social significance of his future profession, the ability to carry out professional activities based on the moral qualities of the individual, the ability to make decisions and be responsible for their results and consequences to society, the ability to organize joint work in a team, to carry out harmonious interaction with colleagues, guided by generally accepted socio-professional and cultural norms and values, and more.

Having outlined the general guidelines in understanding the social competence of the future bachelor, in this article we will dwell in more detail on the analysis of competencies that determine the willingness of the future bachelor to perform social actions and interact with other representatives of the professional community on the basis of moral responsibility as a social and professional quality, expressed in the responsibility "for" and responsibility "to". First of all, let us turn to the definition of the concepts of "social interaction in the professional sphere" and "moral responsibility of the future bachelor."

Social interaction in the professional sphere is direct or mediated interconnected and interdependent actions that are determined by the needs of the organization's employees in enriching knowledge and experience, exchanging information and values, carrying out joint activities and reflection on its transformation, and are aimed at the joint solution by its participants of professionally oriented tasks.... At the same time, interpersonal and group communications are carried out as cultural processes. Preparation for social interaction in the professional sphere as a pedagogical process is aimed at mastering by the future bachelor a set of knowledge, skills, values, experience of joint professionally oriented activities, at activating interrelated, interdependent actions reflecting the essence of social interaction in the professional sphere...

The moral responsibility of the future bachelor is understood by us as an integrative socio-professional quality of the future bachelor, manifested in his ability to make moral choices in solving professional problems, the ability to give a moral assessment of professional actions and deeds and the willingness to answer for their results, the consequences (responsibility for) before society and others people (responsibility to). The formation of the moral responsibility of the future bachelor as a pedagogical process is aimed at mastering the future bachelor's professional and moral knowledge, skills, norms and values of spiritual, interactive, creative and regulatory content, presented as a sequential-

step-by-step cycle, including phases of actualization, orientation and harmonization.

Having designated the definitions of the concepts of "social interaction in a professional environment" and "moral responsibility of a future bachelor", we proceed to the analysis of the Federal state educational standards of higher education in order to highlight social competencies.

Analysis of the Educational Standard of Higher Professional Education (according to the accepted areas of training) showed that competencies reflecting aspects of social interaction in the professional sphere, they are interconnected with competencies, the development of which presupposes the manifestation of moral responsibility by the future bachelor. This is due to the activity-based nature of the social interaction of the future bachelor and the manifestation in the process of this interaction as his moral responsibility to other subjects of professional activity, and responsibility for the results of joint activities. These competencies include: the ability to realize the social significance of their future profession; the ability to work collectively, jointly, in a team, for a common result; the ability to cooperate and collaborate on the basis of social and professional values and norms; the ability to organize and coordinate teamwork, control and evaluate the effectiveness of others, create a favorable socio-psychological climate in the team, make organizational and managerial decisions in non-standard situations, develop algorithms for their implementation and the willingness to take responsibility for their results; the ability to resolve labor disputes and conflicts in the team; the ability to respond constructively to criticism addressed to oneself, to critically assess one's own strengths and weaknesses, to outline ways and choose means of developing strengths and eliminating weaknesses; the ability to learn from one's own experience and the experience of others; the ability to carry out business communication and maintain communication to solve the problems of interpersonal and intercultural interaction; readiness to take moral obligations and others. Pay attention to the fact that in the listed in the competences, the moral side of social interaction is clearly traced, the value character of the moral responsibility of the future bachelor in the process of professional activity and interaction is noted. The above competencies in unity and interconnection indicate the need to create in the process of professional training of future bachelors such organizational and pedagogical conditions that will facilitate their mastering the social foundations of professional activity.

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PSYCHOLOGICAL-MEDICAL ASSISTANCE TO THE MOTHER IN THE PROCESS OF CHILDBIRTH

Annotation: In this article highlights of psychological-medical assistance to the mother in the process of childbirth and foreign experience, it is important issue in Uzbekistan.

Key words: childbirth, foreign experience, psychological-medical assistance.

One of the most important areas of activity of health authorities and institutions is the protection of the health of women and children, including obstetric and neonatal care, reduction of maternal and perinatal losses, prevention of disability from childhood. As a result of improving the system of reproductive health protection of the population, expanding the network and improving the work of reproductive health centers for women, girls and adolescents, equipping them with audio-visual and educational materials; the development of a system of continuous training, professional development of specialists and the level of knowledge of the population in the field of reproductive health; the identification of extragenital diseases in women and the expansion of their coverage with contraceptives, as well as the improvement of maternity care facilities have led to the fact that in the Republic of Uzbekistan there is a tendency to reduce maternal and infant mortality, the birth rate has been taken under control, which tends to decrease.

The effectiveness of the reforms carried out in our country has also been evaluated by world health experts. Thus, in the world ranking of 161 states compiled this year by the International Organization "Save the Children", Uzbekistan took 9th place among the countries where the health of the younger generation is best taken care of. Director-General Margaret Chen in her speech noted that Uzbekistan pays great attention to the health sector, and the protection of maternal and child health is identified as a priority, which is the most correct strategy not only from the point of view of today, but also of the future. Zsuzsanna Yakab, Director of the WHO Regional Office for Europe, also noted that a lot of work has been done in this direction in Uzbekistan on the initiative of First President Islam Karimov, and the results achieved serve as an example for other countries of the world.

Today, many countries in the European region are developing their reform strategies in this area, taking into account the national model of maternal and child health protection created in Uzbekistan. But it should be noted that over the past decades, due to the introduction of new medical technologies, the practice of obstetrics has also undergone significant changes, including in assessing the importance of the human factor. As a result, a new approach has been developed, known as partnership in childbirth (individual support in childbirth), one of the tasks of which is to reduce emotional stress and fear in childbirth. Many complications of childbirth, such as labor anomalies and associated fetal hypoxia, are caused by emotional or psychological factors.

A general comparison of the prospects of medical workers (doctors and midwives) and women in labor allows us to say that those others generally agree with the distribution of power and authority among all participants in childbirth. Women in labor agree that the final decision on which method of delivery should be chosen belongs to specialists, however, they would like medical professionals to provide them with more information about the specifics of the course of their labor, what measures have already been taken with regard to them, what possibilities of childbirth they have, and what certain methods can lead to in their case. In other words, women are in favor of a greater degree of partnership in childbirth between them and medical professionals.

Partnership is understood by them as open communication, informing about their condition during childbirth, "attentiveness" to their needs, "care" on the part of medical personnel. If you try to outline the ideal course of labor, from the point of view of all perspectives, it will look like this. There are: a woman in labor, a midwife, a gynecologist, a neonatologist, a nurse and close people of the woman in labor (husband / father of the child, relatives, friends).

The gynecologist makes the main decisions about what methods of delivery should be undertaken, while consulting with the midwife, as well as informing and taking into account the wishes of the woman in labor. The main role in the introduction of childbirth belongs to the midwife. Doctors intervene if necessary, help resolve unforeseen, emergency situations.

Doctors and midwife constantly inform the woman in labor about the nature of the course of labor and the measures that have been taken against her, explain to her the advantages and disadvantages of the measures that are supposed to be taken. They also do not only medical work, but also "emotional", psychological, encouraging and supporting the woman in labor. An important role in the implementation of moral, emotional, psychological support of a woman in labor is performed by those present at the birth of loved ones.

The woman in labor herself has the right to choose who will be the partner, as well as the period of labor in which they must be present. Out of all respondents surveyed, there was no group in which the majority of votes voted against partner childbirth. But at the same time, it was noted that the key to successful partner births is a decision made jointly. Joint childbirth is possible

and in some cases desirable. But a strictly individual approach is needed, preliminary psychological counseling of spouses, passing special courses in preparation for childbirth, prognosis of possible negative consequences and, if necessary, prenatal psychocorrection. For some married couples, joint childbirth may be contraindicated. In cases where a woman wants her mother to be present at birth, she may also need the help of a psychologist.

Probably, the woman is not yet ready for the presence of her husband at birth, it may be not only the mother of the woman in labor, but also the mother-in-law or sister or another close person for the woman in labor. However, according to the results of the questionnaire on the question of the best partner of a woman in labor in childbirth, the husband was marked by a majority of votes by all groups. Conclusions. Summing up the results of the survey conducted among all participants of childbirth, as well as potential partners, it was shown that parents should have complete information about the psychological specifics of the birth process, represent the impact of this process on the personal sphere, be educated and prepared before deciding on joint participation in childbirth.

Most experts agree that a woman should not be left alone during childbirth and that the best partner for her, as a rule, is her husband. It is also pointless to discuss the expediency of partner births without taking into account whether or not preparations for them were carried out, what goals were set for partners, what ways to achieve them were outlined. It is the meaning, content, partnerships in childbirth, preparedness for them that lead to their positive or negative consequences. If a completely unprepared or incorrectly prepared man is a witness to the process of childbirth, his presence may even be harmful.

At the same time, the long-term experience of gynecologists and midwives of Uzbekistan suggests that competently prepared and properly conducted partner births provide a favorable emotional background, reduce the number of complications. The decision on the husband's participation in childbirth should be discussed and accepted by both spouses, should not be spontaneous, thoughtless. When deciding on the presence at birth, it is necessary to take into account the motives that the spouses are guided by, insisting on this.

In many ways, the ideas of doctors and midwives about who should be present at the birth coincide, and both of them spoke more in favor of the presence at the birth, not only a gynecologist, a neonatologist, a midwife, a nurse, but also a close person of the woman in labor. Both of them quite similarly argue that the presence of one midwife together with a gynecologist is not enough.

Currently, one can observe a sharply contrasting picture of the consequences of partner births: the family situation of couples who participated in them varies from a sharp deterioration in relations to the opposite effect of the harmonization of relationships. There are publications of husbands leaving their families from the presence of their wives at childbirth. Something important for

the relationship is torn by dislike from what he saw. The consequence of the presence at birth, according to some men, is a further violation of marital, intimate relationships, depression, contradictory attitude to the child.

So much for the flip side of the coin. Love disappears, is replaced by sticky dislike, sexual attraction disappears, and this is very important for a man, and he will look for another object of lust. The main concern of a woman is to save her family. A wise woman should not forget about this. It's another thing to invite a woman to your birth. It is more reasonable to have a mother with whom a trusting relationship or a similar experienced woman who went through childbirth at the time. Partner childbirth is an avant-garde phenomenon. And in any avant-garde phenomenon, opposition is inevitable - the opposite of views. The younger generation with a flag in their hands welcomes any novelty, and the older generation looks back at the past, clings to it, supports conservatism and defends it with all its might. Progress in any field is achieved by the struggle of beliefs. The reasonable wins. There is a social survey of all segments of the population.

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IMPROVING SPEAKING COMPETENCE OF STUDENTS IN PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS IN TEACHING FL

Abstract: The world demand for speaking is growing day by day both for work and for education. Nevertheless, in many countries, it is a stumbling block to learn and use English. One of the fundamental goals of this article is to develop fluency in English. This article might be a good guide for university and institute students who suffer difficulty while speaking in English. It included how to escalate speech quickly and effectively and how to avoid obstacles and pauses during communication. It can be used not only independently but also as a new teaching system in higher education institutions. There are the experiences of many scientists with students over the years.

Key words: Higher institutions, private universities traditional rules, teaching improvement, memorizing.

Introduction

Especially, when we focus on language-specific Higher Education institutions, the results are not always the same as we expected. For this reason, in Uzbekistan, English language teaching and learning has followed the traditional grammar translation method in all levels of education for a long time in language universities' group, the concentration was on grammatical rules, memorization of vocabulary, translation of texts and doing written exercises. Classes were taught in the native language 'Uzbek' with little active use of English language. Since the English courses did not seem to improve the skill levels of the students, as expected, reform started to take place in education from independence. The globalization of English and a growing demand for competent English language users in the job markets has placed a greater emphasis on English language teaching in Uzbekistan. To raise people's overall level of competency in English language, the Uzbekistan government made changes in its education policy. The English Language Teaching Improvement Project introduced communicative textbooks up to the higher secondary level. The project aims to facilitate the teaching and learning of communication in English with a methodology that will encourage students to acquire communicative competence in English through regular practice of these skills in the classroom. The enactment of the Private Universities such as Westminster,

Webster, British management, marked another major breakthrough in the higher education system in Uzbekistan.

Literature review

Some studies outline strategies that can be used by teachers in EFL contexts to help adult learners develop their speaking skills. Shuman suggests that adult learners should develop short, interactional exchanges in which they are required to make short utterances. It will make them able to become more engaged in small talk in the target language. Jones (cited in McCarthy and O’Keeffe, 2004) proposes the technique of the ‘split story’ which involves telling students a story, but stopping at a crucial point and inviting students to provide their own imaginative ending. Pair work and group work also increase the amount of speaking involved in the activity (Brown 2001, Green 1989, Nation 1989). Nation (1989) points out that one of the most useful procedures is the movement from individual to pair to group to whole class activity” (p.26). Adult learners should be allowed to collaborate during the learning experience; it enhances the learning situation (Green 1989). According to Hinkle (2006), contextualized uses of specific grammar structures and vocabulary help to connect the subject-matter and language learning activities. Debates and problem-solving tasks can promote increased grammatical and lexical complexity in the language of learners. They prepare learners for real life communication in an EFL environment. Researchers also place importance on learning environment which affects how much initiative students will take to speak in a foreign language. Green (1989) pointed out that non-English speaking adults are already timid about using the English language. The teacher must help to build the self-confidence of the students by being encouraging. Learning environments can have a facilitating effect on oral production (Payne and Whitney, 2002).

Methods

This research aims to improve the effectiveness of speaking English and attract more learners, grow up their interest and reduce difficulties in language learning, and teach them easily through fun methodologies. This study was tested from April to August 2021 among students preparing for IELTS in a private educational center (Royal school) in Samarkand region. For this, 3 groups of pre-intermediate level, each with 10 students, were selected and English speaking skills were taught for 4 months using 3 different methodologies. It was my own experience with students. 3 professional teachers and I were together whose ages between 22, 25 worked in this process. Method commenced with the usual grammar teaching, at the same time memorizing the finished texts. New words were memorized on average. However, that was not revised and used frequently. The grammatical rules taught strictly and required regularly. 2 months later, some students desired the method be exchanged namely various drawbacks were identified by the participants regarding students’ skills in spoken English. Students’ knowledge in spoken English. Three out of five

participants said creativity is not encouraged. The participants considered that it is the education system of old methods which has made the students unable to think for themselves and to deal with an unfamiliar situation. Thus, most of the participants blame this educational system for making the students timid about using the English language. Method 2 In contrast to method 1, the freedoms of students were guaranteed. what was required of them was to always express their thoughts in English. During the 2-hour lesson, the conversation was enhanced by asking various unexpected questions. While grammar was taught on average, word memorization was ranked 1st. the words memorized on the day were asked with examples and tariffs. imitated the subtitles of movies and songs on a free theme. and were asked to talk about movies. more than 3 days a week, learners were encouraged to send their voicemails through websites. more foreigners were interviewed. this process was conducted with international students through an internet zoom page. Methodology 3 covers both approaches, both traditional and modern. it aimed to increase listening and speaking simultaneously, in particular, grammar topics were explained in English and required from students in the common way. various practical lessons were followed by additional lessons. Weekly competitions and discussions among students were organized to describe the pictures and so on. Since the students did not have sufficient proficiency in English, teachers found it hard to do any oral communicative activity with them. Teachers provided students with easy topics to help them getting started with speaking. As Namira, Saif and Shamim mentioned, they start working with the students giving them very simple topics like 'Introduce yourself to other students' or 'world cup football' or 'world cup cricket', subjects with which they are familiar. Sometimes students are asked to talk about a movie they have watched recently. Students often play games in groups, for example, the whole class is divided into groups and students are given stories with no ending and are asked to provide the ending. Sometimes they are given some material—a knife, a rope. They are asked how they will escape with the help of these things. These activities create interest among the students. Since students have a problem in initiating speaking, the teachers try to help them speak up in class. They do not teach grammar separately and emphasize fluency rather than accuracy. The teachers tend to enable the students to communicate effectively by placing importance on the socio-cultural features of communication and oral production. They teach effective communication strategies, conversational routines (for example, small talk), conversational formulae (for example, forms of address) and speech acts such as requests, compliments, clarification and questions. To try to help students overcome their shyness, teachers of these universities make it mandatory for all students to speak in English.

Results

After 4 months, each group of students was interviewed and asked quiz questions to check their level of response. their speech and intonation were

assessed separately. and finally asked for their views on the training system. the results showed that group 1 students were dissatisfied with the old methodology and encountered obstacles in speaking. cases of discomfort and excitement were observed in public or when talking to a stranger. Apparently, there are no requirements to improve the ability to speak, only 30% of them, ie 3 students were able to speak without difficulty, 40% were able to answer average questions, and the remaining 30% of students only the ability to answer general questions was achieved. Students in groups 2 and 3 showed almost the same result. their difference was that in Group 2 members, Americans and or British were seen imitating not only the accent of speech but also the intonation of line movements and even the culture of dress, which influenced their culture. almost 80% of them were able to speak fluently without restrictions, while the remaining 20% observed hesitation in specific question types and some pauses during long speech. on the other hand, 3 group members had a more formal approach to the topic and a global response. it appears that improving English speaking skills depends more on practice. it was observed that through this experience not only did they improve their speaking skills but also their worldviews.

Discussion

Although English has been studied as a compulsory subject at the primary level and the high institutions in Uzbekistan did not have the desired effect. On basic language competence. Data it revealed that universities use different strategies. 5. Development of English speaking skills for students. Makes students talking class by making it mandatory for them all. All students, they take mandatory English lessons and they have four skills tests. You have been working as an incentive for students to develop skills ever since. It proved that if something was tested, it was important, (Shahimi 1993, Noderson 1993). Students can also exercise language. Out of class through language clubs and self-access centers Provided by these universities. Students in higher education in Uzbekistan background information on the " activities of teachers in classrooms "presenting the curriculum that students sing and leaves a small area real investigation, interrogation or criticism of Kot (Thornton, 2006:190). This study shows that most teachers blame teachers. An education system to make students wear around the use of English. The Students talk about themselves to promote dialogue, they encourage. Dialogue and discussion through questions that help students reduce their ashamedness and reluctance to speak in English. It creates a homogeneous environment in friendly and quarterly relationships. With the students, we remembered the teacher's comments in Brown (2001). Who said One of the main obstacles to be overcome by learners you know, talking is worrying about risks. Mixing things that are wrong, stupid or incomprehensible. Our mission as a teacher is to provide warmth. A climate that encourages students to speak. They can stop or break their attempts.

Conclusion

Initiatives taken so far by these higher educational universities Success in helping students develop their speech skills. With The boom in English, they're the best chance of getting a good job. But only 25% of all students in the country can study in private universities. What about the rest who are studying in public universities? Although it is a very small scale study, this research has helped to raise very important issues related to the development of English speaking skills of adult language learners in Uzbekistan. This study shows that the key strategy adopted by these universities to escalate speaking skills is making it compulsory for the students to speak. The Ministry of Education of Uzbekistan should recruit trained teachers and take the initiative of testing speaking skills in both the Senior Secondary Certificate and the Higher Secondary Certificate examinations so that the learners are forced to practice speaking in English in their schools. Potentially, it could raise the overall English speaking competency level of students and make it more of a level playing field.

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PROBLEMS OF IMPROVING THE MECHANISMS OF ENVIRONMENTAL EDUCATION IN GENERAL SECONDARY SCHOOLS

Abstract: The content of the article is devoted to the formation of mechanisms of environmental education. In the article, the author focuses on aspects of environmental education in the teaching of natural sciences. It covers issues of knowing and protecting the nature of its territory, loving animals, and achieving harmony in relationship between human and nature. The author also spoke about the use of innovative technologies and materials of folk pedagogy in improving the mechanisms of environmental education.

Keywords: ecological education, ecological consciousness, ecological culture, the relationship between man and nature, ecological problems, natural environment, interactive methods, learning mechanism, environment, folk pedagogy, ecological competence.

Every educator and teacher in secondary education system must focus on the environmental education in their teaching activities. The reforms of the government of Uzbekistan are also focusing on environmental education and raising the ecological culture of the youth. The Resolution No. 434, adopted by the Cabinet of Ministers of the Republic of Uzbekistan on May 27, 2019 is also dedicated for the purposes of increasing the ecological literacy of the younger generation, the formation and development of ecological consciousness and ecological culture, the effective organization of ecological education and upbringing, and ecology and environmental protection and ecological education in our country. It is also a huge responsibility of all of us today, considering the growth of technological devices, to control the use of mobile devices by young people, to gain access to reliable sources, to improve the base for young people to use the Internet. Organizing lessons using innovative technologies is a call of the present times. It should be noted that the use of innovative technologies helps to develop students' outlooks, logical and creative thinking skills. Furthermore, they play an important role in spiritual, moral and social education of young people. A comprehensive approach to the development of social education, including environmental education, the formation of feelings of love and care for nature on the basis of spiritual and moral education, regardless of

the topic, not only encourages the teacher to be creative, but also urges them to develop creative approaches to the lessons.

Continuing education is a deep, comprehensive education, a perfect combination of different forms, methods, tools, techniques and directions of training. The interrelationship between the various components of the quality of continuing education ensures that certain methods and techniques are rationally applied to the learning process.²⁹

Innovative pedagogical technologies in the education system can be an answer to the question, "How the effective results can be achieved?". That is, in the current information-age and the development of cybernetic technologies, it is important to involve the student in the lesson, to make the lesson meaningful and interesting, to make the student interested in sciences and humanities. This requires the teacher to constantly work on themselves, be aware of innovations and improve the teaching process using modern technologies.

Improving the mechanisms of environmental education is a requirement of present times. In today's world, where environmental issues are global, one of the most important tasks facing every educator is to link lessons to the coverage of environmental issues, to cover the environmental issues within the framework of lessons, to develop students' environmental awareness, and to turn the conservation of environment into habits of students.

Each subject covers only a part of the environmental knowledge systems. It is up to the teaching skills of an educator to provide interesting information for students by bringing the issues environmental education to the current lessons. The acquisition of environmental knowledge is directly related to the teaching of natural sciences. Because lessons in natural sciences teaches students

- to know the nature around them;
- to analyze the interrelationship between humans and nature;
- the fact that nature is the environment in which people live and work;
- the fact natural resources are an important source of human life;
- The impact of nature on human wellbeing and the social environment;
- Diversity of organisms in the natural environment;
- Knowledge on the conservation of animate and inanimate nature;
- the responsibilities and rules that we must follow in our attitudes towards nature.

Improving the mechanisms of environmental education can serve as a basis of development of other types of social education. By preserving living and inanimate nature, it is possible to develop spiritual and moral education by teaching students to use natural resources sparingly, not only to save resources, but also to teach them not to waste them, not to harm animals, birds and trees. Nature is closely connected with our life, our activities. It is also necessary to

²⁹ Ишмухамедов Р., Юлдашев М. Таълим ва тарбияда инновацион педагогик технологиялар. Т.: 2013 3-6.

develop the feeling of joy in students from natural beauties, flowers and trees, aesthetic pleasure in seeing their beauty.

Development of environmental education skills also requires the use of examples of folklore. Folklorist O. Safarov has studied Uzbek children's folk poetry and provides interesting information about the children's calendar, seasons and ceremonial songs related to the seasons. Well-known pedagogue Y. Illarionova in her book "Teach Children to Find Puzzles", emphasizes the types of puzzles, their use, the art of puzzles, and the importance of puzzles in educating children.³⁰ The use of examples of folklore in improving the quality of education gives good results. The use of proverbs, riddles, quick sayings, and examples of folk wisdom teaches students to focus on the growth of thinking, ingenuity, and the qualitative characteristics of objects or natural phenomena. Riddles and proverbs about the elements of nature teach the reader first to awaken the imagination, to preserve the living and inanimate nature, and to have careful attitude towards them.

Usage of modern media programs to increase students' environmental knowledge. Through various animations, online tests, slide preparation, and software tools, in short, by creating programs that students can work with that are not complicated, it enables not only to engage students in science, but also to increase their environmental knowledge. When a student creates an object or slide through computer graphics or creates online tests or completes an assignment, he or she is directly involved in the process and approaches his or her work responsibly. At a time when there are many different resources classes such as the use of computer graphics programs, additional assignments, online data collection and analysis provide a basis for the proper organization of children's leisure time and work with educational portals on the Internet.

The education system has always attached great importance to the development of environmental education through the organization of extracurricular activities and the development of practical work skills. First of all, extracurricular activities, exhibitions, experiments, competitions, clubs, develop students' practical work skills, as well as learn to respect the work of others. Organizing various exhibitions, competitions of paintings dedicated to nature conservation, trees or birds, encourages students to think creatively, to awaken colorful ideas in achieving harmony in relationships between humans and their natural environment.

Developing skills such as problem-solving, analysis, evaluation, and creativity in high school students through the application of problem-based learning technology based on the nature of the topics in enhancing environmental knowledge. The instances for such activities may include: Assessing the impact of nature on human economic activity. Stating an option in solving environmental problems. Questions such as the consideration of

³⁰ Комилова Г.А. Мактабгача ёшдаги болаларга экологик тарбия беришда халқ топишмоқларидан фойдаланишнинг педагогик имкониятлари дисс. Бухоро.: 2005

environmental factors in the placement of production can be raised. In improving environmental education in general education curricula, disciplines can be divided into disciplines that directly and indirectly analyze environmental problems. Table 1 below shows the direct and indirect relationship of the sciences to environmental issues. In this table, we have analyzed how the sciences are related to environmental problems. While environmental problems and topic content are often directly related in the natural sciences, lessons in the social sciences or the humanities are indirectly related to environmental topics. In Geography, Biology, any topic can be linked to environmental issues. The analysis of interesting questions with different questions and the use of interactive methods further enhances the attractiveness of the lesson. In humanities and social sciences, such as history lessons, we can also focus on environmental issues in the explanation of the topic or in the interesting questions and answers section by mastering the same topic and analyzing the sources of that period. We can see that environmental topics have been used several times in textbooks of the Uzbek language and literature, as well as in Russian. Mainly stories, natural phenomena through works of art, poems, texts urge students not to be indifferent to plants and animals that are illustrated in textbooks. But in many cases the ecological content is left out by following the rules of text structure and grammar. Emphasis on environmental elements in the analysis of works of art, the study of texts can increase the content and level of the lesson several times.

Table 1.

Subject-title	Name of the topic	Competence	Interrelation	Additional assignments
Geography	Use of natural resources	Competence of the Competence of saving and wise use of natural resources Social activism competence	Problems related to the rational use of resources, environmental pollution	Mapping, identification of mineral deposits, consideration of environmental factors in the location of deposits and production facilities
Biology	Living environment of organisms	Competence to observe events and processes in living nature Proper behavior in nature, fostering environmental-friendly culture	It teaches that the natural environment is a living environment for all organisms and that care must be taken to preserve it	Drawing pictures, write essays, explaining the integrity of the natural environment, creating slides
History	Amir Timur's Empire	Competence to collect,	Analyzing the attitude to nature	Collection of additional

		generalize facts, draw conclusions General cultural competence	in that period by studying the history of the Timurid period.	information, preparation of slides, work with Internet database, analysis of texts on ecological education from the book “Timur tuzuklari” (Timurs rules)
Computer Science	Programming and programming languages	Competence to collect information, create graphic elements Competence to comply with legal and ethical standards	Implementation of attitudes to animate and inanimate nature through simple and straightforward programs, development of algorithms for nature protection	Creating nature conservation slides, collecting additional materials, improving resource management

To conclude, it should be noted that the issues of environmental education remain relevant over time. Creation of the basis for engaging students in the lesson and a creative approach to the lesson requires connection of subjects to environmental problems in secondary school curricula, the use of innovative pedagogical technologies.

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PROFESSIONAL EDUCATION

Annotation: in this article, we will talk about the current state of professional education and its achievements, shortcomings and future innovations.

Key words: international standard classifier of education, professional education, specialties, professional competence, professional standard, training program.

First of all, it should be noted that over the past years, professional education programs in our country have not been in harmony with the international standard classifier (MSCO) levels of Education adopted by UNESCO, the National Qualification System of Uzbekistan has not been fully implemented, and therefore, it was hindering the development of a decent position in the labor market. In order to eliminate such problems, a continuous system of primary, secondary and secondary special professional education was laid.

As a result of the reforms, 27 vocational schools, 17 colleges in the system of secondary professional education, 19 technical schools in the system of secondary special professional education were established in our region.

In vocational schools, in groups formed on the basis of educational programs corresponding to the 3rd level of the international classifier from the account of graduates of the 9th grade, full-time education is carried out on the basis of integrated programs of two-year general education and specialty disciplines, and graduates are awarded a diploma that gives the right to continue their

In colleges, individuals who have graduated from educational programs corresponding to at least Level 3 of the international classifier on the basis of educational programs corresponding to Level 4 of the international classifier, who have at least a general secondary education on the basis of the printing "education for life", can receive education on the basis of a payment contract or a state grant

In technical schools, personnel are trained on the basis of integrated education programs corresponding to the 5th level of the international classifier and with the higher education system. Payment in the forms of daytime, evening and correspondence education for at least two years, depending on the complexity of the professions and specialties of the students' studies, is made on

the basis of a contract or a state grant on the state purchase order. Graduates who have successfully completed secondary special education programs will have the right to continue their education in higher education institutions through an individual conversation without entrance examinations in the field of Bachelor's degree.

In Professional educational institutions, as a rule, replenishment of groups is established within the framework of at least 12 and at most 30 pupils. If necessary, the number of students in the group can also be less than 12, due to the reimbursement of the cost of training in professions and specialties on the basis of the proposals of customers.

The regulation provides an explanation of a number of concepts related to professional education. In particular, new concepts such as professional education, professional competence, professional standard, differentiated education program, Dual system of teaching have been introduced into our activities. Among them it is necessary to dwell on some.

Professional competence is the ability to perform tasks related to professional activity on the basis of knowledge, skills and practical experience. And the Professional standard is the qualification requirements necessary for the employee to perform a certain type of professional activity, including a certain Labor function.

The Dual system of training also includes a process that is new to us. It is known to all of us that the theoretical part of education is in an educational institution, the practical part is the type of training that is organized in the workplace, and this system gives its positive result in European countries. In the Dual system of teaching, the profession creates the ground for the learner to acquire both theoretical and practical knowledge at the same time, to become a staff in accordance with the requirement of the employer.

The credit-module system of training in professional education processes is introduced gradually, having studied international experience in the training of personnel on the basis of differentiated types of Education das. Credit-module system is a system of organizing the process of mastering the educational program, which regularly evaluates the knowledge, skills and competences of learners by monitoring the learning outcomes and final control of the module, based on the structure of each educational module.

Taking into account the Real need for personnel in accordance with the requirements and TAC-fibers of employers, training of qualified specialists necessary for economic spheres and sectors, as well as meeting the requirements of society for professions and specialties, training of personnel with practical skills in the application of modern information and communication technologies in labor activity, development of cooperation with local and – it is the main goal of professional education. This will serve to reduce the level of unemployment in the country, ensure the continuity of workplaces, train experienced personnel in the labor market.

Professional educational institutions operate taking into account the demographic, socio-economic and geographical conditions of the regions, the demand of the labor market for specialists of the relevant field, the need for personnel of the relevant ministries and departments, as well as the training of personnel on the basis of integrated educational programs with the higher education system. Social guarantees, support and benefits to students and employees of Professional educational institutions are established on the basis of legislation, the Charter of a professional educational institution. It was also stipulated that day, correspondence and evening forms of education should be introduced in colleges and technical schools.

This important document sets out the rights of students to participate directly or indirectly in the discussion and solution of issues related to the activities of the educational institution (through the self-governing bodies of citizens and non-profit organizations), to complain about the orders of the administration of professional educational institutions in accordance with the established procedure, to apply for work in. Also, students can use the rights established in the program of secondary special professional education, the Charter of a professional educational institution, as well as other legislative acts.

The transfer of students' studies to other educational institutions is also specified in the regulations, and during the summer holidays, the corresponding course (semester) is determined to be carried out until the start of the training sessions. The issues of moving and restoring students' education are greatly simplified, in most cases these processes are carried out in the educational institution itself. Applications of students wishing to transfer and restore to other educational institutions will be considered by the regional department for the development and coordination of relevant professional education, the Ministry of professional education of the Republic of Karakalpakstan (Republic of Karakalpakstan, regions and Tashkent City) from one professional educational institution to another region.

When transferring or restoring the education of students studying on the basis of a state grant, they are given the opportunity to continue their education on the basis of a state grant.

Professional educational institutions have the right to carry out international cooperation in the fields of Education, Science and other activities on the basis of the laws of the Republic of Uzbekistan and international treaties of the Republic of Uzbekistan. International cooperation of educational institutions can also be carried out on the basis of agreements with foreign physical and legal entities. In addition to the establishment of joint departments (faculties) in cooperation with educational institutions of foreign countries in accordance with the established procedure, professional educational institutions have the right to carry out foreign economic activities in accordance with the legislation of the Republic of Uzbekistan.

In accordance with the established procedure, employees of professional educational institutions can participate in training and retraining courses for foreign countries within the framework of international cooperation. Professional educational institutions can organize vocational orientation activities among the citizens of these countries in accordance with the established procedure for the organization and development of provision of educational services to citizens of foreign countries.

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TAQSIMOTLARNING FURE INTEGRAL ALMASHTIRISHLARI VA ULARNING XOSSALARI

Anatatsiya: Umumlashlgan funksiya deganda ba'zi asosiy funksiyalar sinfida aniqlangan chiziqli uzluksiz funksional tushuniladi. Ko'rib chiqilayotgan vazifalarga qarab, funksiyaning o'ziga xos xususiyatlarini hisobga olgan holda, asosiy funksiyalarning turli xil sinflaridan foydalaniladi.

Kalit so'zlar: kompleks son, lokal integral, Fure almashtirish, component.

Husanboyeva M.B

FURE INTEGRAL SUBSTITUTIONS OF DISTRIBUTIONS AND THEIR PROPERTIES

Annotation: A generalized function is a linear continuous function defined in some class of basic functions. Depending on the tasks under consideration, different classes of basic functions are used, taking into account the specific features of the function.

Keywords: complex number, local integral, Fure substitution, component.

Umumlashgan funksiya (taqsimot) tushunchasi fanga birinchi bo'lib P.Dirak tomonidan 1930-yilda uning kvantomexanik tadqiqotlarida kiritilgan va bunda asosan Dirakning mashhur δ - funksiyasidan keng foydalanilgan. Taqsimotlar nazariyasining matematik asosi S.L.Sobolev tomonidan 1936-yilda qurilgan va giperbolik tipdagi tenglamalar uchun Koshi masalasini yechishda qo'llanilgan. Umumlashgan funksiya tushunchasi ko'plab olimlar tomonidan o'rganilgan. Umumlashgan funksiyalar nazariyasining jadal rivojlanishi birinchi navbatda matematik fizika talablaridan, asosan differensial tenglamalar nazariyasi va kvant fizikasi talablaridan kelib chiqdi.

Ta'rif: $f : D(\mathbb{R}) \rightarrow \mathbb{C}$ akslantirishga $D(\mathbb{R})$ da funksional deyiladi, bu yerda $\mathbb{C}$ - kompleks sonlar maydoni.

f funksionalning $\varphi \in D(\mathbb{R})$ funksiyadagi qiymati (φ, f) bilan belgilanadi.

Ta'rifga asosan (φ, f) – kompleks son.

Ta'rif. Agar ixtiyoriy $\varphi, \psi \in D(\mathbb{R})$ va $\alpha, \beta \in \mathbb{C}$ lar uchun

$$(f, \alpha\varphi + \beta\psi) = \alpha(f, \varphi) + \beta(f, \psi)$$

tenglik o'rinli bo'lsa, $f : D(\mathbb{R}) \rightarrow \mathbb{C}$ funksional chiziqli deyiladi.

Ta'rif. Agar $D(\mathbb{R})$ da nolga intiluvchi ixtiyoriy funksiyalar ketma-ketligi $\{\varphi_k(x)\} \in D(\mathbb{R})$ uchun $k \rightarrow \infty$ da $(f, \varphi_k) \rightarrow 0$ bo'lsa, $f : D(\mathbb{R}) \rightarrow \mathbb{C}$ funksional uzluksiz deyiladi.

Ta'rif. Chiziqli, uzluksiz $f: D(\mathbb{R}) \rightarrow \mathbb{C}$ funksionalga umumlashgan funksiya (taqsimot) deyiladi.

$$f(x), x \in \mathbb{R} \text{ funksiyaning Fure almashtirishi deb,}$$

$$f(\xi) = \int_{\mathbb{R}} e^{i\xi x} f(x) dx \quad (1)$$

tenglik yordamida aniqlangan ξ o'zgaruvchili funktsiyaga aytiladi. Fure almashtirishining ba'zi xossalarini keltiramiz:

$$1) F[x^m f(x)](\xi) = -i \frac{\partial}{\partial \xi} \int_{\mathbb{R}} x^{m-1} f(x) e^{i\xi x} dx = \dots = (-i)^m f^{(m)}(\xi);$$

$$2) F[f^{(m)}(x)](\xi) = - \int_{\mathbb{R}} f^{(m-1)}(x) \frac{\partial}{\partial x} e^{i\xi x} dx = \dots = (-i\xi)^m f(\xi);$$

$$3) F[f(x - x_0)](\xi) = \int_{\mathbb{R}} f(y) e^{i\xi(y+x_0)} dy = e^{i\xi x_0} f(\xi);$$

$$4) F[f(x) e^{i\xi_0 x}](\xi) = \int_{\mathbb{R}} f(x) e^{i(\xi+\xi_0)x} dx = f(\xi + \xi_0);$$

$D(\mathbb{R}^n)$ dan olingan $\varphi(x)$ funksiya $\mathbb{R}^n$ da lokal integrallanuvchi bo'lganligi sababli, bunday funksiyalar uchun Fure almashtirishi aniqlangan:

$$F[\varphi](\xi) = \int_{\mathbb{R}^n} \varphi(x) e^{i(\xi, x)} dx \quad (2)$$

bu yerda

$$(\xi, x) = \sum_{i=1}^n \xi_i x_i$$

$F[\varphi](\xi) - \varphi(x)$ funksiyaning Fure almashtirishi.

$\alpha = (\alpha_1, \alpha_2, \dots, \alpha_n)$ manfiy bo'lmagan, komponentlari butun α_j sonlardan iborat vektor bo'lsin. $D^\alpha f(x)$ orqali $f(x)$ funksiyaning $|\alpha| = \alpha_1 + \alpha_2 + \dots + \alpha_n$ tartibli hosilasini ifodalaymiz:

$$D^\alpha f(x) = \frac{\partial^{|\alpha|} f(x_1, x_2, \dots, x_n)}{\partial x_1^{\alpha_1} \partial x_2^{\alpha_2} \dots \partial x_n^{\alpha_n}}, D^0 f(x) = f(x)$$

$$D = (D_1, D_2, \dots, D_n), D_j = \frac{\partial}{\partial x_j}, j = 1, 2, \dots, n$$

$\varphi(x)$ asosiy funksiyalar uchun (2) integral aslida chekli soha bo'yicha integraldan iborat. Shuning uchun Fure almashtirishini ξ o'zgaruvchili bo'yicha integral ostida istalgancha differensiallash mumkin:

$$D^\alpha F[\varphi](\xi) = \int_{\mathbb{R}^n} (ix)^\alpha \varphi(x) e^{i(\xi, x)} dx = F[(ix)^\alpha \varphi](\xi)$$

$D(\mathbb{R}^n)$ dan olingan $\varphi(x)$ funksiyalarning Fure almashtirishi $\mathbb{R}^n$ da absolyut integrallanuvchi va uzluksiz differensiallanuvchi bo'lgani uchun, Fure

almashtirishlarning umumiy nazariyasidan unga teskari F^{-1} almashtirishning mavjudligi kelib chiqadi:

$$\varphi(x) = F^{-1}[F[\varphi]] = F[F^{-1}[\varphi]]$$

bunda

$$F^{-1}[\varphi](x) = \frac{1}{(2\pi)^n} \int_{\mathbb{R}^n} \varphi(\xi) e^{-i(\xi, x)} d\xi = \frac{1}{(2\pi)^n} F[\varphi](-x) = \frac{1}{(2\pi)^n} \int_{\mathbb{R}^n} \varphi(-\xi) e^{-i(\xi, x)} d\xi = \frac{1}{(2\pi)^n} F[\varphi(-\xi)]$$

Endi $f(x)$ funksiya $\mathbb{R}^n$ da absolyut integrallanuvchi bo'lsin. U holda uning Fure almashtirishi

$$F[f](\xi) = \int_{\mathbb{R}^n} f(x) e^{i(\xi, x)} dx, |F[f](\xi)| \leq \int_{\mathbb{R}^n} |f(x)| dx < \infty$$

$\mathbb{R}^n$ da uzluksiz va chegaralangan bo'lib, ixtiyoriy $\varphi \in D(\mathbb{R}^n)$ funksiyalar uchun umumlashgan funksiyani aniqlaydi:

$$(F[f], \varphi) = \int_{\mathbb{R}^n} F[f](\xi) \varphi(\xi) d\xi$$

Integrallash tartibini o'zgartirish haqidagi Fubini teoremasidan foydalanib, oxirgi integralni o'zgartiramiz:

$$\int_{\mathbb{R}^n} F[f](\xi) \varphi(\xi) d\xi = \int_{\mathbb{R}^n} \left[\int_{\mathbb{R}^n} f(x) e^{i(\xi, x)} dx \right] \varphi(\xi) d\xi = \int_{\mathbb{R}^n} f(x) \int_{\mathbb{R}^n} \varphi(\xi) e^{i(\xi, x)} d\xi dx = \int_{\mathbb{R}^n} f(x) F[\varphi](x) dx$$

Demak,

$$(F[f], \varphi) = (f, F[\varphi]), f \in D'(\mathbb{R}^n), \varphi \in D(\mathbb{R}^n)$$

Bu tenglikni umumlashgan funksiyalarning Fure almashtirishi sifatida qabul qilamiz.

Misollar.

$$F[\delta(x - x_0)] = e^{i(\xi, x_0)}$$

tenglikning o'rinli ekanligini ko'rsatamiz.

Haqiqatan ham, ixtiyoriy $\varphi \in D(\mathbb{R}^n)$ uchun

$$\begin{aligned} (F[\delta(x - x_0)], \varphi) &= (\delta(x - x_0), F[\varphi]) = \\ &= F[\varphi](x_0) = \int_{\mathbb{R}^n} \varphi(\xi) e^{i(\xi, x_0)} d\xi = (e^{i(\xi, x_0)}, \varphi) \end{aligned}$$

Agar bunda $x_0 = 0$ bo'lsa, $F[\delta] = 1$ bo'ladi. Bu yerdan

$$\delta(x) = F^{-1}[1] = \frac{F[1]}{(2\pi)^n}$$

Shuning uchun $F[1] = (2\pi)^n \delta(\xi)$ tenglik o'rinli bo'ladi.

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THE ROLE OF ENGLISH VOCABULARY IN THE FIELD OF INNOVATIVE TECHNOLOGIES AND COGNITION FOR THE STUDENTS IN MODERN EDUCATIONAL SYSTEM

Abstract: English is necessary for cooperation with foreign enterprises, proficiency in the language will significantly increase labor efficiency and reduce the time spent. Knowledge of English is necessary for communication and exchange of experience with colleagues from abroad, as well as for the opportunity to use innovative technologies.

Key words: abroad, experience, learning a foreign language, development, communication, teaching.

Knowledge of a foreign language is very important. So, according to students, factors such as communication and the ability to use innovative technologies are the key to successful work, which, in their opinion, opens the way to future career growth. Therefore, it is impossible to overestimate the informational, socially and spiritually formative opportunities that open up in English lessons in schools and universities. The correct selection of topics and the choice of a suitable methodology allows for scientific and pedagogical, socially educational and general developmental impact on the personality of schoolchildren and students. After analyzing the above, we have identified three main reasons for knowing the English language:

- ✓ English broadens the horizons of the future specialist. Performs a cognitive function.
- ✓ English helps to increase the communication skills of the future specialist.
- ✓ In the process of learning English, the upbringing and formation of the personality and professional qualities of the future specialist takes place.

And now let's take a closer look at each aspect. Let's turn to the first reason. Higher education gives a person not only narrow knowledge of his specification, but allows him to develop comprehensively. An integral part of this learning process is the study of the English language.

In training, the future specialist receives not only knowledge of grammar and vocabulary of the language, but also the history of his education, culture and

values of the people native speaker of the given language. A future specialist can get acquainted with the specifics of the educational process abroad and learn something new that is important for himself and for his career. We can say with confidence that in the field of innovative technologies and knowledge, proficiency in English can provide a student with a tremendous research resource. First of all, this is a special terminology, mastering which will allow students to read original technical literature, the alternative to which is often simply not there. You need to understand that English words are extremely polysemantic.

The simplest and most familiar vocabulary in technical English means something different. Sometimes this meaning can be guessed, knowing General English, and sometimes it is impossible to guess. For example, the well-known word table, meaning "table". Those who are more advanced in English will remember the meaning of "timetable". In the technical literature, the same can be called a roller conveyor, faceplate, plotter or groundwater level. The word build can mean a vertical seam in the masonry, and leader can mean a duct in an air heating system. I think there are enough examples to understand that technical students will have to face a completely different side of the English language.

It is assumed that a good modern specialist is a person who speaks English at a level that allows him to read special literature. It also implies self-study, self-education of students, knowledge of the English language helps to open another accessible way of self-study. This is the cognitive function of the English language as well as one of the main reasons for learning the language.

Now you can move on to the second aspect. If we turn to the dictionary, then Communication skills - the ability to communicate, to establish connections, contacts. ... Communication skills are one of the defining skills of successful social interaction, affecting both professional and personal relationships. Sociability is one of the most important personal qualities in professions that involve active communication with other people.

English is very important for communication in niche days since English is the third most common (as a mother tongue) in the world after Chinese, and Spanish - 322 million people speak it; second in total number of speakers; is the second language for 180 million people. English is one of the six official languages of the United Nations. In total, there are 6 thousand "living" languages in the world. The twenty-first century is called the century of globalization of the whole world and this is justified by the fact that there is a cooperation of companies from different countries in all areas of the economy. And the construction industry as well. For example, domestic builders and developers have long been cramped in Russia. Implementing large-scale Russian projects, some players in the real estate market have simultaneously been developing not only the CIS countries, but also far abroad countries for a number of years.

For the effective performance of a specialist in his professional activity, he must be developed as a person, he must have developed social qualities, the ability to resolve conflicts, independently and in a group to solve problems arising in the professional and social sphere. I also think that in the formed personality of a future specialist, it is necessary to understand his civic and professional duty to society, colleagues, and employer. It is the formation of such a specialist who has moral, social and professional values that takes place in the process of teaching the English language.

Since the rapprochement with another mentality with the way of life of another people, the social and political structure of another state forms in future specialists the skills and abilities of analyzing the comparison of forecasting also fosters openness to interpersonal communication. Involvement in the life situation, interests and problems of peers abroad facilitates the process of one's own target and moral orientation in modern society and makes a significant contribution to the formation of purposefulness, independence, self-confidence, and the need for self-improvement. The potential of the upbringing and educational activities of the foreign language discipline in the formation of the personality of a future specialist lies in the content of the discipline itself.

The purpose of teaching the English language is to develop the skills and abilities of reading and understanding literature in English in the specialty of a wide profile and its reproduction in oral and written form. In addition, talk about the formation and skills of communication with their colleagues in English in different situations. For example, in the study program there is a section "My future profession." When studying this section, professional orientation occurs, a student's understanding of his profession is formed, an awareness of its importance for himself and society as a whole. English engineer reading.

I believe that English as a discipline at a university helps me and my classmates expand our horizons, through the development of a foreign culture, we realize the value of our own, and of course, as literate people, we bring something important new useful into our life. It is through traditions, customs, knowledge about the daily life of foreign people that we can create a holistic picture of the world and our own perception of knowledge.

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A PROFESSIONALLY ORIENTED APPROACH TO THE FORMATION OF A STUDENT'S LINGUISTIC PERSONALITY

Abstract: The article discusses the concept of a professional linguistic personality, its structure, as well as the role that a professionally-oriented educational linguistic environment plays in its formation. Particular attention is paid to the use of a professionally oriented approach to the formation of a linguistic personality at a university, since the general professionalization of a linguistic personality begins with the introduction of students into a professional discourse. as well as specific professional thinking.

Key words: professionally oriented learning environment, professional discourse, learning a foreign language, development, computer programs, teaching.

In modern realities, the readiness for adequate communication with colleagues and partners in labor activity is the most important criterion for assessing the professionalism of a specialist in any field, since the success of business contacts directly depends on this readiness.

Therefore, today the formation of the linguistic personality of students through the creation of a professional learning environment at the university acquires special significance and is an integral component of the professional training of a specialist.

Thanks to this preparation, students should develop the following skills:

- ❖ the ability to speak the same language with professionals in their field and work with literature in their specialty;
- ❖ knowledge of the basics of business communication and compliance with the ethics of business communication;
- ❖ the ability to critically comprehend the information obtained from the text;
- ❖ the use of methods of generalization, analysis and assessment of the reliability of information when working with texts.

As already noted, one of the central tasks of professional education is to form in each student a unique linguistic personality, creative, fluent in correct

and clean, meaningful and logical, rich and expressive speech. It is such a personality that is in demand.

In modern society, primarily in the professional sphere. The increase in sources and media, the variety of their interpretations, including depending on the mental, ethno-national pictures of the world, "blur" the space of goals and life guidelines of the subjects of communication. Consequently, in educational discourse, it is necessary to create an innovative methodology for protecting a person from harmful communicative influences, conceptualization of basic approaches that ensure the differentiation of information, assimilation of only the necessary part of it, correlating with the moral, value, spiritual attitudes of the individual, is needed.

The specificity of the professionally oriented approach lies in the fact that the development of a student's linguistic personality occurs primarily through immersion in the sphere of professional knowledge, through the specifics of his future profession. The formation of a professional language personality, the main components of which are: mastering a professional thesaurus, understanding and accepting a professional lifestyle, mastering a style of professional communication and forming one's own speech style.

The formation of a professional thesaurus is not an easy task, since in this case it means the development of skills to recognize the motives and attitudes of a person belonging to a professional community. To master a certain body of knowledge about the professional picture of the world means to reach the linguo-cognitive (thesaurus) level of a professional linguistic personality. The main task in the preparation of an active participant in professional communication who knows how to use the professional language as a means of professional communication is to teach him to correctly understand the carrier of the professional linguistic image of the world.

The use of the concept of a professional linguistic picture of the world and a professional thesaurus of an individual as a way of organizing professional knowledge makes it possible to assert that it is possible to understand any phrase or text only after it has been passed through a professional thesaurus, correlated with professional knowledge, and a place corresponding to its content has been found in the professional picture of the world. At the same time, the process of teaching a professional language involves passing through all levels of the structure of a linguistic professional personality, its qualitative characteristics change, at each level they are filled with their own content and develop in accordance with the goals of learning.

Interconnected communicative, socio-cultural professional and the cognitive development of students, being a means and result of the formation of a professional linguistic personality, is designed to help them:

- ❖ understand and assimilate a professional lifestyle;
- ❖ use the language in all its manifestations in authentic situations of professional communication (processes of formation of skills and abilities);

❖ to expand the "individual picture of the world" by introducing the speakers of the studied professional language to the "professional linguistic picture of the world";

❖ form your own speech style of behavior, which will demonstrate the uniqueness of the linguistic personality and will allow you to take a worthy place among professionals in a particular field.

Cognition, skills and abilities, development and self-improvement are links in one chain associated with the formation of the personality as a subject of society. At the same time, the cognitive aspects of personality functioning and human intelligence are manifested primarily in language. Linguistic personality consists of a person's ability to carry out various types of speech-thinking activity and use various kinds of communicative roles in the conditions of social interaction of people with each other and the world around them.

Consequently, a professional linguistic personality is a category that has an outlet for such qualities of an individual's personality as creativity, independence, the ability to build interaction and mutual understanding with partners in professional communication (professional interaction).

A professional linguistic personality is an ideal construct, the achievement of which in the conditions of a university is hardly possible in full, just as it is impossible to achieve "full proficiency" in the language, including the native one.

However, despite this, the adoption of a professional linguistic personality as an initial concept and its structural organization make it possible to raise the question of the levels of proficiency in a professional language achieved by a person in certain conditions of the social context of life.

The model of a professional linguistic personality makes it possible to reveal the conditions for the realization of the personal developmental possibilities of the process of teaching a professional language and, therefore, to get a complete picture of the mechanisms of mastering a professional language by students in an educational setting. It is known that the personality, with all the differences in its definition in science, is a stable system of socially significant traits that characterize the individual as a member of a certain society. Consequently, if we are talking about the personality developmental possibilities of the process of teaching a professional language, then we mean the development of the personality as a whole, both its non-cognitive aspects (emotional characteristics, will, etc.) and intellectual (cognitive), which are primarily manifested in language and explored through language.

The more the images of the professional consciousness of two or more native speakers of the professional language coincide, the more complete their mutual understanding will be in the context of professional communication. Therefore, it is very important to form students' readiness for a deep understanding of the professional language that they are studying. At the same

time, one should bear in mind all types of transformations carried out by students in oral and written form (lexical, semantic, grammatical, cognitive and intentional), corresponding respectively to different levels of organization of a professional linguistic personality.

The implementation of the above task is possible provided that a professionally-oriented learning environment is created at the university for the formation of a professional linguistic personality.

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INCREASING SAFETY BY SYSTEMATICAL ORGANIZATION OF MAINTENANCE OF GAS CYLINDER VEHICLES

Annotation: This article outlines ways to improve safety by performing systematic maintenance on gas cylinder vehicles. In order to clean the low-pressure reducer filter mesh of the gas cylinder, the main valve in the crossbar is closed, the ignition system is switched off using gas, the filter element is emptied, the mesh is removed and it is immersed in gasoline, acetone or other washed in some solvent, then sprayed with compressed air. In addition, taking into account the periodicity and continuity of maintenance work, the effective organization of this work will increase the safety and operational efficiency of gas-cylinder vehicles.

Keywords: car, gas cylinder maintenance, reducer , engine, adjustment, pressure, daily service.

INTRODUCTION. In recent years, a number of measures have been taken to provide vehicles with environmentally friendly fuels, including compressed natural gas, the number of gas filling stations has reached 670, and more than 50% of vehicles use alternative fuels. uses compressed natural gas as' i.

In order to regulate safety issues in this area, the Cabinet of Ministers of the Republic of Uzbekistan approved the Resolution Resolution No. 815 of 11 October 2017 "On Additional Measures" and 1010 of 22 December 2017 "On Additional Measures to Improve the Procedure for Compulsory Technical Inspection of Vehicles" The decision was made. At the same time, there are cases of violation of the established requirements and procedures for filling gas cylinders at compressor stations, periodic testing of the density and reliability of joints of gas cylinder equipment, as well as the use of physically and mentally obsolete gas cylinders. sucks.

REFERENCES AND METHODS. The objective method of scientific knowledge was used in the research process. Improving safety through the systematic organization of maintenance of gas cylinders is objectively revealed. The period of formation of gas cylinders was analyzed from the point of view of

history. Hamrakulov O., Magdiev Sh. Scientific article "Technical operation of cars" was studied in terms of logical sequence.

DISCUSSION AND RESULTS. After the independence of the Republic, the automobile industry in the country began to develop rapidly. The number of cars is growing rapidly. The growing demand for gasoline and diesel fuel, which are used as automotive fuel, requires them to use alternative fuels. Nowadays, the use of low-cost natural gas as a fuel for cars is widespread. Natural gas, which is used as an engine fuel, is much cheaper than other fuels. As a result, about 70-80% of cars in the country run on natural gas. Therefore, the installation of gas appliances in cars and the improvement of their maintenance is one of the most pressing issues today. Specific features of maintenance of vehicles equipped with gas cylinders include:

If the method of heat treatment of the car or its components is used, for example, open flame work related to welding, drying the car in the drying chambers, etc., the following work is performed:

- gases are released from the gas cylinder;
- residual gases remaining in engine and gas equipment parts are removed;
- the cylinders are ventilated with neutral gas; 4) all taps are closed; 5)

Upon completion of the repair work, the gas appliances will be fully inspected. - when repairing and maintaining electrical equipment of a car, the following shall be performed: all taps on the cylinder shall be closed; residual gases in the engine are removed and the bonnet rear cover is opened to ensure that there is no gas odor.

Other work is done on the basis of processes performed on cars.

Gas equipment maintenance for liquefied and compressed gases has much in common. Compressed gas vehicles with a cylinder pressure of 20 MPa are more difficult to maintain. Maintenance of gas cylinder equipment can be carried out by qualified plumbers who are specially trained and certified.

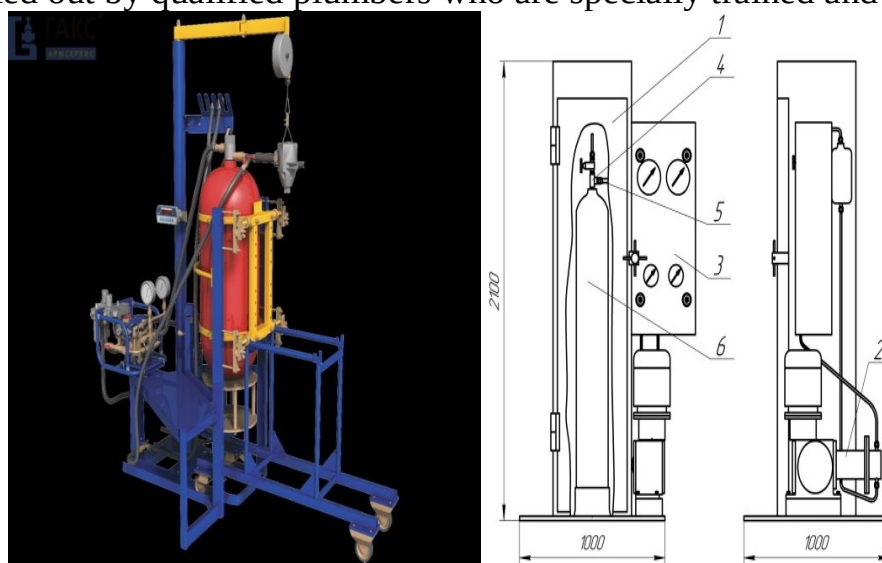


Figure 1 Gas cylinder stent for hydraulic tests

Stent for hydraulic testing of gas cylinder. Measuring image. 1-armored cabinets, 2-pump unit 3-control panel. 4-adapter. 5 metal hose 6 test cylinder.

Major faults. They are primarily due to leaks in the system and gas leaks. One of the main drawbacks of a high pressure reducer is that the valve of the reducing unit and the joints of the body parts are not hermetic. A sudden drop in pressure at the reducer outlet when the throttle valves are opened indicates that the filter is contaminated.

The main drawbacks of a low-pressure gas reducer are that it releases gas through the valves when the engine is not running and does not deliver gas at all or not enough.

The non-hermeticity of the first stage valve can be determined by a low pressure manometer or a hearing aid. The non-hermetic nature of the second-stage valve makes it difficult for the engine to ignite, worsens engine performance in idle mode, and leaks gas into the hood when the engine is stopped.

Violation of the tightness of the first stage diaphragm results in gas leakage through the hole in the adjusting nut of the first stage spring. When the tightness of the second stage diaphragm is broken, the gas leaks through the cover of the nipple adjusting this stage.

During daily maintenance, the tightness of the gas cylinders and the tightness of all connections in the gas system are checked visually. The low-pressure gas reducer spills sand. Check the gas lines and the solenoid valve for droplets of gasoline.

In addition to the work to be carried out at CHP-1, the operation of the storage valve of the high-pressure gas reducer is also checked. The threads on the shafts of the main, filling and discharge valves are lubricated. The filter elements of the main and high pressure reducer filters are removed, cleaned and replaced. The tightness of the gas system is checked with compressed nitrogen and compressed air.

In addition to the work to be carried out in TCC 2 and TCC 1, the tightness of the low and high pressure reducers is checked and, if necessary, the outlet pressure and the start-up pressure of the storage valve are adjusted (in the high pressure reducer). The pressure values in the first and second stages of the low pressure reducer are also adjusted.

Figure 2 below shows the procedure for eliminating leaks in gas pipelines and connections.

Damaged rubber hoses are replaced Figure 1. Procedure for eliminating non-hermetic compounds. The high-pressure reducer must ensure that the gas pressure at the outlet of the reducer is 1.2 MPa. The screw is rotated clockwise to increase the pressure during adjustment.

To clean the net of the low-pressure reducer filter, the main valve in the krestovina is closed, the ignition system is turned off using gas, the filter

element is emptied, the net is removed and it is washed in gasoline, acetone or some other solvent. , then sprayed with compressed air.

The gearbox can be adjusted in the car by inserting a plug with a tube connecting the pesometer into the hole of the short discharge pipe. Compressed air at a pressure of 0.22-0.6 MPa is supplied to the compressor through a hose connected to the filter nozzle at the inlet of the first stage. The gas pressure in the first stage cavity should be 0.18 - 0.20 MPa.

The second stage valve is then adjusted to open. To do this, remove the cover, loosen the screw, and loosen the adjusting screw until air begins to escape from the second stage valve (determined by hearing). The adjusting screw is tightened by turning it 1/8 - 1/4 times, detecting the air flow through the valve to be stopped, and then tightening the screw.

When adjusting the gearbox, first check the second stage valve: the test is performed on the stem of the second stage diaphragm

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FORMS AND METHODS OF DEVELOPING STUDENTS TO SCIENTIFIC CREATIVITY, THEIR SIGNIFICANCE

Abstract: In recent years, such participation of students in research work has ceased to meet the requirements for higher education in the country from the side of rapidly developing science, technology, and production. An objective need arose for all future specialists in the learning process to go through the school of scientific and technical creativity, since the very nature of a specialist's work, regardless of where the specialist works, is increasingly becoming creative and requires appropriate training.

Key words: Training, creative, technology, science, knowledge, modern, educational environment.

The problems put forward by modern production and practices are so complex that their solution often requires creative search and research skills. In this regard, a modern specialist must possess not only the necessary amount of fundamental and special knowledge, but also certain skills of creative solution of practical issues, the ability to use in his' work everything new that appears in science and practice, constantly improve his qualifications, quickly adapt to production conditions. All these qualities must be brought up at the university. And they are brought up through the active participation of students in research activities.

The main task of universities in modern conditions is to train well-rounded specialists capable of continuously replenishing and deepening their knowledge, raising the ideological, theoretical and professional level, actively participating in the acceleration of scientific and technological progress. For these purposes, universities are constantly taking measures aimed at increasing the efficiency of the educational process and research work through the integration of science, education and production, prompt and flexible updating of the content, educational material. Particular attention is paid to the development of the creative abilities of future specialists through the introduction of active forms of education, designed to form students' independence and creative activity, a responsible approach to mastering knowledge. Research work carried out by the teaching staff is becoming increasingly important in improving the quality of training a specialist who

meets the requirements of science, technology and culture. It has a triune goal: solving urgent scientific and national economic problems, improving the quality of training future specialists and improving the qualifications of teachers. The development of research work in higher educational institutions has created conditions for the widespread involvement of students in scientific research - an important factor in improving the quality of training in accordance with the modern requirements of the scientific and technological revolution.

The experience of modern universities shows that under the conditions of the scientific and technological revolution, student research work has turned from a means of developing the creative abilities of the most successful and gifted students into a powerful lever for improving the quality of training of all specialists with higher education and is an important method of communist education. allows you to direct the scientific and labor potential of students to solve major national economic problems.

The modern concept of "students' research work" includes two interrelated elements: teaching students the elements of research work, instilling in them the skills of this work; actually scientific research conducted by students under the guidance of professors and teachers.

The main tasks of the councils are to provide comprehensive assistance to the leadership of the university and trade union organizations in creating conditions for wide participation of students in research, design and creative work, dissemination of positive experience in organizing students' scientific work; rendering assistance to the national economy in solving urgent scientific problems by the efforts of students; methodological guidance of the work of subordinate councils for the scientific work of students, the organization of student scientific and technical conferences, exhibitions, competitions, reviews, etc.

The forms and methods of attracting students to scientific creativity are conditionally subdivided into research work included in the educational process and, therefore, carried out during school hours in accordance with curricula, educational and research work (ERW), as well as research work performed by students outside of school hours. Educational research work (ERW) is carried out in the time allocated for the schedule of lessons on a special assignment by each student under the guidance of a teacher - scientific supervisor. frames and equipment, independently conduct experiments, apply their knowledge in solving specific scientific problems.

To carry out educational and research work, students receive a workplace in the laboratory, the necessary instruments and materials. They are subject to the rules of labor discipline and the daily routine of laboratories and other scientific departments. The topic of work and the scope of the assignment are determined individually. The department, which includes ERW in its curriculum, preliminarily develops research topics, provides it with supervisors,

educational personnel, prepares methodological documentation, recommendations for the study of special literature.

The main staff of ERW leaders are teachers who are actively involved in scientific work, as well as researchers, engineers and graduate students.

The ERW ends with the preparation of a report in which students set out the results of their scientific activities and present it for defense before a special commission.

A promising direction is the creation of educational and scientific laboratories in higher educational institutions, in which scientific research is carried out and at the same time educational and research work of students is organized. For junior courses, one of the forms of research work in the framework of the educational process is the preparation of abstracts.

The research work of students during the period of practical training is often associated with the implementation of specific tasks in production on the topic of research work carried out by the department, or with the analysis of “bottlenecks” in production, with the implementation of tasks of improving technological processes, equipment, scientific organization of labor, and also with the collection of factual material, its primary processing for use in coursework and diploma design.

The scientific work of students, carried out outside of school hours, is organized in the form of students’ participation in the implementation of research on the topic of planned economic contractual and state budget research work of departments and scientific institutions of universities; organization of student scientific circles; student bureaus and associations such as SRW (design, technological, economic and other bureaus, research centers, research institutes, research and production teams), assistance to practical health care, sponsorship at school; lectures on the dissemination of knowledge in the field of science, technology, culture, etc.

Student scientific circles at a department or scientific laboratory are relatively small groups united by the development of a specific scientific problem. Each student in the circle performs an independent task of the supervisor.

The main form of students’ scientific work, carried out outside the classroom, is the participation of students in scientific research conducted by departments and scientific institutions of the university on state budgetary and contractual topics. In this case, students, as a rule, are entrusted with the development of a specific scientific and technical problem arising from the topic being performed.

Usually, a group participating in the development of a scientific topic includes several students, often of different courses, which allows to ensure the continuity, continuity and clear organization of their work. Senior students are registered as laboratory assistants, technicians with payment. At the same time, work books are drawn up for students and appropriate entries are made in it. The

work is carried out according to the schedule approved by the supervisor and the department. Students' work is supervised by teachers, researchers, engineers and graduate students working in the group. In universities, it is increasingly firmly established that the order in which the number of students on each topic, and the salary fund to pay for their labor, are planned in advance when the plan for the development of the topic is approved.

Students who have successfully completed the task in their section are included in the list of authors of the report as performers.

The basis for the implementation of such an integrated system of organizing research work in the university is "An approximate standard comprehensive plan for organizing students' research work for the entire period of study."

On the basis of the model plan, each university develops its own specific comprehensive plan for organizing research work for the entire period of study, taking into account the profile, scientific traditions and the level of development of research work in this higher educational institution, as well as plans for specialties.

Specialty plans are developed by the departments of social sciences, general scientific, general technical and graduate departments that train specialists in a specific specialty.

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UMUMLASHLGAN FUNKSIYALARNING LAPLAS ALMASHTIRISHI

Annotatsiya: Umumlashlgan funksiya deganda ba'zi asosiy funksiyalar sinfida aniqlangan chiziqli uzluksiz funksional tushuniladi. Ko'rib chiqilayotgan vazifalarga qarab, funksiyaning o'ziga xos xususiyatlarini hisobga olgan holda, asosiy funksiyalarning turli xil sinflaridan foydalaniladi.

Kalit so'zlar: laplas, funksiya, integral, siljish, funksional siljish.

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LAPLAS REPLACEMENT OF GENERAL FUNCTIONS

Annotation: A generalized function is a linear continuous function defined in some class of basic functions. Depending on the tasks under consideration, different classes of basic functions are used, taking into account the specific features of the function.

Keywords: laplas, function, integral, shift, functional shift.

Umumlashgan funksiyalarni Ω sohada ko'rib chiqamiz, bu yerda Ω - o'q yoki yarim o'q. Ω sohaning chetki chegaralarida ma'lum xulqqa ega bo'lgan va Ω sohaning ichida cheksiz differensiallanuvchi asosiy funksiyalarni qaraymiz. Funksional sifatida f umumlashlgan funksiyaning φ asosiy funksiyadagi qiymati (f, φ) kabi belgilanadi. Agar barcha $\varphi(x)$ asosiy funksiyalar uchun $\int_{\Omega} f(x)\varphi(x)dx$ integlani mavjudligini ta'minlovchi local jamlanuvchi $f(x)$ funksiya topilsa, u holda bunday umumlashgan funksiya regulyar deb ataladi va u

$$(f, \varphi) = \int_{\Omega} f(x)\varphi(x)dx \quad (1)$$

ko'rinishda belgilanadi. Qolgan barcha umumlashgan funksiyalar singulyar umumlashgan funksiya deb ataladi.

$X = X(\Omega)$ asosiy funksiyalar sinfida topologiya (yaqinlashish) aniqlangan deb faraz qilamiz. $X' = X'(\Omega)$ orqali X asosiy funksiyalar fazosiga qo'shma bo'lgan umumlashgan funksiyalar fazosini belgilaymiz.

Oddiy $f(t)$ funksiyalar uchun Laplas integrali

$$F(p) = \int_0^{+\infty} f(t)e^{-pt} dt$$

ko'rinishda aniqlanadi. Agar $t < 0$ uchun $f(t) = 0$ tenglikdan foydalansak ushbu

$$\int_{-\infty}^{\infty} f(t)e^{-pt} dt = (f(t), e^{-pt})$$

tenglikka ega bo'lamiz. Buni biz e^{-pt} asosiy funktsiya bo'yicha $f(t)$ regulyar umumlashgan funktsiyasining qiymati deb qaramoqchimiz.

Ammo e^{-pt} asosiy funktsiyalarning $X = D(R)$ fazosiga tegishli emas, shuning uchun biz asosiy funktsiyalar fazosini aniqlashning boshqacha usuldan, ya'ni umumlashgan funktsiyalarning Furey almashtirishidagi kabi usuldan foydalanamiz.

Laplas almashtirishi nazariyasida $t \geq 0$ yarim o'qda asosiy funktsiyalar hisobga olingan bo'lsa, unda asosiy funktsiyalarning $t \rightarrow -\infty$ dagi xulqiga hech qanday cheklovlar qo'ymaymiz. Biroq, buni $t \rightarrow +\infty$ da talab qilamiz, ya'ni asosiy funktsiyalar va ularning barcha hosilalari har qanday t^{-1} darajadan tezroq nolga intiladi deb faraz qilamiz.

Shunday qilib, asosiy funktsiyalarning yangi S_+ klassi ham barcha $\varphi: R \rightarrow C$ asosiy funktsiyalardan iborat bo'lib, ular quyidagi shartlarni qanoatlantiradi:

- 1) φ – bu R da cheksiz differentsiallanuvchi funktsiya,
- 2) har qanday manfiy bo'lmagan l va k butun sonlar uchun: $\lim_{t \rightarrow +\infty} t^l \varphi^{(k)}(t) = 0$.

Bu fazoni “ $t \rightarrow +\infty$ da tez kamayuvchi funktsiyalar fazosi” deb atashimiz mumkin.

Biz buni S_+ bilan belgilaymiz.

S_+ fazodagi yaqinlashish quyidagicha aniqlanadi.

Ta'rif. $F: S \rightarrow C$ chiziqli va uzluksiz funktsional S_+ fazodagi umumlashgan funktsiya deyiladi va bu funktsiyalar fazosi S'_+ kabi belgilanadi.

$D(R) \subset S_+$ qismfazoligi aniq. Shuning uchun $S'_+ \subset D'(R)$.

$D'(R)$ dan umumlashgan funktsiyalarning barcha xossalari S'_+ fazoda ham o'rinli bo'ladi.

$t \geq 0$ yarim o'qida aniqlangan umumlashgan F funktsiya, agar $s_0 \in R$ haqiqiy soni mavjud bo'lsa, umumlashgan original bo'lib, hamma $s > s_0$ uchun $e^{-st} F(t)$ umumlashgan funktsiya S'_+ fazosiga tegishli bo'ladi.

Bunday asl nusxaning tasviri $F(p) = (F(t), e^{-pt})$ qoida bilan berilgan $p = s + i\sigma$ kompleks o'zgaruvchining funktsiyasi bo'lib, u $\text{Re } p > s_0$ yarim

tekislikda aniqlangan deb tushuniladi. $\operatorname{Re} p = s > s_0$ bo'lgan tayinlangan $p \in C$ uchun $s_1, s_0 < s_1 < s$ son tanlanadi. U holda

$$(F(t), e^{-pt}) = (e^{-s_1 t} F(t), e^{-(p-s_1)t})$$

bo'ladi.

Qisqartirish uchun odatda "original" va "Laplas almashtirishi" so'zlari, odatda, qanday funksiyalar muhokama qilinayotgani aniq bo'lsa, umumlashgan original va Laplasning umumlashgan funksiyalari so'zlari o'rniga ishlatiladi.

Izoh. Har qanday "oddiy" $f(t)$ funksiya ham umumlashgan asl nusxadir, chunki $s_1 > a(f)$ uchun $e^{-s_1 t} f(t)$ oraliq integral funksiya bo'lib, ular uchun

$$(e^{-s_1 t} f(t), e^{-(p-s_1)t}) = \int_0^{+\infty} f(t) e^{-pt} dt$$

ya'ni, u Laplas integraliga to'g'ri keladi.

Misol. Dirakning δ -funksiyasini Laplas almashtirishi quyidagi formula bo'yicha topish mumkin: $(\delta(t), e^{-pt}) = e^{-pt} |_{t=0} = 1$. Shuningdek

$$(\delta'(t), e^{-pt}) = -(\delta(t), -pe^{-pt}) = (\delta(t), pe^{-pt}) = p$$

va umuman $(\delta^{(n)}(t), e^{-pt}) = p^n$. Bu yerda umumlashgan funksiyalarni differensiallash qoidasi ishlatilgan.

Umumlashgan funksiyalarning Laplas almashtirishi ko'plab oddiy funksiyalarning Laplas almashtirishi xususiyatlariga ega.

O'ramaning Laplas almashtirishi.

Agar $F(t) = F(p)$ va $G(t) = G(p)$, $\operatorname{Re} p > s_0$, u holda $(F * G)(t) = F(p)G(p)$, $\operatorname{Re} p > s_0$ (Borel formulasi).

Isbot. O'rama xossasidan

$$\begin{aligned} L[(F * G)(t)](p) &= ((F * G)(t), e^{-pt}) = (F(x), G(y), e^{-p(x+y)}) = \\ &= (F(x) e^{-px})(G(y), e^{-py}) = F(p)G(p). \end{aligned}$$

Siljish ning (originali kechikishi bilan) Laplas almashtirishi.

Agar $F(t) = F(p)$, $\operatorname{Re} p > s_0$, $\tau \geq 0$, u holda $F(t - \tau) = e^{-p\tau} F(p)$.

Ushbu xususiyatni ixtiyoriylik bilan umumlashgan funksiyalar uchun isbotlashdan oldin, biz uni δ -funksiya uchun isbotlaymiz.

Misol. $L[\delta(t - \tau)](p) = (\delta(t - \tau), e^{-pt}) = (x = t - \tau \text{ almashtirish qilamiz})$
 $= (\delta(x), e^{-p(x+\tau)}) = e^{-p(0+\tau)} = e^{-p\tau}$.

Isbot. $F(t - \tau) = F(t - \tau) * \delta(t) = F(t) * \delta(t - \tau)$ ga egamiz. Borel formulasidan va yuqoridagidan

$$L[F(t - \tau)](p) = L[F(t) * \delta(t - \tau)](p) =$$

$$= L[F(t)](p)L[\delta(t-\tau)](p) = F(p)e^{-pt}.$$

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NEWEST METHODS OF ARRHYTHMIA MONITORING IN PREGNANT PATIENTS

Annotation. ERT should be more likely to detect a serious arrhythmia in all gravidas because she wears the monitor for a much longer period of time [4]. Based on findings, we believe that ERT is a better method of diagnosis in pregnant women, as it is in the nonpregnant population. Because women with a previous arrhythmia were more likely to be diagnosed with a serious arrhythmia, an aggressive diagnostic and management strategy is warranted. However, obstetric interventions may not be warranted in women with abnormal rhythm disturbances that have been adequately treated.

Keywords: pregnant women, cardiac arrhythmias, Holter monitoring, event loop recorders.

Palpitations, dizziness, and syncope are frequent complaints in pregnancy. In fact, Shotan et al documented that these complaints were among the most frequent cause of referral to the high-risk obstetric clinics at the University of Southern California medical center [1]. An increased incidence of arrhythmias has been reported during pregnancy in patients with known heart disease, and adverse fetal outcomes occur more commonly in women who suffer antepartum arrhythmias compared with gravidas who do not have this disturbance [2].

The presence of unexplained palpitations, syncope, near syncope, or episodic dizziness is considered a class 1 indication for ambulatory electrocardiogram (ECG) monitoring according to recent guidelines published by the American College of Cardiology and the American Heart Association [3].

Previous studies of pregnant women with arrhythmias have usually employed Holter testing, ECG with symptoms to assess for presence of arrhythmia. Holter ambulatory monitors typically record the ECG continuously for a period of 24 to 48 hours. Unfortunately, the yield from Holter testing may be diminished compared with newer techniques as day-to-day variation in frequency of arrhythmias is high. Ambulatory event loop recorders (ERTs)

document the ECG in a continuous manner and store a few seconds in memory but only when an event marker is triggered by the patient at the time of symptoms. These devices can transfer data readily over conventional telephone lines and can be used for several weeks to identify infrequently occurring arrhythmias. Newest event recorders have autocapture modes, which will automatically record abnormal rhythms meeting predetermined parameters even in the absence of symptoms. Event recorders were demonstrated by Kinlay et al to be twice as likely to provide a diagnostic rhythm strip during symptoms and to be more cost-effective when compared with Holter monitoring [4].

In the current studies, assessed by European scientists the frequency of various rhythm disturbances obtained following placement of a Holter monitor or an ERT in patients referred to the Women and Heart Disease program at the University of Illinois at Chicago (UIC) medical center for clinical symptoms. Planned a subgroup analysis of the ERT group. As suspected, it found that benign arrhythmias were more frequently diagnosed than serious arrhythmias regardless of type of testing performed and that benign arrhythmias were associated with benign outcomes in women referred for symptoms. Also demonstrated that women with a history of arrhythmias had an eightfold increased risk of experiencing a serious rhythm disturbance during gestation, but not those with preexisting heart disease. However, contrary to hypothesis, a diagnosis of serious rhythm disturbance did not result in greater chance of cesarean delivery, a greater risk for induction of labor, nor having a newborn with cardiac arrhythmias during the neonatal hospitalization. Referral group was a relatively healthy group of women including only a small number of women with underlying structural heart disease, which likely explains inability to demonstrate a relationship between structural heart disease and serious arrhythmia. Founded that obese women (BMI 30 kg/ m²) in the ERT group had a fourfold increased risk in the occurrence of a serious rhythm disturbance during gestation. It may be that obese pregnant women have more sleep apnea and are predisposed to rhythm disturbances. Also discovered that higher calcium and magnesium levels were more protective against arrhythmias. Total calcium falls in pregnancy because of physiological hypoalbuminemia, but free calcium should not change.

A higher percentage of malignant arrhythmias were detected with ERT (21% by ERT and 5% by Holter monitor) but due to the small numbers this was not significant. It would seem logical that a recorder worn for several weeks by a pregnant woman would be better able to detect an abnormality compared with a recorder worn for 24 to 48 hours, as Kinlay et al demonstrated in a nonpregnant population, although we cannot exclude a selection bias explaining the sensitivity of the two techniques as patients were sent for an event recorder or Holter monitor at the discretion of the ordering cardiologist [4].

Moreover, a high percentage of women diagnosed by ECG had serious arrhythmias in comparison with other modalities. This also reflects a selection

bias in that the women were symptomatic long enough for an ECG to be obtained during an arrhythmia and that once a diagnosis was made, no further evaluation was performed. It also appears that BMI has a strong influence on the occurrence of serious rhythm disturbances detected during gestation by ERT. It is interesting that in the Women's Health Study, increased BMI was associated with both short- and long-term increase in atrial fibrillation risk [5]. Similarly, obesity-associated sleep disorder has been found to be associated with paroxysmal atrial fibrillation and nonsustained ventricular tachycardia. Obesity may contribute to arrhythmias through effects on heart rate as seen in ECG interval changes (increased QTc interval, QT dispersion, and repolarization abnormalities). Prolongation of the QT interval, a risk factor for arrhythmias, has been described with visceral obesity in healthy, premenopausal women. However, when assessed the entire group of gravidas presenting with symptoms by multivariate analysis, BMI was no longer significant, which may be due to the fact that Holter testing has reduced sensitivity for arrhythmia detection in comparison to ERT.

ERT should be more likely to detect a serious arrhythmia in all gravidas because she wears the monitor for a much longer period of time [4]. Based on findings, we believe that ERT is a better method of diagnosis in pregnant women, as it is in the nonpregnant population. Because women with a previous arrhythmia were more likely to be diagnosed with a serious arrhythmia, an aggressive diagnostic and management strategy is warranted. However, obstetric interventions may not be warranted in women with abnormal rhythm disturbances that have been adequately treated. Women with benign rhythm disturbances can be reassured that the risk of adverse outcome is low. Referral to cardiology should be performed in the setting of prior arrhythmias, obesity, and structural heart disease. An evaluation with a thorough history, physical exam, ECG, cardiac echo, and ERT is a reasonable initial diagnostic strategy. Our data may aid in streamlining diagnosis and therapy.

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COUGH IN VIRAL RESPIRATORY INFECTIONS. PROBLEMS AND SOLUTIONS

Annotation: This article discusses the main problems of managing patients with cough and ways to solve them.

Key words: acute respiratory viral infection, cough, solutions, diagnosis and treatment algorithm.

Acute respiratory viral infections (ARVI), including influenza, are characterized by an extremely high incidence rate, and in all age groups of the population. During periods of annual epidemics, up to 10 % of the world's population falls ill, and during pandemics, the number of cases increases by 5 times. Cough is the main complaint presented to primary care physicians for acute viral respiratory infections. Cough, most often observed when infected with parainfluenza viruses, influenza, respiratory syncytial viruses, is caused by the development of laryngitis, tracheitis, fahrengitis.

SARS and influenza account for up to 90% of all cases of infectious diseases. At the same time, ARVI accounts for up to 40% of all days of disability in the structure of the total incidence. At the same time, cough remains one of the first clinical manifestations of morbidity. In this regard, special attention should be paid to the correct treatment tactics for ARVI. Particular relevance is attached to this problem in connection with the outbreak of a new coronavirus infection COVID-19.

The epidemic has attracted the attention of health professionals and the population around the world, since previously coronavirus infections in humans did not go beyond the permissible level of biological risk. However, the consequences of the mutations of these viruses indicate that the transformations of the latter can lead to emergencies.

The purpose of the study: To identify the main problems of managing patients with cough and ways to solve them.

Materials and methods : Cough (tussis- is a reflex cancer that plays an important role in the self-purification of the respiratory tract, both from foreign bodies from the outside and from endogenous formed products (mucus, blood, pus, tissue decay products. There are several classifications of cough: By duration:

Acute - up to 3 weeks.

Subacute (postinfectious) - from 3 to 8 weeks.

Chronic - more than 8 weeks.

By nature: Productive (wet) cough, accompanied by sputum, is most often caused by a lesion of the lower respiratory tract. As a rule, it is associated with the development of a pronounced inflammatory process in the bronchopulmonary tree (chronic bronchitis, bronchial asthma, lung abscess, lung cancer) Unproductive (dry) - not accompanied by sputum discharge a) Irritative cough, caused by damage to the upper respiratory tract, compression of the main bronchi, enlarged lymph nodes, ingestion of foreign bodies, interstitial lung diseases, postnasal congestion, CHF, GERD, the use of certain medications. According to the duration of the cough act, Episodic Short-term / paroxysmal Persistent cough.

Analyzing the problems of managing patients with cough, 2 problems can be identified:

Unjustifiably widespread use of antibacterial therapy in patients with acute cough.

Irrational antitussive and mucoactive therapy. If we talk about the first problem, then it should be noted here that the primary mistake is the appointment of AB in ARVI. The term ARVI includes a number of acute infections of viral etiology, affecting mainly the upper respiratory tract and characterized, as a rule, by a mild and short course and common clinical symptoms (hyperthermia, runny nose, cough, general malaise). We are talking about diseases such as tonsillitis, pharyngitis, rhinitis, sinusitis, bronchitis. Based on the data of the European Protocol of 2019, it was revealed that approximately 43% of patients at an outpatient appointment with a cold went to a doctor with the sole purpose of having a doctor prescribe them an AB, about 32% of calls with an acute cough at an outpatient appointment stated the need to discharge an AB on this occasion in order for them to buy it at a pharmacy and start taking it. This situation creates prerequisites for the development of antibiotic resistance in patients who do not need antimicrobial therapy for medical reasons.

Also, an analysis of the protocols for the management of patients with COVID-19 at the inpatient level showed that patients were prescribed therapy with Azithromycin at a dose of 500 mg, Ceftriaxone, Levofloxacin and some other AB. At the same time, the level of PCT (Procalcitonin) at the initial stage was less than 0.5 ng/ml. The solution to this problem consists in determining bacterial markers in the blood test: the level of C-reactive protein in the blood test, as well as determining the level of Procalcitonin. Following the analyses, if the C-reactive protein is <20 mg/l, respectively, we have a disease of viral etiology. When determining the level of Procalcitonin - in viral infections and as part of the inflammatory response, the level of PCT increases slightly, rarely reaching 1 ng /ml. In severe bacterial infections, it can increase from 20 to 200 ng/ml. Following the simple algorithm outlined above, it is possible to avoid complications from AMT that aggravate the course of the underlying disease.

For a rational choice of an antitussive drug for acute respiratory viral infections, it is necessary to: Evaluate the productivity of cough (the nature of the secreted secretions, color, mucous or purulent, viscosity, quantity, etc.). To assess the intensity and degree of influence on the patient's condition (fatigue, pain syndrome, communication disorders, insomnia, etc.) If the quality of life is significantly reduced, then symptomatic therapy with antitussive drugs should be prescribed.

Antitussive drugs should not be prescribed to patients with acute cough, as well as to suppress productive cough, since in this situation their appointment may be accompanied by stagnation and contribute to the development of infectious complications. Antitussive drugs are prescribed in cases where cough significantly worsens the quality of life of the patient. As an antitussive therapy, the drug "Ergoferon" has recently proven itself well. This drug has a regulating effect on the central and peripheral links of the cough reflex. The use of Ergoferon in the treatment of post-infectious cough due to antitussive, broncholytic and anti-inflammatory action allows, regardless of the nature of the cough, to achieve more pronounced therapeutic effects in a shorter time. When choosing a cough treatment for COVID-19, one should proceed from the characteristics of the cough, since with coronavirus infection, cough is unproductive, sputum thickens at the walls of the respiratory tract, therefore, it would be advisable to prescribe mucolytics and mucoregulators.

Such drugs that have proven themselves in coronavirus infection include Acetylcysteine (ACC), the point of application when using this drug is bronchial secretions / mucus. Its mucolytic effect is realized in the bronchial lumen and is based on the presence of sulfhydryl SH-GROUPS in its molecule, which break the disulfide bonds of mucopolysaccharides of sputum, making it less viscous.

Conclusions: Unreasonably prescribed cough treatment often causes a slowdown in the natural recovery processes in acute respiratory viral infections, as well as the development of side effects of medications. Cough treatment is an urgent, but not an easy task that requires the rational use of pharmacological agents. The main objectives of cough treatment against the background of acute respiratory viral infections are its elimination and active therapeutic effect on the causes that caused the cough.

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INTERPRETATION OF HUMAN PROBLEMS IN PHILOSOPHICAL THINKING OF EAST AND WEST

Annotation: The article is devoted to the origin of man, his role in Western and Eastern philosophy, as well as the views of various philosophers on people.

Keywords: human, cosmobiopsychosociocultural creature, human spirit and spirituality, Eastern philosophy, western philosophy, philosophical anthropology, personal salvation, social development.

It is no coincidence that the question of the origin, essence and role of the human being in society has always been important. Different doctrines have been interpreted in different ways. It was natural, because human beings, in essence, are socially-historical and cultural creatures, in every new historical context, they seek to gain a deeper understanding of their identity and the realization of their human essence. Therefore, the wisdom of Socrates 'Know Yourself' is of new significance in every historical period. In spite of the difficulties that man has faced in the past, he is gradually and consistently realizing the great mysteries of nature.

Today, in various foreign sources, it is customary to describe a human being as a "cosmobiopsychosociocultural". In other words, man is a part of the universe, a spirit creature, a socialized and civilized being.

Yes, humankind is making progress on discovering the mysteries of nature, but can we say that it has made such a success in its self-awareness? It must be acknowledged that man has not yet had a clear idea of his nature. It is easier for him to reveal the mysteries of the universe than to know man. For nearly three thousand years, philosophers have been trying to find out who the person is, where he comes from and where he is going. So far, however, no convincing answer has been found. It is clear that unless a person realizes his nature and finds his place in the infinite universe, he will not be able to solve the problems of the soul, social, national and international relations. Human nature is very complex. It combines animal and divine qualities. But he is neither an animal nor an angel. The human spirit and spirituality elevate it above all other creatures.

Around the world, people follow the same methods of thinking and logic. The characteristics of the human mind are general and the same. Despite the similarity of the human mind, people from different regions have reacted differently to a number of common problems. So naturally, people in different parts of the globe have focused on different aspects of the same problem.

The philosophers of the East and the West have many similarities, but differences in the emphasis on different aspects of worldview in India, Greece, and China are evident in books written from ancient times until now. Indian philosophy has focused more on the inner world of man. Philosophers have sought to understand human nature. Let us recall the epics of the Indian people like Mahabharata and Ramayana.

Greek philosophers were mostly interested in the features of the world around us. They sought to determine the place of man in existence. So their path is easier and lighter than the Indian way. Even in China, philosophers are less interested in the inner and outer world. It is no accident that today Buddhism is being emphasized in China's role. It is well known that these differences have a great influence on the further development of philosophy in these regions.

There is no doubt that the development of European thought was influenced by the ideological concepts of Plato and Christianity. Medieval Western philosophy considers man as a creature that continuously fights one another with two principles: the high (spirit) and the low (flesh). Aurelius Augustinus, the "father" of European philosophy of philosophy, believed that the essence of man is the soul and the body. The body argued that the shell was nothing but the temporal shell, the "prison" of the soul. Another representative of the philosophy of religion, Thomas Aquinas, is the harmonious union of the soul and the body, which makes it a living creature between the lower world, the higher, the divine, the angelic world. The more physical it is, the closer it is to the animal, the closer it is to the angels.

With the beginning of a new era, religious-idealistic orientation in European philosophical thinking shifted its focus to philosophical outlook. The West has tried to use scientific concepts and methods in all areas of human life, treating man as an object within objects. Therefore, the German philosopher I. Kant "is the most important human being in the world." It is about nature, on the one hand, and on the other - morally free, and on the other, it always works with values. He described the first of these as having a human being in need, and the other of having a moral freedom. Over time, materialistic and scientific orientation has become a widespread outlook in the West.

One of the most important achievements of the nineteenth-century philosophical thought in the development of human doctrine is the philosophical anthropology of L. Feibach. He considered the problem of human essence as the "only, universal, and highest" philosophy of philosophy and brought it to the forefront. [2] However, Feibach, in fact, looks at man from a biological point

of view and does not explain his social essence, that is, the aforementioned "socio" was neglected.

Contrary to the notion that man is a constantly evolving creature, in the East we encounter a completely different concept of humanity. Within Eastern-Muslim philosophy we see two different approaches to human problems. One relies heavily on the Islamic doctrine of destiny. Since ancient times, Eastern thinkers have emphasized that spirituality is unique to human beings. Contemplation of the human heart, and the notion of an enlightened person had a significant impact on philosophical thinking in all Eastern countries. We can see that Eastern philosophers paid special attention to the essence of man, his place and importance in life, his beliefs and ethics.

While the Oriental concept glorifies a person as "Lord," he wants to see the many features of the divine, such as perfection, knowledge, ability. Therefore, man has no greater purpose than to strive for them. In this respect, he is superior to all other living things. Mawlana Jaloluddin Rumi states that a believer should not prove the existence of God but should feel it. [3]

It is important to remember that a person is a perception of real social relations. As an important factor in the formation and development of a person, his/her social activities are manifested in their specific role in social life. As a person, he or she can manifest itself only in different social relationships. Aristotle at the time considered that "human function is the consciousness of his activity." While A. Jomi urged, "When your hands are strong, enjoy your daily labor," Ibn Sina warned that "idleness and idleness can not only cause ignorance but also cause illness." In his 2018 address to the Oliy Majlis, President Shavkat Mirziyoyev quotes Najmiddin Kubro as saying, "I have seen success in effort, and failure - in negligence and laziness".

A person's vital activity is manifested as a key factor in the formation of his personality. During this process, there is not only adaptation to the natural and social world, but also a change in the person's preferences. It creates a truly human, personal, socially demanding world. The society itself, its system and structure, and the elements that make up relationships in it, are all the result of a person's creative activity and his world-changing creative activity. As Kant points out about the role and role of man in society, "Man exists not only as a means, but as a goal itself ... and should be considered as a goal in all his actions" [5].

There are reasons why East and West synthesis of human understanding for the future is so important. Science in itself is unbiased. Scientific discovery can be used both for creation and for destruction. It depends on the intelligence and thinking of the person who holds the knowledge. If we view man as a developing creature, nothing can stop him from using animals to satisfy his fleshly desires and needs. If we approach a human being as a spiritual and enlightened person, then the knowledge he possesses will contribute to the

achievement of peace and harmony on the earth and the fulfillment of the noble aspirations of all people.

In the end, the eastern and western concepts of humanity must somehow complement each other. One emphasizes human dignity, while the other focuses on the progress that man has made and is able to achieve on his own. One focuses on the spiritual basis of human nature, the other emphasizes that spiritual superiority also relies on the material basis.

We can see that the differences between them also have an impact on education. Education systems in the East and West have their own rules. In the East, great emphasis is placed on the concept of personal salvation. Man seeks knowledge in order to save himself. Orientalism, which prioritizes the problem of personal salvation, has not always paid sufficient attention to social welfare and development. In the West, on the contrary, social development is a priority. In reality, however, such an emphasis on social welfare has led to the emergence of totalitarian societies that sometimes undermine human dignity. With the advancement of science, it is necessary to end the various pessimistic attitudes towards the individual and society in the East and the West, to recognize the importance of both, and to create an education system with sufficient attention to both.

In this way, the importance of education today becomes clear. Experience has shown that education can change a person and, thus, society. Society cannot be perfect without a person. Therefore, education in the modern world should be used to educate a harmonious person, and eastern and western human concepts should contribute to this process.

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MAIN FEATURES OF PEDAGOGICAL ACTIVITIES IN THE HIGHER EDUCATION SYSTEM

Abstract: The article examines the main features of pedagogical activity in the higher education system. The requirements for teachers in the higher education system are analyzed.

Key words: higher education, teaching, experience, qualifications, skills.

Higher education, as a specific social institution, occupies a special place in the education system. Firstly, its educational institutions are designed to provide, first of all, professional training of future specialists in accordance with the needs of both society and the students themselves. Secondly, teachers of higher educational institutions do not deal with children, but with adults with their own established goals and life values, with their own moral and ethical paradigm. Thirdly, one of the most important tasks of higher education is the implementation of scientific research in accordance with the profile of the departments. The results of these studies often form the basis of the professional and qualification growth of teachers and serve as sources of updating and improving the content of educational material. Fourthly, many higher educational institutions are characterized by a situation where, despite the high level of professional competence of many teachers, they lack at least some kind of pedagogical education.

The noted circumstances are most directly reflected in the content and nature of pedagogical activity in higher education, since they are largely determined by the professional and personal qualities of the subjects of this activity, that is, in this case, university teachers. A higher school teacher is, as a rule, both a scientist and a teacher at the same time. The first circumstance ensures the high professional potential of the teacher, formed by a large and systematic special training, self-education, self-education and self-improvement. These processes include their own research, participation in scientific conferences, regular acquaintance with scientific and technical information (through acquaintance with new monographic literature, special journals, via the Internet, visiting specialized exhibitions, etc.).

The second circumstance remains largely uncertain, since until recently many types of vocational education did not provide for special psychological and pedagogical training. Therefore, many teachers comprehend the patterns and "secrets" of pedagogical activity, acquired the necessary knowledge, skills and abilities only as a result of life experience and teaching practice, as well as as a

result of understanding (unfortunately, not always critical) the teaching activities of their teachers and scientific leaders. The new realities of life and work in a post-industrial society, market economy, globalization of all types of world economic relations and wide informatization of various spheres of life also put forward new requirements for pedagogical support of teaching in higher education.

In Ukraine at the beginning of the XXI century, the organization of pedagogical activity in higher education is further complicated by a certain decrease in the quality of training of students in secondary school, a general decline in the prestige of education knowledge, the need for many students to combine study with work (most often to the detriment of study) for the possibility of more or less tolerable ensuring their basic life needs.

Thus, pedagogical activity in modern higher education is carried out in a certain sense not systematically enough, to some extent inertly, in the absence of a generally accepted theory and without a rigorous scientific substantiation of the principles and laws of teaching and educating students, their personal formation and development. Although the profound studies of the problems of higher education pedagogy are well known, as described in the works of A.N. Aleksyuk, S.I. Arkhangelsky, G. Dzhibladze, F.I. Naumenko, N. D. Nikandrova, M.I. Samygin, F. Yanushkevich and others, an integral theoretical system, to some extent similar to generally accepted school didactics, does not actually exist today.

The practical need for the development of such a theory is obvious. It is primarily due to the following circumstances. Firstly, a paradoxical situation has developed when, on the one hand, the rapidly growing volume of scientific and technical knowledge and, accordingly, educational material, requires an increase in the duration of training of specialists, and on the other hand, even today a person has almost a third of his life (up to 20-25 years of age) falls on school. Secondly, the need for a rational resolution of the contradiction between the need to increase the duration of training and their limitation by some reasonable limits makes it necessary to seek, develop and use new effective forms, methods and technologies for organizing the educational process. Third, the growth of the total volume of knowledge as a manifestation of the acceleration of scientific and technological progress is accompanied by a natural reduction in the cycle of their obsolescence and renewal. This, in turn, necessitates regular revision of the content of professional training of specialists, updating of curricula and programs of the studied disciplines.

All these circumstances, together with the specifics of higher education, should be reflected in the emerging innovative pedagogy of higher education as an integral theory of teaching and educating future specialists.

When developing this theory, it is necessary to proceed from ensuring the unity of the educational and cognitive activity of students and the teaching pedagogical activity of teachers, and from the creative nature of these activities.

At the same time, it should be based on axiomatic principles that determine the validity and expediency of all actions for the effective organization and conduct of the educational process in higher educational institutions. However, before the development of this theory, every student and graduate student who would like to connect his future with teaching in higher education, in addition to excellent professional training in his chosen specialty, must also receive the necessary psychological and pedagogical training. Such training should include both a deep mastery of knowledge of general pedagogical principles and laws, and knowledge of the characteristic features of pedagogical activity in higher education.

One of these features is the existence of a scientific methodology of pedagogical activity and the need for clear ideological positions of a higher school teacher. They are based on a natural science basis and are based on the achievements of psychological and pedagogical science, on the natural connections of higher education and its content with the needs of society, with scientific, technical and social progress.

Based on the interrelated consideration of these tasks, in order to build a theory of higher education, it is necessary to analyze both the cultural and historical experience of the previous stages of its development, and the modern nature of the functioning of higher educational institutions, the level and quality of training of specialists. Such a theory should have the necessary substantive basis and sufficient scientific rigor and objectivity. At the same time, it should reflect the main features of pedagogical activity in higher education, the knowledge of which is necessary not only for every novice teacher or student who seeks to devote himself to teaching, but also for experienced practicing teachers.

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VARIOUS DEFINITIONS OF THE TERM «LITOTES» IN THE LINGUISTIC LITERATURE

Annotation: The purpose of this article is to consider and compare various definitions of litotes as a stylistic means and determine the relationship between its interpretations, which at first glance are not always incompatible, and the definition of meiosis in order to identify the fundamental difference between stylistic means that are so similar to each other at first glance.. Litotes is often used in rhetoric. This is because the correct understanding of litot causes a pause for the listener. Litotes is a way to actually emphasize the positive with double negation. Litotes makes the listener think about the statement. Litotes is also a way to get around the problem.

Keywords: litotes, similarities, definition, difference, classification, definitions, views, stylistic, means, positive, cause, reader, listener, stop, consider, statement.

A stylistic means is a conscious and deliberate reinforcement of some typical structural and / or semantic properties of a linguistic unit (neutral or expressive), which acquired a general status and thus became a generative model. The following groups of stylistic means can be distinguished:

Lexical - based on a figurative meaning, that is, on the interaction of two types of lexical meaning: dictionary and contextual: metaphor, personification, metonymy, irony, understatement (meiosis), etc. ;

In linguistic literature, there are different interpretations of the term "litotes". I.V. Arnold believes that litotes is based on the expressiveness of negation and consists in the use of a particle with an antonym that already contains a negative prefix: It is not unlikely = It is very likely; he was not unaware of = he was quite aware of [1, p. 236]. However, in the same source there is another definition of litotes - a deliberate understatement, expressed by the negation of the opposite: not bad = very good and is considered as a trope opposite to hyperbole: we inched our way along the road [1, p.21].

I.R. Halperin defines litotes as a stylistic means based on the special use of negative constructions. Denial in combination with a noun or adjective denotes a positive quality of a person or thing [10, p. 250]. However, the indicated positive quality has a somewhat diminished degree in comparison with a synonymous expression without the use of negative constructions. Litotes reflects the simultaneous realization of two meanings: negative and affirmative. In the litote, one can trace the paths of interaction between form and content. V.A. Kukharensky defines litotes as a two-component structure, where two

negations are designed to create a positive assessment, for example: not unkindly = kindly, although the positive effect is somewhat weakened and expresses the speaker's lack of confidence in what he is saying. The litotes function, according to V.A. Kukhareno is very similar to the function of a stylistic means of understatement – they both weaken the effect of the utterance. The uniqueness of the litotes lies in its special "double negation" and in the weakening of only a positive assessment. The Russian term "litotes" corresponds only to the English "understatement", since it has no structural or semantic restrictions [5, p. 114]. In describing hyperbole - exaggeration and its opposite understatement, V.A. Kukhareno reports that when the size, shape, measurement values, characteristic features of an object are not exaggerated, but deliberately underestimated, we are dealing with a stylistic phenomenon of understatement (understatement). The mechanism of its occurrence is directly opposite to the mechanism of hyperbole and does not state the real state of affairs, but conveys an emotional assessment of the speaker [5, p. 71]. V.V. Gurevich describes stylistic means of hyperbole and litotes as opposed to each other and refers them to stylistic means based on the meaning of lexical units. In his opinion, hyperbole (exaggeration) means a deliberate extreme exaggeration of the qualities of an object: He was so tall that I was not sure he had a face. (O. Henry).

Litotes (understatement) is a stylistic device based on the special use of negative constructions in a positive sense in such a way that the described quality is weakened, but in fact this quality is described as something very positive or more intense: There are not a few people who think so (= very many) [3, p. 31]. The Reader's Digest Great Encyclopaedic Dictionary, for example, gives the following definition of the term litotes: "an ironically moderate form of speech, especially the expression of an affirmation through the negation of its opposite," not bad "instead of" good ". The Longman Dictionary of Contemporary English defines litotes as "a way of expressing a thought with a word that has the opposite meaning in a negative form, such as" not bad "instead of" good ".

The Advanced Learner's Dictionary of Current English explains litotes as "an understatement; using the negation of the opposite, such as "I shan't be sorry when it's over" meaning "I shall be very glad".

The Soviet Encyclopedic Dictionary gives the following definition of litotes

1) trope: negation of a feature not characteristic of an object, that is, a kind of "negation of negation", resulting in a formally equivalent to a positive, but actually weakened statement ("not useless");

2) a trope opposite to hyperbole; deliberate understatement ("little man with a fingernail").

Linguist David Crystal describes litotes as a figure of speech in which something is downplayed (not bad instead of good). E.V. Klyuev argues that

litotes is a trope that is directly opposite to hyperbole and is traditionally defined as an "understatement" - there is a case in which a "large value" is replaced by a "smaller one" either unconsciously following the speech tradition ("Look for a minute!"), Or consciously, that is, with a certain figurative purpose [4, p. 127]. Y.M. Skrebnev notes in his works that litotes denotes a special form of meiosis, and not an independent trope, and reflects a certain idea by negating the opposite idea. As a result, we have a double negation, which forms a positive value, which, however, has a lesser degree of intensity not without his assistance / with his assistance [9, p. 115]. O.N. Laguta in his "Educational Dictionary of Stylistic Terms" gives the following definition of the terms "litotes" and "meiosis":

Litotes [1], -s. In the lexical style: a kind of periphrasis, a deliberately weakened expression, consisting in the definition of a concept by negating the opposite. * Believe: I listened not without participation (N. Nekrasov). Not useless. Interesting. Litotes [2], -s. Trope, the same as meiosis. Meiosis. In the lexical style: an expression with the meaning of understatement is usually figurative, and then it is considered a trope. * Your spitz, adorable spitz, no more than a thimble (A. Griboyedov) [6, p. 31]. The conducted literature review reflects the ambiguity of interpretation the term in question. The indicated ambiguity lies in the definitions, where litotes can be considered both as an understatement (meiosis) and as a double negation. A large number of similar interpretations do not contribute to a clear understanding of this phenomenon. Syntactic - based on the syntactic design of the statement, highlighting it regardless of the lexical meaning of the units used: inversion, repetition, enumeration, parallelism, chiasm, ellipse, etc. ;

Lexico-syntactic - based on the constancy of the structure of the unit used and a certain range of lexical meanings (antithesis, litotes, gradation, comparison, paraphrase);

Phraseological - based on the violation of phraseological units that occurs in the process of their modification;

Phonetic - associated with the sound design of the statement: alliteration, onomatopoeia, rhythm, rhyme, etc. ;

Graphic - serve to convey in writing those emotions which in oral speech are expressed using intonation and stress: font changes, stylistic use of capital letters, stylistic use of punctuation marks;

Phono-graphic - grafon - graphic fixation of phonetic peculiarities of pronunciation with the subsequent violation of the generally accepted pronunciation. Used to display incoherent or sloppy pronunciation caused by temporary or permanent factors;

Morphological - associated with expressive capabilities within various grammatical categories inherent in one or another part of speech;

Word formation - associated with the expressive potential of models and types of word formation, with the connotative potential of affixes [8]. In the proposed classification, the considered stylistic means - litotes and

meiosis - are presented in different groups. Meiosis is considered as a stylistic tool based on a figurative meaning and belongs to the group of lexical stylistic tools:

She wore a pink hat, the size of a button. (J. Reed) The little woman, for she was of a pocket size, crossed her hands solemnly on her middle. (J. Galsworthy) There is so much going on that they do not have time to grow old. (Sh. Anderson) Litotes, according to this classification, belongs to the group of lexico-syntactic stylistic means based on the constancy of the structure of the unit used and a certain range of lexical meanings: He was not an unpleasant man, I had decided. Just too successful. (I. Shaw). Questions are never indiscreet; answers sometimes are. (O. Wilde) She wasn't silly or mawkish, but she gave one the impression of a lovely purity and a strange loftiness of soul. (S. Maugham). An analysis of the above examples shows that the key difference between the two stylistic tools under consideration is that both methods express deliberate understatement of the described qualities in different ways. The stylistic qualities of meiosis are expressed with the help of lexical means, their semantics - the peculiarity of this technique lies in the choice of the lexical unit by the author, which contains in its semantics an element reflecting a deliberate understatement of the described qualities. The stylistic qualities of the litotes reflect not so much a deliberate understatement as an indication of the presence of negative qualities, insignificant in their degree - the semantic effect produced by the use of double negation.

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INNOVATIVE EDUCATIONAL METHODS IN TEACHING A FOREIGN LANGUAGE

Annotation: In this article highlights of innovative educational methods in teaching a foreign language.

Key words: lesson, foreign language, innovative educational method.

In recent years, the question of the use of new information technologies in the study of foreign languages has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main purpose of teaching foreign languages is the formation and development of the communicative culture of students, teaching practical mastery of a foreign language. Modern pedagogical technologies, such as collaborative learning, project methodology, the use of new information technologies, Internet resources, help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning taking into account the abilities of students, their level of learning, inclinations.

Modern textbooks on pedagogical psychology refer to the humanistic direction in teaching three didactic systems: the so-called open schools (open education or open classroom), individual learning style (the learning-styles approach) and cooperative learning. In the UK, Australia, and the USA, there is an experience of teaching students according to individual plans, in accordance with an individual learning style. Taking into account the specifics of the subject "foreign language", these technologies can provide the necessary conditions for the activation of cognitive and speech activity of each student of the group, giving each of them the opportunity to realize, comprehend new language material, get sufficient oral practice to form the necessary skills and abilities.

The main idea of this technology is to create conditions for active joint educational activities of students in different educational situations. Students are different: some quickly "grasp" all the explanations of the teacher, easily master the lexical material, communicative skills; others require not only much more time to comprehend the material, but also additional examples, explanations. Such guys, as a rule, hesitate to ask questions in front of the whole class, and sometimes they simply do not realize that they do not understand exactly, they cannot formulate the question correctly. If in such cases to unite children in small groups (3-4 people) and give them one common task, specifying the role of each student of the group in the performance of this task, then there is a

situation in which everyone is responsible not only for the result of their work (which often leaves the student indifferent), but, most importantly, for the result of the whole group.

Practice shows that learning together is not only easier and more interesting, but also much more effective. At the same time, it is important that this effectiveness concerns not only academic success, but also their intellectual and moral development. Learning together, and not just doing something together - that's what makes up the essence of this approach. The idea of learning in cooperation has been developed by the efforts of many teachers in many countries of the world, because the idea itself is extremely humane in its essence, and therefore pedagogical, although it has noticeable differences in the variants of different countries. There are many different options for learning in collaboration. Let's list them.

1) Groups of students are formed by the teacher before the lesson, of course, taking into account the psychological compatibility of children. At the same time, each group should have a strong, medium and weak student, girls and boys. If the group works smoothly, the composition cannot be changed. If the work does not stick for some reason, the composition of the group can be changed from lesson to lesson.

2) The group is given one task, but when it is performed, the roles are distributed among the group members.

3) The work of not one student is evaluated, but of the whole group; it is important that students' efforts are evaluated not so much knowledge. At the same time, in some cases, it is possible to let the guys evaluate the results themselves.

4) The teacher chooses the student of the group who must report for the task. In some cases, it may be a weak student. If a weak student is able to explain in detail the results of the group's joint work, answer the questions of other groups, it means that the goal has been achieved and the group has coped with the task. So, here are some options for learning in collaboration.

1. Student team learning (STL, team learning). In this variant of the implementation of learning in cooperation, special attention is paid to "group goals" (team goals) and the success of the whole group (team success), which can be achieved only as a result of the independent work of each member of the group (team) in constant interaction with other students of the same group when working on a topic / problem / question to be studied. Variants of this approach can be considered: a) individual-group (student – teams – achievement divisions – STAD) and b) team-game (teams – games – tournament – TGT) work.

2) Another variant of the organization of training in collaboration was developed by Professor E. Aronson in 1978 and called it Jigsaw. In pedagogical practice, this approach is abbreviated as "saw". Students are organized into groups of 4-6 people to work on educational material, which is divided into fragments (logical or semantic blocks). Such work in the classroom is organized

at the stage of creative application of language material. Each member of the group finds material on their own sub-topic. Then students studying the same question, but working in different groups, meet and exchange information as experts on this issue. This is called an "expert meeting". Then the guys return to their groups and teach all the new things they have learned to their comrades in their group. Those, in turn, talk about their part of the task.

3) Another option for learning in collaboration – learning together - was developed at the University of Minnesota in 1987. The class is divided into groups of 3-4 people. Each group gets one task, which is part of some big topic that the whole class is working on. Each group is given a task to prepare its part. As a result of the joint work of individual groups and all groups as a whole, the full assimilation of the material is achieved. It should be borne in mind that all the necessary vocabulary on the topic has been learned in the course of previous work in other lessons. The basic ideas inherent in all the cooperative learning options described here enable the teacher to be focused on each student. This is a personality-oriented approach in terms of a class-based system, one of the possible ways to implement it. When using collaborative learning, the most difficult thing is to get students to communicate in small groups. But practice shows that with enough persistent attention from the teacher, this requirement is fulfilled at first with difficulty, and then gradually with obvious pleasure. It should be noted that it is not enough to form groups and give them the appropriate task. The point is that the student himself wants to acquire knowledge. The problem of motivation of independent educational activity is no less important than the way of organization, conditions and methodology of work on the task. The methods and, accordingly, the technologies of a personality-oriented approach in teaching foreign languages include the project method. The project method, also known as the problem method, originated in 1920 in the USA. The project method is a set of educational and cognitive techniques that allow solving a particular problem as a result of independent actions of students with mandatory presentation of these results. Project technology includes a set of research, search, problem methods, creative in their very essence.

The main task of the intensive method of teaching a foreign language is to master, in conditions of a strict time limit, a foreign language as a means of communication and a means of cognition, to develop skills and abilities to understand oral speech in a foreign language at a normal (natural) or close to normal pace with virtually unlimited household, socio-political and general scientific topics. The selection of vocabulary material for the intensive training course takes place according to the frequency-thematic principle. This means that with the thematic organization of each specific text of the lesson, thematically reliable words undergo an additional filter-check in terms of their frequency, high semantic cost, compatibility, availability and possibility of introducing their synonyms, antonyms or homonyms. As for the grammatical

phenomena of the language, they are all reflected in the course. When introducing them, the same principle is observed: linguistic authenticity (pledge, species-time forms, article), semantic opposition and the ability to illustrate it on the lesson material. Of particular importance in an intensive course of study is the issue of the distribution of educational material over time. All these factors are equally important, interrelated and subordinate to the tasks of training. Summarizing the above, we can formulate the goals of the intensive method: to teach students listening and speaking skills using a large (huge compared to traditional methods) lexical material in a short (shortest compared to traditional methods) period of time. Thus, a graduate of an educational institution should have the necessary knowledge, skills, skills, carry out various types of activities, be able to use new information technologies, be ready to cooperate, striving to avoid and overcome conflicts.

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BIOPHYSICS AS AN INTERDISCIPLINARY SCIENCE

Abstract: In this article, biophysics is considered as an interdisciplinary field.

Key words: biophysics, physics, biology, medicine, physical processes, cell.

Biophysics is a science that studies the physical properties of biologically important molecules, molecular complexes, cells and complex biological systems, as well as the physical and physicochemical processes occurring in them.

Biophysical research is used in the study of the mechanisms of occurrence of human diseases, the development of new drugs, methods of treatment and diagnostics, as well as in the creation of modern medical technology.

The study of the physicochemical basis of biological phenomena occurring at the molecular level became possible thanks to the advances in physics and physical chemistry in the late 19th - early 20th centuries. As the methods of physicochemical research improved, the possibilities of biology expanded considerably. The intensive development of science was facilitated by the emergence of new physical methods - X-ray diffraction analysis, radiospectroscopy, precision spectrometry and spectrofluorimetry, electrometry, optical measurements, methods based on nuclear magnetic resonance (Nuclear magnetic resonance) (NMR), etc., as well as computer technology. The study of the phenomenon of NMR and the propagation of ultrasonic waves in tissues using computer technology has led to the creation of new, promising diagnostic methods - NMR and ultrasound tomography. Methods are being developed for automatic decoding of the ECG, the study of human magnetic fields, modern methods of laboratory diagnostics based on the measurement of luminescence, chemiluminescence, light scattering. New devices for physiotherapy are being created, based on the action of ultra-high frequency oscillations in different frequency ranges, lasers of different spectra, UV radiation in combination with chemotherapy, etc.

Biophysics includes quantum biophysics, molecular biophysics, cell biophysics, and the biophysics of complex systems (organs, tissues, and the organism). Information from various sections of biophysics used in medicine is conventionally combined into a complex called "medical biophysics."

Quantum biophysics studies the interaction of light and biological structures (molecules, biological membranes, cells, tissues), as well as the

electronic structure of biologically important compounds and its relationship with their chemical properties and biological activity. In this case, theoretical calculations of molecular orbitals, spectral and luminescence analysis (see Optical research methods), methods based on electron paramagnetic resonance in combination with the technique of pulsed and continuous irradiation of biological objects with various light sources, including lasers, at ordinary temperatures and under conditions deep cooling of objects with liquid nitrogen or helium. With the help of these methods, medical biology studies the primary processes that arise when UV radiation acts on the skin, cells, blood plasma, and the visual apparatus, the participation in them of protein molecules, nucleic acids, and coenzymes that have absorbed a quantum of light, as well as lipid oxidation products (see . Photobiological processes). In the presence of photosensitizing agents (Photosensitizing agents), these processes can occur when the body is irradiated not only with short-wavelength (240-300 nm), but also with long-wavelength (more than 300 nm) and even visible light. Intense visible light, such as laser light, can induce photochemical reactions in active sites of enzymes that underlie the therapeutic mechanism of low-energy lasers (Lasers).

Of great interest is the study of the role of free radicals in the life of cells and the development of pathological processes in the body (see. Free radicals). As it turned out, the formation of free radicals can occur not only as a result of photochemical reactions or the action of ionizing radiation on cells, but also in the process of biochemical reactions that occur during the activation of phagocytic cells (macrophages and granulocytes). dysfunction of mitochondria and the system of hydroxylation of foreign compounds in the endoplasmic reticulum. The resulting reactive oxygen species, including the superoxide radical, have a strong cytotoxic effect. The study of the mechanism of these processes has led to the creation of methods for controlling their intensity, based on measuring chemiluminescence (luminescence arising from these reactions), as well as drugs that limit the development of free radical reactions - superoxide dismutase, tocopherol, retinol, etc.

Molecular biophysics studies the structure of macromolecules, their physical properties and the relationship between the structure of molecules and their function. The main objects of research are nucleic acids and proteins, as well as polysaccharides and lipid complexes. These studies contribute to the disclosure of the nature of a number of pathological processes, the development of genetic and protein engineering, which open up great prospects for the creation of the most effective methods of treating human diseases.

Biophysics, the science of the physical foundations of living matter. It is at the intersection of physics and biology and uses physical, chemical and mathematical methods to study the structure and functions of living systems.

Optical and diffraction methods are widely used to study cell structures and biomolecules. Such types of microscopy as phase contrast, fluorescence and

confocal, allow visualization of cellular structures in visible light; scanning and transmission microscopy provide the study of structures at a higher resolution; Electron diffraction microscopy is used for the structural analysis of samples with an ordered structure. Using the methods of X-ray structural analysis and neutron diffraction, the crystal structure is determined at the atomic level. Nuclear magnetic resonance (NMR) is used to study the structure of molecules in solution. Various spectroscopic methods also provide useful information: absorption and fluorescence spectroscopy in infrared, visible and ultraviolet light, circular dichroism and optical rotation dispersion.

Structural studies have already produced impressive results. Thus, using X-ray structural analysis, the structure of a number of proteins was determined, including: a protein responsible for the transformation of normal cells into cancerous ones; an enzyme involved in the replication of the immunodeficiency virus (AIDS virus); some specific proteins that bind to DNA; one of the enzymes that catalyze protein synthesis. The structure of the viruses that cause poliomyelitis and the common cold has been established.

The main question that arises when studying any biological system is the following: how does this system work? Biophysicists first investigate the system itself, then build a model that describes its behavior in some approximation, and then check and refine the original model. Usually, kinetic and thermodynamic parameters play an important role in building a model. Among the biological processes that can be studied by biophysical methods are the perception of light and sound by higher organisms, muscle contraction, the passage of a nerve impulse, the work of membrane channels and receptors, the conversion of energy in mitochondria (cell organelles), the functioning of proteins involved in the regulation of gene expression, the mechanism the action of enzymes. Experimental approaches to the study of all these processes differ, but any research is based on the analysis of the energetics of the process.

With the advent of computers, the construction of models of biological systems and the use of mathematical methods in biophysics moved to a qualitatively new level. Without computers, it would be impossible to quickly process X-ray structural and NMR data, create complex models that correspond to the entire set of experimental data.

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ZIYRAK, TOPQIR, HOZIRJAVOB TARBIYACHI-BOLA IQTIDORI KO`ZGUSIDIR

Annotatsiya: Maqolada «Maktabgacha yoshdagi bolalar ta'limiga kompetensiyaviy yondashuv» hamda "Bilish jarayonining rivojlanishi" sohasi kompetensiyalari xususida fikr yuritilib amaliy metodlar taklif qilinadi. Xususan, tarbiyalanuvchining bilish jarayonining rivojlanishi sohasidagi o'quv-tarbiyaviy faoliyat yakuniga etganida erishajak imkoniyatlari xulosalanadi. Bunda yangi ijodiy ilg'or pedagogik usullar keltirilib, natijalar tahlil qilinadi.

Kalit so'zlar: Maktabgacha ta'lim, ilg'or pedagogik ta'lim, tarbiyalanuvchi, metod.

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INTELLIGENT, INGREDIENT, MODERN TEACHER-MIRROR OF CHILD TALENT

Annotation: The article discusses the competencies in the field of "Competence approach to preschool education" and "Development of the cognitive process" and offers practical methods. In particular, it summarizes the opportunities that the trainee will have at the end of educational activities in the field of cognitive development. At the same time, new creative advanced pedagogical methods are presented and the results are analyzed.

Keywords: Preschool education, advanced pedagogical education, pupil, method.

KIRISH

Bir vaqtlar o'g'il-qizini bog'chaga yuborishga ko'zi qiymagan ota-ona bugungi Yangi O'zbekiston zamonida hech ikkilanmay turarjoyi atrofidagi maktabgacha ta'lim tashkilotiga yetaklaydi. Buning katta sababi bor albatta. Birinchidan yorug', keng va eng zamonaviy rusmda ta'mirlangan xonalarda qora ko'zi eng zamonaviy o'yinchoqlar bilan mashg'ul bo'lsa, ikkinchidan ilg'or tajribaga ega malakali pedagoglar mashg'ulotlarida o'z bilimini, bolalik dunyo qarashini rivojlantiradi. Dunyo bilimlari rus tili, ingliz tilida ham mashg'ulot olib borilayotganiga nima deysiz. Vitaminga boy oziq-ovqatlarning har kunlik ratsionining qo'lishirin oshpazlar tomonidan tansiq taomlarning tortilishi esa bola haqidagi o'rinsiz havotirlar o'rnini faxr, iftihor tuyg'ulari egallaydi.

Ayniqsa bolangizning yangi ta'lim tizimi "Ilk qadam" dasturlari asosida puxta mashg'ulotlar rejasining natijasi o'laroq biyron tilda she'r, qo'shiq ijro etishi kelajagingizga qo'yilgan ilk poydevorning mustahkam ekanligidan quvonasiz albatta.

To'g'rida, bolalarimizning bir vaqtlar devori suvog'idan nurab, boshiga chakki tomgan mashg'ulotxonalaru, kosasika sanoqli go'sh maxsuloti yo solingan yoki solinmagan yegulikni nari beri iste'mol qilib qish kunlari aqalli miriqib uxlashga ham imkoni bo'lmagan paytlari ham o'tdi. Buni o'rta yosh egalari ko'p eslashadi.

Muhtaram Prezidentimizning Yangi O'zbekistonning uchinchi ming yilligi ostonasida bugungi farzandlarimiz kelajagini oldindan ko'ra bilib ularning taqdirini o'ylab maktabgacha ta'lim sohasida yangi qarorlarni ham chiqarib ham ijrosi uchun tezkorlik bilan yeng shimarib kirishgani biz pedagoglarni ham quvontirdi.

Avvalo, ta'lim yo'nalishimiz vazirlik darajasiga ko'tarildi. Prezidentimizning 2017 yil 30 sentyabr PQ-3305 qarori asosida O'zbekiston Respublikasi Maktabgacha ta'lim vazirligi faoliyatini tashkil etish to'g'risidagi qarori barcha maktabgacha ta'lim tizimi xodimlarining yillar davomida kutgan natijasi bo'ldi. Shuningdek, Prezidentimizning 2017 yil 9 sentyabr PQ-3261-son Maktabgacha ta'lim tizimini tubdan takomillashtirish chora-tadbirlari to'g'risidagi hamda 2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora tadbirlari to'g'risidagi qarorlari barcha islohotlarning imkoniyat eshigini ochdi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Oyijon uyimizning maketini yasadim, qo'lidagi to'rburchak shaklli o'yinchoqlaridan ikkilanmay dadil tanlab, uycha yasagan Zilolaxonning kashfiyoti ham meni ham onasini hayron qoldirdi. Endigina besh yoshni qarshilagan qizaloqning shakllardan tasavvuri kengligining boisini so'radim uning onasidan. Mehribon qizini uyi yaqinidagi davlat bog'chasiga berganini, o'sha yerda shunday puxta bilim va ko'nikmaga ega bo'layotganini ta'kidladi.



Darhaqiqat, maktab kabi maktabgacha ta'lim tizimida ham malakali kadrlarning soni va shu yo'nalishda oliygohlarda ochilgan mutaxassislik fakultetlar turining ko'payotganligi Zilolaxon kabi bilimli, zukko, dono bolakaylarning safi ortmoqda.

Bunda ayniqsa ham maktabgacha ta'lim tashkilotlarida ham oliy ta'lim mashg'ulot va dars turlarida "Ilk qadam" davlat dasturidan foydalanilayotgani sifatli ta'lim tizimi joriy etilganidan dalolatdir.

Darvoqe, tadqiqot maydonida ham "Ilk qadam" davlat dasturidagi maktabgacha yoshdagi bolalarga ta'lim berishda kompetensiyaviy yondashuvdan biri

«Ijodiy rivojlanish» sohasi kompetensiyalari xususida keng ma'lumotlar beriladi.

Avvalo, bola kompetensiyasi bu-ma'lum bir yosh davriga mos bo'lgan vazifalarni maqsadli bajarish uchun yetarli bo'lgan bolaning bilimi ko'nikma malakalari hamda qadriyatlari anglanadi. Yana shuni qayd etish lozimki, «Bilish jarayonining rivojlanishi» sohasi quyidagi kichik sohalarga bo'linadi:

- Intellektual-anglash malakalari;
- Elementar matematik ko'nikmalar;
- Tadqiqiy-bilish va samarali refleksiv faoliyatdir.

»Bilish jarayonining rivojlanishi» sohasi kompetensiyalari

Bilish jarayonining rivojlanishi sohasidagi o'quv-tarbiyaviy faoliyat yakuniga etganidan so'ng 6-7 yoshli bola:

bilim olishga faol qiziqishni namoyon etadi;

o'quv va hayotiy faoliyat uchun axborotni mustaqil ravishda topadi va undan foydalanadi;

predmetlar, voqealar va ko'rinishlar o'rtasidagi oddiy aloqalarni tushunadi va ularni yaxlit bir butunlik sifatida idrok qiladi;

raqamlar, hisob-kitobni biladi va ularni hayotda qo'llaydi;

makon, shakl va vaqtga mos ravishda ish tutadi;

elementar matematikhisoblashlarni amalga oshiradi;

atrof-muhitdagi voqea-hodisalar va ko'rinishlarni kuzatadi hamda tadqiq qiladi;

atrof-muhitga nisbatan ehtiyotkorona va g'amxo'r munosabatni namoyon etadi.

MUHOKAMA VA NATIJALAR

Bola ilk yoshlarida predmetlarni katta kichikk ajratadi. Ikki-uch yoshda esa predmetlarni ranggi va shakliga qarab farqlaydi. Bunda esa pedagogning mahorati sinovdan o'tkaziladi.

Jumladan bu farqlarni anglatish uchun mashg'ulotlarda tarbiyachida ijodkorlik talab etiladi. Oddiygina kardon qog'ozidan shallar qirqib olininib keyingi kardon qutisiga ham huddi shunday shakllar nusxasi tushiriladi. Bola qirqilgan shakllarni turiga qarab kardon qutisidagi nusxasiga qo'yishi lozim. Agar nushalar ranglarga bo'yalsa nur



ustiga a'lo nur bo'ladi. Bola ham shaklni ham ranglarni farqiga boradi. Bunda tarbiyachi ham vaqtdan ham, an'anaviy mashg'ulotdan farqli o'laroq, innovatsioh mashg'ulot turidan foydalanish imkoniyatiga ega bo'ladi. Ma'lumki

barja mashg'ulotlarning asosi o'yin metodir. Axir yosh bola ham o'yinga maktab bolasiga nisbatan moyilroq bo'ladida. Shuning uchun mashg'ulotlarda bilish jarayonini rivojlantirish sohasida ham bolalar uchun ko'prom homashyolar, kardon. Har xil shakldagi tayyor o'yinchoqlardan foydalanish samara beradi. Jumladan kubiklar, yasama g'ishtlar, plastmassa hamda shishirilgan sharlar yordamida bola shakllarning nomini to'g'ri aytishga, shakllar bo'yicha ajratishga qodir bo'ladilar.

Xulosa

Bolalarda bilish jarayonini rivojlantirish uchun ularni tabiat qo'ynida sayohatlarga olib chiqish ham katta natija beradi. Shunday sayr mashg'ulotlarida bolaga elementar matematik savollar berish lozim. Biz qancha masofani bosib o'tdik? Quyoshning shakli qanaqa? Daraxtga nechta qush qo'ndi? Kabi savollar tabiat bilan jonli muloqot qilishga erishilsa, bolaga atrof olamni amaliy o'zlashtirish tajribasi oshishiga ko'mak bergan bo'lamiz. Bolaga raqamlar yozilgan kartochkalarni dambadam- u ovqatlanishi, uyquga yotishi, dam olishi oldidan berish lozim. Qo'lini ushlab turli shakllar ustidan yurgizish kerak. Bundan tashqari quyidagi mashg'ulotlar ham uning bilish jarayoni rivojlanishi sohasini kengaytiradi:



ва

10 гача бўлган сонларни тўғри тескари санаш малакаларини мустаҳкамлаш.

2. 10 гача бўлган сонларда олдин ва кейин келадиган сонни топиш.

3. Ёнма-ён турган сонлар орасидаги муносабатларни тушунишга ўргатиш.

4. Иккита кичик сонлардан катта сонни ҳосил қилишни ўргатиш.

5. Мисолларни рақамлар ёзилган қоғозлар ёрдамида ифодаб ечишга ўргатиш.

6. 10 гача бўлган сонларни ёзувда фарқлашни ўргатиш.

7. 1 дан 10 гача бўлган рақамларнинг ёзилишини ўргатиш.

8. 15 гача тартиб билан санашга ўргатиш.

9. Арифметик масала тузилиши билан таништириш.

10. Нарсаларни 15 тагача санашга ўргатиш.



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PRINCIPLES OF CLASS MODELING IN FOREIGN LANGUAGE TEACHING AND LEARNING

Abstract: The teachers must pay a big attention to modernization of their lessons. It means they should use modern approaches to planning their lessons, because the efficacy and the success of the lesson depends on a lesson plan. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

Key words: modern approaches, foreign language, process, learning, student, teacher, teaching.

To be a teacher is a very hard work, which inquires much labor and creativity. In the modern world it is a bit difficult to observe all the innovations, so we, as the students of pedagogical institute must use different modern approaches in our work. It is necessary to plan lessons properly. There is a plenty of lesson models which can help to make lessons more interesting and effective. After graduation from the institute we are facing an important decision.

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized, on track while teaching, thus allowing them to teach more, help students reach objectives more easily, and manage less. The better prepared the teacher is, the more likely she/he will be able to handle whatever unexpectedly happens in the lesson.

Lesson planning:

- provides a coherent framework for smooth efficient teaching.
- helps the teacher to be more organized.
- gives a sense of direction in relation to the syllabus.
- helps the teacher to be more confident when delivering the lesson.
- provides a useful basis for future planning.
- helps the teacher to plan lessons which cater for different students.

Planning is imagining the lesson before it happens. This involves prediction, anticipation, sequencing, organizing and simplifying. When teachers plan a lesson, they have to make different types of decisions, which are related to the following items:

- the aims to be achieved;

- the content to be taught;
- the group to be taught: their background, previous knowledge, age, interests, etc.
- the lessons in the book to be included or skipped, etc.

The decisions and results depend on the teaching situation, the learners' level, needs, interests and the teacher's understanding of how learners learn best, the time and resources available.

Learning a second or a foreign language is more than learning a description of it. It is developing the ability to use the language on habit level. This is true of not only second language learning but also of first language learning. Moreover, all language learning involves the processes of listening, speaking, reading and writing. These processes involve both linguistic and psychological aspects. This shows that all language learning is based on certain well-defined principles derived from linguistic science as well as psychological science.

The modern approach to all language learning and teaching is the scientific one and is based on sound linguistic principles. The principles are subject to change in the light of new facts exposed by linguists and language users. These principles are general principles and are applicable to English language.

1. Give Priority to Sounds: The sounds of English should receive priority. Sounds should be given their due place in the scheme of teaching. Sounds should not be presented in isolation. They should appear in proper expressions and sentences spoken with the intonation and rhythm which would be used by a native speaker.

2. Present Language in Basic Sentence Patterns: Present, and have the students memorize, basic sentence patterns used in day to day conversation. From small utterances the students can easily pass on to longer sentences. In case of learning mother-tongue, the student's memory span can retain much longer sentences than those of a foreign language. The facility thus gained in a foreign language enables the learners expand the grasp of the language material in respect of sounds and vocabulary items.

3. Language Patterns as Habits. This principle means that real language ability is at the habit level. It does not just mean knowing about the language. Make language patterns as habit through intensive pattern practice in variety of situations. The students have to be taught to use language patterns and sentence constructions with appropriate vocabulary at normal speed for communication. In fact the habitual use of the most frequently used patterns and items of language, should take precedence over the simple accumulation of words.

4. An important principle of language learning is imitation. No learner by himself ever invented language. Good speech is the result of imitating good models. The model should be intelligible. Imitation followed by intensive practice helps in the mastery of the language system.

5. Controlled Vocabulary. Vocabulary should be kept under control. Vocabulary should be taught and practiced only in the context of real situations. This way, meaning will be clarified and reinforced.

6. Graded Patterns should be taught gradually, in cumulative graded steps. This means, the teacher should go on adding each new element or pattern to previous ones. New patterns of language should be introduced and practiced with vocabulary that students already know.

7. Selection and Gradation: Selection of the language material to be taught is the first requisite of good teaching. Selection should be done in respect of grammatical items and vocabulary and structures.

8. The Oral Way. Experts believe that the oral way is the surest way to language learning. Prof. Kittson rightly observes, "Learning to speak a language is always the shortest road to learning to read and write it." Prof Palmer also writes, "We should refrain from reading and writing any given material until we have learnt to use its spoken form."

In class modeling in foreign language, teaching one of the main question is what is the best teaching method for learning? According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. In addition, it is not always possible or appropriate to apply the same methodology to all learners, who have different objectives, environments and learning needs.

Methods of teaching English have developed rapidly. It is important that language learners and training managers, as well as teachers, understand the various methods and techniques so learner is able to navigate the market, make educated choices, and boost his enjoyment of learning a language.

Within the general area of 'methodology' we can talk about approaches, methods, techniques, procedures and models, all of which go into the practice of English teaching. These terms, though somewhat vague, are definable:

Approach: this refers to theories about the nature of language learning that serve as the source of practices and principles in language teaching'. An approach describes how language is used and how its constituent parts interlock- in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

Method: a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.

Procedure: a procedure is an ordered sequence of techniques. For example, a popular dictation procedure starts when students are put in small groups. Each group then sends one representative to the front of the class to read

(and remember) the first line of a poem which has been placed on a desk there. Each student then goes back to their respective group and dictates that line.

Technique: a common technique when using video material is called 'silent viewing'. This is where the teacher plays the video with no sound. Silent viewing is a single activity rather than a sequence, and as such is a technique rather than a whole procedure.

Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

Every teacher chooses his own way to work with students and the more appropriate methods and type of the lesson.

The success in teaching depends both on lesson program and on how teacher presents the lesson and uses various techniques to manage the class more enjoyable and interesting.

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ADVANCED INTERNATIONAL EXPERIENCES IN TEACHING MATHEMATICS

Abstract: This article analyzes the International Educational Standards, International Assessment Systems, Advanced Pedagogical Methods for Teaching Mathematics. It also provides recommendations for the application of international standards in mathematics.

Keywords: mathematics, international standard, PISA, methodology, education system, TIMSS, TALIS.

In order to improve the quality of education, it is necessary to continuously monitor its status and development trends, and to conduct an objective and adequate assessment of student achievement. This is especially important at the level of general secondary education, which lays the foundation for the subsequent personal and civic development of students. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 No 997 "On measures to organize international research in the field of education quality assessment in the public education system" Assessment of the quality of education in the public education system In order to organize international research in the field of education, to establish international relations, to fully support and encourage the research and innovation activities of students, first of all, the creative ideas and creativity of the younger generation, Uzbekistan The National Center for International Research on Education Quality Assessment has been established under the State Inspectorate for Education Quality Control under the Cabinet of Ministers of the Republic of Kazakhstan.

The main tasks and activities of the National Center include: - Ensuring the successful participation of general secondary education in international research; - Comparison of the results of the Republic of Uzbekistan in international evaluation programs with the results of other countries; - Systematic monitoring of the implementation of international assessment programs in the educational process, dissemination of best practices in this area and participation in the development of recommendations and guidelines for educational institutions based on it; - Preparation of educational and methodological recommendations for the training of teachers in mathematics, science and natural sciences using innovative teaching methods. It is planned to organize international research on the following international assessment programs: PISA - The Program for International Student Assessment - to assess

the level of literacy of 15-year-old students in reading, mathematics and science; TIMSS - Trends in International Mathematics and Science Study— Assessment of 4th and 8th grade students' knowledge of mathematics and science; PIRLS - Progress in International Reading and Literacy Study - assessment of reading and comprehension of 4th grade students; TALIS - The Teaching and Learning International Survey - a study of the teaching and learning environment of managers and teachers in general secondary education and the working conditions of teachers. A “Roadmap” has been developed to prepare the Republic of Uzbekistan for participation in international research on international assessment programs, according to which - to improve students' written and oral literacy. introduction of national and international experience; - Development of e-learning for students to study independently, creating and enriching a database of questions on international research in reading, mathematics and science; - Introduce independent education for students to prepare for international research in reading, mathematics and science; - organization of trainings in the regions in cooperation with qualified teachers and trainers on international research.

PISA Research PISA (Program for International Student Assessment) is an international program to assess the knowledge of 15-year-olds in mathematics, science and mother tongue. PISA surveys have been conducted since 2000 and are conducted every three years. The results of the study show that students in the participating countries are able to identify educational achievements, changes in the education system, the main directions of secondary education reform and identify barriers to their implementation, monitor the dynamics of change in results and critically allows analysis. The International PISA Survey Assessment Set includes: a set of test assignments; questionnaires for students of educational institutions; questionnaires for the management of educational institutions; a guide for the person conducting the test or survey; manual for the coordinator of the organization of education; a guide to test assignments, data entry, processing, and evaluation. As a result of statistical processing of the results of the study, each student is evaluated on a 1000-point scale according to the following criteria

- Identify real problems in everyday life and solve them using mathematics;
- expression of problems in mathematical language; - solve problems using mathematical knowledge and methods;
- analysis of the methods used;
- explain the solution of the problem;
- Formulation and recording of solution results.

Samples of assignments given to students

1. Climb Mount Fuji. Mount Fuji in Japan is famous for its "sleeping" volcano. Mount Fuji is only open to the public from July 1 to August 27. About 200,000 people are currently climbing Mount Fuji. On average, how many

people climb Mount Fuji every day? 2. Metabolic Intensity (MI) is the energy required for the respiratory, digestive and circulatory systems. This value is determined for a person lying quietly and awake in a room with a temperature of 23 ° C.

TIMSS International Studies

TIMSS (Trends in Mathematics and Science Study) An international study called International Traditions in the Teaching of Mathematics and Natural Sciences is conducted every 4 years by the International Association for Assessing the Quality of Student Achievement. TIMSS allows 4th and 8th graders in mathematics and science to track academic achievement in participating countries by assessing their academic performance. To assess academic achievement, students are tested and students, teachers, and school administrators complete questionnaires, as well as information about the factors that affect learning outcomes. Information is obtained. Creating a positive attitude towards math and science is one of the most important goals of curricula in many countries. Doing homework allows students to reinforce what they have learned in school and prolongs teaching time for teachers on the topic. As a result, students with more homework are expected to perform better than students with fewer homework assignments or no homework at all. The tradition of doing homework is widespread in many countries. In some countries, in 4th grade, they are rarely asked at home, mainly for correctional purposes, to allow individual students to master the material with their peers. In general, a large amount of homework has a negative impact on the quality of student achievement. Samples of assignments for 4th graders

1. Three thousand basketball tickets are numbered from 1 to 3000. Spectators with tickets ending in 112 will win the prize. Write down the numbers of all the prize tickets.

2. There is a flag in Ivan's garden. Sometimes the flag is hoisted to the north and sometimes to the other side. What makes the flag fly?

3. Which of the celestial bodies, Earth, Mars, Moon, Sun, is the hottest?

4. If the plant adds a large amount of hot water to the river, write down what can happen to the fish and plants in the river.

Samples of assignments given to 8th graders

1. There are 30 students in the eighth grade. A student randomly selected from a class list has a 1/5 chance of being under 13 years old. How many students in this class are under 13?

2. Briefly explain how glasses and contact lenses help you look good.

3. Olia went to school with a cold. A few days later, half of her friends at school fell ill. What is the main reason why some students became ill and others did not?

TALIS (The Teaching and Learning International Survey) - studies the teaching and learning environment and working conditions of teachers in general secondary education.

PIRLS (Progress in International Reading and Literacy Study) is an international study that examines and evaluates the reading and comprehension skills of 4th graders in primary school.

2. STEAM TECHNOLOGIES

Education is the mirror of the country's future. The state, seeing its strengths and development zones, adapts the national education program directly to the foundations of the education system. In the era of industrialization, literacy and work skills were important. In the postindustrial period, the technological aspects of youth development came to the fore. The result was the digital revolution - the Internet, computers, information technology. Resolution of the President of the Republic of Uzbekistan dated September 5, 2018 No PP-3931 "On the program of measures to further improve the system of public education in the Republic of Uzbekistan in 2018-2021" The task is to improve and introduce innovative educational technologies. According to him, based on the best international practices, it is planned to gradually introduce and improve new state educational standards and general secondary education curricula, including the STEAM method. In order to identify talented young people in each region of the country, Presidential schools will be opened, which will specialize in teaching in the STEAM program.

Conclusion: In modern education, the student has the opportunity to work on themselves, expand and deepen their knowledge outside the classroom. Mathematics, like other disciplines, studies the real being. Makes different models about the real being. If the natural sciences are based on experiments in their research, mathematics is not based on experiments. Problems related to the connection of theory in practice with mathematics are not based on experience in understanding and imagining. To distinguish what we need from the multifaceted properties of mathematics, we have to ignore some of these features. The most important thing for us is to leave out what is needed to express the event and process in the language of mathematics.

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COMMON PROBLEMS IN ADOLESCENTS

Annotation: adolescence is a period of changes. Adolescents are vulnerable and can develop bad habits that lead to serious problems, such as adults. Often there are problems in the behavior of adolescents, and their parents can not do anything about it.

Key words: Pertaining to adolescence, behavior, feelings, physical changes, hormonal level.

Adolescence is a time for developing independence. Typically, adolescents exercise their independence by questioning their parents' rules, which at times leads to rule breaking. It is common for once loyal children to begin to grumble when asked to carry out some chores at home and to respond in harsh words when been rebuked by their parents. This is often a challenging time for most parents. Some parents and their adolescents clash over almost everything. In these situations, the core issue is really control-adolescents want to feel in control of their lives and parents want adolescents to know they still make the rules.

During adolescence, the frequency and severity of violent interactions increase. Although episodes of violence at school are highly publicized, adolescents are much more likely to be involved with violence (or more often the threat of violence) at home and outside of school. Many factors, including developmental issues, gang membership, access to weapons, substance use, and poverty, contribute to an increased risk of violence for adolescents. Of particular concern are adolescents who, in an altercation, cause serious injury or use a weapon. Because adolescents are much more independent and mobile than they were as children, they are often out of the direct physical control of adults. In these circumstances, adolescents' behavior is determined by their own moral and behavioral code. The parents guide rather than directly control the adolescents' actions.

Physical changes in adolescents occur due to changes in their hormonal level.

- In girls, a breast appears, and at first it can be uncomfortable.
- Girls begin to know their figures.
- The son breaks the voice of the children, the hairs on his face begin to grow. This is the most noticeable change that occurs with them in adolescence.
- The main problem for adolescents is acne.

- In adolescents, muscle mass increases. This sometimes leads to excess weight.

- The body smelled.
- Girls begin menstruation.

The best way to help your child overcome this period is to tell him about the changes that are taking place with him.

Changes in the hormonal level bring about not only physical, but also emotional changes in adolescents. Adolescence is a transitional period between childhood and adulthood. Adolescents often suffer from this: they, like adults, have responsibilities and, like children, have their own desires.

Adolescents can be excessively emotional (and this is also associated with hormones). Literally everything can make them happy, bring grief or anger. Teenage girls are very vulnerable and cry a lot. Frequent mood swings are three in both boys and girls. Physical changes lead to self-reflection in adolescents. Children in early adulthood can feel strange. In adolescence, children often understand that they are inferior or, on the contrary, superior to others. In adolescence, children often think about sex. This can make them feel guilty.

Adolescence is associated with a constant change in emotions and that's good. You can help your child cope with emotional problems.

- Help your teenager to take care of himself. Tell him that it's good to feel what he feels like.

- Encourage your child to exercise. Physical activity maintains the level of the "hormone of happiness" serotonin, which is responsible for positive emotions in the body.

- Allow your teenager to talk. Listen to him without condemnation. If he is not ready for this, then do not advise him.

- Talk with your teenager about your teenage years. This allows him to know that it is better to feel himself.

- Encourage your child to do what he likes, because this will help him to orient his emotions in the creative direction.

Feelings that overwhelm the teenager can lead him to impulsive behavior, which, in turn, can harm both himself and those around him. Impulsive behavior is characteristic of children of this age and continues in adolescence. Adolescence is a period when children strive for independence. They doubt the rules established by their parents and do what they believe to be right. In adolescents, the brain develops intensively. This makes them capricious and stubborn. Hormonal changes in teenage boys lead them to physical dependence. They also like to listen to loud music. To become more independent, adolescents want to try and risk something new. This is manifested in careless behavior. Sometimes the pressure of peers and the need to comply with the rules of their company bring out bad habits in adolescents, it is difficult to change them. Young people's fashion is changing more often. A teenager's dress and hairstyle

you may not like. The most dangerous thing in adolescence is that a teenager can contact a bad company and develop dangerous habits. Lying is one of the most common behavioral problems among adolescents. Adolescents do not conflict with their parents or lie because of fear.

Adolescents easily react to a bad condition. The biggest problem faced by parents of adolescents around the world is smoking, drinking alcohol and taking drugs.

- Most often, adolescents consume cigarettes, alcohol or drugs under the pressure of their peers.

- A tendency to dangerous behavior encourages many adolescents to drink alcohol or drugs before they reach adulthood.

- "Excitement", if it does not stop, can become a bad habit.

- This can be an example if the parents of a teenager smoke or drink alcohol.

- Low self-assessment or the desire to look "cool" can lead a teenager to the consumption of alcohol or drugs.

- If alcohol or cigarettes are ready for a teenager, he will be tempted to try them.

Adolescence is the period when children are ready to finish school and enter higher education institutions. They have more reading-related activities.

The pressure to study well and go to college can cause stress and distress in a teenager. Studying homework, tutoring and doing household chores often leads to overwork. Actions that distract the child from Reading are the way that leads to poor reading and additional pressure on the teenager.

Adolescents are often vulnerable-emotionally and physically. Without proper nutrition and taking care of their health, they are prone to various diseases.

- Adolescents are often busy. Between training sessions, they do not have time to rest and eat properly, so they do not get enough nutrients.

- Thoughts about their body can lead to a violation of nutrition of adolescents, especially girls. Girls are concerned about their appearance and weight, which can lead to anorexia or bulimia.

- Stress in adolescents is a way to lose appetite or cause impotence.

- Lack of healthy eating and physical activity often leads to obesity. This happens, for example, when a child eats high-calorie foods, fast food and carbonated drinks.

Parenting instruction helps adolescents cope with health problems and develop healthy lifestyle skills. As an example, encourage your child to eat healthy food, exercise and get enough sleep.

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BULUTLI TEXNOLOGIYALARDAN FOYDALANISHDA AFZALLIKLARI VA KAMCHILIKLARI

Annotatsiya: Maqolada bulutli texnologiyalardan foydalanishda afzalliklari va kamchiliklari taxlil qilingan. Shuningdek axborot yexnologiyalari infratuzilmadan foydalanish samaradorligi va chiqimlar soni taxlil qilingan. Bulutli hisoblar hayfsizligi masalalari alohida tarzda o'rganib chiqilgan.

Kalit so'zlar: bulutli texnologiya, bulutli hisoblash, self service on demand, Bulutda xizmat ko'rsatishni loyihalashtirish, konfidensiallik.

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ADVANTAGES AND DISADVANTAGES OF USING CLOUD TECHNOLOGIES

Abstract: The article analyzes the advantages and disadvantages of using cloud technologies. The efficiency of the information technology infrastructure and the amount of costs were also analyzed. The security of cloud accounts has been studied separately.

Keywords: cloud computing, cloud computing, on-demand self-service, cloud service design, privacy.

Iste'molchilar kompyuterlarda ishlash kuchi xarakteristikalariga qaramaydi. Kompyuterlar yuqori kuchda ishlashi uchun, katta xotira va ko'p hajmli disklarga ega bo'lgan bo'lishlari shart emas. Chunki barcha ma'lumotlar va hamma dasturlar bulut serverlarida saqlanadi. Katta hajmga ega bo'lgan

shaxsiy stasionar kompyuterlar, noutbuklar, netbuklar, orqali iste'molchilar bulutga kirishlari mumkin.

Iste'molchilar uchun kompyuterlarni ishlash sifati oshdi. Iste'molchilar kompyuter dasturlar, fayllarni masofadan turib ishga tushirishda kam yukli qilishlari uchun kam ilovalardan foydalanishlari kerak. Misol uchun, Panda Cloud Antivirus - antivirus dasturi, web-servis sifatida foydalana olish mumkin. Panda Cloud Antivirus kuchli server ma'lumotlaridagi viruslarni masofadan turib skanerlash imkoni beradi. Bu dasturni iste'molchi kompyuterida ishga tushirish ishlash yukini ikki barobarga oshiradi.

Axborot yexnologiyalari infratuzilmadan foydalanish samaradorligi oshadi va chiqimlar soni kamayadi. Agar kompaniya uchun server o'rtacha yuklanish baholashini oladigan bo'lsak, u 13% ni tashkil etadi. Ba'zi hollarda kompaniya o'zining qo'shimcha resurslar kuchini ishlatishga to'g'ri keladi, lekin ba'zi hollarda hisoblash resurslari bo'sh turadi va ishlatilmaydi. Bunda esa albatta pulning sarfi bekor bo'ladi. Agar kompaniya hisoblash resurslaridan masofadagi bulut serverlaridan foydalansa, bu holda kompaniya sarflari soni ikki marta kamayadi. Bundan kelib chiqqan holda nobarqaror iqtisodiy ishlab chiqarish moslashuvchanligi oshib boradi. O'zining ma'lumotlari boshqa bir tashkilotlarda saqlanishiga ishonchlilik qobiliyati yo'qolganda kompaniyaning o'zi shaxsiy bulut yaratib, virtualizasiya infratuzilmalarini barcha imkoniyatlaridan to'laqonli foydalansa bo'ladi.

- Xizmat ko'rsatishdagi va dasturiy ta'minotni sotib olishdagi harajatlarni kamaytirish. Bulut hisoblash texnologiyalarini shaxsiy serverlarda qo'llanilishi kompaniya ko'lamida kichik hisoblanib, shuning uchun ularga xizmat ko'rsatish oson bo'ladi. Katta sonli fizik serverlardan voz kechish orqali dasturiy ta'minotni sotib olishdagi muammolar kamayadi. Servis va ilovalar bulut ichida bo'lganligi uchun iste'molchilar dasturiy ta'minot sotib olishlari shart bo'lmaydi. - Hisoblash kuchi o'sishi. Shaxsiy kompyuterlar bilan bulutli hisoblash resurslarini solishtirganda, bulutli hisoblash resurslari katta imkoniyatlarga ega.

- Bulutli hisoblash kuchi uning serverlari soni bilan o'lchanadi. Iste'molchiga superkompyuterdan masofadan turib foydalanish imkoniyatini yaratib beradi, bu albatta oddiy shaxsiy kompyuterda masalalarni yechish imkoniyati bo'lmaganda.

- Ma'lumotlar saqlashdagi cheklanilmagan hajmlar. Ma'lumotlarni saqlash hajmiga qarab bulutli texnologiyalar qulay va avtomatik tarzda (iste'molchi xohish istagiga qarab) joylashtiradi. Oddiy shaxsiy kompyuter iste'molchisi ma'lumotlarini saqlashga joy yetmaganda, bunday holat bulutli hisoblash iste'molchilarida yuzaga kelib chiqmaydi.

- Operasion tizim bilan mos kelishi. Bulutli texnologiyalar iste'molchilarda qanday operasion tizim turganligiga qaramaydi. Microsoft Windows operasion tizimidan foydalanayotgan mijoz, Unix mijozlari bilan

muammosiz ma'lumotlarni almashishi mumkin. Servislardan foydalanishda esa har bir operatsion tizim brauzerga qarab standartlashtiradi.

- Hujjat formatlari bilan mos kelishi. SHaxsiy kompyuterdagi fayl Microsoft Word 2007 dasturi asosida bajarilgan bo'lsa, eski versiyalarida yani Microsoft Word 2003 da ochish imkoniyati mavjud emas. Bulutli hisoblashlarda esa to'g'ri kelmagan hujjatlarni ochish muammosi kelib chiqmaydi.

- Iste'molchilarning bir guruh bo'lib ishlashidagi qulayliklari. Bulutli hisoblash tizimlarida bir vaqtning o'zida bir necha iste'molchilar ish olib borishlari mumkin. Hujjatlarni bir kompyuterdan boshqasiga ko'chirib o'tkazish kerak bo'lmaydi. Hujjatlarni tahrirlash tez aks etadi, bundan tashqari iste'molchilar hujjatning yangilash imkoniyati mavjud.

- Bulutli hisoblashlarda fayllardan erkin foydalanish imkoniyati mavjudligi. Agar ma'lumotlar bulutda saqlanilayotgan bo'lsa, bu ma'lumotlardan istalgan vaqtda iste'molchilar foydalanishlari mumkin faqatgina Internet tarmog'i mavjud bo'lsa bas. Iste'molchilar uchun keng qamrovdagi qurilmalardan internetga kirish orqali foydalanishlari mumkin. Bulut mijozi shaxsiy kompyuter, planshet, netbuk, smartfon, noutbuklardan foydalanishlari mumkin.

- Tabiiy resurslardan foydalanishni kamaytirish. Bulutli hisoblash texnologiyalarida hisoblash kuchlarini tejash nafaqat elektr energiya bo'yicha, balki fizik maydon va tabiiy resurslarni kamaytirish imkoniyati mavjud. Ma'lumotlarni qayta ishlash markazi ma'lum bo'lgan salqin hududlarda ham saqlash imkoniyati bor. Ma'lumotlardan foydalana oladigan qurilmalar hozirda juda ixcham hisoblanib, ishlab chiqarishda kamroq materiallar ketadi.

- Ma'lumotlarni yo'qolishiga bardoshligi. Bulutda saqlanilayotgan ma'lumotlar, o'zlarining nusxalarini bir necha serverlarga joylashtiradi. SHuning uchun bulutda saqlanilayotgan ma'lumotlarni yo'qolishi ehtimoli juda ham kam, iste'molchining shaxsiy kopyuteri bilan solishtirganda.

Kamchiliklari:

- Doimiy Internet tarmog'i bilan aloqada bo'lishi lozim. Bulutli hisoblash texnologiyalaridan foydalanishda har vaqt tarmoq Internetga ulangan bo'lishi lozim. Bundan tashqari bir necha ilovalar mavjud bo'lib, ular kompyuterlarga yuklanadi va ulardan uzoq muddatgacha ishlash imkoniyati bo'ladi. Boshqa holatlarda esa har doimgidek oddiy hisoblanib, ulanish bo'lmasa ish ham bo'lmaydi. Ko'pchilikning fikricha bu bulutli hisoblashlarning eng katta kamchiligi deb yuritishadi. Axborot texnologiyalari rivojlanishini hisobga olgan holda shuni aytishimiz mumkinki Internet tarmog'i hozirgi kunda har bir joyda mavjud. SHuning uchun bu muammoli qarashlar tez orada umuman e'tibordan chiqadi.

- Ishlash tezligi sekinligi. Ko'pgina bulutli servislar to'laqonli ishlashlari uchun normal Internet - ulanishni talab qiladi. Bu muammoni kelib chiqishini oldini olishda choralar ko'rilmogda va bu muammo tez orada hal qilinishiga ishonch yuqori.

- Dasturlarning sekin va to'liq funksional imkoniyatlarga ega bo'lmagan holda ishlashi. Bir necha dasturlar bulutli tizimlarda lokal kompyuter tizimiga qaraganda sekin ishlashlari mumkin. Bu uzoq masofadagi serverlarni yuklash qiyinchiliklari tufayli yuzaga kelishi mumkin.

- Ma'lumotlar xavfsizligiga xavf borligi. Iste'molchilar tomonidan bulut texnologiyalariga qo'yilgan har bir ma'lumot xavfsizligi xavf ostida bo'lishi mumkin. Lekin bunda birinchi masala provayderga iste'molchining ishonishi muhimdir. Agar bulutli texnologiyalar provayderi ma'lumotlar almashishini ishonchli shifrlasa, zaxira nusxalasa va bulutli texnologiyalar sohasi bozorida o'ziga yarasha tajribaga ega bo'lsa bu holda xavfsizlik borasida muammolar tug'ilmaydi. Fakt sifatida shuni aytish mumkinki, bulutda yo'qolgan ma'lumlarni qaytarish mumkin emas.

Bulutlar xususiyatlari:

- Talab etilganda o'ziga xizmat ko'rsatish (self service on demand);
- Tarmoqdan universal tarzda foydalanish;
- Resurslarning birlashtirilishi (resource pooling);
- Elastiklik;
- Iste'mol hisobi.

Self service on demand - iste'molchi o'z ehtiyojlariga kerakli ravishda hisob-kitob talablarini provayder bilan bog'lanmagan holatda o'zi aniqlaydi va o'zgartiradi. Masalan, server vaqti, ma'lumotni qayta ishlash tezligi, saqlanuvchi ma'lumotlar hajmi kabi. Tarmoqdan universal tarzda foydalanish iste'molchilar qanday terminal qurilmasidan foydalanishidan qat'iy nazar, ular ma'lumot uzatuvchi tarmoqlardan foydalana oladilar. Ko'p iste'molchilarga xizmat ko'rsatish uchun quvvatini dinamik tarzda taqsimlab berish maqsadida provayder resurslarni yagona pulga birlashtiradi. Chunki quvvatga bo'lgan talab har doim o'zgarib turadi. Bunda iste'molchilar xizmatni faqat asosiy xossalarini, masalan ma'lumot hajmini, kirish tezligini boshqaradilar. Ammo aslida iste'molchiga taqdim etiluvchi resurslar taqsimotini provayder bajaradi.

Elastiklik – xizmatlar har qanday vaqtda, avtomatik tarzda ko'rsatilishi, kengaytirilishi va qisqartirilishi mumkin.

Iste'mol hisobi – bu provayder ishlatilgan resurslar hisobotini avtomatik tarzda bajaradi. Masalan, saqlanuvchi ma'lumotlar hajmi, foydalanuvchilar soni yoki tranzaksiyalar miqdori hamda ular asosida iste'molchilarga taqdim etiladigan xizmatlar hajmini baxolaydi.

Bulutli hisoblash hozirda tashkilotlarga infrastrukturallarni qanday ishlatish, harajatlarni tejash, uchinchi tomon provayderlariga bo'lgan majburiyatlarni topshiradi. U texnologiya va biznes modellarining ajralmas qismiga aylandi va korxonalarni yangi texnologiyalar strategiyalariga moslashishga majbur qildi. Bulutli xizmat modellari mijozlarga qanday qilib bulut xizmatlarini taqdim etishini tasvirlaydi. SHunga qaramay ushbu xizmatlarda bir qancha muammolar mavjud.

Ma'lumotlar va bulutdagi ma'lumotlar bazasini tarmoqda saqlash muammolari. Bulutli muhitlarda ma'lumotlar bazalarini boshqara bilish juda muhim xususiyat hisoblanadi. Bu oxirgi o'n yilliklarda o'rganilgan ma'lumotlar bazalarining o'z o'zini boshqarish texnologiyalarini ishlab chiqish zaruratini yuzaga keltirgan.

Virtuallashtirish muammosi apparatli resurslarni dasturdagidek amalga oshirishda namoyon bo'ladi. Platformlar va resurslarni virtuallashtirish turlari mavjud. Virtual mashinalar, ya'ni mavjud dasturli apparat tizimlarda o'zidan o'zi ishlaydigan dasturiy abstraksiyalar platformalarni virtuallashtirishning mahsuli hisoblanadi. Apparat resurslarning foydalanuvchi uchun tasavvurni kombinasiyalash yoki soddalashtirish va uskuna, makon, nomlar, tarmoqlar va h.k.ninng biror bir foydalanuvchanlik abstraksiyalariga ega bo'lish resurslarni virtuallashtirishning maqsadi hisoblanadi.

Bulutda xizmat ko'rsatishni loyihalashtirish – bulutdagi hisoblar texnologiyasi turli xildagi bulutdagi xizmatlarni faqat e'lon qiladi xolos. Hozirgi paytda taqdim etilayotgan xizmatlarni aniq ixtisoslashtirishgan yondashuvlar mavjud emas.

Standartlashtirish muammosi– ham ushbu muammolardan biridir.

Bulutli hisoblar havfsizligi masalalari alohida tarzda o'rganib chiqishni taqozo etadi, chunki ular nafaqat texnik muammolar, balki bulut xizmatlaridan foydalanishda foydalanuvchilarning psixologik ishonchi muammolarini ham hal etish zaruratidan iboratdir. Shu bilan birga mashinalar va tarmoqlarni jismonan chegaralash bilan kafolatlanib bo'lmasligi bois, *ma'lumotlarning havfsizligi va konfidentsiialligini ta'minlash muammosining ham hal etilishi talab etiladi.*

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THE INFLUENCE OF SPORTS GAMES ON THE INDICATORS OF PHYSICAL FITNESS OF THOSE INVOLVED

Annotation: In the article, the author explores the differences in the level of physical fitness of university students engaged and not engaged in sports. The influence of sports on the physical development and fitness of students is substantiated.

Keywords: sports, sports games, physical fitness, physical development, strength, explosive strength, endurance, speed.

A higher education institution, as a rule, is the last link in a person's education. Unfortunately, for many people, this becomes the end of physical education. A decrease in motor activity in combination with a violation of the diet and an improper lifestyle leads to the appearance of excess body weight, which contributes to the development of various diseases, impairs physical development and physical fitness. The real volume of students' motor activity does not ensure the full development and strengthening of their health.

To better implement the preparation for professional activity of students, it is necessary to know the level of their physical fitness and find effective methods to improve it, taking into account the individual inclinations and abilities of students. Thus, an urgent problem arises - the preservation and further strengthening of the health of the younger generation and increasing their physical fitness for the effective performance of their professional functions. It has been established that physical activity directly and indirectly contributes to the preservation and strengthening of health.

A decrease in the level of physical activity of students with a simultaneous increase in nervous and emotional tension leads to a deterioration in health. A necessary and important form of physical activity in higher educational institutions is independent additional physical exercises. These classes can significantly increase the total time of students' motor activity, contribute to improving the level of physical development and physical fitness and, as a result, contribute to the preservation and strengthening of the health of students.

The purpose of the study was to study the differences in the state of health, physical development and physical fitness of students engaged in sports games and not engaged in sports. The level of health of students was assessed by

the index of functional changes. According to the value of the index of functional changes, the level of adaptation was determined: satisfactory adaptation, tension of adaptation mechanisms, unsatisfactory adaptation, failure of adaptation.

The level of physical development was determined by the method of sigma deviations based on the measurement of anthropometric indicators. The following tests were used to study the physical fitness of students: running for 100 and 1000 meters; long jump from a place, wrist dynamometry. Based on the gradation of the index of functional changes, 93.3% of young men engaged in sports games had satisfactory adaptation, and the remaining 6.7% had tension of adaptation mechanisms.

Unsatisfactory adaptation and disruption of adaptation were not detected. The distribution of adaptation levels in the group of young men who do not engage in sports differs significantly from the distribution of their peers engaged in sports games. The majority of young men not involved in sports were characterized by tension of adaptation mechanisms (66.7%). Only a third of the surveyed young men who do not engage in sports have a satisfactory adaptation. The state of satisfactory adaptation of the organism to external conditions is accompanied by optimal tension of the regulation mechanisms and may indicate the absence of diseases.

The tension of adaptation mechanisms manifests itself in the mobilization of protective mechanisms, characterized by an increase in the activity of the sympatho-adrenal system and a decrease in the body's resistance to the effects of adverse factors. Approximately half of the young men who did not play sports were characterized by an average level of physical development (46.7%). The above average level of physical development was noted in 13.3% of young men in the control group, 20% of young men had a level below average and a low level of physical development. No persons with a high level of physical development were identified among young men who do not engage in sports.

More than half of the young men engaged in sports games were characterized by a high level of physical development (53.3%). The above average level of physical development was noted in 26.7% of young men of the experimental group. The average level of physical development was found in 13.3%, below average - in 6.7% of young men engaged in sports games. There were no persons with a low level of physical development among young men engaged in sports games.

Thus, among young men engaged in sports games, persons with a high and above average level of physical development prevailed, and among young men not involved in sports - persons with average, below average and low levels of physical development. The average performance of running at a distance of 100 m for boys engaged in sports games was 12.91 seconds; for boys not involved in sports, 14.64 seconds. The examined young men of the experimental group have a high level of speed development (running at a distance of 100 m),

and their peers who are not involved in sports have a lower than average level of speed development. The established differences were statistically significant. Strength endurance was assessed by running tests at a distance of 1000 m and the number of pull-ups on the crossbar. The average performance of running at a distance of 1000 m in boys engaged in sports games was 3.25 min.; in boys of the control group - 3.54 min.

The results obtained correspond to a high level of strength endurance development in young men of the experimental group and a lower than average level in young men who do not engage in sports. Statistical differences in the level of strength endurance development among young men engaged in sports games and those not involved in sports were significant.

The average number of pull-ups on the crossbar of the students of the experimental group significantly exceeded the data of young men who do not play sports, this excess was also statistically significant. Statistically significant differences in the indicator of explosive force (long jump from a place) between groups of young men engaged in sports games and non-sports were revealed. The average results of the long jump from a place in the boys of the experimental group are 242.33 cm in the boys of the control group - 190.6 cm.

The developed automated program, taking into account the long-term dynamics of the complex of indicators of preparedness and development, will allow differentiating pedagogical influences, which will lead to a better increase in the level of physical fitness and somatic health. Thus, at this stage of the study, we can state:

- the development and implementation of an electronic system of automated accounting of physical fitness and physical development in the educational process of senior schoolchildren is relevant. This will reduce the time spent on processing information and significantly improve the quality of its analysis;

- the introduction of an automated accounting system into the educational process on the subject of physical culture will make it possible: to optimize the work of a teacher in physical education; to individualize the process of physical education of senior schoolchildren; to switch to modern forms of control and management organization.

The conducted research allowed us to formulate the following conclusions:

1. The majority of the surveyed young men engaged in sports games were characterized by satisfactory adaptation. Their peers who did not engage in sports had a strain on adaptation mechanisms, and only a third of the surveyed had satisfactory adaptation. Among young men engaged in sports games, persons with a high and above average level of physical development prevailed, and among young men not involved in sports - persons with an average, below average and low level of physical development.

2. Sports games contribute to the development of the physical quality of speed, which was manifested in higher rates of short-distance running speed of young men engaged in sports games. There was a high level of strength endurance development in the boys of the experimental group and a lower than average level in the boys not involved in sports.

3. The indicators of explosive power in young men engaged in sports games exceed the data of peers who do not engage in sports, and correspond to an above average level. The level of development of strength abilities is significantly higher among young men engaged in sports games, compared with students who do not engage in sports.

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BASIC ASPECTS OF THE PROBLEMS OF EXISTENCE IN PHILOSOPHY AND SCIENCE

Abstract: this article reveals the main aspects of the problems of existence in philosophy and science. A comparative analysis of approaches to the question of existence in the history of philosophy. The philosophical problem of being arose as the need to find a starting point in the process of knowing and mastering the world. In this category, a person's belief in the existence of the world around him and the person himself with his consciousness is recorded. The statement of being is the initial prerequisite for further reasoning about the world.

Key words: Philosophy, science, being, types of being, absence, existence, reality.

Being is a concept, similar, of the same order with such concepts as “existence”, “reality”. At the same time, being is an integral characteristic of the world, affirming its integrity through its existence. According to the mode of existence, being is divided into two worlds, two modes of existence or two realities: the world of physical states, or the material, natural world, and the world of mental states, the world of consciousness, the inner world of man. Both of these worlds - the world of consciousness and the world of nature - can be characterized by the concept of being, but the ways of their existence are different. The physical, natural world exists objectively, independently of the will and consciousness of people.

The psychic world, the world of human consciousness, exists subjectively, since it depends on the will and desire of people, individual individuals. The combination of forms of being allows us to single out several more of their varieties. This approach allows us to talk about the specificity of being of the person himself, because he belongs to two worlds: to the natural, corporeal world as its organic part and at the same time to the world of consciousness. Human being is the dialectical unity of the object-objective and the subjective. The existence of things created by man, mediated by the human spirit, consciousness is also distinguished by its originality. The spiritual world of man, the subjective and objective spirit, is also characterized by a twofold existence. In addition to the above, there are also levels of being; it is existence in possibility and existence in reality. Possibility is not non-being, it has the status of existence, being.

Possibility is potential being, reality is actual being. Consideration of being is the subject of a special section of philosophy - the doctrine of being,

ontology. For the first time, the doctrine of being is isolated in the philosophy of the Eleatics, opposing being to non-being and proving the impossibility of the latter, since it cannot be thought. The Eleats were the first to put forward the thesis of the identity of being and thinking. In the subsequent history of philosophical thought, several different approaches to the understanding of being were formed.

In fact, all the differences in philosophical views relate primarily to the differences in the interpretation of their relationship and interaction, and first of all this difference consists in the question of which of the forms of being is the main, initial one.

Thus, materialism considers natural being to be the main form, and the rest as derivatives. Subjective idealism considers subjective being to be the main form; objective idealism is an objective spirit. Within these currents, there are differences in the understanding of the original forms of being. Depending on what is laid in the foundation of the world, to which sphere of being primacy is attributed, all philosophers are divided into materialists and idealists.

Materialism (from Lat. *Materialis* - material) is a philosophical worldview, according to which matter (objective reality) is ontologically the primary principle (cause, condition, limitation), and the ideal (concepts, will, spirit, etc.) is secondary (result, consequence). Materialism recognizes the existence of a single substance - matter; all entities are formed by matter, and phenomena (including consciousness) are processes of interaction of material entities.

Objective idealism is an aggregate definition of philosophical schools implying the existence of an extra-material modality, independent of the will and mind of the subject.

+ Objective idealism denies the existence of the world in the form of the totality of the results of the cognitive activity of the senses and judgments a priori. At the same time, it recognizes their existence, but also supplements them with an objectively conditioned element of human existence. As the fundamental principle of the world in objective individualism is usually considered a universal super-individual spiritual principle ("idea", "world mind", etc.).

As a rule, objective idealism underlies many religious teachings (Judaism, Christianity, Buddhism), the philosophy of ancient philosophers (Pythagoras, Plato).

Subjective idealism is a group of trends in philosophy, whose representatives deny the existence of a reality independent of the will and consciousness of the subject. Philosophers of these directions either believe that the world in which the subject lives and acts is a set of sensations, experiences, moods, actions of this subject, or, at least, they believe that this set is an integral part of the world. The radical form of subjective idealism is solipsism, in which only the thinking subject is recognized as real, and everything else is declared to exist only in his consciousness.

The founder of subjective idealism in Western philosophy is George Berkeley. Other representatives of the classical form of subjective idealism are Fichte, Hume, similar ideas were also developed by Kant. Among the philosophical currents of the 20th century, various schools of positivism (Machism, operationalism, logical empiricism, linguistic philosophy, etc.), pragmatism, philosophy of life (Nietzsche, Spengler, Bergson) and existentialism that grew out of it (Sartre, Heidegger, Jaspers, etc.).

Ontology studies the higher, inaccessible to the senses, only the supposed beginnings of everything that exists. Ontology acts as a system of speculative universal definitions of being and beings. The problem of being is closely associated with scientific and life (existential) experience, with the boundaries and possibilities of cognizing reality.

The philosophical problem of being arose as the need to find a starting point in the process of knowing and mastering the world. In this category, a person's belief in the existence of the world around him and the person himself with his consciousness is recorded. The statement of being is the initial prerequisite for further reasoning about the world.

Being is a concept, similar, of the same order with such concepts as "existence", "reality", "reality". At the same time, being is an integral characteristic of the world, affirming its integrity through its existence. According to the mode of existence, being is divided into two worlds, two modes of existence or two realities: the world of physical states, or the material, natural world, and the world of mental states, the world of consciousness, the inner world of man. Both of these worlds - the world of consciousness and the world of nature - can be characterized by the concept of being, but the ways of their existence are different.

Spirit (from Lat. Spiritus - "breath, breath, smell"). In a broad sense, ideal consciousness as the highest form of mental activity, however, we can say that the essence of this concept is broader.

Representatives of various currents of philosophy distinguish the subjective spirit (subject, personality, individual), the absolutization of which leads to subjective idealism, and the objective spirit (consciousness divorced from man and mystified as an independent force), the recognition of the primacy of which leads to objective idealism.

Ancient philosophers viewed spirit as a theoretical activity (for example, for Aristotle, the highest forms of spirit activity are thinking about thinking, enjoying theory). However, the spirit was also understood as a superintelligent principle, cognizable directly, intuitively (Plotinus). This point of view is outwardly close to religious ideology, according to which the spirit is God, a supernatural entity, only an object of faith. German classical philosophy emphasizes the activity of the spirit, considering it as an activity of self-awareness.

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**INFORMATIONAL COMPUTER TECHNOLOGIES AS A MEAN OF
DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS
ACCORDING TO THE CONDITIONS OF NEW CONTEXT OF
EDUCATION**

Abstract: The computer has brought a revolution in education. Unlike most machines that are capable of only a few tasks, computer can be programmed to perform a great number of tasks and thus becomes a useful tool in the hand of teachers and learners helping them at any stage of learning process: presentation, learning, and practice including language use.

Students and teachers do not represent two opposing sides, they work together, side by side, moving towards achieving the common goal of getting knowledge. You can also use computer graphics capabilities. This is particularly important when for entering new vocabulary, as well as the image on the monitor allows you to associate words in a foreign language directly from the action, rather than with words in their native language.

Key words: Development, psychological and pedagogical goals, learning, educational process, information society.

The beginning of the third millennium is characterized as a transition to the «information society», having the new structure, in which the decisive role is played by industries related to the receipt, distribution and processing of information. This transition is connected with the new «technological revolution», which is characterized by generalized computerization of society.

For the dynamic development of information society the development of human resources is necessary that can meet the requirements of the information age through education and lifelong learning to meet the growing demand for professionals in the field of information technology.

Modern development of pedagogies, its freedom from stereotypes and innovative orientation require creative integration of up-to-date methods. Informatization of system of education is a process which provides this field with theory and practice of usage of new computer technologies. The matter is that they are oriented on realization of psychological and pedagogical goals of teaching

The use of new technologies in the educational process not only improves the performance level of digestibility of material by students, but also develops their knowledge of the potential of emerging information technologies.

One of the most effective areas of usage of information technologies are lessons of foreign languages.

The main purpose of learning foreign language is the formation and development of the communicative culture of students, teaching practical language. In this sense, the main task of the teacher is selecting the most effective teaching methods that permit the realization of individual and differentiated approach to learning, taking into account the capacities of children, their level of training, inclinations, etc.

The trends of globalization, global integration in various fields of economic, technical, cultural, social and personal life make great high demands of the practice of foreign language.

The usage of computer during the process of teaching foreign languages influences greatly on effectiveness of educational activities. Computer is a multifunctional technical devise of teaching. It allows to save considerable volume of linguistic material in its memory, to find information which we are interested in and to show it on the screen in the most easy-to-use forms.

There are 2 fields of application of computers during the process of teaching: computer support of traditional education and education which is realized with the help of a computer.

Personal computer can be used by a teacher for solving some didactic tasks which he can face during the lesson:

- Presentation of information in different forms;
- Formation of common and special knowledge and skills on the subject;
- Control, rating and correction of results of teaching;
- Organization of individual teaching and group teaching;
- Running of the process of teaching.

Computer can be used during all stages of teaching: explanation of new material, its revision and control.

Computerization of the process of teaching influences greatly on all components of modern educational system and surely, on the subject «Foreign languages» too: its aims, tasks, content, methods, technology.

Teaching foreign language with the help of computer differs and has its own advantages:

- Students are interested in the process of teaching and in result, it leads to high motivation of learning;
- Students eagerly «communicate» with computers and it increases not only computer but also linguistic culture;
- Individualization of teaching;

- Computer doesn't show negative emotions if a pupil repeats his mistakes;

- Objectivity of marks.

It means that, when we use computer technologies during the lesson of foreign language, a teacher isn't only carrier and owner of information. It's much more important to show his creative approach to interpretation of computer programs.

We shouldn't forget that traditional method of teaching is good because of communicative aspect which is realized more effectively. That's why it's necessary to combine computer technologies with traditional teaching.

Multimedia training programs for foreign language use different techniques to conduct familiarization, training and supervision of knowledge and skills of students. These lessons include interactive multimedia content, which allows a teacher to involve students in the learning process promoting interest to the studied subject, and better assimilation of the material.

Multimedia Computer programs allow to conduct classes at a qualitatively new level. Computer presentations allow students to focus attention on important points of information and create a visual effect in the form of illustrations, charts, diagrams, graphic compositions.

For creating of lessons, teacher needs to know at least basic knowledge of software applications. According to the fact that lessons with multimedia applications are not so developed in ready materials, a teacher should create missing elements. The computer in this case will perform the following functions:

Computer – as a visual aid for the teaching and learning:

- The Microsoft Power Point - the most convenient and simple program for people who do not know programming. With the help of this program you can produce materials of country-specific features, introduce new vocabulary, grammar rules etc.

- The Microsoft Excel - used to show charts, graphs, summary tables.

- Program Microsoft Word - is used for presentation of the texts in Foreign language, information for discussion and debate.

- The Microsoft Excel - for the various charts, graphs, for the analysis and conclusions.

- The Microsoft Power Point - is used to demonstrate new material.

Effecting on all types of memory (auditory, visual and kinesthetic), such presentation of information is very effective. It can breathe new life into plans of old lessons and improve students' motivation because in contrast to simple text they may be added with pictures, animations, sounds etc.

Thanks to high level of interactivity, computer technologies create unique informative environment, which can be used for solution of didactic tasks during the process of teaching Foreign language (for example: cognitive, informational, cultural). This is one of the most important advantage of computer technologies.

Because of its novelty computers transform just ordinary task into an adventure, motivating learners to learn a language because the teacher who uses that «genius tool» in his class can use different and even more exciting modes than the course book to present new materials with text, sound video and hypertext facilities offering high-quality interactive feed back on vocabulary, grammar, language answers, culture issues, etc., whenever the learner feels he needs it.

Thus, we can't keep from underlining that cooperation of teachers and informational computer technologies is quite effective during the process of teaching foreign language.

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THE IMPORTANCE AND USAGE OF THE CONTROL IN THE LESSON OF FOREIGN LANGUAGE

Abstract: This article deals with the control and the usage in the lesson of foreign languages. The actuality of the properly organized control of students' achievements gives the teacher an opportunity to get a clear idea of his students' progress in foreign language learning. Analyzing the results of controls or testing, the teacher will see his shortcomings both in methods and techniques applied and in the progress of each student. It allows him to improve his own work.

Key words: Control, progress, experience, learning, evaluation, motivation, analyzing, methods.

Control is an important part of every teaching and learning experience. How control helps students learning foreign language can help students in at least two ways. First of all, such controls help create positive attitudes toward your class. In the interest of motivation and efficient instruction, teachers almost universally aim at providing positive classroom experiences for their students. There are some important ways that testing (as a one types of controls) can contribute to this aim. Controls of appropriate difficulty announced well in advance and covering skills scheduled to be evaluated, can also contribute to a positive tone by demonstrating your spirit of fair play and consistency with course objectives.

Control serves a diagnostic function. it is the determination of the level of language proficiency that achieved by the students for a certain period of learning and training. So in addition, control is the part of the lesson that during learning teacher assesses how students have learned the material. The main purposes of control allows:

- 1) To teachers get information about:
 - the result of student's knowledge separately and as a whole;
 - the result of their own methods, techniques and the effectiveness on the process of teaching;
- 2) To students:
 - To enhance the motivation on the process of learning, so as controls help to determine their success and failure;
 - To study more diligently, make correction in the learning process.

The object of the control might be: a) a knowledge that formulated on the basis of language skills (language competence); b) the ability to use acquired knowledge and skills in different communicative situation (communicative competence); c) to learn the country of that language and their cultures, traditions and nations (socio-cultural competence). Not only to learn the abilities to speak on the way of language learning, but also *the acquisition of language system* is considered as a main object of the control.

Deficiency of usage different kinds of controls on the process of foreign language teaching.

Control in the classroom should reflect the specific nature of a foreign language as a school subject. In the study of academic disciplines that introduce the fundamentals of science, the purpose of determining the level of control is the knowledge acquired in the field of a science in a low degree - formed skills. Assimilation of a foreign language, is referred to the group of practical disciplines provide primarily seizing the means using language in a variety of activities and areas of communication. Therefore, control of knowledge of the language system does not provide information on the practical language possession as the level of communicative competence.

The main requirements in control, it might be *objectivity, regularity, differentiated character and clarity and precision* in the formulation of control tasks. So, objectivity in control, it means compliance monitoring of the results of training a certain standard contained in the list of requirements to the level of proficiency for different stages of learning profiles. Knowledge assumes of the criteria for assessing students for various activities, compliance with these criteria, minimize subjectivity in the evaluation of students. Objectivity in control provided by:

- Quantitative evaluation of performance. Here, the greatest objectivity achieved by taking into account the number of errors in the speech, estimate the rate of speech and a number of other performance indicators;

- Qualitative assessment of performance is possible in the assessment activities of subjectivity of students and the teacher must be prepared to assess formulated choice in terms of the existing criteria.

Regularity in control indicates that it has a systematic character. It is known that the intensity and duration of the students to memorize the acquired material depend on many frequency and regularity of control.

Differentiated character in control suggests requirements that followed below:

- Forms of control should be appropriate with those aspects of language or type of that performance which is getting to be checked. For dialogic objects of control might be to understand partner's speech and definite his/her communicative intention, furthermore adequately influence on partner's replication, ability to initiate a dialog.

➤ Forms of control should be chosen depending on stage of teaching and student's individual-psychological peculiarities. This kind requirement reflects presence different levels of development.

Controls are individual, frontage, group and pair. Each of these forms of control accomplished in oral and written forms. In order to determine the level of knowledge's monologue speech suits individual control: it means learners introduced with text and carry out tasks for test during certain time. Successfulness in carrying out tasks assess with such criteria:

- Accordance transmitting the information of text content and tasks;
- Connection and logicity in transmission;
- Fullness and clarity of transmitted text;
- Movement information with norms (lexicon -grammatically and phonetic-intonation).

Individual forms of control means an effective way of objective control, thus through this kind control determines each learner's success. That's why mostly it suits to check learner's knowledge at the end of the course as a final control. But this kind of control is not so suitable for kid learners, because they are not able to have attention separately. Secondly it is no so effective because while teacher explains one by one for kids, others get noisy. In the auditory individual control will be in oral form, but written form will be at the end of the each new theme.

Front control means that teacher fully has conversation and explanation with all learners at the same time they should give answer one by one just sitting on their chair. So effectiveness of this control are ability fully scope while checked; high activities of learners; high rate of execution of tasks. The limitation of front control is that teacher cannot give explanation about task one by one, here if student is not fully pay attention on teacher, they are not able to answer. That's why front control mostly suits to current control.

Group control will be got at the same time for all learners as a group work such as discussion for problem question, make role play for read texts, so teacher should prepare all tasks and their attendance in advance.

language foreign control

These kinds of controls are outlined in the books of Shuckin A.N, that he gave preliminary, current, mid-term and total controls.

Aim of the *preliminary* control contains that while checking learners' knowledge from language and their individual abilities (mind, attention, interests to learning language, inclination, and common development). So this kind of control helps to determine not only learner's knowledge, also their individually- psychological qualities, which assists success in the process of Foreign Language Learning.

Current control affords to check learner's language successes in the process of development and installation speech skills and abilities. This control

should be regularly and directed to checking captured certain kinds of educational materials.

Mid-term control is conducted to a finished unit. It affords to check about effectiveness of divided program materials.

The final control directed to installation level of language knowledge that achieved certain kinds of volume of materials as a result in certain period of time (at the end of curriculum). The peculiarities of this kind of control concluded in the direction of determine level of language as communicative competence. That's why for the final control is used special kinds of tests, which allowed learners to be checked fully.

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MAIN FEATURE PROFESSIONAL COMPETENCE OF THE TEACHER

Abstract: This article analyzes the main feature of the teacher's professional competence.

Key words: pedagogical activity, mastery, skill, competence.

In the general structure of the pedagogical process in higher education, the main, key figure is the teacher. It is he who plays a strategic role in ensuring the personal development of the student in the course of his professional training. The Pedagogical Encyclopedia gives the following definition of the teaching profession: "A teacher — in the broad sense of the word — is an employee of a higher, secondary specialized or general education school who teaches an academic subject, in the narrow sense of the word — a full-time position in universities and secondary specialized educational institutions".

University teachers are divided into the following five categories: teacher (assistant), senior teacher, associate professor, professor and head of the department. The academic title of associate professor is awarded, as a rule, to persons who have a scientific degree of candidate of sciences, printed scientific and educational-methodical works or inventions, elected by competition and working in the position of associate professor for at least one year. The academic title of professor is awarded to the most qualified teachers of higher educational institutions who have a doctorate degree or highly qualified specialists who have great merits in the field of science and technology and many years of pedagogical activity, are the authors of printed scientific works, textbooks and teaching aids, carry out scientific supervision of graduate students.

The main content of the teacher's professional activity includes the implementation of an integral set of interrelated and interdependent functions. The main ones are teaching, educating, organizing and research functions (Fig. 9). They should be perceived in their unity, although in reality, for many teachers, some functions may prevail over others.

Depending on the prevailing focus on the performance of a particular function, all university teachers can be conditionally divided into the following three main groups:

1. Teachers with a predominantly pedagogical focus of their professional activities.

2. Teachers with a noticeable predominance of scientific research orientation of their professional activities.

3. Teachers with approximately the same opportunities for both pedagogical and research orientation.

The most specific for a teacher of higher education is the combination of teaching and scientific, research activities. It is scientific research that allows him to constantly maintain a high level of his professional competence in the field to which the discipline he is teaching belongs. Based on the results of his research activities, he can prepare and defend a candidate's, and then a doctoral dissertation, gets the opportunity to publish scientific articles and monographs. If the pedagogical activity of a teacher is not supported by active scientific work, his professional pedagogical skill also fades rather quickly.

One of the characteristic features of today is a certain decrease in the role of the teacher as the only source and "holder" of scientific knowledge for students. Indeed, by accessing the Internet, they can, in principle, find any information they are interested in. However, they have practically no experience in its systematization, methodological analysis and reliability assessment. Therefore, today the role of the teacher as an expert and consultant is significantly increasing, capable of helping the student to orientate correctly in the world of scientific information.

At the same time, the range of psychological and pedagogical influence of the teacher on the students is expanding. In modern conditions, as V.G. Flint, "the functions of higher education are being put in a new way. Today it is not only the training of specialists, as they used to say, for the national economy. More and more, higher education is becoming an obligatory stage in the development of the individual. It becomes more widespread over time. And this creates the preconditions for innovative development, for the transition to scientific and information technologies ". Therefore, today a teacher can no longer be only a specialist in a certain field of science and technology, a conductor of relevant knowledge and information, he must be a teacher, a psychologist. The success of his teaching activities and personal authority largely depend on this.

The authority of a teacher is an integral characteristic of his professional, pedagogical and personal position in the team, which manifests itself in the course of relationships with colleagues and with students and has a decisive influence on the success of the educational process carried out by him.

As evidenced by the results of numerous studies and surveys of students, the main indicators of the authority of the teacher's personality should be considered:

- the ratio of the teacher's personal self-esteem with the assessment of his personality by students and colleagues;

- the ability to perceive and process contradictory and complex information, find a decent way out of difficult problem situations, which abound in life and teaching;

- the presence of a clear life position, moral principles and beliefs and strict adherence to them;

- respect for the personality of each student, for his right to his own views, life goals and ideals and tactful, without pressure and authoritarianism, attitude in the choice and implementation of educational influences.

Reputable teachers have high pedagogical observation, respect for students, stimulation of their activity and intellectual activity, flexibility and non-standard in making pedagogical decisions, satisfaction from the process of communication with students. Unauthorized teachers are dominated by rigid, authoritarian methods in pedagogical communication, the presence of communicative stereotypes in the teaching process, the monologue of communication, the inability to respect students regardless of their academic success.

Usually, students first of all value in a teacher his personal qualities and attitude towards them, and only then - intellectual qualities: outlook and liveliness of mind, resourcefulness and knowledge of the subject.

The authority of the teacher consists of two components: the authority of the role and the authority of the individual. If a few years ago in the practice of higher education in the relationship of students to a teacher, the role's authority most often prevailed, now it is the authority of his personality, his bright, unique individuality, general and professional culture. It is the personality of the teacher that has a powerful upbringing (pedagogical) and psychotherapeutic effect on students.

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THEORETICAL ASPECTS OF EDUCATION AND COMPETENCE OF TEACHER OF FOREIGN LANGUAGE

Abstract: Students exchanged information, complementing each other, compared the approach to teacher training. In a lively discussion, their communicativeness was formed, socio-cultural competence was replenished with new knowledge. Since the discussion was conducted in English, it also influenced the improvement of foreign language communicative competence of students, which is part of the cognitive-technological component of professional competence.

Key words: information culture, method, component, students, training, individual.

The information level of modern person is determined by his information culture, and the information culture of the individual, as a culture in general, reflects the active creative activity of man and, accordingly, the development of man himself as a subject of this activity. By its nature, information culture involves not only certain knowledge, but also the use of this knowledge for something, in connection with something and improving them in the process of a particular activity, including related to information. Moreover, the use and improvement of knowledge is important only in creativity, implemented in any area of human life. Therefore, the motives of creativity, the motives of this human activity are a natural psychological component of such a characteristic of personality as its information culture.

Under the information culture of teachers, we understand a set of algorithms for pedagogical activities associated with the broad involvement in the educational process of new information and communication technologies.

At the present stage of development of society, the information culture of the teacher should be considered as a necessary condition for his professional competence. It should be noted that no progress in education, associated with the involvement of new information technologies, will not happen as long as the information culture of the future teacher will be a kind of addition to the existing system of psychological, pedagogical and subject training. In our opinion, pedagogical universities should form an information culture, in which, in addition to students studying the course "Technical teaching aids and

computers", new information technologies should be widely involved in the study of other subjects, in particular, in foreign languages.

The development of the system of continuing education, changing the goals of general, compulsory education, the transition to a personality-oriented educational paradigm, reducing the role of education in shaping the mentality of the younger generation, the transition to other carriers of social memory determine the potential for broad involvement effective organization of the transition from authoritarian pedagogy to the pedagogy of cooperation (based on the possible implementation of a truly collective educational and cognitive activities of students).

At the same time, it is obvious that this possibility is unlikely to be realized if teacher training remains focused on the "retransmission" component of pedagogical activity. In our opinion, the "artist at the board" in the school classroom will soon give way to a "screenwriter", "director" of joint creative activities of students. In other words, already today the pedagogical HEI must train, first of all, teachers who are able to do without the methods of authoritarian pedagogy, teachers-consultants.

It is also clear that the pace of development of this trend will be determined primarily by the specifics of the subject. Until recently, it was believed that the use of computers is limited to mathematics, programming, physics, chemistry. As for the disciplines of the humanities, it can be used only as an electronic database, and in the practice of teaching - mainly as a means of visibility. Probably, at the initial stage it was, but due to the expansion of computer capabilities and the acquisition of experience in creating training programs, the scope of its use has expanded significantly.

When learning foreign languages, the choice of curricula is practically unlimited - lexical and grammar tests, texts, dialogues, songs, videos in foreign languages, the opportunity to listen to the speaker and yourself and much more; - all this, on the one hand, allows to learn foreign languages more effectively, and on the other - forms professional competence in future teachers, developing in them necessary professionally significant qualities, reflection, ability to work independently, leads to self-improvement, revealing their creative potential, broadening the horizons, etc.

However, it should be noted that any technical means of teaching play an important but still supporting role in teaching foreign languages: they expand the didactic capabilities of the teacher, but in no way replace it. The teacher will always remain a central part of the teaching system.

At the same time, we had the opportunity to simulate natural communication during the human-machine dialogue, which was facilitated by the following factors:

- authenticity of language material;
- the ability to properly "understand" the messages that are embedded in the program, and adequately respond to them;

- situational design of dialogue (creation of conditions characteristic of a natural communicative situation);
- extensive use of computer formulas of language etiquette, including phrases with a certain emotional color;
- personification of the computer through creation of its role (role game).

During research and experimental work with the use of computer science in the classes of professional scientific and subject training, students did not passively perceive information, but actively interacted with the computer as a source of information and a generator of tasks. They received from the computer tasks aimed at the formation of language, speech and socio-cultural competencies that make up the foreign language communicative competence, performed them; there was a feedback in the form of reaction to the message entered by the student (in the form of the remark, exposed or not exposed point, estimation), then there was a correction of an error, transition to the following task. All this required from the students of the experimental group constant active activity aimed not only at mastering the material, but also at the formation of communicativeness, reflection, the desire for self-improvement, contributed to the education of cognitive activity of students. For example, after taking a grammar test, students were asked to refer again to the theoretical information guide that was in the program, and after they checked their work and corrected all, in their opinion, errors, to see what errors the computer found. Such work developed their ability of self-correction, self-assessment, forced to consciously approach the theoretical understanding of linguistic phenomena, they developed skills to apply the acquired theoretical knowledge. In practice, the students of the experimental group also formed a personal component of professional competence, namely, such important qualities for the teacher as pedagogical thinking, observation, will. The adaptability of computer learning allowed us to take into account the individual characteristics of students, such as the ability to concentrate, speed of perception, features of thinking, memory, temperament.

It is known that recently such great direction of computer training as network training causes great interest of scientists. This includes working on the Internet, the World Wide Web (WWW), and the use of e-mail. In the third millennium, the Internet is becoming an effective learning tool. One of the reasons for this is that it allows you to communicate with a large number of people whose interests coincide, and thus provides a real opportunity to exchange views, hold discussions, broaden your horizons and knowledge. Thanks to communication, positive personal qualities, the ability to think creatively, the culture of communication in particular, and general culture in general are formed.

An important feature of the Internet as a means of learning is that it makes available global educational resources. You can find any information of interest on the web. Therefore, this work is also part of self-education. The digital libraries used by students through the Internet offer a unique endless resource

for obtaining information on any subject. We can assume that they are more attractive to students due to the following features:

- information is relevant (students can get the most up-to-date information on the issues they are researching);
- information from primary resources (in many cases students use the same data and information sources as scientists);
- information is versatile (provides breadth and depth in many subordinate areas; in conventional libraries the set of material on the desired subject is limited; digital libraries can expand the range indefinitely, providing access to an unprecedented breadth of information sources);
- resources are presented in various formats (in particular, information is available in digital form for easy manipulation and use);
- information is available at any time.

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FEATURES OF TEACHING LEXICAL MATERIAL IN FOREIGN LANGUAGE LESSONS

Abstract: Learning English as a means of communication requires focused attention. It is impossible to learn a language without knowing words. The lexical unit is the core of the language. Proper use of vocabulary and rich vocabulary is the key to free communication in a foreign language. The question arises: how to learn words most efficiently and quickly. In order to achieve success and get results, it is necessary to effectively form the lexical competence of students. The relevance of the topic is that by studying this topic, critical analysis and comparison with already known approaches, it is possible to identify effective ways to use different types of visualization in the formation of lexical competence at different stages of learning.

Key words: lexical, vocabulary, competence, effectively, success, analysis, foreign language.

English language teaching occupies one of the leading places in the general education of students and in general in all-round development. Knowledge of a foreign language is combined with knowledge of words, while knowledge of a language is combined with lexical skills. Thus, lexical skills should be considered as the most important component of the content of foreign language learning, and their formation is the purpose of learning lexical material.

In order for learning to be effective and the selected methods to meet the needs of students, the process of learning lexical material is divided into stages. Thus allocate:

- 1) the stage of acquainting students with new lexical items;
- 2) the stage of automation of students' actions with new lexical units, where there are:
 - a) automation at the level of word form, free phrase and phrase, sentence;
 - b) automation at the supra-phrase level - dialogical or monologue unity.

Acquaintance with new lexical units begins with semantic - the disclosure of the meaning of new words. Methods of semantic are divided into translatable and untranslatable. The untranslatable include: visual semantic (demonstration of drawings, objects, slides, paintings, gestures, movements, etc.), linguistic

semantic, definition, interpretation. Visuality can be pictorial and objective. Some methods have their advantages and disadvantages and it is impossible to single out the most effective. English words differ in form, meaning, compatibility, express objects or abstract phenomena. Therefore, it is advisable to choose the method of semantic for a single word or group of words. An effective combination of several methods.

The next task of this study is: to define the concept of lexical competence to analyze the content of lexical competence. Lexical competence is understood as lexical knowledge, as well as the ability to use the language vocabulary in speech: oral (listening, speaking) and written (reading, writing).

Lexical knowledge includes:

- knowledge of the sound form of the lexical unit (LU), necessary for its correct pronunciation and recognition and distinction by ear;
- knowledge of graphic form, spelling rules necessary for the correct spelling of LU and recognition and understanding of it when reading;
- knowledge of grammar required for the formation of word forms;
- knowledge of the semantics of words necessary for the formation of free phrases;
- knowledge related to the rules of combination of relevant words in the language being studied.

To ensure the functioning of vocabulary in the process of communication it is necessary to form in students the appropriate lexical skills: receptive and reproductive. Their formation is the leading practical goal of learning lexical material, as noted by scientists-methodologists V.A. Buchbinder, S.Yu. Nikolaev and others. In this case, the unit of teaching lexical material at all stages of the school course in a foreign language is the lexical unit. The LU includes:

- individual words (root, affix less, complex and derivative), for example: red, green, go, reader, musical;
- simple word phrases like look like, a lot of;
- a significant part of which are colloquial expressions and formulas of speech etiquette for example: How do you do? Good morning! Well done!

Considering the content of the formation of lexical competence of students, we should not forget about the educational and developmental value of learning foreign lexical material. After all, special research has shown that due to the cumulative (cumulative) function, language at the level of all its units and, above all, at the level of words not only reflects modern culture, but also accumulates and preserves the achievements of human cognition, consolidates and reflects state of culture, cognition of which is mediated by language.

It is about forming the student's ability to apply other competencies in order to act (based on observation, guessing the meaning of what you observe, analysis, generalization, memorization, etc.) in a specific learning situation.

As a result of the analysis of theoretical literature, we came to the conclusion that the objects of control of students' learning of English vocabulary should be the correct recognition of auditory and graphic image of isolated lexical units, their correct pronunciation and spelling, and their meaning, ie information transmitted by them. Both sides of the lexical unit (LU) - external and internal - are a unity, which is carried out through the identification of graphic or auditory LU with its meaning. To decide on the availability of lexical knowledge in students and the possibility of transition to the stage of formation of lexical skills, it is necessary to clearly define the relevant indicators, which is also important given the formation of self-control of students.

Indicators of language proficiency at the level of lexical knowledge are:

- 1) correct understanding and reproduction of LU;
- 2) the speed of implementation of appropriate actions, which should indicate the process of still conscious operation of information about new LU. Speed is measured by the time of task completion, which in reproduction depends on the individual pace of speech or writing of a particular child.

Testing of knowledge of LU at the receptive and reproductive levels is carried out in a specific and clearly defined place of the educational process, namely after the communication of lexical knowledge. It is known that children memorize new words equally quickly. Therefore, at a certain stage of the lesson, the following arises: some students complete tasks quickly enough, and some cannot cope with them at all. If in such a situation to move to the next stage of work, there is a danger of gaps in the knowledge of the weaker student, the accumulation of which in the future will lead to the inability to use English as a means of communication. "Active assistance" will help to solve this well-known problem: weak students are given additional exercises, and stronger ones are offered to help them in their work. move on.

The use of "active assistance" benefits both weak and strong students: the weak gets the opportunity to "slow down" and better remember and comprehend new lexical material, and the strong gets the opportunity to test their strength in teaching a weaker friend, which increases his self-esteem and therefore has a high motivational value.

Modern teaching of a foreign language to students involves their communication at the intercultural level in the most typical situations on the basis of a communicative minimum, which should include a certain amount of regional and linguistic knowledge.

The source of selection of lexical material should be authentic materials: samples of literature, English folklore, dictionaries, videos of films on various topics by the BBC. Of course, the selection of lexical material should be limited to the scope of the topic.

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BOSHLANG'ICH SINFLAR NUTQINI O'STIRISHNING LUG'ATLAR BILAN ISHLASH TOMONI

Annotatsiya: Maqolada, avvalo, boshlang'ich sinflar nutqini o'tirishning ahamiyati; ona tili, o'qish va matematika darslarida lug'atlarni boyitish orqali erishiladigan samara integratsion yondashish orqali ochib berilgan.

Kalit so'zlar: Boshlang'ich sinf, nutq, juft so'zlar, takroriy so'zlar, gapning ta'sirchanligini oshiruvchi badiiy ifodalar, adabiy til, lug'at.

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PRIMARY SCHOOL DEVELOPMENT DICTIONARIES

Annotation: The article focuses primarily on the importance of sitting in elementary school speech; revealed through an effective integrative approach achieved by enriching vocabulary in native language, reading, and mathematics classes.

Keywords: Elementary class, speech, pairs of words, repetitions, expressions that increase the effectiveness of speech, literary language, vocabulary.

Fan-texnika tezkor rivojlanayotgan bugungi zamon ta'lim tizimi oldiga ham bir qator vazifalarni qo'yadi. Boshlang'ich sinf o'quvchilariga ta'lim-tarbiya berishdagi vazifalarning asosiy qismi o'qish darslarida amalga oshiriladi.

O'qish va ona tili darslariga qo'yilgan asosiy vazifalar o'quvchilarning nutqini va fikrlash doirasini o'stirish, dunyoqarashini kengaytirish, chiroyli yozish ko'nikmasini shakllantirish hamda savod o'rgatishdan iborat. Har qaysi insonning nutqi aniq va mukammal bo'lsa, shu insonning fikrlash doirasi keng, idrok qilishi ham teran bo'ladi. Faylasuflardan biri Platon «Fikrlar dunyoni boshqaradi, degan edi.

Darhaqiqat, insonning fikr-maqsadi – uning ongli ishlari va axloqining harakatalantiruvchi kuchidir. Ana shu fikr-maqсадlar nutq vositasida bayon qilinadi.

Nutq nafaqat xayoldagi o'y-fikrlarni bayon qiladi, balki uning shakllanishi uchun ham xizmat qiladi. Fikrlar esa nutqning psixologik asosi vazifasini bajaradi, uni o'stirishning sharti fikrni boyitish hisoblanadi. O'quvchilar nutqini

o`stirish ularning aqliy faoliyatini rivojlantirish va lug`atini boyitish bilan amalga oshiriladi.

Aynan lug`atlar ustida ishlashni yaxshilash, tartibga solish, ularning asosiy yo`nalishlarini ajratish va asoslash maktablarda bolalar nutqini o`stirish jarayoniga qo`yilgan muhim vazifalardandir. Maktablarda lug`at ustida ishlash metodikasi to`rt asosiy yo`nalish bilan belgilangan:

O`quvchilar lug`atini boyitish, ya`ni yangi so`zlarni, shuningdek, bola lug`atida bo`lgan ayrim so`zlarni yangi ma`nolarini o`zlashtirish;

O`quvchilar lug`atiga aniqlik kiritish;

Lug`atlarni faollashtirish, ya`ni o`quvchilar ma`nosini tushunadigan, ammo o`z nutq faoliyatida ishlatmaydigan nafaol lug`atlardagi so`zlarni faol lug`atga o`tkazish;

Adabiy tilda ishlatilmaydigan so`zlarni o`quvchilar faol lug`atidan nafaol lug`atiga o`tkazish.

Hozirgi kunda lug`atlar ustida ishlash uchun maxsus darslar ajratilmaydi. Lug`atlar bilan ishlash, asosan, ona tili va o`qish darslari bilan bog`liq holda olib boriladi. Boshlang`ich sinflar uchun izohli va imlo lug`atlarining ishlab chiqilmaganligi lug`at ustida olib boriladigan ishlarni to`g`ri uyushtirishda ba`zi qiyinchiliklarni keltirib chiqarmoqda.

Agar lug`at ishlari qat`iy bir reja asosida yo`lga qo`yilsa, o`qituvchilardan ham, o`quvchilardan ham ortiqcha mehnat talab qilinmaydi va ko`zlangan natijaga oson erishiladi. Aytaylik, to`rtinchi sinf «O`qish kitobi» darsligining birinchi bo`limi «Istiqbolim – istiqbolim» deb nomlangan. Bu bo`lim nima haqida ekanligi tog`risidagi tasavvurga ega bo`lishi uchun o`quvchida ushbu jumla tarkibidagi so`zlar haqida ma`lumot bo`lishi kerak. To`rtinchi bo`limi esa – «Ma`naviyat – qalb quyoshi». Bo`lim mavzusidagi «ma`naviyat» so`zi haqida boshlang`ich sinf o`quvchilarigina emas, ba`zan kattalarning o`zlari ham aniq tushunchaga ega emasligi ko`zga tashlanadi. Shuningdek, o`quvchilar Vatanimiz tarixiga bag`ishlangan mavzularni o`rganish davomida eskirgan qatlamga oid so`zlarga duch keladilar. Bu esa so`zlarning tushunilishi qiyin bo`lganligi sababli o`quvchilarda mazkur yo`nalishdagi asarlarga nisbatan zerikish kayfiyatini paydo qiladi.

Bugungi kunda milliy va umuminsoniy ruhda tarbiya topgan, yuksak ma`naviyatga ega, mamlakatimiz ijtimoiy-iqtisodiy taraqqiyoti yo`nalishini modernizatsiya qilish va zamonaviy demokratik jamiyat qurish yo`lidagi keng qamrovli vazifalarni hal qila olishga qodir bo`lgan yangi avlod kadrlarini tayyorlash masalasi xalqimiz oldiga qo`ygan ulkan maqsadlarni amalga oshirishda muhim va asosiy vazifa hisoblanadi. Shu sababli ham yorqin kelajagimiz uchun munosib xizmat qila oluvchi yetuk kadrlarning yetishib chiqishida ta`lim tizimining har bir yo`nalishi va har bir jabhasiga chuqur e`tibor qaratilmoqda. Zamon talabidan kelib chiqib ta`lim tizimining maqsad va vazifalarini muvaffaqiyat bilan amalga oshirishda boshlang`ich ta`lim vakillaridan sohaga chuqur mas`uliyat bilan yondashish talab qilinmoqda. Boshlang`ich ta`lim

o'qituvchisi o'quvchining savodini chiqarish bilan birgalikda ularning nutqini ham, albatta, rivojlantirib borishi zarur.

Maktabda o'quvchilar nutqini o'stirish ona tili o'qitishning asosiy vazifasi deb qaraladi. Nutq o'stirish faqat ona tili va o'qish darslarininggina emas, balki o'quv rejasidagi barcha fanlarning, shuningdek, sinfdan tashqari o'tkaziladigan tadbirlarning ham asosiy vazifasidir. Avvalo, bolaga nutq o'stirishdagi asosiy poydevor 1-sinfdan alifbe darslarida qo'yiladi. Tovushlarni aniq talaffuz qilib, bo'g'inlarni birlashtirib so'zning yozuvdagi ifodasini o'qiyotgan o'quvchiga asta-sekin mustaqil ravishda matnlarni o'qish va uni nutqida ifodalash o'rgatilar ekan, bu nutq o'stirish va savod chiqarish jarayonlarini bir-biri bilan bog'liq holda birgalikda amalga oshirib borishni taqazo etadi. Agar o'quvchilarning savodi mukammal chiqarilasa, ularning diqqati, xotirasi va nutqi kuchli rivojlanadi. Bu xususiyatlar yordamida bolalar narsalarni umumlashtirish, tasniflash, voqea-hodisalarning ketma-ketligini idrok qilishni va xulosa chiqarishni o'rganadi. Aynan mana shu yerda bir muhim jihatni aytib o'tishimiz kerakki, o'quvchilarda o'qish savodi yaxshi amalga oshirilmas ekan bu nafaqat bola nutqining mukammal bo'lmasligi, bora-bora boshqa fanlarni o'zlashtirilishida ham salbiy ta'sirini ko'rsatadi. Ertak, hikoya, yirik she'rlar, ilmiy ma'lumot, umuman olganda, o'quvchi uchun katta hajmdagi matnlarni o'qish birmuncha qiyinlashib boradi, ya'ni matnni o'qish davomida bolaning diqqat kuchi voqelikni tasavvur qilishga emas, qiynalib o'qiyotgan so'zini tushunishga qaratilgan bo'ladi. Bo'g'inlab yoki juda sekin o'qilayotgan so'zning ma'nosini anglaguniga qadar gapning eng avvalidagi so'zni o'quvchi unutib qo'yadi. Unutilgan so'zlarsiz esa gapni yaxlitligicha tasavvur eta olmaydi. Tasavvur eta olmas ekan o'quvchi uchun o'qish jarayoni tushunarsiz va zerikarli bir holatga aylanib boradi. Tabiiyki, bu holatlar o'quvchini bilim olishdan uzoqlashishiga sabab bo'ladi. O'quvchining istiqbolli kelajagiga salbiy ta'sir qiladigan mana shunday holatlarga sabab bo'luvchi kamchiliklarni aniqlash va bartaraf etishda o'qituvchilar va ota-onalardan ta'lim-tarbiyaga doimiy sinchkov nazorat bilan yondashish talab qilinadi. Ona tili o'qitish metodikasi darsligida nutq o'stirishda quyidagi uch yo'nalish aniq belgilab qo'yilgan; 1. So'z ustida ishlash; 2. So'z birikmasi va gap ustida ishlash; 3. Bog'lanishli nutq ustida ishlash. Bu yo'nalishlar parallel ravishda olib boriladi, ya'ni lug'at ishi gap uchun material beradi; so'z, so'z birikmasi va gap ustida ishlash bog'lanishli nutqqa tayyorlaydi. O'z navbatida, bog'lanishli hikoya va insho lug'atni boyitish vositasi bo'lib xizmat qiladi.

Matematika darslarida ham bolalar yangi tasavvur va tushunchalar, juda ko'p atamalar bilan o'z nutqini boyitadilar, soda va qo'shma gap tuzishni o'rganadilar. Masalan, besh soni uch sonidan katta yoki uch soni besh sonidan kichik; bitta o'nlikka ikkita o'nlik va beshta birlikni qo'shsak, uchta o'nlik va beshta birlik hosil bo'ladi.

Ona tili darslarida ichki va yozma nutqni rivojlantirish, o'quvchilar lug'atini ma'nodosh, shakldosh, zid ma'noli so'zlar bilan boyitish uchun keng

imkoniyat mavjud. Grammatikani o'rganish va o'qish darslarida o'quvchilar bajaradigan so'z birikmasi, gap tuzish, bayon, inshoga doir turli xil mashqlar nutqiy malakalarni egallashda yordam beradi. Bu darslarda tilni maxsus o'rganish bilan bolalar alohida tovush, bo'g'in, so'z va gapni eshitishga va talaffuz qilishga o'rganadilar. Ular narsa va harakatni bildirgan ko'pgina so'zlarni, shuningdek, tovush, harf, bo'g'in, so'z, o'zak, qo'shimcha, so'z turkumi, ot, sifat, son, olmosh, ravish, gap, darak, so'roq gaplar, gap bo'laklari singari juda ko'p yangi atamalar bilan tanishadilar. Oldindan o'z nutqida ishlatib kelayotgan, nutq ta'sirchanligini oshiruvchi vositalarni farqlaydi va ularni nutqida to'g'ri qo'llashni o'rganib boradi. Masalan, 4-sinf ona tili darsligidagi mashqqa e'tibor qaratsak;

''Quyidagi juftlab berilgan birikmalarni o'qing. Ma'nosidagi farqni ayting.

Katta bola- kap-katta bola.

Yashil qir- yam-yashil qir.

Oq ko'ylak- oppoq ko'ylak.

Tiniq suv- tip-tiniq suv.''

Topshiriq muhokama qilingandan so'ng o'quvchilar juft so'zlarning nutq ta'sirchanligini oshiruvchi vosita ekanligi haqida xulosaga keladilar. Boshlang'ich sinfda o'quvchilar nutq haqida kengroq tushuncha beruvchi dastlabki ma'lumotlarni ham 2-sinf ona tili darsligi hamda 3-4-sinf ona tili darsliklaridagi ''Takrorlash'' bo'limiga kiritilgan ''NUTQ.MATN'', ''NUTQ. GAP. SO'Z'' mavzularidan oladilar. Shu paytgacha o'y-xayollaridagi fikrlarni yuzaga chiqarishda foydalanayotgan vositasi nutq, shu fikrning qog'ozga tushirilishi, ya'ni nutqning yozma shakli matn deyilishini bilib oladilar; ''Nutq-gaplar orqali bildirilgan fikrdir. Nutq gaplardan, gaplar esa so'zlardan tuziladi'', ''Matn-nutqning yozma shakli. Matn- mazmun jihatdan bog'langan gaplardir. Matn gaplardan tuziladi.'' 3-sinf ona tili darsligi.

Umuman olganda, boshlang'ich sinflar uchun alohida izohli va imlo lug'atlarini tuzib chiqish, lug'atlar ustida olib boriladigan ishlarning tartibga solinishi o'quv jarayonlarining sifatini oshiradi, o'quvchilar uchun o'rganilishi kerak bo'lgan bilimlarni egallash birmuncha osonlashadi. Bundan tashqari, kelajak avlodning nutq madaniyatini yuksaltiriladi, milliy tilimizning sehri va jozibasini to'la his etgan insonlar bo'lib yetishishi ta'minlanadi.

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IMPORTANT ASPECTS OF CLOUD TECHNOLOGY

Abstract: This article provides information on the application of cloud technologies and its content, as well as its important aspects. There are ideas on the basics of efficient use of information resources using cloud technologies. Cloud services, on the other hand, are said to be a technology that can prove to be a service that can be used at any time.

Keywords: Software as a service, Platform as a Service, Infrastructure as a Service, Cloud computing, Cloud security, Google applications, Cloud backup, virtual software, computer systems, mobile devices.

Today, cloud computing technology is becoming one of the most important technologies. The abundance of innovations often prevents organizations from anticipating market changes and taking advantage of IT opportunities. Cloud trends can be observed every day and it can definitely affect your business. The importance of cloud computing is an important factor in industrial enterprises and their industries. Their protection and preservation have a special place.

Cloud computing can be understood as a model that serves to provide universal and convenient network access to a common ocean of computing resources that can be configured. With minimal management effort, it is quickly provided, removed, and satisfies the need to interact with the provider[1].

Here's an example of how to use and understand cloud computing. We used to learn to store information only in permanent memory, but now it's not. We now have special software for accessing emails that we can use on the site. We do not use intermediaries and can use a browser. Effective use of the Internet contributes to the development of technology. In remote information exchange, this technology is of great benefit to businesses by providing a web services infrastructure.

Organizations that make the most of cloud technology are moving ahead of the rest. The reason is research on improving the dynamics of business processes using the advantages of technology.

Observations show that cloud computing will be useful in the future and demand is likely to increase. Well-known companies are also moving IT technology to the cloud infrastructure. It has several trends.

Dependence of cloud computing on mobile devices

With the use of the 21st century, mobile technology has a special place in the business world. However, the possibilities are much higher. Cloud services

are part of it that can be used at any time. With the help of phones and tablets in all areas, you can effectively use cloud services, store and process remote data.

Cloud and security

Information corruption, theft, and data loss are among the most pressing problems and are a serious threat even to classic IT infrastructures. However, as many organizations move to cloud platforms, we can see that service providers need secure IT support to securely store customer data.

Cloud security is far from the only important trend in cloud computing, but it has aspects that are important to every organization. In addition, there is a great need for information security services cloud service providers to ensure that data processing methods meet specific requirements and comply with other mandatory regulations.

Overcome obstacles with the help of the cloud

By simplifying data access and providing seamless connectivity, the cloud is effective both between different departments or individuals, both externally. For example, it is also convenient for overcoming business barriers between customer service staff. Once these barriers are removed, enterprises will get rid of the factors that slow down their development and rise.

In the second half of 2020, companies had to take into account a number of cloud computing trends to ensure business continuity. Today, the cloud has become important: it is clear that technology is recognized by organizations and analysts as an important force behind the radical transformation of the entire IT industry.

There are three models for cloud computing services:

1. Software as a service (SaaS, Software as a Service). Responsible for providing cloud-based software provider applications to the consumer. The memory that provides access to the entire suite of software, for which you will definitely have to pay a large monthly fee.

2. Platform as a Service (PaaS, Platform as a Service). The consumer is provided with tools to install applications created or purchased by the consumer in a cloud infrastructure developed using provider-supported tools and programming languages. In addition to using the available resources, you will also have to pay for access to special software for data processing.

3. Infrastructure as a Service (IaaS, Infrastructure as a Service). The consumer is provided with data processing, storage, networking, and other basic computing resources where the consumer can arbitrarily deploy and execute software, including operating systems and applications. The user is only required to pay for access to the server[2].

The benefits of using cloud technology include:

Availability. Anyone with a computer, tablet, or any mobile device connected to the Internet can access data stored in the cloud. This leads to the following advantages.

Mobility. There is no permanent attachment of the user to a single workplace. Managers can report from anywhere in the world, and managers can track production.

Profitability. Cost reduction is one of the important advantages. The user does not need to buy expensive computers and software that is large in terms of computing power, and he also gets rid of the need to hire a specialist to support local IT technologies.

Rent. The user receives the required set of services only when he needs it and actually pays only for the number of features purchased.

Flexibility. All required resources are provided automatically by the provider.

High production capacity. Large computing power at the user's disposal that can be used to store, analyze and process data.

Reliability. Some experts point out that the reliability of modern cloud computing is much higher than the reliability of local resources, with several businesses being able to purchase and service a complete data center[3].

Google's apps for business emphasize the same benefits, adding that the company protects the environment using cloud computing, explaining that app services are powered by Google's low-capacity data centers.

This "cloud" has a few flaws that you need to be aware of and take note of:

- Access is not possible without the Internet, and if it is not, then it will be possible to work only with documents downloaded to the computer. It should be noted that the Internet should be fast and high quality.

- The cloud service can run more slowly when transferring larger amounts of data than an installed application.

- Security rarely, but in most cases, Cloud backs up, so no need to worry.

- Many people are embarrassed that you have to pay to provide a range of services, but this is a business project where people have to make money.

Despite all the positive reviews, there is also criticism of cloud technology.

The main criticism is that when using virtual software, the data automatically falls into the hands of the developer of that software. Richard Stallman, founder of the Free Software Movement, says so. The problem of data integration with other providers, both internal enterprise and cloud services, was highlighted.

Experts point to the problem of uncontrolled data: the data left by the user is stored for years without his knowledge, or can not change any part of it. For example, in Google services, a user cannot delete services that he or she has not used, or even individual data groups.

Nevertheless, many experts believe that the advantages of this technology outweigh its disadvantages.

In this article, we've looked at the key concepts that allow for better navigation in the world of cloud technologies, as well as broken down most of the services that are provided based on them. We hope you find this information useful.

Many modern computer and mobile device users cannot imagine life without the Internet, which is firmly entrenched in our daily lives. Relatively recently, new cloud technologies have emerged that are radically different from the classic models of computer systems, although at some points they work on similar principles. However, even though the concept of "cloud" is familiar to many, it still remains unclear.

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IN THE DEVELOPMENT OF WORLD SCIENCE AND CULTURE THE ROLE OF THINKERS AND SCIENTISTS OF THE GREAT SILK ROAD COUNTRIES

Abstract: This article is revealed the social and philosophical analysis of the influences of Eastern thinkers of the Great Silk Road on world science and social development, and is scientifically investigated the role of the Great Silk Road on world civilization. It also analyzes the place and role of communication and information as a driving force in the social development of Uzbekistan.

Key words: The Great Silk Road, east, west, science, religion, spirituality, thinkers, socio-cultural relations, development, "Baitul hikma", harmoniously developed person.

1. Introduction. We know that in the IX-XII centuries, the scientific, religious, cultural and educational development of Central Asia was highly developed, and there is ample reason to call this process the Renaissance. Therefore, just as the enlightened world honored the wise men of our country in the IX-XII centuries, in the XXI century we must regain the same respect for our people and nation.

We know that the process of social and spiritual development and integration of the people of the world are associated with the development of the traditions of the "Great Silk Road", and takes its rightful place in the world economic culture. Really, "Silk Road" connecting East and West passes through the territory of Uzbekistan, where trade routes are intertwined, external relations and diverse cultures enrich each other. Today, these roads connecting Europe and Asia further strengthen and improve the social and spiritual connections of our country and the countries of Central Asia.

The historical reality shows that science, religion and Islamic values - the basis of the Koran, Hadith and laws of Shariah played a crucial role in the development of social and spiritual relations, in the ideal human upbringing, to establish justice, tolerance, patriotism, respect and solidarity of the people, played an important role in the dissemination of ideas and traditions.

Therefore, Uzbekistan now has a great opportunity to study the scientific, religious and spiritual heritage along with the socio-economic sphere, opening up historical, civilization changes and updates. Scientific, philosophical, national values serve to restore and strengthen historical memory, social and educational, and the role of scientific and philosophical heritage left by Renaissance thinkers

is invaluable in this process. This was stated by the President of Uzbekistan Sh.Mirziyoyev. “Indeed, it has always been at the crossroads of various trade routes, cultures and civilizations...

The names of such great thinkers as Imam Bukhari, Abu Ali Ibn Sina, Abduhalik Gijduvani, Mirsaid Kulol, Khoja Orif Revgariy, Bahauddin Nakshband and their rich heritage are known throughout the East and the West.... We should be most proud of our great thinkers and motherland for their perfection. Indeed, no matter how many trials and tribulations in the past, the river of knowledge, culture and art has never stopped. The exemplary life of many devotees still gives us enormous opportunities to build a new society in our country, to educate a comprehensively developed generation and to increase our spirituality” [3.145-146]

2. Materials and Methods: The most important task now is to understand ourselves, to preserve and enrich the invaluable heritage of our great ancestors and saints, to become worthy successors of our great ancestors.

This is because Renaissance thinkers have left a valuable source of spiritual strength not only for their time, but for future generations and periods, for the philosophy of Abu Nasra Farabi, for the knowledge of al-Khorazmi and for the medical science of Abu Ali ibn Sina. The international community recognizes that the scientific and philosophical heritage of Abu Rayhan Beruni, associated with the exact sciences and history, the literary and philosophical heritage of Alisher Navoi and many other scientists and philosophical ancestors, continues to guide the peoples of the world.

In addition, the principles of the Koran, Hadith and laws of Shariah elevate peoples’ spiritual life of the world thanks to its ideals of humanism, justice, education, and calls for high morality for every believer, that he was an honest, religious and that he does not betray anyone, that he defends his homeland and all it has so far been used to ensure stability.

Indeed, the President of our country Mirziyoyev speaks about this. “Currently, the book funds of Uzbekistan contain more than 100,000 manuscripts.... In these rare works, one can find answers many of the most pressing problems of our time. In particular, deep-rooted ideas and thoughts that deeply reveal the truly human nature of Islam and encourage all people to unite in the name of goodness, compassion and harmony are still relevant and important today. But we must recognize that although we are the heirs to this unique heritage, we have not done enough to educate people and pass it on to our people, especially the international community” [4.2]

It is clear that in our country, from ancient times, the foundation of civilization, the deep roots of material and spiritual culture, systematically developed science, religion, positive changes in the cultural and educational fields under the influence of the Great Silk Road. By the beginning of the ninth century (around 832), Baitul Hikma (“House of Wisdom”) was founded in Baghdad, for which significant funds were allocated. Two observatories and

scientific centers were established in Baitul Hikma, and scientific literature was collected from different parts of the world which were translated into Arabic from Greek, Latin, Hindi, Chinese, Persian and other languages.

In particular, scholars from Central Asia made a true contribution to the development of science and have directly supported by the Minister of Samanids Abu Fazl Balami and Abdullo, Abu Raikhon Beruni, Abu Ali ibn Sina, Abu Sahl Masihi, Abu Nasr ibn Irak, Abu Said ibn Ahmad ibn Muhammad ibn Miskavayh, Muhammad ibn Khidr Al Khujandiy, Zaynuddin Jurjani, Abulkarim Zirgali, Abu Abdulloh Al Vazir, Abdul Hasan Mamun, Abu Muhammad Khorazmi, Abduavval ibn Abdusamadi, Abu Azok ibn Bahnom, al-Kassi, Abu Abdullah Ilahi, Abusaid Shabibi, Abu Abdullah al-Albi an-Baysaburi, Al Khoroji, al- Hamdaki, Ahmad Masuri, Abu Muhammad Rakkoshi, Abu Abdullah ibn Homid Khorazmi, Abubakr Muhammad Khorazmi, Kamari, Ahmad ibn Muhammad as-Suhayli al-Khwarizmi and other scientists engaged in creativity in the "House of Wisdom" organized by Khorezmshah Abul Abbas Mamun and Abulhuseyn.

They have worked in such fields as mathematics, astronomy, psychology, alchemy, logic, medicine, philosophy, history, linguistics, education, literature, music, geography, geodesy, topography and mechanics and laid the foundation for the development of world science.

In fact, the scientific, cultural and spiritual development of the middle Ages for the unexpected surprised the world with the condition, so wake up early Renaissance history.

Indeed, such a scientific and cultural upsurge was unpredictable for the Middle Ages, and at the same time surprising the world, it became an early renaissance in history.

The leaders of this development, Musa al-Khorazmi (783-850) and Ahmad al-Ferghani (798-865), studied deeply mathematics, astronomy, geography and created a lot of news in this area. In particular, the words "algebra" and "algorithm" are directly related to the name of al-Khorazmi.

In addition, Al-Ferghani one of the scientists created the first map of the globe, the length of the meridian level measurement, determining the level of the Nile River and for discoveries he became famous in the world. The scientist had determined the longest day of the year (June 22), the shortest day in winter (December 23), equals night and day, March 21 and September 23.

Indeed, most of our compatriots are encyclopedic scholars, e.g. a scholar of the 10th century, Abu Abdullo Al-Khorazmi (not to be confused with Musa al-Khorazmi) in his work "Keys to Sciences", he explained the classification of about fifty of the sciences known at that time.

In addition to the famous Ibn Sina, scientists such as Al-Kumri, Abu Mansur Kamari, Sharafutdin al-Iraki, Ismail Jurjani worked in the field of medicine and pharmacology.

Great scientists have contributed to the development of many areas of science, such as in the development of chemistry Abu Bakr al-Razi, Abul Hakim al-Kosi, to the development of geometry and trigonometry Mahmud Chagmini, Shamsutdin Aloul al-Bukhari and in the field of philosophy of Ibn Miskavayh.

Al-Farabi, a philosopher and naturalist, also wrote about music, and his music books were translated into Latin, Hebrew, and other languages in the middle Ages. Fakhriddin Razi wrote more than 150 scientific treatises on philosophy, logic and law.

The multilingualism (Turkish, Persian, Arabic) that existed in our region was one of the important features of the culture of that time, and our wise people also knew other foreign languages. For example, the great astronomer, mathematician, surveyor, geologist, mineralogist and historian Al-Beruni knew 7-8 languages well. In particular, it is known from history that he translated the works of Greek scholars such as Euclid's "Bases" and Ptolemy's "Almagest" from Greek, his own book "Usturlobiya" from Arabic into Sanskrit (an ancient Hindi).

Indeed, in the IX-XII centuries such disciplines as history, linguistics and art were well-known, and the works of Abu Bakr Narshakhi's "History of Bukhara", by Al Mustagfiri's "History of Nasaf and Kesh" and by Bayhaki's "Christian History" are known worldwide. At the same time, historical treatises on Khorezm, Samarkand, Shash, Termez, Choghanyan's history were created, in particular "History of Bukhara" had been repeatedly published in French, Russian, English, Arabic, Persian and modern Uzbek languages.

Imam al-Bukhari (810-870) and Abu Isa Muhammad al-Tirmizi (824-892) were also initiators for understanding the meaning of Islam along with secular science and culture in the 9th-12th centuries. They studied thousands of hadiths in the Islamic world, separated the sincere and trustworthy, and commented on them. They wrote works about the life and work of the Prophet Muhammad (peace be upon him), as well as his religious and ethical principles. In their hard work, these people skillfully revealed the true meaning of Islam and demonstrated the influence of Islam on science, culture and development in general. They emphasized the humanistic nature of Islam and emphasized that it was a democratic faith in the interests of the majority.

3. Results: As the President of Uzbekistan Sh. Mirziyoyev said: "It is known that this region, first of all, the modern country of Uzbekistan is one of the ancient cradles of Islamic science and culture. In order to comprehensively study such a rich historical, scientific and spiritual heritage of our people, to widely acquaint the world community and, most importantly, to deepen the truly humane essence of Islam, we decided to create an Islamic cultural center in Uzbekistan. That is why today it is necessary to create such a center under the motto "Against ignorance - enlightenment" [5.468- 469].

Indeed, scholars like Al-Bukhari and al-Tirmizi's loyal followers such as Abdurahman al-Nasai, Abu Mansur al-Moturidi, Kaffol ash-Shashi, Mahmud

az-Zamakhshari, Abu Isa Samarkandi, Najmiddin Kubro were widely known as the great thinkers of the Muslim world. Specifically, according to the teachings of Sheikh Al-Moturidi, there are three sources of knowledge that are senses, narrations and wisdom. At the same time, he emphasized that intelligence has a special place and, therefore, understanding reality on the basis of mental evidence and facts is the most important action in Islam.

President of Uzbekistan Sh.M. Mirziyoyev said: "... on the land of our country, which is a crossroads of ancient cultures and civilizations, thousands of scientists, poets and saints were born in the Middle Ages. Their invaluable heritage in science and religion is the spiritual property of all mankind. "

Indeed, medieval scholars believed that the first of the five responsibilities of Islam is "the creator of good and truth, the creator of faith in Allah, the lord of language and heart" that is they believed that in Karan the surah "Ihlas" and the words "Iyman" is the beginning of becoming a Muslim.

Indeed, Renaissance thinkers called the essence of the religion of Islam honest, pure and, therefore, explained that it always leads people to goodness, tolerance and perfection. For example, Ismail al-Bukhari based both theoretically and practically at that time that Islam was a factor of high spirituality for centuries, and its status increased.

4. Conclusion: Today, in many countries of the world, the unique manuscripts of our country are carefully preserved. For example, Al Khorazmi's book on arithmetic was translated into Latin in the 12th century in Spain. The only manuscript of this translation in the 14th century is currently located at Cambridge University, England. Work begins with "Dixit Algorithm", that is, "Al-Khorazmi says". The Arabic copy of the Khorazmi's astronomical work, copied in 1037, is available in the library of the University of Strasbourg (France). The manuscript of one of Al-Fergani's works is in the library of Princeton University, USA. More than a hundred works by Central Asian scholars are still in the service of students at the famous Egyptian University of "al-Azhar".

The work of Al-Khorizmi is the first link in a series of algebraic studies of mathematicians around the world. "The scientific activity of Al-Khorazmi was directed at studying nature, the scientific formation of methods of knowledge. His work helped in the formation and development of the philosophical ideas of the medieval East"[6, P.33].

Therefore, in the 9th-12th centuries, Central Asia experienced high levels of development in all areas of science, religion, culture and education. Therefore, there is every reason to call this process a revival, a period of rebirth. Therefore, just as the enlightened world respected the wisdom of our country in the 9th and 12th centuries, in the 21st century we must regain this respect for our nation and our people.

Today, our country is on the threshold of a new civilization, our country is on the threshold of great progress, and the spirituality of the Renaissance, which

includes a great historical period plays an important role in revealing the features of our cultural heritage.

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EFFECTIVE WAYS OF IMPROVING SPEAKING SKILLS AND COMMUNICATIVE COMPETENCE

Annotation. This article informs about several strategic and effective methods and ways of developing oral speech and communication. Furthermore, it includes some specialists' ideas and theories on a particular topic. Using and taking into consideration these ways given below will be helpful during teaching and learning process of communication skills.

Key words: communicative competence, interpersonal communication, EFL speakers, barrier, alternative, student-centered strategies, classroom partner.

It is essential to point out that oral speech, especially effective public speaking skills are as important as other skills and they form an integral part of interpersonal communication. It also plays a great role in developing social, emotional and communicative learning. You might not be a specialist or professional public speaker, but enabling these skills will always be helpful for you at any kind of condition during the life time and educational period of your life. Furthermore, especially having a perfect speaking skill help you to boost your confidence, to be more clear and understandable for the audience or listener, to win people's hearts and communicate effectively among people at any status. Speaking is one of the difficult skills in second language teaching and learning process. Teaching speaking is a productive skill that is generally considered to be difficult to learn, as it needs rigorous practice and strong determination to achieve high proficiency. During an interaction, a speaker has to pay attention to planning, editing, re-correcting and simplifying the utterances so as to achieve the speaking ability. Speaking also involves pronunciation, intonation; stress patterns and mastering these prosodic features can be a difficult task for non-native speakers of English Nobody can be a perfect speaker in a day. It demands for people to have experience, patience, research and hard work to be master on this skill. Undoubtedly, the problem of poor speaking ability is one of the most crucial problems throughout the world. So that nowadays to enhance learners' speaking ability these steps are being taken into consideration gradually among teachers and instructors: [1:39,89-102];

Emphasize on the quality of study books at the basic level; Give enough time to speaking and phonetic drill of students themselves; Provide for creating friendly atmosphere between students and teachers; Using practical and Student-Centered strategies and activities during the classes; Develop the feeling of confidence in students to ask any kind of questions which are unfamiliar or

challenging for them; Keep the balance on the amounts of learners in the auditory not overcrowded atmosphere; Award and motivate learners; Encourage students to be aware of daily news on BBC and CNN Organize events dedicated to literature and great poets works.

If teachers take these rules into consideration and try to use them in their work, they will be able to build or create communicative competence of EFL speakers and develop their speaking ability. Analyzing these strategies, it becomes clear that it is not so difficult as it is seen. Learners themselves can improve English speaking skills without a classroom partner or stressful lessons. It's totally possible to have fun and master speaking a language at the same time. In order to express yourself eloquently in English, you need a wide variety of vocabulary and the correct pronunciation [2;33-34]:

Expand your vocabulary. Learn New Words Every Day.

Gleaning new words day in, day out is a good way to widen your vocabulary. Commit to a suitable target: it can be three daily words or it can be ten daily words. Even if you only have time to learn one new word per day, it is still worth trying. By learning one word every day, after one year you will have learned 365 new English words. Write the number down to remind yourself frequently. If you have a learning partner, share it with her so that she can check on your progress. Some good resources for words are the news, songs and TV shows, depending on your daily habits. If you love listening to music, pay attention to the lyrics and take note of the words you do not know. Songs often contain a lot of useful vocabulary, phrases and expressions, therefore, they are great for learning English.

Learn Words in Phrases and Chunks.

It is important that you learn words in groups. For example, you refer to beverages as *a glass of wine*, *a pint of beer*, *a cup of tea*, *a pot of coffee*, etc. It is better to learn those phrases than merely *wine*, *beer*, *tea* and so on. You can also benefit from learning words that are related. The moon has four phases during a lunar month: crescent, gibbon, waxing and waning. It is more efficient to learn all four words at the same time.

Improve your pronunciation.

You might know a lot of words, but if you fail to say them correctly, you will not be understood. That seems like a waste of the time spent on remembering words, right? When using online dictionaries such as Macmillan and Merriam-Webster, make use of the little speaker symbol to check the pronunciation of any word that you are not sure about. There are English pronunciation tutorials on YouTube or podcasts like English Pronunciation Pod or American and British English Pronunciation to teach you the many aspects of both English pronunciations.

When you are ready for something more challenging, try out tongue twisters. Some examples are available here. Learning proper English pronunciation is essential for excelling in conversations with English speakers

and even in situations in school or at work. Learn the natural flow of English. Being able to say individual words correctly is great, but the secret of speaking fluently in English lies in the flow of sentences. Whenever you read a piece of poetry, listen to a melodic song or watch a short comedy, pay attention to the following:

Linking. Notice how native speakers link words together: joining two sounds, making a sound to disappear or changing a sound for a better flow. **Contractions.** Contractions are shortened forms of two words. For example:

I + am = I'm; he + will = he'll; they + have = they've; do + not = don't

Stress. There are stressed syllables in a word and stressed words in a sentence.

Rhythm. The rhythm is the overall result of stress, contractions and linking. It is the ups and downs, the musical feature of English.

Make your speech confidentially

One of the biggest barriers to developing English speaking skills is confidence. It is certainly something that all language learners have difficulty with and one of the best ways to overcome this is to get out there and practice. If you think you've got what it takes, then get out there and practice English with strangers!

Self-talk

Talk to yourself in English loudly. It can be anything from a suggestion like, "*Shall we go get a glass of water?*" or a reminder, "*I need to do a load of laundry today.*" Alternatively, pick up a book and read a couple of pages out loud. This exercise might slow down your reading, but it will speed up your speaking skills. You can also record yourself, listen to the recording and watch out for any wrong pronunciations. If it is possible, ask for feedback from a native speaker. According to Haynes, Fluency in speaking needs language knowledge and ability to process information and language spontaneously without much effort. The essential elements for speaking fluently are as follows: **Connected speech:** Effective speakers need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' (as in I've gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). We should involve students in activities designed specifically to improve and use the connected speech. **Expressive devices:** Native speakers of English change the pitch and stress of utterances, change volume and speed, and show by other physical and non-verbal (paralinguistic) in face-to-face conversations. The use of these devices contributes to the ability to convey meaning and message of the speaker. Students must be able to use at least some of the supra segmental features and devices if they are to be fully effective communicators. **Lexis and grammar:** Spontaneous speech is spoken by using a number of common lexical phrases, particularly in the performance of certain language functions. Teachers should

therefore use a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are conversing in specific speaking contexts such as a job interview, we can train them in the same way, with certain useful phrases which they can produce at various stages of a conversation. Negotiation language: Effective speaking benefits from the negotiation of language we use for clarification and to show what we are saying [3;40];

As a conclusion, it is so crucial to state that all of these points given above demand for learners and teachers special attention and practice. There are absolutely huge numbers of structures, strategies and explanations on the development of communication skills, especially for speaking, but the most important thing is to make an appropriate choice in this sphere.

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ANALYSIS OF THE PECULIARITIES OF THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

Abstract: The article analyzes the features of the organization of independent work of university students, analyzes the concept of independent work, considers independent work as a didactic category, as a form, method, method, condition, activity of teaching and education.

Key words: independent work, activity, educational activity, training, students, teaching aids.

The organization of independent work of pupils and students is the problem of pedagogical theory and practice, which has a long history, it was studied by a wide range of researchers. But today the educational situation (social attitude, conceptual foundations, real conditions, the subjects of the educational process) has changed significantly. There is a transition to multilevel training, which requires the study of the features of independent cognitive activity at different levels and identify ways to improve the efficiency of independent work of students, forms and methods of its organization.

Exploring the essence of independent work of students, it is easy to see that scientists, striving for a comprehensive solution to the problem of organizing independent work of students and highlighting its various aspects, give an important place to pedagogical aspects of organizing independent work of higher education.

Scientists-practitioners have always paid much attention to the study of various aspects related to independent work. The importance of independent work in the implementation of the learning process is reflected both in the classical pedagogical heritage and in domestic scientific thought.

The content of independent work of students on a particular discipline is determined by the working curriculum of disciplines. The curriculum of the discipline, provided by the working curriculum for the student to master the process of independent work, is submitted for final control along with the educational material, which was developed during the training sessions.

The student's independent work is provided by a system of teaching aids provided for the study of a particular discipline: textbook, teaching aids, lecture

notes, workshops, etc. Often independent work is considered as a separate type of study, along with a lecture, seminar, practical training and more. At the same time, its essential features are considered to be the obligation to study in the time allotted to the agenda of the university, work without the direct participation of the teacher, but with his mandatory control.

The learning process cannot be carried out without effective feedback, which is realized through control over its results. The quality of control of students' knowledge and its reliability are very important for making the right decisions to improve the learning process and organize independent work of students.

Selection of previously unsolved parts of the overall problem. The efficiency of independent work is ensured by constant monitoring. The advantage of control is a significant possibility of individual approach depending on the level of knowledge, abilities and even the nature of the student. When one needs to constantly monitor, evaluate the performance of tasks on each topic or part of it, the other is enough intermediate control, which includes several topics. Thus such student can carry out tasks of increase of level of complexity. It should be noted that the main task of control is to encourage students to actively work outside the classroom throughout the semester.

Control of students' independent work includes: answering control or test questions; abstract check; checking abstracts; verification of solved tasks; check of calculations; checking the completed graphic exercises and tasks; checking the completed individual tasks.

To achieve it, we use various forms of control of independent work, which are covered above - oral examination, tests, tests, colloquia and final control - exam.

It is worth noting such an aspect of independent work as students' mastery of the technology of cognitive activity, one of the important tasks of which is the formation of their ability to independently control and evaluate the results of their educational work. And on this basis to manage the process of cognition. independent work student education

Organizational features of independent work are:

- availability of tasks for independent work;
- providing special time for their implementation; planning methods, tools and forms of independent work;
- students' educational activities (collective or individual), their activity in this case;
- self-control and current control;
- management of this work by the teacher;
- availability of expected results.

Thus, the main task of organizing independent work of students is to use traditional and innovative forms and methods of teaching, which,

complementing each other, would be a single system that can be adapted to the specifics of the educational process in a particular higher education institution..

According to other statements, independent work involves all the active mental activity of students in the learning process, is the internal basis of communication of different types and forms of classes, considering independent work the main method of learning, proponents of this approach argue that it covers cognitive activities. students not only out of class, but also at lectures, seminars, individual interviews, tests, exams, during the defense of term papers, dissertations, etc. That is, independent work, according to this vision, covers all types and forms of educational process.

Full-fledged independent work of the student in laboratories, reading rooms, participation in scientific researches forms the modern expert capable to practically apply the meaningful information. In higher education there is a question of adaptation to the conditions of higher education, where the share of independent work, self-organization, self-education increases significantly.

Formulation of the goals of the article. The urgency of this problem is due to insufficient theoretical and methodological development of forms and methods of organizing independent work of university students, as well as the prospects for its development.

In essence, independent work is an active mental activity of the student associated with the implementation of the educational task. The presence of the task and the target setting for its implementation are considered to be characteristic features of independent work. The tasks that the student has to solve in educational activities relate to the following areas:

- mastering the material of the topic, which is considered at the lecture (work with the lecture synopsis, recommended educational literature);
- annotation of fundamental works in accordance with the curriculum of the discipline;
- solving problems, experiments, etc.;
- preparation of abstracts, tests, fixed speeches (reports) at the seminar;
- preparation of term papers, dissertations.

All these elements of the educational process are independent work, as students carry them out to some extent individually, outside classroom time.

Independent work - the student's educational activity aimed at studying and mastering the material of the subject without the direct participation of the teacher.

Thus, independent work of students is the main form of organization of education, which includes various types of individual and collective learning activities, which are carried out in classroom and extracurricular activities, taking into account individual characteristics and cognitive abilities of students under the guidance of a teacher or without his direct participation. Considering the historical aspect of independent work in the cognitive activity of the individual, we must draw the following conclusions: independent work is a

complex, multifaceted pedagogical phenomenon, to solve which there are different approaches. Independent work is considered as a didactic category, as a form, method, method, means, condition, activity of teaching and education.

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FORMS AND METHODS IN MODERN APPROACHES TO STUDENT SELF LEARNING

Annotation: In the credit-modular system of teaching students' independent work is nothing but a form of organization of educational activities and a means of forming independence and activity of the individual, the ability to set and solve theoretical and practical problems. It is the activity and independence of the student contribute to the readiness of the individual for further self-study.

Key words: teacher, learning and teaching, independent work, credit-module, foreign language.

Forms of training are divided into classroom and extracurricular activities. But, in particular, the credit-module system of education spends more time on extracurricular educational activities of students, namely: independent learning activities without the participation of the teacher. Independent learning activities also take place in classroom learning activities, although it takes place under the guidance of a teacher.

All these forms of education include independent work of students under the guidance of the teacher, the purpose of which is to consolidate the knowledge, skills and abilities acquired in lectures. It contributes to a more thorough assimilation of sufficiently available material and additional information and creative work.

Each form of organization of training is associated with the necessary teaching methods. Forms of learning and methods are closely related, but there is a difference. Thus, the forms of education reflect the organizational side of the educational process, and the methods - procedural, methodical.

Teaching methods are a system of purposeful actions of the teacher, which: organize the cognitive and practical activities of students; direct students to the acquisition of knowledge and the formation of the necessary skills, abilities and general development; encourage students to acquire the necessary knowledge, skills, physical, mental and moral development and the development of emotional and volitional sphere, thinking, attention, memory, etc.

We have considered classroom forms and methods of work (lectures, practical (seminar, laboratory) classes, consultations, control measures). And

now let's focus on extracurricular independent work. These are lectures presented on audio and video cassettes, CDs, electronic versions of lectures posted on Internet sites. Educational computer programs are actively used, including hypertext, multimedia, intellectual, etc., which allow to study in two modes - information-reference and control-training. There are such forms of independent work as individual research work (publications, participation in conferences, competitions and other competitions) and work in educational and methodical offices, laboratories in extracurricular time, work in information networks and processing of additional literature (the latter occurs without guidance teacher).

One of the methods of organizing independent work of students in extracurricular time can be carried out using the tasks of complexes related to the main sections of the program. Tasks issued for the school year are logically interrelated. Thus, each thematic complex can consist of 5-6 tasks, for example: to make a reference scheme or fill in a reference table; answer self-test questions; solve situational problems and exercises. A list of recommended reading is attached to the tasks.

Independent work of students is one of the components of the educational process, and therefore, like all its components, is a system of organizational and didactic activities aimed at training in areas and specialties of specialists of relevant educational and educational levels.

Independent work with the implementation of the educational task covers three stages.

1. Preparing the student to perform the task, theoretical, psychological, organizational and methodological and logistical support of independent work.

The theoretical readiness of the student is manifested in his intellectual training, ie in the ability to apply their knowledge to perform the task.

Practical training is the ability to optimally plan independent work, skillfully use lecture notes, textbooks, manuals, computer, mental operations (analysis, synthesis, comparison, generalization, classification, etc.).

The psychological readiness of the student presupposes first of all that he has motives to perform a specific task. In order for the task set before the student to become the motive of his mental, practical activity, it must be perceived by him. The internal perception of the task begins with the actualization of the motive that motivates the student to perform the task, and in accordance with the organization of their independent work.

The success of the preparatory stage depends on the organizational, methodological, logistical support of the student's independent work (provision of literature, guidelines, visual aids, information and computer base, etc.).

2. Direct implementation of the educational task. This is the most important and most responsible stage of the student's independent work. Since the educational task often appears in the educational and cognitive form, in the process of its implementation involved all mental processes that provide

cognitive activity: sensation, perception, imagination, memory, thinking, attention and others. The effectiveness of the task is influenced by such personal qualities of the student as purposefulness, persistence, responsibility, etc.

3. Analysis of the completed task. Is the final stage of the work done. During the analysis the student evaluates (by the method of self-control, sometimes mutual control) the quality and time of the task, the effectiveness of the methods and tools used in the process of independent work.

Many students encounter difficulties in completing written homework (solving problems in mathematics, statistics, economic and mathematical modeling, preparation of abstracts, tests and term papers). Written work is performed primarily so that the teacher can assess the degree of mastery of the student's course, the level of formation of his skills and abilities to use theory in solving practical problems.

The effectiveness of the student's independent work is greatly influenced by the teacher's guidance, which includes:

- planning of independent work of students;
- formation of their needs and motives for active, creative independent work;
- teaching students the basics of independent work;
- control over the implementation of educational tasks.

The formation of students' needs and motives for active independent work is due to the motivation (order, strict requirement) of the teacher. This method is not effective, any activity that arouses a person's professional interest is unproductive. A much more effective way of forming students' needs and motives for independent work is the development of cognitive interest in the subject being studied, the process of mastering it. The activity, which is based on a deep interest not only in the result, but also in its procedural components, is the most productive, because it is from it that a person has the greatest satisfaction. In this case, the student will find time for the subject that he liked. It is clear that to arouse interest in the discipline, its content should be a teacher.

Independent work contributes to the formation of students' intellectual qualities necessary for a future specialist. It educates students in stable skills of constant replenishment of their knowledge, self-education, promotes the development of diligence, organization and initiative, tests his strength, tests the will, discipline, and so on.

Independent work of students is an important component in the training of a qualified specialist, competitive in the labor market, capable of competent professional activity at the level of world standards.

Thus, the idea that the independent work of the individual should be the basis of education and upbringing, expressed by all progressive teachers, both past and present. Without the use of independent work, which activates educational activities, there can be no successful acquisition of knowledge.

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THE MAIN TRENDS IN THE DEVELOPMENT OF THE WORLD EDUCATIONAL SYSTEM

Abstract: The article examines the main trends in the development of the world education system.

Key words: educational system, science and technology, economics and politics, education and culture, the organization of production and in management, model formation.

Since the education system is one of the social institutions, its development is completely predetermined by changes in the needs of society, conditioned by the nature and achievements of scientific, technical and social progress. The dynamics of modern social development is characterized by rapid and profound changes in all areas of human life and activity - in science and technology, in economics and politics, in education and culture, in the organization of production and in its management. Education as one of the most important social institutions is also subject to constant development in accordance with the changing goals and needs of society, with the development and implementation of high technologies. At the same time, the response of educational systems to social challenges of the time does not occur automatically, but indirectly, in the process of the development of public opinion and the activity of teachers, public and state leaders, differing in a certain inertia.

These circumstances necessitate a constant search, research and monitoring of both general civilization processes and the processes of functioning of educational systems in order to harmonize their main parameters with social changes, with the leading directions and trends of scientific, technical and social progress. At the same time, usually the most radical modernization is required for such an element of education as its content, since it is the content of basic education that forms the foundation and opportunities for improving the training programs for students in senior and vocational schools, predetermines the level and quality of higher education. The content of vocational education directly affects the nature of the development and use of the productive forces of society, on material and spiritual culture, on the well-being of the population.

The considered world trends in the development of education are of a fairly general nature. At the same time, practically for the development of each

type and level of education, there are also specific tendencies due to their own goals, characteristics, the nature of implementation and new social requirements for the level of training of the respective graduates. So, for the development of the world system of higher technical education today, the following trends are most characteristic (Fig. 24).

First, there is a humanization of engineering education, with the main goal of “humanizing” technology and technology. This tendency is a reflection of a general change in the goals and nature of social production and its orientation towards the needs and interests of a person, as well as an awareness in society of the determining role of the personal factor in ensuring high production efficiency. The system of engineering education pays more and more attention to the formation of students' understanding of the role of moral norms and values in their future professional activities. This is what ensures the instilling in them of a sense of personal responsibility before present and future generations for the possible results of this activity.

Secondly, the role of fundamentalization of engineering education is increasing. In the context of a significant acceleration of scientific and technological progress and a rapid change of generations of technology and technology for the development of new high technologies and their successful use in the process of creating modern competitive products, some special knowledge is no longer enough. A modern specialist must deeply master the physical, chemical and biological foundations of technologies and always be ready to use new effects in their development, while applying the methods of mathematical modeling based on computer technology and information technology. This seems to be very important for accelerating the development of promising high technologies and bringing them to the possibility of industrial use.

Thirdly, an increase in professional and social mobility as one of the defining features of the lifestyle of a modern person requires a refusal from narrow specialization and a transition to universalization, to training a specialist with a wide profile. This allows graduates to freely navigate in a fairly wide range of problems in the field of professional activity, to quickly adapt to inevitable changes in products, technologies, conditions and nature of production.

Fourthly, a serious complication of the ecological situation, the problems of which are acquiring a global character today, requires a corresponding greening of engineering education. This tendency is manifested, on the one hand, in strengthening environmental education and instilling an environmental culture for all engineers, and on the other hand, in organizing the training of engineers of a fundamentally new quality - specialists in the field of environmental monitoring and environmental protection. This is what makes it possible to ensure the harmonization of relations in the “man-society-nature-technosphere” system.

Fifth, the intensification of the processes of globalization of world economic relations based on the principles of a market economy predetermines the need to strengthen the economic and legal training of engineers. Without this, they cannot properly assess the technical and economic characteristics of their products, indicators of its competitiveness, as well as provide legal protection for their inventions and other scientific and technical developments, their intellectual property.

Sixth, in connection with a serious change in the goals, nature and structure of the professional activity of a modern engineer and an increase in the role of the personal factor, the role of managerial competence and functions of training, retraining and education of personnel is significantly enhanced. This circumstance makes it necessary to introduce appropriate changes in the content of their professional education. We are talking, in particular, about a serious improvement in the quality of managerial and psychological-pedagogical training of engineers. Today, relevant knowledge is becoming not just elements of the general culture of an engineer, but an integral part of his professional competence.

The problem of mutual recognition and equivalence of study periods, educational qualification levels and documents on obtaining educational qualifications (certificates and diplomas) as well as academic degrees and titles is closely related to the development trends of the world education system. For a successful solution to the problem, international experts must take into account the features and characteristics of each national higher education system, which at the same time must also correspond to a standardized description and be used for an objective assessment of the quality of education and final educational qualifications.

By now, the following basic models of educational systems have developed in the world.

The American model includes junior high school - high school - high school - two-year college - university four-year college - graduate school - graduate school.

The French model includes a single college - technological, vocational and general education lyceum - university - master's - graduate school.

The German model: general school - real school, gymnasium and basic school - institute and university - postgraduate study.

The English model: a united school - grammar and modern school - college - university - master's - graduate school.

The Russian model: general education school - full secondary school, gymnasium and lyceum-college - institute, university and academy - postgraduate studies - doctoral studies.

The Ukrainian model is basically similar to the Russian one, with the only difference that after graduation from an institute, university or academy, a

master's degree follows. The search and development of new models of education continues, and this process is continuous.

The effectiveness of a certain model can only be confirmed by educational practice. In solving the problems of world education, large international projects and programs are acquiring great importance, since they necessarily imply the joint participation of educational institutions and teachers from various educational systems in them.

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DEVELOPMENT AND ANALYSIS OF CREATIVE THINKING IN PAINTING

Annotation: The development of our national spirituality today is inconceivable without examples of fine arts. The fact that in recent years Uzbek artists have been creating new achievements, and many young talents are entering this field, testifies to its development and prospects. Similar positive changes can be observed in the field of monumental art. As you know, monumental art means, first of all, a complex of majestic statues and monuments with great influence. This article focuses on the development and analysis of creative thinking in painting.

Keywords: painting; art; sophisticated weapons; creative patterns.

The origins of art and the earliest examples of human creativity date back to the time of the primitive gangs. Historians and archaeologists have confirmed that the earliest monuments of fine art date back to the Upper Paleolithic, when the spiritual and economic foundations of society were being formed. According to them, the formation of creative patterns is associated with the relative maturity of the primitive community system, the formation of seed, the emergence of matriarchy. Gradually, people became almost indistinguishable from their present-day physical qualities based on their primitive ideas. They had the skills to speak, to make relatively sophisticated weapons from stone, bone, king and wood, and to hunt. As a result of the expansion of attitudes and activities, the scope of people's thinking has also expanded. The evolution of ancient tribes over thousands of years has shaped their vision, the smoothness of hand movements, the ability to see and feel the basic and characteristic state, the harmony of natural forms, and the perception of beauty. Fine art is one of the oldest forms of art, which includes not only the spiritual and aesthetic education of mankind, but also the process of enlightenment. unimaginable without foundations. Pencil is the basis of all forms of fine art. No matter what kind of art the artist creates, he first works on the basis of penmanship. A pencil drawing can also be an independent work of art. Sangina, dreams, sauces, pastels, and many pencil paintings are on display in various art museums and exhibitions around the world.

The artist must carefully read the still life or play he wants to draw, as if it were a work of art, and then fully understand its content and depict it, and during the drawing he must not stop thinking, if he when you stop thinking, the

size and proportions in the image, and their interrelationships, also completely lose their content. That's why an artist's careless drawing is usually not appreciated by the audience. The viewer, on the other hand, does not have a degree in fine arts, but considers an illiterate painting to be simply out of words. The more complex the shape of the object being depicted, the more the artist must study and analyze it. The scientific approach to penmanship is especially important in determining the linear constructive structure of a product (the word construction means construction). In order to become proficient in pencil drawing, drawing on the object itself should always be the main activity. It is impossible to rise above the stages of artistic development without going through a school of self-portraiture.

Among the colors, black has been given a negative character by some European philosophers and psychologists. Kubro, in contrast, gives a positive classification to black. In his theory of colors, black is the only true path to God. The world is full of endless mysteries. It can be likened to a square. Since the "square" represents its eternal creation, the material basis of the universe consists of four elements, namely, earth, water, air and fire, the four sides represent infinity, while the "black" color represents all the mysteries of the abstract world. is an incomprehensible mystery. No matter how much humanity tries to know these secrets, it is natural that their thinking is weak. Thinking takes on the function of the eye. Thought, on the other hand, knows no boundaries. To understand, to know, to comprehend, is to illuminate the darkness. Where the light of the mind can illuminate, there will be no abstraction, and darkness will disappear.

All necessary conditions and opportunities are being created for our people to enjoy the masterpieces of national and world art, and for artists to work freely, productively and productively. As a result, during the years of independence, many of our artists, talented young people have succeeded in prestigious exhibitions and international competitions abroad with their best works. Spirituality is not an innate human trait, it is just a human trait that is formed in the process of social development. Therefore, spirituality and aesthetic culture are the main signs of human perfection. Human beings also have innate talents and abilities, which are determined by the laws of heredity, which allow them to acquire and develop spirituality. Art plays a special role in inculcating the ideology of national independence in the minds of young people. Art is also one of the means of expanding a person's spiritual outlook and educating him as a person. Fine art expresses a person's feelings and thoughts not in an abstract way, but in vivid artistic images, because it is a treasure trove of emotions. Art is fully expressed through art. The artistic image is expressed in the unity of the external world, which the artist has mastered, and his inner world. Understanding art allows a person to understand himself better at all times. In recent years, the state policy has been put forward in our country, which directly contributes to the implementation of spiritual, cultural and

educational work. In any form of thinking, the process of cognition leads to the formation of concepts, categories of perceptions. Man thinks with the help of imagination, understanding, categories, which means that he uses his consciousness to reflect certain life processes, changes. This means that each imagination and concept at the same time reflects one or another aspect of the events of reality, and therefore man knows the world through them, and then enters into forms of language to convey them to other people. We are surrounded by natural phenomena, objects, man-made bodies and objects. The universe is shaped by a variety of shapes, colors, and other processes that affect human emotions. These emotional experiences create the basis for the further development of the magical world of spirituality in the human mind.

Spiritual life is a real human life, a life in which people live in a certain social sphere. Spiritual life is the existence of people is a real, living process, an expression of existence at any level, ranging from simple everyday concepts to the hottest creations, fantasies, spiritual worlds, and emotional experiences of humanity. As you know, there are so many types of art. The most important of them are fiction, music, cinema, theater, architecture, decorative arts, circus, television, fine arts. The formation of spiritual spheres plays an important role in the formation of a person's spiritual worldview. And the foundation of the spiritual realm is spirituality production. These processes develop ideas, views, and perceptions in the human mind. Historically, the forms of production of consciousness have clearly, politically, ethically, aesthetically, and so on. The results of spiritual production gradually turn into spiritual values. Spiritual values (scientific ideas, views, works of art, works of art) represent the essence of spiritual communication. As a result, social consciousness begins to spread widely.

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COMPLICATION OF PREDICATE AND TYPES OF COMPLICATIONS

Abstract: A sentence as a unit of the language, with the help of which speech communication is carried out, must reflect, on the one hand, all diversity of possible, constantly changing beyond the language situations and, on the other hand, regulate the imagination of them through generalizing character structural schemes and semantic configurations. Only satisfying these requirements the language can effectively function as a means of communication and a means of thinking activity of man. It is natural that a member of the sentence as a constituent part of the sentence cannot be indifferent to these requirements, but on the contrary, must provide their implementation.

Key words: predicative function, subject, sentence, generalizing, part of sentence, speech, semantic.

Categorical essence of the predicate is determined by its relation with the subject. The predicate expresses predicative feature, bearer of which is the object, expressed by the subject. The expression of such feature is categorical function of the predicate.

Besides the categorical, i.e. predicative function, the predicate fulfills relative connecting function, coming as mediated link between the subject and the elements of the right verbal encirclement -- the object and the modifier. Thus, in the relations between the sentence in active voice and the sentence in passive voice the verb- predicate forms original axis, around which the subject and the object rotate, exchanging their places in the sentences of active and passive.

Part of the sentence is a two-sided language mark, which possesses the meaning and the form.

Its meaning is syntactic function, that is, that substantial relation, in which given syntactic element is in another structure of some syntactic consecution of elements. The form of the part - is not only syntactically meaningful morphological form of the word, but also characteristics, connected with the belonging of the word to the definite part of speech or to the category of words inside of the part of speech, presence or absence of secondary auxiliary words, the location in the relation to another element, intonation indications of syntactic relation- shortly everything that allows to identify the word or group of words as

a bearer of definite syntactic- functional significance. Thus, syntactic form, unlike morphological one, is multi- componential.

Relative function of the predicate as the name of the relation between the subject and the modifier is less evident, but is carried out in this case too. Because of this fact, that predicate fulfills this function, we have such sentences with the modifiers, expressed by qualitative adverbs, which transform relative existence of the feature of the action as in the sentence: The washing flapped w h i t e l y on the lines over patches of garden. (D. Lessing)- Formally whitely -- the feature of the action, in real the substance. Such sentences are easily transformed in the constructions with the appropriate adjective as nominal part of the predicate (The washing was white) or the attribute (The white washing flapped).

The predicate expresses two types of structural meanings: categorical meaning, i.e. the meaning intrinsic to the predicate as a definite part of the sentence (the feature of predicative feature), and the meaning, connected with the grammatical categories of personal form of the verb (the meaning of mode and tense, voice, person and number).

Though in grammatical descriptions verbal and nominal predicates are presented as isolated, not connected with each other, in general they are connected with each other. Their correlation becomes evident when contrasting the structures, in which these two types of predicates have common lexical-semantic base: verb (in verbal predicate) and nominal part (nominative predicate) are connected by word-formative relations.

In two contrasting predicates - there is common conceptual content of predicted feature, one and the same structural meanings, but the latter are divided differently in each of two types of the predicates.

Thus, two main types of the predicate are the verbal and nominal. They are elementary in the sense that they cannot be transformed, both substantially and formally into simpler structures.

The third type - phraseological type joins to these two types. Phraseological predicate expresses phrasemes, containing a noun with the meaning of action and transitive verb.

If we take the point of view that any combination of structures “infinite form of the verb, oriented to the subject as its subject of the action + preceding infinite form of the element fulfilling the function of mediation of the tie between the subject and such form ”, forms single part of the sentence (and the consistency in the principles of description of language phenomena requires this), then complex predicate can include a number of constructions, which are not often acknowledged as such.

Depending on morphological nature of complicating element one can distinguish three types of complication:

1. Active- verbal complication
2. Passive-verbal complication

3. Adjective complication

In the first two types the complicating element is verb, accordingly in the form of active and passive voice, and in the third type it is adjective (also participle, the word of category of state) with the copula verb. Semantic parallelism finds out structural difference of complication of three types comp.:

He may come.-- He is expected to come. --He is likely to come.

Traditional terminology of the name of copula is assigned to the verb to be and the verbs of the type to seem, to look and so on, which come forth as mediation link between the subject and the nominal part of the predicate, which expresses the feature. But the similar function is carried out by modal verbs as a part of complex predicate, setting connection between the subject and the feature (here it possesses the nature of action) expressed by infinite form.

Taking into account the differences in semantics of complicating element, one can distinguish several types of active- verbal complication (we shall call them according to the content of complicating element):

1. Modal characteristics of connection of action with the subject. The predicates of this type include modal verbs (can, may, must and so on) or verb with modal meaning (for example, to be, to have) as complicating element plus infinitive:

'He can swim like a fish.' - U huddi baliqqa o'hshab suzadi

'He must come back.' - U qaytib kelishi kerak

'It has to be right.' - Bu narsa to'g'ri bo'lishi kerak.

2. Aspectual characteristics of action. Complicating element designates the stage of the development of action (the beginning, the continuation, the end), its regularity: to begin, to proceed, to quit, to keep on and so on:

She started to walk along the shingle. - U dengiz yoqalab yurishni boshladi.

'His heart stopped beating.' - Uning yuragi urishdan to'htadi.

3. Probability of action. The number of verbs with the meaning of probability, outward appearance of action is very limited (to seem, to appear). For example:

'He seemed to have lost all power of will. U o'zidagi kuchni butunlay yo'qotganga o'xshardi.

'They didn't appear to be rowing.' - Ular harakat qilmaydiganga uhardilar.

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THE WAYS AND PROBLEMS OF TRANSLATING PREDICATE FROM ENGLISH INTO UZBEK

Annotation: In shaping the predicate the differences of language systems become apparent stronger and multilaterally than in shaping the subject. This is stipulated by the capacity and importance of the given part of the sentence. The object itself, about which we are talking can reveal itself i.e. determine itself really only through actions and functions which are expressed by the predicate.

Key words: predicate, analytical, factual, object, modifier, parts of the sentence.

The predicate connects the doer with the object and the modifiers of the action. That is why the predicate is factual center, which gravitates and gathers subgroups of all parts of the sentence.

This happens in any language. But it is vividly seen in English, where one cannot omit any main parts of the sentence. Here it is indicative to compare Uzbek and English composite nominal predicate.

EX: My brother is an engineer.

The predicate can be expressed by two types of verbs: verbs denoting action, and the verbs denoting existence and objective reality. The use of the verbs of the first group as a predicate does not differ greatly from the appropriate Uzbek verbs of action, that's why we shall not stop at the predicate, expressed by the verb of action. We shall consider the verbs of the second group, which includes to be and to have, in the meaning and use of which it is observed essential divergence in comparison with the appropriate Uzbek "bo'lmoq" and "ega bo'lmoq".

It is significant to note that there is an inner division both in action verbs and the verbs of existence, the division which is stipulated by, as it is called in grammar, the transitivity and intransitivity.

Actually, this can be seen between the verbs to be and to have. The first one does not transfer the action to another object, but as if it encloses the action with the subject; the second one must be followed by the object. In all languages- both in analytical and synthetic languages- the meaning of transitivity and intransitivity of the verbs is established as a semantic connection and it goes back to the history of that language. But systematic peculiarities of

the languages even to some extent are reflected in their formal possibilities of expressing this meaning. Thus, for example in Russian the fixing up of this or that semantic nuance, semantic direction of the verb is obtained with the help of prefixes and suffixes. Here we can note the formation of intransitive verbs from the transitive verbs with the help of ending -ся: начинать - начинаться, открывать -- открываться and etc. In Uzbek language also verbs can be added the endings in order to change their voice and tense. In English (analytical) prefixes and suffixes do not carry out grammatical function on the modern stage; if they are available in the word then they are kept as historically formed parts of it. One can acknowledge the fixed prepositions of the verbs as the outer formal indication of intransitivity (to listen to, for example).

More interesting and significant differences in the matter of transitivity and intransitivity of the verbs between English and Uzbek and Russian in are in the plan of content. So, some transitive English verbs have intransitive verb correspondences in Uzbek and Russian, comp.:

- to follow (smb., smth.)- ergashmoq- следовать за (кем-л., чём-л.)
- to approach (smb., smth.)- yaqinlashmoq- приближаться к (кому-л., чему-л.)
- to watch (smb., smth.)- kuzatmoq- следить за (кем-л., чём-л.)
- and vice versa :
- to listen to (smb., smth.) - tinglamoq-слушать (кого-л., что-л.)
- to wait for (smb., smth.) - kutmoq-ждать (кого-л., чего-л.)

It is obvious, that the possibility of two-fold “solution” of any action (either as transitive or as intransitive) is put in the fact of the connection of the verb with two poles: the bearer of the action and its object. Therefore there cannot be absolute border between transitive and intransitive verbs. Thus the verb to watch can be translated not only as ‘kuzatmoq’ следить, but also as ‘tomosha qilmoq’ наблюдать.

In comparing Uzbek, Russian and English one can note that in English the differentiation of transitive and intransitive verbs is much less tough than in Uzbek and Russian. Thus, in most cases two Uzbek and Russian verbs(transitive and intransitive) have one English correspondence:

Ochmoq (transitive) - to open She opened the door.- U eshikni ochdi

Ochilmoq (intransitive) - to open The door opens easily.- Eshik osonlik bilan ochiladi.

Boshlamoq (transitive) - to begin Will you begin reading?- Uqishni boshla.

Boshlanmoq (intransitive)- to begin Our journey began like this.- Bizning sayohatimiz huddi shunday boshlangan.

In order to understand why English, usually striving for formal completeness and logical exactness of expressing, in this case it is going along contrary way, we must remember the aspiration of Englishmen to compensate syntactical constraint of their speech with more freedom in morphological and

semantic relations. It is obvious, that the rubbing off the borders between transitive and intransitive verbs is one those compensating means, which expand and enrich the opportunities of the language. As a result the broadening of the meaning of many verbs occurs. Here we can also observe the influence of grammatical structure of the language on the character of its lexicon.

Sometimes the verb- intransitive in its main meaning- becomes transitive in derivative meaning “biror- bir narsani(fikrni) qaysidir yo’l bilan ifodalamoq- выразить что-л. каким-л. Способом”, for example:

He nodded his assent. - U boshini egib uz roziligini berdi- Кивком головы он выразил согласие.

Valentin looked his query at the proprietor. - Valentin savol nazari bilan ho’jainga qaradi.- Валентин вопросительно взглянул на хозяина.

She cried herself to sleep.- U yig’lab -yig’lab uhlab qoldi.- Она так много плакала, что наконец уснула.

Speaking about the verbs of existence, we have already stated that they can be used not only independently but also as a link- verb, proper meaning of which is graded and has become the part of the composite predicate. The same thing can occur with some verbs of action. Especially flexible in the relation of the category of transitivity-intransitivity are the verbs to look, to sound, to feel and some others. Thus to look has the meaning not only ‘qaramoq- смотреть’, but also ‘ko’rinmoq-выглядеть’, and it is not only applied to the acting person and also irrelatively to any person, in impersonal sentences.

He looks well. - Uning ko’rinishi yahshi-Он хорошо выглядит.

It looks like rain. -Yomg’r yog’sa kerak.Похоже, что будет дождь.

He sounded on edge. - Ovozidan achchiqlanish sezilardi.-Он говорил раздраженно.

It sounds like a good idea to me. Bu fikr menga yahshi tuyulyapti.-Это кажется мне хорошей мыслью.

He feels well. U o’zini yahshi his qilmoqda.-Он чувствует себя хорошо.

His hands felt so warm and strong, so comfortable to cling to. Uning qo’llari shunchalik illiq va kuchli ediki, unlarga yopishib olish shunchali yoqimli edi.- Руки его были такими теплыми и сильными, к ним так приятно было прильнуть.

The same can be applied to the verb to show, which is used not only as transitive in its main meaning “ko’rsatmoq- показывать”, but also as intransitive verb with the meaning “ko’rinmoq-виднеться”, comp.:

Show me the way. Menga yo’lni ko’rsating-Покажите мне дорогу.

He had rank showing on his shoulders. Uning mansabini pogonlaridan ko’rish mumkin edi.-Его чин можно было увидеть на погонах.

He is drunk. It shows. -U mast. Bun ko’rinib turibdi.- Он пьян. Это видно.

Some transitive verbs can be used in analogous way in the role of reflexive ones: to read, to sell and others.

The book reads well. - Bu kitobni yahshi uqishmoqda.- Эта книга хорошо читается.

Newspapers sell well in the evening.- Gazetalar kechqurunlari yahshi sotiladi.- Вечером газеты хорошо продаются.

In general while translating the predicate there are not any difficulties, if the predicate is expressed by the action verbs, therefore we have taken the most interesting and significant, and at the same time causing problems for the translator parts of the predicate, that is the link- verbs, to be and to have. Besides being a link verb they fulfill a greater number of functions, sometimes forming idiomatic expressions. Generally to be is not translated into Uzbek in present tense, but in the future and in the past tenses it appears. We have revealed the cases when one should use action verbs in translation. The same is with the verb to have, which besides its main meaning “ega bo’lmoq” have a number of different meanings, and most of them are idiomatic.

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LANGUAGE TEACHING METHODS IN HIGHER UNIVERSITY AS A SCIENCE

Annotation: In this article teaching methodology, specific sides of teaching are explained and theoretical foundations of teaching are given. The ways of implementing educational tools and forms, depending on certain learning conditions are analyzed too.

Key words: methodology, linguodidactics, theory, branch, linguistic, linguo-methodological patterns, academic discipline.

In modern pedagogical science, at the present stage of teaching languages, three levels have been identified: methodology, methodology of teaching a language and pedagogical technology of teaching a language.

Some scientists consider these concepts as synonymous. N. D. Galskova believes that these concepts must be distinguished. In her understanding, linguodidactics is a general theory of language teaching, which develops its methodological foundations, while the methodology characterizes the very process of teaching a specific language in the specific conditions of its teaching (private methodology) or reveals the patterns of teaching a language (a group of languages) outside the specific conditions of its study (general method). A.N.Shchukin continues: "Having agreed with this distinction between two terms, we can talk about the linguodidactic foundations of language teaching, including the presentation of the theoretical foundations of such training and the methodological foundations of language teaching.

A science is a field of knowledge that has its own object, subject, research methods and is able to identify the patterns operating in the considered branch of knowledge.

The object of research of the university methodology is the process of teaching a language in institutions that provide higher education.

The subject of the research is the methodology of teaching a language at a university (theoretical and practical problems and teaching technologies). MB Uspensky explains: "As in every science, linguistic methodology has its own theory and its own technology. The theory here includes the definition of the laws of the subject of instruction (and research), the principles and criteria for developing the content, the formation of the structure of the academic subject and the choice of teaching aids (teaching, learning). Technology, however, shows the ways of implementing educational tools and forms, depending on

certain learning conditions "(Uspensky M.B. Course of modern Russian language in a pedagogical university: Textbook; p. 8).

Research methods in language teaching methods are theoretical analysis of the problem, study of the experience of practitioners, methodological experiment, and many others (will be discussed in more detail later).

The main regularity of the teaching methodology of any subject, including the language, lies in the dependence of the selection of content, means, teaching methods on its goals, tasks to be solved, the level of preparedness of students in the subject, the degree of complexity of the material being assimilated. The general regularity is embodied by a number of particular ones that determine the selection of the content of education, the structuring of the academic discipline, and the choice of forms of education.

The implementation of linguo-methodological patterns is subject to the influence of subjective factors, which is determined by the personal characteristics of the student, teacher, scientist-methodologist, who studies the process of language teaching.

Sum up, a university teacher, who is less constrained in the selection of the content of the subject than a school teacher, must remember about the pedagogical attitudes that regulate the organization of students' cognitive activity:

- students should not impose their own point of view on a linguistic phenomenon without revealing the views of well-known linguists on this issue;
- you should not unnecessarily oversaturate your lectures with linguistic terms, when used, explain their meaning;
- the teacher's reasoning should not be contradictory;
- the teacher must combine the inevitable exactingness towards students with a benevolent attitude towards them;
- At the beginning of the class, it is necessary to take time to remind students of the note-taking technique.

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**RAQAM VA HARFLI TASVIRLAR UCHUN IDENTIFIKASION
BELGILARNI ANIQLASH ALGORITMLARINI YARATISH BILAN
BOG'LIQ ILMIY MASALA**

Annotatsiya: Maqolada raqam va harfli tasvirlar uchun identifikasion belgilarni aniqlash algoritmlarini yaratish bilan bog'liq ilmiy masala taxlil qilingan. Raqam va harfli tasvirlar uchun identifikasion belgilarni aniqlash algoritmlarini yaratish bilan bog'liq ilmiy masalani hal qilishning yangi yechimlari taklif etilgan.

Kalit so'zlar: raqamli iqtisodiyot, raqam va harfli tasvirlar, tasvirlarini xarakterli belgilarini aniqlash, tasvirlarni shakllantirish, segmentasiya qilish, Matnli simvollarni sinflarga ajratish.

**SCIENTIFIC PROBLEM OF DEVELOPING ALGORITHMS FOR
DETERMINING IDENTIFICATION SYMBOLS FOR NUMERIC AND
LETTER IMAGES**

Abstract: The article analyzes the scientific problem associated with the creation of algorithms for identifying symbols for numeric and alphabetic images. New solutions to the scientific problem of creating algorithms for the identification of digital and alphanumeric images are proposed.

Keywords: digital economy, numerical and alphabetic images, image characterization, image formation, segmentation, classification of text characters.

Axborot asri deb atalayotgan hozirgi zamonda raqobatbardosh mutaxassislar tayyorlashga katta e'tibor berilmoqda. Zero, bugun dunyoda barcha sohalarga axborot texnologiyalari chuqur kirib bormoqda. YUrtimiz "Xalqaro axborot-kommunikasiya texnologiyalarini rivojlantirish indeksi" bo'yicha 2019 yilda 8 pog'onaga ko'tarilgan bo'lsa-da, hali judayam orqada ekanimizni ko'rsatadi. Aksariyat vazirlik va idoralar, korxonalar raqamli texnologiyalardan mutlaqo yiroq, desak, bu ham haqiqat. Albatta, "raqamli

iqtisodiyot”ni shakllantirish kerakli infratuzilma, ko’p mablag’ va mehnat resurslarini talab etishini juda yaxshi bilamiz. Shu bois, “Raqamli iqtisodiyot”ga faol o’tish – kelgusi 5 yildagi eng ustuvor vazifalarimizdan biri bo’ladi. Raqamli texnologiyalar nafaqat mahsulot va xizmatlar sifatini oshiradi, ortiqcha xarajatlarni kamaytiradi. Shu bilan birga korrupsiya balosini yo’qotishda ham samarali vositadir. Davlat va jamiyat boshqaruvi, ijtimoiy sohada ham raqamli texnologiyalarni keng joriy etib, natijadorlikni oshirish, bir so’z bilan aytganda, odamlar turmushini keskin yaxshilashi mumkin. Mamlakatimizda ilm-fanni yanada ravnaq toptirish, yoshlarimizni chuqur bilim, yuksak ma’naviyat va madaniyat egasi etib tarbiyalash, raqobatbardosh iqtisodiyotni shakllantirish borasida boshlagan ishlarimizni jadal davom ettirish va yangi, zamonaviy bosqichga ko’tarish maqsadida, 2020 yilga “Ilm-ma’rifat va raqamli iqtisodiyotni rivojlantirish yili” deb e’lon qilindi.

Maqolada raqam va harfli tasvirlar uchun identifikasion belgilarni aniqlash algoritmlarini yaratish bilan bog’liq ilmiy masalani hal qilishning yangi yechimlari taklif etilgan. Yaratilgan dasturiy ta’minot foydalanuvchi uchun qulay interfeysga ega va o’zbek tilida.

Tadqiqot predmetini tushinishni yaxshilash uchun belgilarni ajratib olish masalasini hal qilish jarayonini bir nechta aniq chegaralangan ketma-ket bosqichlarga bo’lish mumkin. Bunday bo’linish tasvirlarda harf va raqamlarni tanib olishdagi tasvirlarning belgilarini ajratib olish masalasini hal qilishga bo’lgan yondashuvni soddalashtirishga imkon beradi.

Maqsadga erishish uchun asosan quyidagi vazifalarni hal etish zarur:

- tasviridagi harf va raqam belgilari joylashgan sohasi aniqlash algoritmini ishlab chiqish;
- aniqlangan sohada harf va raqam belgilari alohida segmentasiyalash (bo’laklash) algoritmini ishlab chiqish;
- bo’laklangan tasvir bo’laklarida harf yoki sonning o’ziga xos belgilarini aniqlash algoritmini ishlab chiqish;
- aniqlangan belgilarni o’zaro taqqoslash usullari asosida harf va sonlarni tanib olish algoritmini ishlab chiqish;
- ishlab chiqilgan algoritmlar asosida amaliy dasturlar bog’lamini yaratish va sinovdan o’tkazish.

Ushbu ishda berilgan tasvirni berilgan xususiyatlarga ega bo’lgan ma’lum bir boshqa tasvirga aylantirishni amalga oshiruvchi birinchi bosqich qayta ishlov masalasini hal qilish uchun ham algoritmlar ishlab chiqish nazarda tutiladi (masalan, berilgan tasvir sifatini yaxshilash va halaqitli effektlarni olib tashlash uchun signal/halaqitlar nisbatini orttirish ta’minlanadi yoki tasvirning alohida detallari ajratib ko’rsatiladi). Harf va raqam belgilari tasvirlarini xarakterli belgilarini aniq aniqlash uchun berilgan tasvirlarni qayta ishlash va ularni ma’lum ko’rinishga keltirish zarur.

Ishlab chiqilayotgan algoritmlarning tasvirlarda harf va raqamlarni tanib olish tizimlarini yaratish masalalaridagi o'rnini aniqlash maqsadlarida uning tuzilishini ko'rib chiqamiz, u quyidagi asosiy bloklardan tashkil topadi:

1. *Tasvirlarni shakllantirish.* Olingan tasvir uni keyingi qayta ishlash va tahlil qilish uchun tizim kirishiga tushadi. Bu operatsiya muhim ahamiyatga ega va butun tizimning yaxlit ishlashi shu yerda foydalaniladigan dasturiy-apparat vositalarga bog'liq bo'ladi.

2. *Harf va raqam belgisi sohasini ajratib olish.* Ularni keyinchalik tahlil qilish maqsadlarida qiziqtirayotgan ob'ektlar – harf va raqam soxalarini aniqlash uchun foydalaniladi.

3. *Harf va raqam belgisini segmentatsiya qilish.* Bu bosqichda eng kam darajada muhim bo'lgan piksellarga asoslangan holda aniqlangan harf va raqam belgisini ular o'rtasida ajratuvchi chiziqlar qurish vositasida alohida simvollarga bo'lish yuz beradi.

4. *Simvollar tasvirlari belgilarini ajratib olish.* Har bir segmentatsiya qilingan simvol uchun uning tasvirini xarakterlovchi begilar hisoblanadi.

5. *Matnli simvollarni sinflarga ajratish.* Simvollarni sinflarga ajratish avvalgi bosqichda ajratib olingan belgilar bo'yicha amalga oshiriladi.

Inson sezgi organlari orqali qabul qiladigan axborotning katta foizini tasvir ko'rinishidagi axborotlar tashkil etadi. Tasvirlar bilan ishlash sohasida hal qilinishi lozim bo'lgan ilmiy-amaliy masalalar mavjud.

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EARLY CORRECTION OF NEUROLOGICAL DISORDERS IN CHILDREN WITH DOWN SYNDROME BORN WITH HEART DEFICIENCY

Annotation. This article discusses the early correction of neurological disorders in children with Down syndrome born with heart failure. It has also been reported that the development of children with Down syndrome is similar to that of normal developing children, but in the same order, but slower, slower in terms of knowledge, language and personal social development.

Key words: heart failure, congenital disease, genetic factor, Down syndrome, neurological disorders, defects, diabetes, valve.

Every year, millions of children are born with anatomical anomalies of the heart and blood vessels. There are more than 200 types of congenital heart defects, some of which are mild and others that are life-threatening. The most common anomalies include atrial and interventricular septal defects, open arterial canal, and valve pathology. In severe forms of the disease, if not treated properly, 70-80% of babies die in the first months. However, if the diagnosis is made in time, modern diagnostics can completely cure the child with the latest methods of treatment. The main cause of pathological changes in the heart of a child is a genetic factor. If one of the parents has severe heart disease, the newborn may have the same disease.

But only genetics can cause disease. Children with congenital heart disease are born to diabetics, women with severe viral infections during pregnancy, smokers, alcohol and certain drug users, and some women exposed to X-rays. Risk factors include women over 35 years of age, ECO, and children with chromosomal abnormalities such as Down syndrome.

Heart disease can develop during any pregnancy, but 6-8 weeks is the most dangerous. During this time, the heart and valves form and any adverse factors can affect them.

There are clear signs that the child has a congenital heart defect. Professor Tayyar Sarioglu outlines the most important symptoms that occur in every third child in the first month of a baby born with this disease and should be taken into account. These include:

- bruising of the skin on the lips, ears and under the nails;
- rapid breathing, tightness of the ribs during respiration;
- fatigue, chest fluid;
- low appetite, slow weight gain;
- fatigue;
- Susceptibility to respiratory infections.

These symptoms usually appear later, and most often during adolescence. Children with congenital heart disease may experience shortness of breath, chest pain and palpitations and fatigue.

Using modern technology, it is possible to treat very complex heart defects today. In some cases, only small incisions are made to access the heart, which shortens the length of hospital stay, making it easier to recover quickly. If the baby's breasts are well developed, robotic surgery can be used to prevent injuries.

Interventional cardiology involves the repair of openings in the heart when a catheter is used instead of the classical surgical method, the removal of valves and stenosis, the closure of vascular openings and the correction of abnormal vessels, as well as the replacement of heart valve prostheses used to put.

Modern diagnostic methods allow ultrasound examination of the heart of the fetus in the 16 th week of pregnancy. If changes are identified, parents can not only prepare psychologically, but also plan future treatment with a doctor.

Used at Acibadem Hospital, oxygen saturation is an auxiliary diagnosis that can help detect abnormalities in the first month of a child's life. Within 24 to 48 hours after birth, a small sample is used to determine if the baby's fingers or toes are saturated with oxygen. If a problem is identified, an echocardiogram is performed and a definitive diagnosis is made.

Professor Tayyar Sarioglu, who has healed the hearts of many children and saved their lives, says so. Sudden heart attacks can occur during adolescence or during sports that require strenuous exercise. Often, these conditions are caused by narrowing of the aorta (main artery) or abnormalities in the coronary arteries. All these shortcomings can be easily eliminated.

Echocardiography, stress ECG, and possibly computed tomography and magnetic resonance imaging are recommended for athletes to avoid fatalities.

Children with Down syndrome show backwardness on all foreheads than children with normal development. Early childhood, the development of children with Down syndrome is similar to that of normally developing children, but in the same order, but slower. Children with Down syndrome are impaired in areas of knowledge, language, and personal social development. Such a delay is less noticeable in the early stages of life. But as a child grows, it becomes clearer and the gap between peers and children widens.

Deficiencies in the neurological systems of children with Down syndrome affect mental processes, negatively affecting many developmental processes

such as children's movement, perception of the environment, communication with others, learning, voice, coordination and speech can show. People with Down syndrome may be more passive, lethargic, indifferent, silent, or overly upset than babies with normal development, but most of them are no different from other babies in the first months of life.

Although the cognitive development of infants with Down syndrome is in the same order as that of children with normal development, their developmental rate is slower and slower than that of their peers. Although this delay is less common in some children, it can be very severe in some children. At birth, she suffers from malnutrition, thyroid or growth hormone deficiency, severe heart problems and the like. A baby with Down syndrome also has slower physical development (stretching, weight gain, etc.) than expected. This slow growth negatively affects the developmental process of a child with Down syndrome. Circumstances such as the onset and late onset of vision and hearing problems in a child, and delays in the child's treatment, lead to disability in the learning process.

Speech and language development in infants with Down syndrome is generally delayed from the first years of life. This delay can be the result of hearing loss, hypotension (muscle weakness) in the muscles of the mouth and tongue, and retardation in a child's cognitive development. Studies have shown that a child with Down syndrome returns mainly to the language area and that backwardness in this area is associated with language-related features of the environment. As children develop normally, by the end of the second year, they begin to understand the relationship of words to each other. Children with Down syndrome later. In infants with normal development 3 or after 4 months, their voices increase and then they focus on the environment and the speakers, not the speakers. Babies with Down syndrome then begin to make noise because they do not listen and do not pay attention to things around them. Muscle deficiency can affect a child's nutrition as well as their ability to speak. Because the same muscles (face, mouth, shoulder, and trunk muscles) are used in speech and eating, relaxation in the muscles makes it difficult to form words and turn food into mouth. Lack of trunk muscles can also lead to difficulties in providing the necessary support for breathing during speech.

The baby's first contact with the people around him is to cry. Studies show that the crying of a baby with Down syndrome varies in quality and quantity, they develop more than usual, cry more, and make less noise. Children with Down Syndrome This can be called good babies because they usually cry less by the sixth month, which causes the baby to have less contact with adults. Although they are late in their performances, they respond with a smile or voice when talking to children with Down syndrome, just as they do in normal development, showing a desire to hug, like funny games, and the e-learning environment. they shout to attract his attention. Studies have shown that heart disease and muscle weakness in children with Down syndrome negatively affect

their ability to acquire self-care skills. When given the opportunity and relevant information, it was observed that they had independent living skills and lived less dependent. Children with Down syndrome are known to be more social, happy, caring and smiling in the group of the mentally handicapped.

Although children with Down syndrome are generally defined as children who are cheerful, kind, loving, social, lively, happy, and well-adjusted to the environment, these children also have emotional and behavioral problems can be. It appears that these problems are more common than problems associated with normative development, whereas they are less common in groups diagnosed with mental retardation for other reasons. In Down syndrome, attention is focused on certain promler behaviors, such as hyperactivity, deficiencies associated with problem solving, such as stereotypes (repetition of behaviors). In order to prevent or minimize such behavior, it is appropriate for parents to have an appropriate childhood or childhood period.

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MAN CLA 16.220 AVTOMOBILINING TORMOZLANISH XUSUSIYATINI NOQULAY OB-HAVO SHAROITLARIDA HISOBLASH

Anotatsiya Tormozlanish xususiyati tormoz tizimlarining ishi bilan ta'minlanadi. Amalda bo'lgan davlat standartlariga asosan avtomobillar uchta majburiy tormoz tizimlari bilan (ishchi, to'xtatib turish va zaxira) jixozlanadi. Og'irligi 12t.dan ortiq avtomobillar yoki tog'lik rayonlarda foydalanishga mo'ljallangan avtomobillar esa yordamchi tormoz tizimi bilan ham jixozlanishi lozim.

Kalit so'zlar: avtomobil, tormozlash, qiyalik, tog'li yo'llar.

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ENSURING THE SAFETY OF A CAR THAT HAS CRASHED WHILE DRIVING IN MOUNTAINOUS AREAS

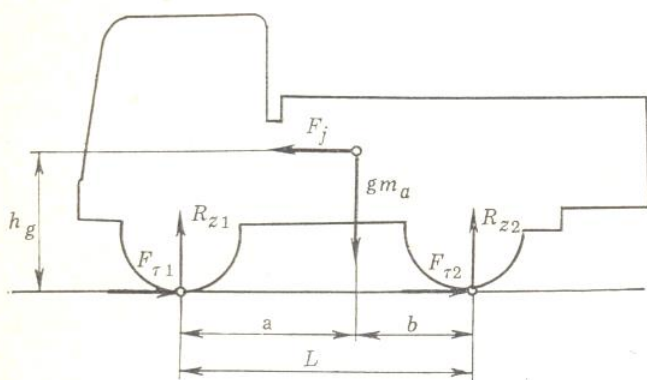
Annotation: The braking feature is provided by the operation of the brakes. According to current state standards, cars are equipped with three mandatory braking systems (working, stopping and spare). Vehicles weighing more than 12 tons or intended for use in mountainous areas must also be equipped with an auxiliary brake system.

Keywords: car, braking, slope, mountain roads.

Mamlakatimiz iqtisodining jadal rivojlanishi avtomobil transportida yuk va yo'lovchi tashish jarayoniga kyeng imkoniyatlar yaratib byerish bilan bir qatorda mamlakatimiz yo'llarida transport oqimining murakablashishi, buning natijasida yo'l-transport hodisalarining soninning ko'payishiga ham sabab bo'lmoqda. Yo'l-transport hodisalarini va haydovchi, yo'lovchi, piyodalarning havfsizligini ta'minlashda salmoqli o'rin kasb etgan avtomobilning tormoz xususiyatini **MAN CLA 16.220** avtomobilining misolida hisob ishlarini olib boriladi.

Tormozlanish vaqtida avtomobilga ta'sir etuvchi kuchlar 2-rasmda ko'rsatilgan. Avtomobilning sekinlashishini ta'minlaydigan kuchlar bo'lib, g'ildi-rak va yo'l orasida xosil bo'ladigan tormoz kuchlari P_{T1} va P_{T2}

xisoblanadi. Ular avtomobil harakatiga qarama-qarshi yo'nalgan bo'ladi.



2-rasm. Tormozlanish vaqtida avtomobilga ta'sir etuvchi kuchlar

Tayanch tekisligiga parallel tekislikka proeksiya

qilingan kuchlarning summasi inersiya kuchiga teng:

$$\delta_T \cdot M_a \cdot j_c = P_{T1} + P_{T2} + P_{f1} + P_{f2} + P_i + P_w; \quad (4)$$

bu erda: M_a - avtomobil massasi, kg

j_c - avtomobilning sekinlashishi, m/s^2

δ_T - tormozlanish vaqtida aylanuvchi massalarni hisobga olish koeffitsienti

$$(\delta_T = 1,03 \dots 1,05)$$

P_{T1} va P_{T2} - oldingi va orqa g'ildiraklardagi tormoz kuchi, N

$$P_{Ti} = \varphi \cdot R_{zi};$$

P_{f1} va P_{f2} - oldingi va orqa g'ildiraklarning g'ildirashga qarshilik kuchi, N

$$P_{fi} = f \cdot R_{zi};$$

P_i - balandlikka chiqishga qarshilik kuchi, N

$$P_i = M_a \cdot g \cdot i;$$

P_w - havoning qarshilik kuchi, N

$$P_w = K \cdot F \cdot V_a^2;$$

Quyidagicha belgilashlar kiritamiz: $P_{T1} + P_{T2} = P_T$; $P_{f1} + P_{f2} = P_f$; u holda:

$$\delta_T \cdot M_a \cdot j_c = P_T + P_f + P_i + P_w; \quad (5)$$

Berilgan avtomobil uchun $j_c = f(v_a)$ ni qurishda ikki xil tormozlanish rejimi ko'rib chiqiladi, ya'ni avtomobil faqat tormoz tizimi yordamida tormozlanganda hamda avtomobil tormoz tizimi va dvigatel bilan birga tormozlanganda avtomobilning sekinlashishi aniqlanadi.

Agar avtomobil faqat tormoz tizimi yordamida tormozlansa sekinlashish quyidagicha aniqlanadi:

$$j_{c_T} = \frac{P_T + P_f + P_i + P_w + P_{xx}}{G_a \cdot \delta_H} \cdot g, \quad m/s^2; \quad (6)$$

bu erda: P_{xx} - avtomobil nakat bilan xarakatlanganda tranmissiyadagi qarshilikni engishga

sarflanadigan kuch; (etakchi g'ildiraklarga keltirilgan), N

$$P_{xx} = (2 + 0,025 \cdot V_a) \cdot M_a \cdot g \cdot 10^{-3};$$

G_a – avtomobil og'irligi; N

$$G_a = M_a \cdot g$$

δ_H - avtomobil nakat bilan harakatlanganda aylanuvchi masalalarni xisobga

$$\text{oluvchi koeffitsient: } \delta_H = 1 + \frac{I_k}{G_a \cdot r^2} \cdot g \approx 1 + \delta_2;$$

Agar avtomobil tormoz tizimi va dvigatel bilan birga tormozlansa se-kinlashish quyidagicha aniqlanadi: $j_{cTD} = \frac{P_{TD} + P_T + P_f + P_i + P_w + P_{xx}}{G_a \cdot \delta_{bp}} \cdot g$, m/s^2 ;

bu erda: P_{TD} – dvigatelning umumiy ishqalanish kuchi (etakchi g'ildirakka keltirilgan), $P_{TD} = \frac{M_{TD} \cdot u_{TP}}{r \cdot \eta_{TP}}$;

M_{TD} – dvigatelning umumiy ishqalanish momenti, $H \cdot m$

$$M_{TD} = V_n (a_1 \cdot n_{ei} - b_1) \cdot g;$$

$a_1=0,0008$, $b_1=0,15$ – benzinli dvigatellar uchun

$a_1=0,001$, $b_1=0,2$ – dizel dvigatellari uchun

V_n – dvigatel litraji, l

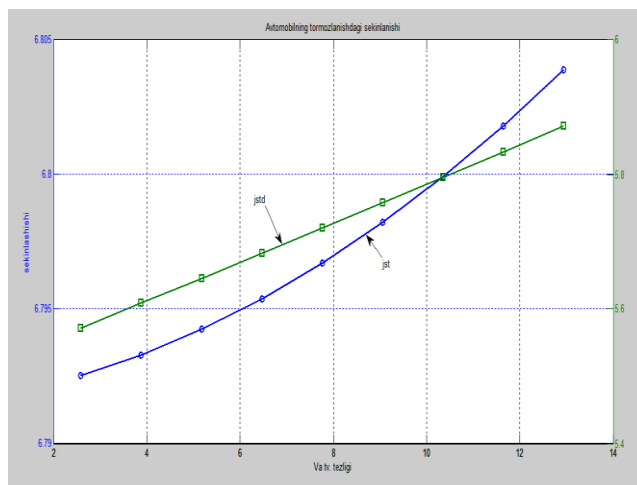
n_e – dvigatel valining aylanishlar soni, ayl/min

δ_{ep} – dvigatel bilan birga tormozlangandagi aylanuvchi massalarini xisobga olish

$$\text{koeffitsienti; } \delta_{ep} = 1 + \frac{I_M \cdot u_{TP}^2 + I_k}{G_a \cdot r^2} \cdot g \approx 1 + (\delta_1 \cdot u_{kII}^2 + \delta_2);$$

$$\delta_1 = \frac{I_M \cdot u_{21}^2}{G_a \cdot r^2} \cdot g \approx 0,04 \dots 0,06; \quad \delta_2 = \frac{I_k}{G_a \cdot r^2} \cdot g \approx 0,03 \dots 0,05;$$

Avtomobilning tormoz tizimi va dvigatel bilan birga tormozlanishi $j_{cTD} > j_{cT}$ sharti bajarilgandagina maqsadga muvofiq. Avtomobilning tormozlanish tezligi katta bo'lganda P_{TD} ning qiymati ham katta bo'ladi, shuning uchun $j_{cTD} > j_{cT}$ bo'ladi. Lekin δ_{ep} doimo δ_H dan katta bo'lgani uchun avtomobilning tormozlanish tezligi kichik bo'lganda $j_{cTD} < j_{cT}$ bo'ladi. Ikkita egri chiziqning ke-sishish



nuqtasining absissa o'qidagi proeksiyasi avtomobilning tormoz tizi-mi va dvigatel bilan birga tormozlanishi maqsadga muvofiq bo'lgan minimal tezlikni ko'rsatadi.

Tormozlanish vaqti deb, avtomobil barqaror sekinlashish bilan to'xtayotganda sarf etilgan vaqtga aytiladi. Uning qiymati yuqorida keltirilgan formula yordamida aniqlanadi, ya'ni:

$$t_T = \frac{V_a}{3,6 \cdot j_c} = \frac{V_a \cdot k_9}{3,6 \cdot g \cdot \varphi}, \quad c;$$

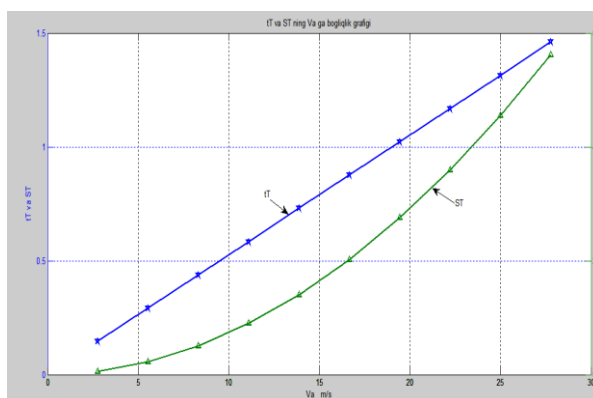
Tormozlanish yo'li deb, tormozlanish vaqtida bosib o'tilgan yo'lga aytiladi. U quyidagicha aniqlanadi:

$$S_T = \frac{V_a^2}{26 \cdot j_c} = \frac{V_a^2 \cdot k_9}{26 \cdot g \cdot \varphi}, \quad m;$$

Berilgan avtomobil uchun t_T va S_T ning v_a ga bog'liqlik grafigini qurishda ikki xil tormozlanish rejimi hisoblanadi:

- 1) g'ildiraklar blokirovkalanish arafasida tormozlanganda ($\varphi=0,7$);
- 2) blokirovkalanen g'ildiraklar bilan tormozlanganda ($\varphi_b=0,8 \varphi$).

t_T va S_T ning v_a ga bog'liqlik grafigi chiziladi:



MAN CLA 16.220
avtomobilning tormozlanish
xususiyatlarini hisoblash ishlari olib borildi bunga kora:

$V_a = 50$ km/soat tezlik bilan harakatlanayotganda $\varphi=0.7$ bo'lganda $j_s = 5.28$ va to'htash vaqti $t_t = 4.32$ s

Avtomobilning tormozlanish tezligi katta bo'lganda P_{TD} ning qiymati ham katta bo'ladi, shuning uchun $j_{cTD} > j_{cT}$ bo'ladi. Lekin δ_{ep} doimo δ_H dan katta bo'lgani uchun avtomobilning tormozlanish tezligi kichik bo'lganda $j_{cTD} < j_{cT}$ bo'ladi. n_{emax} qiymatda va uzatmalar qutusi 3-pog'onada harakatlangan vaqtida $j_{cTD} = 5.87 \text{ m/s}^2$ $j_{cT} = 6.8 \text{ m/s}^2$ sekinlashish qiymatlariga erishdi chunki bu vaqtda tezlik $V_a = 12.9 \text{ m/s}$ qiymatni qabul qilgandi.

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ANALYSIS OF THE STRUCTURE OF COMPLEX WORDS IN THE GERMAN LANGUAGE, THEIR CHARACTERISTIC STRUCTURAL TYPES

Abstract: This article is devoted to the analysis of semantic relationships between the components of German composites. A special place in the word composition is occupied by the study of the motives by which the speaker is guided when using the formation of composites in speech. An introduction to the study of communication partners means an appeal to the communicative-pragmatic side of compositing.

Key words: complex words, German language, motivation, structure, purpose, poetic, process, speaking.

One of the important motives for the formation and consumption of composites is saving space. Such a motive is guided by a person writer in a journalistic genre. Some of the text positions require the prosecution of the expression. This refers to headlines of newspaper and journal articles, the names of works, names of paintings, signatures under pictures and photo images. For example: Doppelziehungsschneck, Vollautomatischer Postwertzeichenbeftuchtungsschneck.

The purpose of the choice or education in the process of speech of any nominative unit often arises on the basis of not one, but several motives. At the same time, some motives lead to the development of targets for the composite design, the other appearance of such a targeting is not provided for, these revenues are called counter place. Motives and controls may arise in the process of one and the same act of speaking.

Further it seems possible to go to the classification of German composites.

A variety of types of complex words, their various structural, grammatical, semantic and stylistic features, the different origin of word-forming models make it difficult for their classification. German linguists have developed various types of classifications based on various criteria. So, A.M. Casion and A.F. Lenkov in his book "The Lexicology of the German language" consider two types of composites, based on two different principles:

- morphological principle;
- Semantic syntactic.

The use or education of composites in speech is motivated in a certain way by the speaker in each specific case. In this case, a motive is understood as a reason prompting the speaker to use a composite in the process of speech to designate an object or phenomenon, and not another construction (phrase). According to V.S. Vashunin, the most complete list of motives leading to the formation of composites was proposed by P. Polents. Among the motives, he names nomination, linguistic economy, the strengthening of expression, the replacement of unmotivated expressions with motivated ones, outdated expressions with new ones, and others.

Further, it seems possible to consider in more detail each of the motives of composite formation.

In German, the most productive way of word formation is compositing. That is why new words in the German language are created in the overwhelming majority due to the formation of composites, and it is quite natural for the speaker to have a goal-setting for compositing in the absence of the desired name in the lexicon. The motive in this case is the lack of the required name. For example: Schneeberge, Regenfalle.

Unmotivated words are most often replaced by transparently motivated composites. For example: Bahnsteig instead of Perron, Hausmadchen instead of Zole.

The obsolescence of a nominative unit can also serve as a motive for the formation of a composite if it has lost its clarity or its motivation has ceased to correspond to reality. For example: Gastarbeiter instead of Fremdarbeiter.

In accordance with the semantic and syntactic criterion of A.M. Iskoz and A.F. Lenkov distinguishes four types of compound words in German:

- definitive compound words;
- compound words;
- shifts;
- adhesions.

The components of definitive complex words are interconnected by subordination: the first component determines the second. The second component (the main word) determines the belonging of the entire compound to a certain class of words, as well as the nature of its grammatical categories and forms. Both components are lexically significant. For example: Schreibtisch, Zahnarzt, wasserblau, dunkelrot. There is a complicated type of determinative composites - polynomial composites. A word of this type consists of two parts: a qualifier and a main word, but one of these parts is, in turn, a complex word: Hauptbahnhof, Haushaltskonferenz, Eisenbahnmagnat. Bahuvrihi, in which the first component determines the second, is a special subspecies of definitive complex words. They correspond in meaning to the designation of belonging or property of a person, animal or plant, but as a result of metonymic transfer, the name of the person, animal or plant itself is used.

For example: Graukopf - gray-haired man, Nashorn - rhinoceros, Schlafmütze - sleepyhead.

Compound words consist of two grammatically equal components (both the first and the second components must belong to the same grammatical class), which are linked by a composition. Each component has its own meaning, but the meaning of the whole compound expresses a new concept: Strichpunkt, deutsch-russisch, dreizehn.

Shifts form a special type of compound word in German. They represent a combination in one unit of several words or a whole (small) sentence: Rurmichnichtan, allerhochst, stehenbleiben, Tischchen-deck-dich, beiseite. The components of such compounds do not lose their independent lexical meaning and are easily understood.

Adhesions are the result of the interaction of two word-formation processes - compounding and suffixation, or compounding and substantivating. The peculiarity of this process lies in the fact that it transforms a phrase, without changing the form of the latter, into a single word-forming basis and interacts with another way. For example: Fruhaufsteher, Gesetzgebung, rotbackig, Dampfheizung, schwerhörig, Dachgartenbedienung.

When classifying compound words based on a morphological criterion, A.M. Iskoz and A.F. Lenkova indicate that composites can belong to any class of words. Their belonging to one class or another depends, as a rule, on the second component, which reflects the grammatical characteristics of the entire composite; any part of speech can be used as the first component of a compound word.

So a complex noun can have the following morphological structure:

noun + noun: Menschenkraft, Konzertpalast, Hochzeitstag;

adjective + noun: Schwarzbrot, Rotwein, Zartgefühl;

verb stem + noun: Schreibtisch, Bohrmaschine, Schlafkleid, Speisezimmer;

numeral + noun: Zweikampf, Dreigespann;

pronoun + noun: Ichton, Ichform;

adverb + noun: Voraussage;

preposition + noun: Umwelt, Mitschüler.

A complex adjective can consist of:

adjective + adjective: dunkelrot, hellblau, kaltweiss;

noun + adjective: blutrot, stockdunkel, schneeweiss;

verb stem + adjective: siegeheiss, merkwürdig, glanzebdschwarz;

numeral + adjective: zweigliedrig, dreistockig;

pronoun + adjective: diesbezüglich, selbstgefällig;

preposition + adjective: unterirdisch, überglucklig.

A compound verb can have the following morphological structure:

verb + verb: stehenbleiben, kennenlernen;

noun + verb: teilnehmen, stattfinden;

adjective + verb: freisprechen, stillstehen;

numeral + verb: vierteilen;

adverb + verb: weitergehen, fortfahren.

Compound numbers, adverbs, prepositions and other parts of speech can consist of different words: zweihundert, auseinander, vorbei, gegenüber.

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FUNCTIONAL AND STYLISTIC CHARACTERISTICS OF SUBORDINATE CLAUSES IN MODERN GERMAN LANGUAGE

Abstract: The relevance of the work is due to the ambiguity and inconsistency of the opinions of linguists and the solutions they proposed regarding the systematization of complex sentences. In previous studies, complex sentences were studied mainly at the syntactic and semantic levels. Functional characteristics were understood only as intra-sentence functions that some components perform in relation to others within the framework of a complex sentence. Previously, insufficient attention was paid to the issues of referential correlation with objects of extra-linguistic reality.

Key words: functional, linguistic, complex, necessary, framework, German language, modern.

In order to reveal the structural and semantic features of a complex sentence, to reveal its features, it is necessary, first of all, to consider the concept of a complex sentence.

Signs of subordination in a complex sentence are the same as in a phrase: unequal variety and unequal rank of components of syntactic subordination, discrepancy between syntactic characteristics of subordinate components and integral structure with different syntactic significance of parts.

According to O.S. Akhmanova a complex sentence is a kind of a complex sentence, characterized by syntactic inequality of its constituent sentences, syntactic dependence of the subordinate clause on the main one.

We see a more complete definition in V.N. Yartseva. In her opinion, a complex sentence is a syntactic structure formed by combining several (at least two) sentences on the basis of union ties of subordination or zero union ties - non-union. Traditionally, the term SPP focuses on the formal non-elementarity of syntactic units and is applicable only to a grammatically and / or intonationally formed combination of sentences; a sentence that functions outside of a formal connection with others, no matter what semantic complexity it may have, is defined in the syntactic tradition as simple. The dependence of the subordinate clause on the main clause is revealed only in functional terms from the analogy of its syntactic position of the position of the member of the

sentence and from the practical possibility of converting the subordinate clause into a member of the sentence.

The semantic-syntactic connection, coming from the main sentence and setting the position of the clause, can be both verbal and non-verbal. The adjective that implements the verbal connection has a supporting component in the main sentence in the form of a noun (Ich kenne den Menschen, der dir hilft), a verb (Ich weiß, dass er dir hilft) and words of other parts of speech.

In the case of an unconventional connection, the supporting component is absent and the subordinate clause corresponds to the main sentence as a whole (Wenn das Wetter besser wird, wir fahren ab).

Relative subordination is served by union words, which are interrogative pronouns of all parts of speech that lose or transform their interrogative meaning (cf. "Wer ist gekommen?" And "Ich weiß, wer gekommen ist"; "Wer gekommen ist, der uns hilft"). Subordinate unions and union words are organically included in the structure of the subordinate clause, giving it freedom of placement relative to the main one and imposing certain restrictions on the grammatical design of the predicate to which they syntactically gravitate.

The most diverse types of semantic relations are formally expressed: attributive, explanatory, comparative, temporal, causal and conditional, concessive, target and some others. In addition to conjunctions, their identification and differentiation usually involves the forms of predicate verbs of the main and subordinate clauses, as well as certain stable elements of vocabulary (modal words, particles, pronouns, adverbs), and not only as part of the subordinate clause, but also as part of the main sentence. In German, many of them developed allied functions and, in combination with the unions proper, formed a kind of framework structure. For example, the correlate so acts as a structural feature of the main sentence with a nominal predicate or circumstance of the course of action. Once in the main clause, so establishes its connection with the subordinate clause:

Er tut so, als ob er nicht bis drei zählen könnte.

Er tut so, als könnte er nicht bis drei zählen.

Am Abend wurde es so kalt, dass ich keine Lust mehr hatte, spazieren zu gehen.

Unlike so, the particle zu cannot be removed from the main clause, since the subordinate clause of negative consequence with the conjunction als dass cannot function without a correlate in the main clause. At the same time, the main members of the sentence, by their nature, form a complete predicative line and contain a semantic core [3, p.23]:

Das Wasser ist zu kalt, als dass man baden könnte.

In the concepts of individual scientists, outside the framework of a complex sentence, a non-union combination of sentences remains, as a "primary, pre-grammatical" phenomenon, where everything is based not on syntax, but on the "fact of a simple sequence". The argument in favor of such an understanding

of the nature of non-union structures is the non-grammatical in most cases nature of the non-union connection itself, the universal means of expressing which is an intonation. However, signaling that several sentences have entered into a kind of connection, intonation does not indicate either the nature of this connection, or the relationships that are created on its basis. Therefore, an objective distinction between the categories of composition and subordination in the conditions of non-union communication is impossible. The relations that develop within a non-union structure can be identified and differentiated based on stable elements of its structure, schemes for constructing sentences-parts, the order of their arrangement, regular correlations of predicate verbs; various kinds of lexical indicators; however, none of these means has grammatical significance of equal significance of the union.

The structural difference between the main and subordinate clauses is clearly shown by the expanding and reducing information. Expanding transformation with a simple sentence consists in the fact that one of the members of the sentence develops to a subject-predicate structure. This is manifested in the fact that all members of the sentence, except for the common one, after the transformation created an independent main sentence, while the common member becomes a subordinate clause.

Er zitterte vor Angst.

Er zitterte, weil er Angst hatte.

Reducing (collapsing, contraction) transformation is performed in the SPP and shows that always a subordinate clause, by no means the main one, can be transformed into a simple member of a sentence:

Wer jung ist, kann wirklich das Leben genießen. ?

Der Junge kann wirklich das Leben genießen.

The correspondence of the grammatical characteristics of the sentence member and the whole sentence allows one to explore them in all important categories of the sentence plane, and even in the category of communicative intention to the negative meaning of the sentence, to the category of predicativity (sentence modality, temporal relations and reality).

The use of a subordinate clause in a post position corresponds to the norm, since a subordinate clause is a rem, it contains new information. For a similar statement, the preposition of the subordinate clause would not be justified. However, such a construction of a sentence is possible, and for this particular example it will be an inversion and it is necessary to highlight the bump in it intonationally, compensating for the loss of the actualizing function of word order with a logical emphasis.

In a simple sentence, the topic identifier is the definite article. It can also be words that refer to previous text. The connection going from the previous to the next is called "coherence" in grammar. If the information communicated in the prepositional clause has already been mentioned in the text, then it will be

the subject of the sentence. If this information is new, then it will contain a bump.

This means of expressiveness helps the author to express the thought not only in a holistic way, but also in volume, it is also a reflection of the natural course of the flow of thought and its synchronous grammatical expression, it is a special artistic technique for creating a panorama of an event. This form of grammatical structure of speech is a feature of the individual style. In stylistics, some types of periods are distinguished. In decreasing periods, the leading information, drawn up in the form of main sentences, is located at the beginning of the periodic complex, the denouement in the form of subordinate clauses is located at the end.

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DEVELOPMENT OF STUDENTS' SOCIAL COMPETENCE

Annotation: This article describes social competencies, social competence, socio-political and knowledge, the volume of specific knowledge, the development of ethical standards in society, the development of social competencies.

Keywords: social competence, educational process, adaptation, social responsibility.

Being able to withstand strong competition, which is a priority in the labor market in the context of market relations, requires every specialist to have professional competence, to gradually increase it.

Key functions of social competence include concepts such as adaptation, social orientation, and a combination of personal and social experiences. The level of social competence of an individual plays an important role in the process of interaction and organization of activities.

At the same time, according to the research conducted by psychologists, the formation of the level of social competence in people plays a special role in the process of adaptation of citizens to the new social conditions of globalization. Ecological, political, ideological, social changes not only determine the development of social thinking, but also affect people's self-awareness, life values, personal problems.

This puts before the science of psychology the task of creating programs aimed at increasing the level of a person's competence in solving problems related to socialization, social adaptation. In our view, this task is especially relevant to the work of teachers, who are responsible not only for themselves, but also for the formation of students as harmoniously developed individuals.

Social competence plays an important role among the various forms of psychological competence that modern psychology studies. It also reflects the creative features of man as a subject of social interaction, cooperation. Mechanisms of formation of competent social behavior of the subject, tendencies of manifestation, motivation, interest in the content are characterized, first of all, by the influence of the nature of "human-society" interaction on social development.

Philosophical, socio-political, religious, national-spiritual, pedagogical-psychological factors of development of social competence of students can be

specified. In particular, the Action Strategy for the further development of Uzbekistan in 2017-2021 covers aspects of the development of social competence.

Psychological factors are analyzed in relation to the intellectual, emotional and motivational spheres and include motive, purpose, emotions, personality traits. Pedagogical factors include national education, educational paradigms, communication, information culture, preparation for socialization.

The development of students' social competence should be based on the following factors:

- high level of self-awareness;
- citizenship, self-esteem, discipline, integrity;
- attention to spiritual values;
- sense of independence and responsibility in decision-making;
- free choice of the content of vital activities;
- kindness, goodness; altruism, patience, endurance, humility;
- striving for peace, good neighborliness, understanding of national and universal values;
- the need for knowledge and deep understanding of self-awareness, beauty, reflection, communication and the meaning of life;
- autonomy of the inner world, integrity; advanced skills;
- the need for life-changing scientific knowledge, skills, abilities, intellect, institution, creative life;
- knowledge of the basics of economics;
- diligence, thrift;
- learning foreign languages;
- knowledge of national and religious traditions;
- healthy lifestyle;
- physical recovery;
- aesthetic taste, good deeds;
- cleanliness, beautification of the environment and ensuring the well-being of the family; erudition, competence;
- Entrepreneurship, competitiveness, management skills;
- Entrepreneurship;
- ability to think creatively, know the history, culture of different peoples, etc.

Therefore, in the development of a person's social competence, his individuality is manifested. Social competence in students of higher education institutions is developed through their socio-political, labor, cognitive processes, daily life, a certain amount of knowledge and the acquisition of moral norms in society.

Students' social competence is manifested in the ability to set goals, work with a high level of energy, courage, enthusiasm and work to achieve them. In-

depth knowledge, sufficient qualifications, requires a free place in the life of society and work with high results.

The development of social competence is the development of a future specialist who can meet many needs with skill and entrepreneurship [6].

This is closely related to the fight against harmful and alien ideas, those who harm the environment, the prevention of social, mental, economic conditions that negatively affect members of society, the development of stability and peace.

Development of socially competent people, their involvement in maintaining peace, directing their activities to the interests of the people, meaningful leisure, strengthening the will to build a strong, just, legal and democratic society as an integral part of life. One of the main tasks of higher education institutions is to carry out the tasks of educating in the spirit of

The development of students' social competence, in turn, required the identification of criteria to ensure the effectiveness of this process. These criteria are: the degree of formation of ideological, spiritual perceptions that characterize the level of awareness of social competence; the level of acquisition of practical professional skills as a necessary component of social competence; level of development of social competence motivation; independence and initiative, ingenuity, the level of development of entrepreneurship, etc. [7].

Kindness, responsiveness to others as indicators of the level of development of social competence in students; initiative in public affairs; competence in social tasks; care for family members; the existence of an understanding and aspiration for independence; ability to plan future activities and act according to plan; demonstration of perseverance in the implementation of the set; it is possible to determine the ability to self-monitor, analyze and evaluate their own work [8].

Responsibility is one of the criteria for the development of social competence, which develops the student's ability to live with a sense of responsibility, to fully understand the benefits of the product for himself and others. A responsible student will always be able to plan his work carefully, anticipate its causes and consequences, and mobilize all his strength and potential to achieve the desired result.

In the development of social competence is understood a system of views, imagination, feelings and beliefs formed through an approach to the environment, the establishment of social relations, the expression of their attitude to socio-psychological phenomena, understanding the content of national values, in-depth knowledge, acquaintance with the essence of ideas and theories.

The organization of social activities of students implies the formation of a system of knowledge, talents, skills, worldviews, personal values of the organizers of the educational process. The formation of this system is directly related to the activities of teachers, the use of socio-pedagogical, general

pedagogical technologies, the development of its module, the implementation of interactive methods play an important role [9].

In short, an integrated system of development of social competence in students of higher education institutions - a system of training; content, the formation of a person in the process of professional training from the first year; specific proposals in this regard; Method of identification - based on the experience of a teacher of higher education, it is necessary to develop a model of socio-pedagogical adaptation based on a modern, systematic approach to the development of social competence in the context of modernization, covering the stages of the main tool-educational process.

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SUGGESTIONS FOR THE USE OF TESTING IN THE EDUCATIONAL PROCESS

Annotation: The need to improve the quality of training in the context of radical education reform determines the search for new forms and methods of organizing the educational process, the use of advanced learning technologies in a market economy. Accordingly, the educational process must take into account trends in social development and psychology of youth, and forms and methods of educational process - the principles of democracy, competition, comprehensive control and self-control, discipline and responsibility, pedagogy of cooperation in the student-teacher system.

Key words: educational process, self-control, assessment, public, effective, student, social status, teacher.

In the educational process, assessment (the level of knowledge of the student) is also an important organizational factor in meeting certain social needs of the individual, is a condition to stimulate increased learning activity and the development of skills and abilities. But to become a means of meeting social needs, in our opinion, the assessment can meet certain requirements. First, it must reflect the level of knowledge of the student and be meaningful not only for the student and the teacher, but also for the study group as a whole. Otherwise, regardless of the level of assessment, the attitude to the acquisition of knowledge may be indifferent to those who study. Secondly, it must necessarily lead to public recognition. Lack of interest in it and contempt will inevitably lead to a decrease in learning activity and lack of interest in acquiring professional skills, knowledge, skills. Third, evaluation must be effective in its consequences. On the one hand, the assessment should encourage the student to further deepen knowledge of the subject being studied, on the other - to form a certain social status of the student in the eyes of classmates, teachers and the student, should ensure adequate stimulation of student learning. Fourth - for the assessment of knowledge to be effective, and its meaning was clear, it must have clearly defined criteria within each subject. Moreover, starting to study the discipline, the student must be acquainted in detail with the requirements for the amount of material studied, the forms and frequency of knowledge control, and most importantly - to know the place of the discipline in the formation of his

professional knowledge. With this in mind, each student from the first days of study should be acquainted with the model of the specialist, with a set of disciplines that provide his professional training, with annotations showing which within this discipline should be formed knowledge, skills and criteria. assessment of knowledge in each subject. The organization of control should be based on the implementation of certain requirements, which, in particular, should include:

The control of knowledge must be subordinated to the goal of learning. The formulation of the goal should be based on the content of educational material, the assimilation of which will be controlled. The goal itself should be aimed at solving specific problems of orientation of the educational process and its elements, as control reflects the outcome of learning, education and upbringing, and its main functions are subordinated to the overall purpose of learning.

The general purpose of control should be specified through the principles of its organization. Indicators of the result of control are knowledge, skills and abilities.

This requirement is implemented simultaneously through the functions of control and the principles of pedagogical control. In the process of control it is necessary to determine not only the level of knowledge of students.

It is equally important to establish what they do not know and do not know how and how to fix it. It is necessary to remember the main purpose and end result of the learning process - the acquisition of scientific knowledge, skills and abilities in a particular specialty.

The main principle of diagnosing the level of formation of knowledge and skills of students by the method of test control can be called the principle of scientific design of didactic tests and accuracy of assessment.

The diagnosis should be based on a system of test control as an ordered set of interconnected elements, which contains thematic, final, residual test

Identifying the amount of initial knowledge of students in a particular discipline, assessing this knowledge in quantitative and qualitative terms, determining their share of the entire curriculum provides diagnosis with the help of specially designed tests. Such tests should contain tasks that allow to identify the orientation of students in the basic terms, concepts, provisions of the discipline studied, the level of traditional "household" knowledge and erudition in the relevant field of scientific knowledge.

In thematic control, the texts are used in the control mode and in the learning mode. In this case, testing allows you to implement the following functions: providing feedback, diagnosing the development of the didactic process, determining the personal rating of the student, evaluating the results of the educational process.

The use of thematic test control serves as an incentive for regular student work during the term.

The final test control after graduation from the whole course plays the role of an element of the general system of diagnostics of the level of assimilation of knowledge and skills of students, which allows to systematize and generalize the educational material. It is organized as a personality-oriented process based on propaedeutic diagnosis and prediction of student activities and provides freedom of choice in determining the complexity of tests.

Residual (residual) control allows to identify the formed and consolidated level of knowledge and skills of students in the field of specific scientific knowledge after a certain period after completion of the study of a particular discipline.

One of the significant limitations of testing is the limitation on responses. Due to this circumstance, the analysis of the ways of solving problems and mental operations used by the student is in most cases complicated or impossible at all. This fact suggests that testing cannot be considered as an ideal and the only method of objective diagnosis of knowledge and skills. During training, testing must be combined with other forms and methods of control.

However, even within the existing limitations, diagnosing the level of knowledge and skills of students by testing is the most thorough, reliable and objective.

Higher education as a social institution is designed to provide students with solid scientific knowledge, develop skills and abilities to apply them in practice and later in life. The solution of this social problem is directly related to the improvement of forms, methods, teaching aids. Testing of knowledge and skills plays a significant role in achieving the requirements for student learning outcomes and improving the educational process. The most important function is the control, which is to control knowledge and skills, determine the basic level of training, mastering the mandatory minimum content of the discipline.

In addition to the controlling function, the knowledge test also provides educational, developmental, educational functions and separately - the task of managing the educational process. Traditionally, there is a current, thematic, final test of students' knowledge, which is carried out using various forms, methods, techniques.

Test has a number of advantages over traditional forms and methods, it is naturally embedded in modern pedagogical concepts, allows more rational use of feedback from students and determine the results of learning, focus on gaps in knowledge and make appropriate adjustments. Test control provides simultaneous testing of knowledge of students of the whole group and forms their motivation to prepare for each lesson, disciplines students. The term "test" is defined as a system of tasks of a specific form, defined content, increasing difficulty, which allows you to objectively assess the structure and qualitatively measure the level of preparedness of students.

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ESTABLISHMENT OF SPECIFIC, OBJECTIVELY NECESSARY RESULTS OF KNOWLEDGE CONTROL

Annotation: The application of test control of knowledge in the transition period to study on a credit-module system of education in higher education can be unquestionably used as an intermediate control. Control of the entire course and final control should be carried out in writing.

Key words: testing, knowledge, skills, independent, teaching, control, results.

Testing is a way to determine the level of knowledge and skills of students using special test tasks, usually in the form of questions or tasks. Computer testing is carried out in the form of an independent dialogue of the student with the computer in the presence of the person responsible for the organization of testing or without it, with the possibility of memorizing the test results.

Having considered the question, we will draw conclusions about the proposed system of assessment of knowledge and skills of students. We will make our proposals for improving the testing system and its correct implementation in the educational process.

Basic requirements for test tasks in high school

- a) must belong to one topic or discipline;
- b) be interconnected (consistency in terminology);
- c) be complementary and ordered by difficulty or by logic;
- d) the form of the test should be unified, habitual, convenient;
- e) terms and concepts in the tests must be well known and meet the requirements of the curriculum;
- f) the sequence of test tasks should be determined by the principle of "from simple to complex";
- g) tasks should be concise.

According to the number of tasks, there are short (up to 20 tasks), medium (from 20 to 500 tasks), long (more than 500 tasks) tests.

According to the level of acquisition of knowledge, skills, abilities, the tests are classified into 3 levels.

The first level tests are divided into tests of cognition, tests of distinction, tests of correlation, tests-tasks with selective answers.

In the cognition test, the student gives one of the alternative answers ("yes - no", "is - is not", etc.). The task must include an object, the properties or characteristics of which the student must have an idea.

Distinguishing tests together with the task contain answers from which the student must choose one or more.

Correlation tests offer to find similarities or differences in the studied objects and the compared properties or parameters are necessarily present in the problem. The tests designed in this way are called selective.

The third level tests (final) in answering the questions require the use of acquired skills and abilities in new conditions, in an unexplored situation, in practice. Such tests can be used as tasks in practical classes or during the final control for the entire course studied. Creating such tasks requires special skills of teachers.

Pedagogical test is a system of faceted knowledge of a certain content, increasing complexity, specific form, which allows you to qualitatively assess the structure and effectively measure the level of knowledge, skills, abilities and ideas. This test is a kind of measuring instrument of a certain resolution and accuracy. It should be remembered that the property of facet in the humanities is more difficult to implement due to weak formalization and non-articulation. Test tasks can take different forms, but the main ones in the world are four: closed, open, for compliance, to establish a sequence. The most important characteristics in the development of pedagogical tests are the complexity of the task, the resolution of the task (differentiation of students who have mastered and not mastered the material), reliability (accuracy of pedagogical assessments, consistency, stability, stability of test results), validity (complex characteristics of the test as validity, significance of its results, adequacy of the test for evaluation purposes).

The fundamental difference between tests and the usual tasks used to control students' knowledge is that the test is a scientifically based method and at the same time a tool for researching a number of scientific areas of personality, abilities and other issues necessary for scientific organization of the educational process. Testing, like any other method of controlling students' knowledge, has advantages and disadvantages.

The advantages of the authors include: objectivity and fairness of knowledge assessment; lack of emotional stress and overload, psychological impact on the student; comparison of grades from the same discipline for teachers, faculties, institutes, which allows to obtain objective material about the level of training of students and the quality of teaching; the possibility of widespread use of technical means and personal computer, which increase the efficiency and quality of teachers; the ability to save time for teachers and students; there is a continuous method of control in comparison with the selective method, which is used in exams, tests.

Disadvantages of testing: high complexity of developing scientifically based tests that have high and stable indicators of reliability and validity; possibility for students to guess the correct answers; possibility of erroneous assessment. However, the use of modern statistical methods and personal computer in the development, justification and testing of tests makes it possible to eliminate these shortcomings, which allows us to consider testing one of the most acceptable and promising methods of assessing students' knowledge. Successful achievement of the main goal of training, in our opinion, also depends on the effectiveness of the automated control system. In the classical model of learning, the teacher is the only subject of learning, which is responsible for the control and evaluation of knowledge, as well as checking the results of self-control of students. The automated control system will allow to supplement the classical system with a new means of diagnosing the quality of educational achievements. Using the program, the teacher can analyze the learning process, because this analysis is not fully possible when using traditional teaching aids. It is safe to say that partial automation of knowledge control will:

- ✓ deepen the student's reflection while learning;
- ✓ individualize the learning process;
- ✓ facilitate for the teacher the analysis of control results;
- ✓ reduce subjectivity in the assessment of knowledge;
- ✓ increase students' confidence in the grades obtained during testing.

In addition, the accuracy of accounting for the results of traditional methods of identifying the level of knowledge and skills is low, because the norms of assessment in mathematics are formulated mainly at a qualitative level and do not allow unambiguous interpretation of their requirements. The accuracy and objectivity of the diagnosis will increase if traditional methods are combined with testing.

Computer performance testing makes it possible to implement the basic didactic principles of learning control:

- ✓ the principle of individual nature of testing and assessment of knowledge;
- ✓ the principle of systematic testing and assessment of knowledge;
- ✓ the principle of subjectivity;
- ✓ the principle of differentiated assessment of learning success;
- ✓ the principle of uniformity of teachers' requirements for students;
- ✓ the principle of objectivity.

Active use of test control also requires the adoption of professional educational standards, which will determine the effectiveness of testing. And this, in turn, will lead to a significant restructuring of the educational process in secondary school, changes in the system of teacher training for secondary and higher education, to the active introduction of computer and information technology in the educational process of secondary and higher education. The

introduction of test control technologies at all levels is impossible without improving the psychometric culture of all actors in the process of modernization of the educational system and requires a clear audit of the whole set of measures related to the introduction of test technologies by international educational organizations.

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ISSUES OF ILLEGAL FINANCIAL FLOWS AND SHADOW ECONOMY

Abstract: The article provides a classification of shadow budget flows in accordance with the directions of their transfer, discusses some modern problems of countering various illegal financial structures and flows in the Republic of Uzbekistan. The article clarifies the generally accepted definition of the shadow economy, its structure, main points, its share in GDP, its impact on the country's economy and budget revenues, foreign experience in recognizing and reducing the degree of the shadow economy and measures taken in our country. There are also proposals to reduce the level of the shadow economy in Uzbekistan.

Keywords: shadow economy, illegal financial flows, criminal economy, market mechanisms, tax burden.

“Fighting the shadow economy does not mean punishing entrepreneurs, hindering their activities. This is especially important during a pandemic. It is necessary to take strict measures against everyday corruption, strengthening public control at the local level”, Shavkat Mirziyoyev [13].

To our today's realities, the shadow economy has become one of the most acute problems on the path of development of our state, affecting absolutely all areas, especially the profitability of the state budget. In turn, the shadow economy is the secret production of material goods and services by companies, socio-economic relations between individuals and social groups. This relationship is a way to generate illegal income. Recently, the share of the shadow economy has tended to grow, which is most likely associated with increased volatility in markets around the world. In such moments of heightened market volatility, the departure of more and more businesses into the “shadow” becomes a predictable scenario. Accordingly, the factors that lead to the emergence and growth of the shadow economy require identifying the problems that form their basis, as well as conducting scientific research based on foreign experience to eliminate it.

Since the beginning of the XXI century, not only new technologies and discoveries have arisen in various spheres of human life, but also new challenges and problems that humanity has to cope with. One of these problems

is globalization, which is currently acting as a catalyst for the withdrawal of more and more funds into the shadow sector. This trend of increasing the volume of funds in the shadow turnover is also preceded by numerous global financial and economic crises, such as: The Dot-com crisis (2000-2003), the World financial crisis (2007-2009), the debt crisis in the EU (2010-2013) and, of course, the Crown Crisis (2020).

The shadow economy is mostly a negative phenomenon, which is the result of an insufficient level of development of economic, financial, legal and political relations and institutions in society, as well as worthy mechanisms of effective public administration. In most cases, businessmen conduct their business in the shadows due to high taxes, as well as the desire to receive excess profits. But this can turn into negative consequences for both the state and the entrepreneur. Identifying the sources of shadow cash flows, ranking them according to the degree of unfavorable results for the economy and the public system are considered important messages for conducting an effective fight against illegal activities. The globalization of the world space has led to a high dynamic of development, nonlinearity and self-organization of national economic systems. Considering the banking system as part of the economic system, it should be borne in mind that it is a large, complex, open and conscious system, which is under the influence of external and internal factors for a long time period and is a cyclical set of institutions that carry out banking activities and perform the function of an internal managing them. In modern conditions, synergetic acts as a new stage in the development of a systems approach for open nonequilibrium systems. The new paradigm of economic thought makes it possible to move away from the limitations of dialectics.

Taxation reduces the marginal utility of productive labor and reduces production; the shadow economy raises the marginal utility of labor and increases production. But this comes with the risk of detection by government officials and agents and possible retaliation from courts and prisons. The risk is directly proportional to the productivity of the underground worker. This is minimal for the average worker who makes a few dollars by working off-schedule on weekends. His tax return may not even require an IRS inspection. But the weekend entrepreneur, who can make thousands of dollars in profit, is a moving target for auditors and, when it turns out that he is working in the underground economy, ready to be subject to fines and jail time. It's easy to foresee the wrath of a federal judge and the brutal punishment he is likely to give to a businessman who has evaded taxes on a million dollars [10].

In the process of preparing a scientific article, methods of comparative analysis of information based on tables, sorting of data, statistical grouping based on a systematic analysis of abstract-logical thinking, induction and deduction, as well as expert judgment were applied.

The scientific literature presents different interpretations from different authors regarding the concept of "shadow economy" (Table 1).

**Table 1. Interpretation of the very concept of the shadow economy
as a phenomenon at different times**

Author		Interpretation of the concept
E. Sutherland	939	The shadow economy is an economic activity that contradicts the provided legislation, that is, it is a complex of illegal economic activities that fuel criminal offenses of varying severity.
G. Becker	968	The shadow economy is the production, consumption, circulation and distribution of material goods, which are not taken into account by official statistics, as well as not controlled by society.
Yu. G. Alexandrov	999	The shadow economy is all options for activities aimed at developing or satisfying needs that cultivate all kinds of vices in a person.
Yu. V. Latov	001	The shadow economy is the financial ties of the people of society, spinning spontaneously, bypassing the existing state laws and general rules. The income of this business is withheld and is not a taxable economic activity.
A. Oleinik	009	The shadow economy is a set of different types of economic relations and unaccounted for, unregulated and illegal types of economic activity.
A. M. Yakovlev	015	The shadow economy is the production, distribution, exchange and consumption of commodity-material values, money and services, uncontrolled by the state and hidden from it.

The problem of combating money laundering has been studied by economists and lawyers for several decades. The works of a large number of foreign scientists, such as A.V. Kovalenko, E.Kh. Sutherland, G.S. Becker, A.N. Oleinik, A.M. Yakovlev, M.K. Belyaev, E.T. Gaidar, V.A. Zubkov, E.I. Ishchenko, D.M. Robinson, L.M. Timofeev, G.A. Tosunyan, A.V. Ulyukaev, O. I. Lavrushin and others. The aforementioned scientists introduced the term “money laundering” into scientific practice, defined the general laws of organizing criminal schemes and studied the main approaches to organizing systems for combating money laundering and terrorist financing, mainly from a legal point of view.

Domestic economists studied this issue not as a separate study, but as an article or in the context of economic security. In particular, some aspects of these problems were studied in scientific articles or textbooks of Uzbek scientists and economists Karimov, Isroilov, Khotamov, Islamov (2018), Abdulkasimov (2018), Artikova (2010), Ganiev (2010).

The Association of Chartered Certified Accountants (ACCA) conducted a 2017 study on assessing and forecasting the development of the global shadow economy, which also indicated the level of shadow economies of some major countries in 2017. Judging by the ACCA calculation, Azerbaijan has become the world leader in terms of the shadow economy in relation to GDP, and its share

has reached 66%. The next places are occupied by Nigeria (48%), Ukraine (46%), Russia (39%) and Sri Lanka (38%) [7]. Unfortunately, our country was not included in this study.

Table 2. The share of the shadow economy to GDP in the countries of the world for 2017

<i>Country</i>	<i>Share of the shadow economy to GDP</i>	<i>Country</i>	<i>Share of the shadow economy to GDP</i>
Entire world	22,5%	USA	7,69%
Australia	11,09%	India	16,55%
Azerbaijan	66,12%	Italy	26,5%
Brazil	34,75%	Russia	39,29%
China	10,17%	Japan	9,89%
Canada	14,15%	Great Britain	11,29%

But, judging by the study of the Ministry of Economic Development and Poverty Reduction, the share of the shadow economy in the country was more than 52% [8]. This puts Uzbekistan in first place in Central Asia in terms of the share of the shadow economy to GDP. A similar indicator of the shadow economy is the number of informally employed people. According to World Bank reports in 2019, the total number of people employed in Uzbekistan was 13.2 million. Of these, 7.9 million (59.8%) are informally employed and 5.3 million (40.2%) are formally employed. That is, more than half of the economically active labor force of the country is exposed to huge risks, that is, they do not have social insurance and are potentially underpaid taxes [6].

Accordingly, in 2018, the country adopted the Concept for Improving the Tax Policy of the Republic of Uzbekistan, according to which the tax burden on the wage fund was reduced by introducing a single tax rate on personal income of 12% for all citizens and canceling insurance contributions to the off-budget pension fund. Turnover taxes were optimized by abolishing mandatory contributions to state trust funds. The criteria for determining the tax regime have been changed. A procedure has been introduced for the payment of property tax, land tax and tax for the use of water resources by legal entities. At the same time, the property tax rate for legal entities has been reduced from 5% to 2%. The value added tax rate has been reduced from 20% to 15% from October 1, 2019 (for the first time since 1994). The tax rate on income from the source of payment of dividends and interest income has been reduced from 10 to 5 percent. As a result of these reforms, by 2019 the number of income tax payers will increase by 1.2 times, the number of income tax payers will increase by 5.8 times, the number of VAT payers will increase 12 times, the number of excise tax payers will increase by 3 times and the number of payers will increase by 7 times resource tax [12].

In conclusion, I would like to write here my vision of this situation and present a set of potential solutions for whitewashing (shading) the economy:

1) It is necessary to make VAT differentiated. Now it is 15% for everyone. It would be better if younger businesses could receive some benefits from this tax. In the end, VAT is levied on the final consumer, and this would increase the paying capacity of the population.

2) Give more freedom to business and begin even more ambitious reforms to liberalize the economy as a whole. It will be better if entrepreneurs work according to the principle "it is allowed to do everything that is not prohibited".

3) Reduce bureaucratic pressure on business. At the moment, there are a considerable number of ineffective documents and acts that once again regulate the business, shackling and more and more pushing it to work in the shadows.

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METHODOLOGICAL COMPETENCE OF STUDENTS AS A BASIS FOR DEVELOPING PROFESSIONAL COMPETENCE

Abstract: This article is devoted to the actualization of the problem of the formation of methodological competence as the basis for the development of professional competence. The authors consider the concept of "methodological competence" from a pedagogical point of view. The paper substantiates the idea that methodological competence is the creation of qualitatively new values that are important in the process of personal development based on the independent acquisition of subjectively new knowledge, skills, skills and methods of research activity in the process of studying at a university.

Key words: competence, professional competence, methodological competence, research work.

In connection with the modernization of education in the Russian Federation and the integration of Russia into the European community, it becomes necessary to move the assessment of educational results from concepts such as "education" and "preparedness" to the concepts of "competence" and "competence". With regard to the content of education, it is assumed that the transition from "knowledge and skills" to "methods of activity."

Competence is understood as thinking control superstructures over activity, that is, such activity management structures that rely primarily on the ability of thinking, reflection, communication, understanding and can answer the question of how to integrate the subject's activity into the current context.

Great attention is paid today to the problem of improving the quality of education and training of the future teacher. But the formation of a teacher's professional competence is associated with the development of students' methodological competence. It is methodological knowledge and methodological competence that are inextricably linked with the development of professional competence.

Methodological competence is understood as a level of education at which a student will be able to independently solve ideological and research problems of a theoretical and applied nature. In addition, this is the unity of methodological reflection, i.e. analysis of their scientific activities, the ability for

scientific substantiation, critical thinking and creative application of concepts, technologies, forms, methods, means, etc.

The development problems of future teachers of methodological competence were considered even in the era of antiquity, although the term itself did not exist at that period, but, judging by the sayings of the great ancient thinkers, the meaning of this concept reflected its modern essence.

In general, the need for the development of methodological competence was described by many scientists, teachers and thinkers, claiming that it contributes to the acquisition of new and better knowledge, personal and professional development of the teacher. From a pedagogical point of view, this concept is understood as the creation of qualitatively new values that are important in the process of personal development based on the independent acquisition of subjectively new knowledge, skills and abilities.

Indeed, methodological competence reveals whether a student corresponds to the level of education presented to him. The criteria for establishing this correspondence are not only knowledge, abilities and skills, but also the world outlook, psychological qualities of a person and the ability to produce new knowledge and acquired personal values.

To determine the level of proficiency of a student, a future teacher, methodological competence, it is important to take into account such skills as the vision of the problem and the correlation of the content of the material with it, the ability to put forward a hypothesis and imagine possible ways of its implementation, anticipation of difficulties and the readiness to search for new options for their solution, or their avoidance, the ability to self-critically assess the results achieved and reflect on this.

The main sign of the formation of methodological competence among university graduates is the desire and ability to use scientific pedagogical knowledge in the analysis and improvement of their work.

Being a methodologically competent teacher means having knowledge of methodology, mastering research methods, adopting a teacher-researcher as a personally meaningful position, and having experience in conducting research and being able to teach research activities.

Students during their research activities are looking for new ways to search for information, new methods of studying and processing the found material, new approaches to presenting the results. And, most importantly, they try to present their research in an original form, using various innovative technologies, which indicates the inclusion of their creative potential in the research process.

We suggested that students perform some research operations, for the implementation of which it is necessary to show methodological competence. Let's clarify that the work was done in pairs. The pairs were randomly selected, which, in turn, made the task more difficult, since the students had to come into

contact with strangers and, at the same time, conduct research, and therefore develop the skill of working in a team in non-standard conditions.

All students received an algorithm for performing this work, which included the search for articles on the topics: "Competence and Competence", "Research Work of Students (SRWS)", "Independent Work of Students". It was necessary to indicate the sources, review the literature on the topic, highlight the main idea and prepare abstracts based on the materials found. Then create a questionnaire (questionnaire) based on your analytical work with content on the research topic, conduct a survey, process and analyze the data obtained, and then present the results of the research work in its original form. All this demanded from the students a creative approach to the task received. As for the formulation of topics, their choice was due to the desire to attract students to educational research and research activities, to reveal the basic concepts on these issues, to show them the advantages of this type of work, and, at the same time, to test the knowledge gained in practice.

Since this type of activity within the framework of the ongoing pedagogical event was one of the competitions, the criteria for evaluating the work received were also highlighted. These were: the degree of processing of the results, the originality of the text, forms of work on the text, methods of searching for key information; the consistency of the material presented, which means the consistent development and completeness of thought, the competent use of the methodological apparatus of the research and the originality of the presentation of materials.

The work was attended by 28 students, i.e. 14 couples. It is important to note that all students, without exception, coped with the task assigned to them. As a result of the analysis of research papers, it was found that all 14 pairs of students correctly selected articles on topics, but only 12 pairs were able to properly make an abstract review, as for the remaining two pairs, they did not write the abstracts quite correctly, since their material was close to retelling the articles read. Despite this shortcoming, in all the works it was possible to trace the logic, from the presence of a set goal, the presentation of the main content and conclusions. The last thing we evaluated was the creative presentation of the research. It is interesting to note that students used completely different forms, means and modern methods of presenting materials, such as presentations, diagrams, visual display of response percentages, spreadsheets, Google Forms and others. This indicates that the students who took part in this study are versatile people with the skills of research and creative work, who are able to work with information and create new knowledge that is significant for their development. On the basis of this, we have established that, by paying more attention to educational research and research work, they can become methodologically competent professionals.

Thus, methodological competence is indeed the basis of a teacher's professional competence. With the development of this competence, there is an

activation of the creative potential of the individual, the teacher's activity reaches a new level, there is an active active ascent of a person into the professional environment. The activity of the teacher acquires a search and creative character, and the status of the teacher in the teaching staff and in the collective of students rises. In our opinion, the acquisition of professional competence by a teacher is impossible without the formation of his methodological competence, since a teacher of a new formation is, first of all, a teacher with a highly developed level of pedagogical thinking, intuition, ready to solve problem situations in the learning process, and also adequately to reflect on their pedagogical activities.

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TYPOLOGICAL ANALYSIS OF THE PHONOLOGICAL SYSTEMS OF ENGLISH AND UZBEK

Abstract: The novelty is that this work contains the comparative analyses of the English grammar, phonetics and construction of the sentence. The student made her own investigation finding many examples of comparison not only in English, and in Uzbek.

Key words: comparative, gender, typology, science, linguistic, learning, potential, method.

While studying at higher school found out how difficult for the students of the education, definite the groups, to learn English, because there are no prepositions in Uzbek, but in English we have. If we talk about gender we have, of course some similarities. And when, I tried them to explain some examples in comparison they learned those words better than I thought.

The word typology consists of two Greek morphemes: a) *typos* means type and b) *logos* means science or word. Typology is a branch of science which is typical to all sciences without any exception. In this respect their typological method is not limited with the sphere of one science. It has a universal rise. So typology may be divided into:

- Non-linguistic and
- Linguistic typology

Non-linguistic typology is the subject matter of the sciences except linguistics.

Linguistic typology is a new branch of general linguistic which studies the systems of languages comparatively, also finds common laws of languages and establishes differences and similarities between them.

According to the notion of comparison of linguistics phenomenon and the aim directed on we may classify linguistic typology into the following parts a) genetic of genealogical typology, b) structural typology, c) areal typology and d) comparative typology.

Genealogical typology is a branch of linguistic typology which studies the similarities and the relationship between the related languages. It is applied to the systems of genetically related languages. Genealogical typology developed from the comparative - historical linguistics dominated during the 19th century in Europe. Its origin was stimulated by the discovery of Sanskrit, the ancient

classical language of India. The discovery of Sanskrit disclosed the possibility of a comparative study of languages.

Before the discovery of Sanskrit European linguistics possessed very vague similarities for the current grammars built on the Greek model. They didn't set clearly the features of each languages. It is worth to mention that at the same time Sanskrit discovery gave rise to confuse notions of linguistic relation which lived for a brief time that European languages were derived from Sanskrit. But this opinion gave way to a correct explanation, namely Sanskrit, Latin, Greek, and other were later forms of one prehistorically language.

Comparatives gave two kinds of classification of languages - genealogical and morphological.

Genealogical classification deals with the family relationship of languages which descend from one common ancestor. It distributes languages into different families.

Morphological classification deals with the classification of languages according to their structural features instead of a genealogical origin.

According to the morphological classification the languages are divided into:

Isolating (Chinese; Vietnamese; Japan; etc.)

Analytic (Russian; English; German; etc.)

Agglutinative (Turkish languages) and other.

Genetic Typology compares the systems of languages in two ways: diachronically and synchronically. But in the second case genetic relationship is not taken into consideration.

Structural linguistic typology can be understood as a systematization of linguistic phenomenon from different languages according to their specific structural features.

Structural typology research makes it possible to establish some traits are **universal, unique, and special**.

The notion of language universals is closely connected with the process of unification of linguistic facts with a process of establishing common features between the systems of different languages.

In the linguistic literature phoneme is defined as the smallest distinctive unit. Unlike the other bigger units of language as morpheme and word it doesn't have its meaning but helps us to distinct the meanings of words and morphemes. Comp. boy-toy, better-letter-latter-litter-later; bola-tola-xola-ola, non-qon-son-on, un-un(tovush)-o'n-o'ng(mos), bo'z(o'zlashtirilmagan) – bo'z(material) etc. From the acoustic and articulatory points of view the phonemic system of any language may be divided into vowels and consonants.

From the acoustic point of the view vowels are speech sounds of pure musical tone. Their oscillagraphic melody tracing are characterized by periodically.

From the point of view of articulation vowels are speech sound in the production of which there are no noise producing obstructions. The obstructions by means of which vowels are formed may be of two kinds:

- The fourth obstruction without which neither vowels nor voiced consonants are formed.

- The third obstruction characteristic of both: English and Uzbek vowels.

The channels formed in the mouth cavity for vowel production by moving a certain part of the tongue and keeping the lips in a certain position cannot be regarded as obstructions. They change the shape and volume of the resonance chamber, and in this way, help to achieve the timbre (or quality) of voice, characteristic of the vowel in question.

The first comparative vowel tables appeared in the 19th-century. Their aim was to prove the common origin of some two modern languages belonging to the same family. In the 1920s of the XX century Prof. D. Jones suggested a classification based on the principle of the so called «cardinal vowels». But these cardinal vowels are abstract notion and have nothing to do with the comparison of two language from the typological viewpoint.

The aim of our comparison is pedagogical. Every phoneme of the English language should be compared with the' Uzbek vowels as comparison of an unknown language phoneme with that of one's mother tongue is of great use. The aim of our comparison (does not need any universal principle) and is to underline the specific features of vowel formation in the two languages in question.

The main philological relevant features of the Uzbek vowels phonemes are: front-central-back, according to which they may form phonological opposition: close-mid-open (sil-sel-sal - kir-ko'r, qo'l - kel, tor - ter etc.)

The idea of my work is showed the novelty of the work, which contains the comparative analyses of the English language with the Uzbek language.

Example: "I am sitting" in Uzbek language to express this tense is used only simple tense "Men o'tiraman".

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METHODOLOGY OF HISTORICAL AND PEDAGOGICAL RESEARCH OF THE DEVELOPMENT OF PEDAGOGICAL KNOWLEDGE

Abstract: The available historical and pedagogical knowledge is intended to receive a conceptual design that reveals the logic of the development of pedagogy as a science and social practice, representing an appropriate system of determinants and laws. All the variety of upbringing and educational phenomena must be synthesized and combined into a whole from a certain angle of view. One of the urgent steps in solving this problem is the development of new and coordination of existing methodological schemes of historical and pedagogical research.

Key words: educational phenomena, development, design, material, method, training, competence.

Among the priority tasks of the methodology of the history of pedagogy is also called the need to solve the accumulated problems related to the essence, structure and specifics of historical and pedagogical knowledge, to its internal logic and principles; to the formation of a holistic methodological research program, harmonizing the entire set of approaches, techniques and procedures; to the rules for studying the highest forms of theoretical knowledge - pedagogical theory and concept; to clarify the concepts and categories of the history of pedagogy as an independent area of scientific knowledge, etc.

As part of the formulation of any historical and pedagogical research, the solution of these problems is directly associated with the solution of a number of methodological problems, including:

- search for approaches to identifying problem nodes and system connections in the subject field of research, its value-semantic parameters;
- determination of the system of research attitudes and principles on the basis of which will be carried out: comprehension, explanation and assessment of historical and pedagogical facts and events;
- the formation of a system of research tools that are adequate to the conceptual theoretical basis adopted by the researcher and the specifics of the disclosed historical and pedagogical problems.

An analysis of research practice shows that the solution of the above-mentioned tasks is impossible without overcoming the shortcomings and difficulties of a general methodological nature associated with the scientific understanding of the history of pedagogy as a systemic object. Overcoming these shortcomings and difficulties is objectively the most urgent direction of improving the methodological foundations of studying the history of pedagogy.

The objectivity and integrity of the historical and pedagogical study of the development of pedagogical knowledge, its productivity in modern conditions are determined by a number of circumstances and will be achieved if:

- a set of methodological approaches and means of historical and pedagogical research meaningfully reflects and coordinates various levels of methodological reflection of the object under study;

- the study of the development of scientific pedagogical knowledge involves an appeal to its object and subjective plans;

- a. periodization of the development of pedagogical knowledge acts as a methodological means of studying it;

- b. in the systematization and spatio-temporal localization of many factors of the event outline of the historical and pedagogical process, which determine the formation and development of pedagogical knowledge, a diversification approach is used;

- c. the pedagogical concept and pedagogical theory will be studied as genetically interconnected scientific phenomena, will act as an instrumental basis for the knowledge of pedagogical reality in various historical realities.

The scientific novelty of the research is as follows:

- a. a holistic concept of the methodological foundations of the historical and pedagogical research of the development of pedagogical knowledge is presented;

- b. substantiated the range and content of research attitudes in relation to the study of the historical and pedagogical process, which form the basis for the formation of a system of methodological approaches, determined the logic and stages of the formation of this system;

- c. the classification of methodological approaches in historical and pedagogical research has been substantiated, the specifics and functional-purposeful purpose of these approaches in the study of the development of pedagogical knowledge have been argued.

The national historical and pedagogical science traditionally paid serious attention to the formation and modernization of theoretical and methodological content in accordance with the changing demands of the time. The development of pedagogical practice gave rise to a natural desire not only to understand what was happening in the field of educational and upbringing reality, but also to comprehend this practice in the context of certain historical and pedagogical phenomena and circumstances, to build an integral historical and pedagogical perspective of its development.

Analysis of the general situation in the modern methodology of the history of pedagogy has highlighted the following methodological contradictions that determine the known difficulties and shortcomings in research:

a. between the expansion and deepening of the problems of historical and pedagogical work and the insufficient development of the theoretical and methodological foundations of the very history of pedagogy;

b. between a high level of development of general and special methodological knowledge in the philosophy of science, general scientific research approaches, as well as means of researching scientific phenomena and the lack of their proper use in the practice of historical and pedagogical research;

c. between the wide representation in historical and pedagogical research of various methodological approaches and means of studying historical and pedagogical reality, the availability of possibilities for their variable and complex use and the lack of development of the proper semantic and logical coordination of approaches and means both with each other and with individual areas of problems in the history of pedagogy, their unsystematic fragmentary mosaic use in real practice of performing scientific works on the history of pedagogy;

d. between the general high level of development of the categorical-conceptual continuum of the philosophy of science and science of pedagogy and the theoretical uncertainty, semantic ambiguity of some basic concepts for science, actively used by pedagogy and the history of pedagogy, in particular, the concepts of “concept” and “theory”;

e. between the general use of the provision on the growth and development of pedagogical knowledge in the historical and pedagogical continuum and the lack of understanding and elaboration of logic, stages, patterns of this development, in particular, the evolution of ordinary knowledge into scientific, as well as the consistent transformation of one form of scientific knowledge into another;

f. between the significance of the space of historical and pedagogical knowledge, the desire for its objective description and interpretation and the analysis that is not always scientifically correct, sometimes subjectively executed due to the continuing effectiveness of a number of ideological attitudes in the field of human studies, limiting research searches, in general, the tools of historical and pedagogical research.

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FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE THROUGH THE USE OF MODERN PEDAGOGICAL METHODS

Abstract: Linguistic education is becoming the most important component of professional educational programs in connection with the increased attention of employers to corporate culture issues. All this is happening at a time when, along with the decline in spelling and punctuation literacy, students have a decline in the level of speech culture. This is explained, among other things, by the insufficiently formed motivation for the educational activity of students in the study of language means.

Key words: speech culture, knowledge, information and communication technologies, students, teaching, modern.

In pedagogical practice, a problem arose: a contradiction between a general decrease in the level of speech culture of students, and the requirement of society - the development of a linguistic personality capable of analyzing information, creating his own speech utterance and applying the results of intellectual activity in practice.

In the process of teaching a discipline using modern teaching aids, a person is formed who can act not only according to the model, but also independently receive the necessary information from the largest possible number of sources, who can analyze it, put forward hypotheses, build models, experiment and draw conclusions, make decisions in difficult situations. The student's personality develops, its language culture develops, students are prepared for a free and comfortable life in an information society.

All the exercises offered to students can be divided into several groups:

- Exercises helping to master the concept itself, i.e. to highlight the corresponding signs of the phenomenon, to learn how to define them and to bring them under the concept of a specific speech "product" (analysis of the finished text);
- Exercises aimed at the formation of specific speech skills (editing statements, continuation of a given beginning, speech gymnastics);
- Exercises of a creative nature, aimed at developing the entire complex of speech skills in students (creating their own statements).

Thus, these exercises, which need to be given a situational character, will allow students to lead from acquaintance with certain speech concepts to mastering the necessary speech actions on the basis of these concepts and then to their own use of the acquired skills in speech practice.

The concept of "speech culture" should be considered in several aspects: science, characteristics of speech quality, academic discipline.

Culture of speech is a linguistic science dealing with the problems of speech normalization, developing recommendations for the skillful use of language.

The culture of speech is such a choice and such an organization of linguistic means, which in a given communication situation, subject to modern linguistic norms and communication ethics, can provide the greatest effect in achieving the set communication tasks.

A qualitative assessment of an utterance from the point of view of the culture of speech involves answering the following questions:

1. Is the speech correct, is it built according to literary norms?
2. Is speech "good", appropriate in a particular situation, effective, skillful?
3. Does speech comply with the rules of communication ethics (speech etiquette)?

So, three constituent components determine the essence of speech culture - normative, communicative, ethical.

The first is normative. The protection of the norms of the literary language is a matter of national importance, since the literary language is one of the factors (along with the unity of the territory and economic life) that unite the nation into a single whole.

The second aspect is communicative. Sometimes a text in which all norms are impeccably observed, nevertheless, does not fulfill the task. The fact is that in each specific communication situation, from all linguistic means, it is necessary to choose those that will fulfill the set communicative task with maximum completeness and efficiency. The development of the communicative aspect of speech culture is possible only in free speech activity, any dictatorship and creativity are incompatible.

The third aspect of speech culture is ethical. In every society, there are generally accepted norms of behavior, which, within the framework of the culture of speech, are defined as speech etiquette. Already ancient rhetoric (manuals on eloquence) indicated a close connection between speech and its content, and it was the latter that was given priority in evaluating the utterance.

The first and main criterion for good speech is a moral criterion: speech should be truthful, and the goals of the communicant should be noble.

The richness and truthfulness of the statement are important extra-linguistic factors in the effectiveness of communication. The rest of the criteria for assessing the level of speech culture are directly related to the language:

cultural and literate speech is correct (normalized), accurate, logical, appropriate, pure, expressive, rich speech.

Based on these aspects of speech culture, it is possible to formulate several rules that will be accepted by students in the process of communication.

- Speech must be competent and correct, then it will be understandable for the listener.

- The student freely and independently, realizing the goals of his speech, chooses language means and is responsible for his choice.

- The speaker's speech should be truthful and sincere, not violating generally accepted norms of behavior and morality.

- In the process of communication, it is necessary to maintain a culture of listening.

These rules must be understood and accepted by all participants in communication, since their implementation will ensure the effectiveness of communication. The central concept of communication is "speech act". Thus, firstly, the speaker's personal responsibility for his or her word is emphasized; secondly, the priority is given to the spontaneous "inventiveness" of speech (there can be no reproduction of finished speech here).

Finally, speech culture is an academic discipline, the main goal of which is the formation and improvement of speech culture.

What are the requirements for good speech? What signs characterize it?

- Correctness of speech, that is, compliance with the literary and linguistic norms adopted in a certain era: pronunciation, stress, education and use of grammatical forms, word usage.

- Accuracy - the communicative quality of speech, manifested in the use of words in full accordance with their meaning. Accuracy of speech presupposes the most complete and adequate expression of thought, the addressee and the situation. Accuracy of speech is the correspondence of words to content. The true master of the word Leo Tolstoy noted that the word is the expression of thought - and therefore it must correspond to what it expresses.

Areas of work on the culture of speech:

- Compliance with the norms of the Russian literary language: phonetic (pronunciation); grammatical (morphology and syntax); word-formation, lexical (correct word use and lexical compatibility).

- Improvement of oral and written speech: "so to speak it is possible, but it is possible and better."

- The problem of choosing language means: correct and appropriate.

These are the basic concepts, definitions, aspects and qualities of speech culture.

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ZAHRIDDIN MUHAMMAD BOBURNING HINDISTONGA HARBIY YURISHI

Anatatsiya: Buyuk sarkarda,davlat arbobi,ilm -fan homiysi Zahiriddin Muhammad Bobur haqidagi malumotlarga nazar tashlasak aynan uning Hindistonga yurishi haqida ma'lumotlar kam saqlanib qolgan.Bobur Mirzo Hind yurtiga qilgan yurishi batafsil tasvirlangan ushbu maqola aks etadi Uning jang taktikalaridan tortib mayda detallargacha o'rganib keyinyurish qilgani manbalarda keltirilgan

Kalit so'zlar: Sarkarda.juvong'ar,burong'ar,qanbul, Rano Sango, Lohur va Mo'lton va Shirind.

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ZAHRIDDIN MUHAMMAD BOBUR'S MILITARY MARCH TO INDIA

Anatation: If we look at the information about the great commander, statesman, patron of science Zahiriddin Muhammad Babur, little is known about his march to India. This article describes in detail the march of Babur Mirza to India. Sources say that he studied and followed

Keywords: Sarkarda.juvongar, burongar, qanbul, Rano Sango, Lohur and Molton and Shirind.

O'zbek davlatchiligi tarixiga xizmat qilgan buyuk shaxslardan biri mohir sarkarda buyuk davlat arbobi Zahriddin Muhammad Boburning xizmatlari benihoyatda kattadir. Bobur o'z bobokaloni Amir Temur singari davlatining chegaralarini mustahkamlashga intilgan o'z yurtini qudratli davlatlar safida bo'lishini hohlagan turkiy xalqlarning eng kuchli hukmdoridir. Uning faoliyatiga to'xtalib o'tadigan o'tadigan bo'lsak u umri davomida juda ko'plab harbiy yurishlarni amalga oshirgan hukmdor sifatida tilga olinadi. U o'z yurti Mavarounnahr hududidan bosh olib chiqib ketgach oz sonli qo'shini bilan juda ko'plab hududlarni bo'ysindiradi. Turkiy xalqlarni butun dunyoga tanitgan Bobur yurishlari ichidan eng kattasi uning Hindiston tomon yurishidir. Boburning Hindiston tomon yurishi hanuzgacha olimlar tomonidan baxs munozaraga sabab bo'lib kelmoqda, uning faoliyatiga chuqurroq to'xtalib o'tadigan bo'lsak Bobur Hindistonni egallash uchun to'rt marotaba harakat qilib ko'rgan. Yani u

Hind sarzaminida Asos slogan markazlashgan davlatning tarixi haqida so'z yuritganda, mavzuni tarixan " Hindga yurishi,,ga zamin yaratgan quydagi uch omil zikridan boshlashni farz deb bildik:

Biri bu – temuriylar inqirozidan keyin yuzaga kelgan siyosiy, ijtimoiy va iqtisodiy beqarorlik sharoitidagi feodal tarqoqligi asoratlari.

Ikkinchisi, bu- temuriyzodalarning sobiq saltanat hududida o'z davlatining barpo etish maqsadidagi xatti-harakatlari.

Uchinchisi, bu- nihoyat, " Hindistonda qotib qolgan diniy aqidalar va turmush asosini tashkil qilgan o'zgarmas ishtimoiy tartibning taraqqiyot jarayonini to'xtatib qo'yilganligi edi,,[1]

Malumki, Boburning Hindistonni tasarruf etishidan muqaddam uning to'rt bor hind viloyatlariga qilgan hujumlari aksariyat taqdiqotlarda " Rano Sango taxmin qilganidek,, go'yo u Hindistonga faqat moddiy manfaat uchun yurish qilgan deb tarif beradi. Boburning asosan ushbu hududga yurishiga bir qancha sabablar bordir, Bobur haqida taqdiqot olib borgan olimlardan biri ingliz taqdiqotchisi ingliz olimi Uilyam Erksin takidlashicha "Hindga yurishi,, bobokaloni Temurning hindga qilgan safari haqida eshitgan bilganlarining oqibati deya, taxmin qilgan bo'lsa:

"Extimol, yosh shaxzodaning chekka bir qishloqdagi kekxa kampirdan hind mo'jizalari haqidagi eshitgan hikoyalari, uning alanglagan qalbida o'sha uzoq o'lkaga sayohat qilish havasini uyg'otgandir.[1]

Avvalom bor Bobur hindga yurishi oldidan juda katta tayyorgarlikni amalga oshiradi, yani u 1504 yilda Afg'onistonni zabt etgandan kuchli davlat hokimiyatini o'rnatmoq uchun bor e'tiborini Hindiston tomon qaratgan bo'lishi mumkin. U Hindistonni egallash oldi qo'shinni kuchli tayyorlantiradi va turli davlatlarning jang usullaridan Ibrohim Lo'diyga qarshi kurashda foydalandi.

Birinchi galda Hindistonlik olim L. P. sharmaning takidlashicha “Boburning o’zi jismonan juda baquvvat bo’lib, hatto qal’a devoir ustidan ikki kishini qo’ltiqlab o’taolardi. Hindistonga duch kelgan har qanday daryodan suzib o’tar va sakson milgacha masofani dam olmasdan bir kunda bosib o’tar edi. U shayboniixonadan urushning “to’lg’ama,, usulini, mug’illardan esa pistirma qo’yishni o’rganadi. Afg’onlardan poroxli miltiq ishlatishni egallagan bo’lsa eroniylerden to’pni ishlatishni va turklardan suvoriy safidan unumli foydalanishni o’zlashtiradi,, deya tariflaydi.[1]

Zahriddin Muhammad Boburning avvalom bor hindga yurishiga to’xtaladigan bo’lsak uning birinchi galdagi yurishi 1519- yilda sodir bo’lib, unda Bajur qal’asini olib Sind orqali Attoqgacha borgan va Behra vodiysigacha yetib brogan edi. Udan o’tib, Kushob va CHanob viloyatlarini ham olgan edi. Olti hafta davomida daryoning narigi tomonidagi ko’plab hududlar ham egallab bo’lingan edi. Uning ikkinchi bor yurishida Bobur Lohur va Mo’lton va Shirind viloyatlarini egallab, qaysar afg’on qabilalarini bo’ysindirib, 30 mingga yaqin qul va 400 ming shohruhiy soliq undirib ortiga qaytib ketgan edi.

Boburning Hindistonga uchinchi bor yurishi (1520) yilda amalga oshirilgan b’o’lib unda Hind daryosidan o’tib Behar va CHanob viloyatlarini ham bo’ysindirib o’z hududiga qo’shib oladi. O’sha paytda Qandahorliklar Bobur yerlariga hujum qilganliklari haqida habar kelib, tinchlantirish va Qandahorni qaytarish uchun ortiga qaytib ketadi. Boburning to’rtinchi yurishi (1522) yilda amalga oshiriladi. Unda Sulton Ibrohimning tog’asi Alovuddinning Bobur huzuriga kelishi va uni Dehli taxtiga ko’tarmoqchi ekani haqidagi haqidagi chaqirig’i bilan bo’g’liqdir Sulton Ibrohimning raqibi bo’lmish Lohur hokimi Davlatxon ham afg’on beklari bilan til biriktirib, Boburdan yordam yordam so’rab murojaat qildi. Chunki u o’z kuchlari bilan unga qarshi jo’natilgan Bahorxon Lo’diyning qo’shiniga bas kelolmas edi. Ko’rsatilgan yordam evaziga Boburni Shoh qilib ko’tarishga vada bergan edi. Bobur bu taklifni mamnuniyat bilan qabul qilib, o’z qo’shini bilan yo’lga chiqadi. Sind daryosidan o’tib Gekirlar viloyati olindi. CHanob va Jilem viloyatlari ham qo’lga kirgach tez orada Lohurga yaqinlashib keldilar. Bahorxon Lo’diyning yaqinlashganini eshitib Davlatxon Belujlar qal’asiga keldi. Bobur qo’shini Lohur yaqinida Bahorxon Lo’diyning qo’shini bilan yuzma-yuz kelib, ancha talofat berib nihoyat uni tormor qildi. Uning qo’shini shaharni talab, bozorga o’t qo’ydi. SHaharda to’rt kunga to’xtab, Dibolpurni ishg’ol qilish uchun yo’lga chqildi. Qattiq hujum bilan shahar olindi va talandi, himoyachilarning bari qilichdan o’tkazildi.[2]

Bobur o’z davriga yarasha barcha bilimlarni chuqur egallagan va shu bilan birgalikda o’z davrining eng kuchli hukmdorlaridan biri hisoblangan. U yoshligidan juda ko’plab harbiy sanat sirlaridan voqif bo’lgan. Yuqorida takidlab o’tilganidek Bobur juda mohir sarkarda qilichboz, o’z davrining eng kuchli chavandozlaridan biri hisoblangan. Boburning jasoratiga qoyil qolgan Rus olimlaridan biri Petirburg unversititining professori N. I. Vaselovskiy u

haqda shunday degan edi: Aytish mumkinki, Bobur botirligining cheki bo'lmagan uning hayoti jasorat namunalari bilan to'lib toshib yotibdi. Faqat ugina ikki yuz kishilik qo'shini yordamida SHayboniy o'zining 15 minglik askari bilan mustahkamlanib olgan Samarqandga yurish qilishga jur'at eta oldi: Faqat jur'at etibgina qolmadi, balki qal'adan haydab yubordi deb tariflagan edi.[3] Uning emperiyasini asos solinishini olaylik-chi! Bobur Ibrohim Lo'diy qo'lidan qudratli Hindistonni hech narsaga arzimaydigan qurol bilan tortib olgan edi. Aytib o'tish lozimki U bunday botirligi va qo'rqmasligi bilan o'z atrofida qilarga o'rnak bo'lish uchun namunalar ko'rsata olgan bo'lsa ajab emas. Boburning jasoratlaridan bazilarini aytib o'tadigan bo'lsak, bir harbiy yurish payti qish fasli edi kunlar juda sovigan mahal, sovuq shunchalar qattiq ediki hatto Bobur armiyasidan o'sha sovuqda bazilari vafot etgandi. SHunda Boburning o'zi anhorning muzini yorib o'sha anhorga 16 marta sho'ng'iydi... yoki bo'lmasa uning yana bir jangida o'zidan bir necha marta kuchli bo'lgan armiyani taqib qilgan edi.[3]

Bu tajribali sarkarda o'zi bilan bir qancha jangchilari jang mahallida dushmanning ko'p sonli armiyasi ustidan g'alab qilgan paytlari ko'p bo'lgan. Boburning jasotasi qoyil qolishimiz kerak bunday kuchli hukmdorlar tarix zarvaraqlarida munosib o'rin egallamog'i zarurdir. CHunki bunaqangi mohir sarkardalar dunyoda kamdan-kam holatlarda uchraydi. Uning eng katta jasoratlaridan biri bu uning o'sha davrning eng kuchli emperiyalaridan biri Hindistonning olinishidir. O'sha kezlarda Hindiston kukmdori hisoblangan Ibrohim Lo'diy qo'shinlar soni ko'p bolsada uning qo'shinlarida tartib intizomga umuman rioya qilinmagan edi.

Lekin Bobur qo'shini juda ozchilik edi, tajribali sarkarda qo'shinda malum tartib va intizom joriy qilib qo'shinni kuchli qilib mustahkamlaydi. Ayrim manbalarda Bobur va Lo'diy qo'shinlariga turli olimlar turlicha tafsif berib o'tadi. Jangda qatnashgan Bobur va Lo'diy qo'shinlarining soni tog'risida ilmiy nashrlarda zikr etilgan raqamlarda bazi farqlanishlar ko'zga tashlanadi, masalan.Y. Rashburk hisobida Bobur qo'shinining umumiy soni 8 ming askardan oshmagan. A. L. SHrivastavning yozishicha, Bobur Panipatda 25 ming askar bilan janga kirgan deyiladi. L. P. SHarmaning takidlashicha Ibrohim ko'shinining soni 100 ming emas 40 ming bo'lgan deb taxming qilingan edi. Yana ayrim manbalarda Lo'diy qo'shinlarida 1500 ga yaqin jangovor fillar ham borligi aytib o'tiladi. Eng avvalo qo'shin son jihatdan emas balki, sifat jihatdan mustahkam bo'lish kerak. Buni biz Boburning jang taktikalaridan ko'rib tanishib chiqishimiz mumkin.Bobur turk zobitlari Ustod Ali va Mustafolar yordamida kuchli artilleriya qo'shinini tuzdi va ular tufayli Hindistondagi raqiblari ustidan g'olib keldi. Boburning Hindistondagi tantanasiga asosiy sabab bo'lgan yagona moddiy omil- bu uning qudratli yagona artilleriya guruhi bo'lganligi edi.[4].

Bundan tashqari, Boburning chidamliligi, matonatlilik, jasurlik, o'limga tik turish, o'ziga va o'z taqdiriga ishonish kabi hislatlarga ega ediki, bu fazilatlar unga kishilarni olg'a yetaklash tuyg'usini berar edi. Shunday qilib,

o'zining tuganmas g'ayrati va shaxsiy xislatlari o'z baxtini Hindistonda sinab ko'rishga chorlagan edi.

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LYMPHOTROPIC THERAPY OF PATIENTS WITH OPEN-ANGLE GLAUCOMA

Resume: The preservation of visual functions in primary open-angle glaucoma remains one of the most pressing problems in modern ophthalmology.

Despite the development of many methods of treating glaucoma, vision loss and even blindness from glaucoma are not uncommon. Over the past 3 decades, the frequency of blindness from glaucoma in our country and other developed countries has been steadily maintained at the level of 15% of the total number of all blind people

At the moment, more attention is being paid to a direct-acting neuroprotective drug that directly affects retinal neurons and optic nerve fibers by blocking the main factors of cell damage caused by ischemia.

Key words: lymphotropic therapy, open-angle glaucoma, eye diseases.

Relevance. Diseases of the posterior part of the eye are ophthalmological pathology, which occupies a leading place among the causes of blindness and low vision[3,6]. It is necessary to choose the tactics of drug treatment in a timely and correct manner[7].

A method of treating dystrophic diseases of the posterior part of the eye has long been known, in which medicinal substances are injected into the space between the orbit and the tissues of the eye (parabulbarno)[2,4].

However, this method has a number of significant drawbacks: long treatment periods, the risk of eye tissue damage and penetrating eye injury with an injection needle, low absorption rate of the drug from the parabulbar space, a sufficiently long (suboptimal) route of drug delivery to the lesion, the inability to create a favorable concentration of the drug in the lesion, a large one-time daily course dose, a large volume and concentration of the injected substance [1,5].

The purpose of the study. To study the effectiveness of lymphotropic regional therapy in patients with glaucoma optic neuropathy (GON), at different stages of the glaucoma process.

Material and methods of research. Lymphotropic therapy was used in the treatment of 32 patients (58 eyes) with glaucoma optic neuropathy, at different stages of the glaucoma process: initial glaucoma – 8 patients (16 eyes), advanced glaucoma - 14 patients (24 eyes), distant glaucoma - 10 patients (18 eyes). All patients had narrowing of the visual fields, decreased visual acuity, changes in the structure of the optic nerve disc (decrease in the thickness of the

nerve fiber layer, expansion of the excavation of the optic nerve disc) according to optical coherence tomography (OCT). Intraocular pressure was medically compensated in all patients.

The results of the study. Analysis of peripheral vision after lymphotropic therapy revealed in patients of the main group a significant increase in the total field of vision by $59.43 \pm 6.72^\circ$ in 87.34% of patients. The expansion of peripheral vision boundaries was observed in the control group by a smaller amount ($35.01 \pm 5.35^\circ$) and in a smaller number of patients (70.25%, $p < 0.05$). In all four subgroups, the advantage of improving the visual field was retained by lymphotropic administration of drugs.

According to the effect on the vascular bed of the bulbar conjunctiva, the results in the main and control groups were approximately the same. Dilation of initially narrowed arterioles of the conjunctiva of the sclera after lymphotropic therapy was noted in 18.18% of eyes, in the control - in 17.80% of eyes (Fig. 4). An increase in the caliber of narrowed arteries on the optic nerve disc was determined in patients of the main group in 27.03% of cases, which was 2.14 times more common than in

Results of lymphotropic therapy in the mastoid process with heparin and emoxypine in patients with open-angle glaucoma with normalized IOP

Patients of the main group II after treatment determined the increase of visual acuity at 0.14 ± 0.01 have 83.05% of eyes in the control group - 0.04 ± 0.02 have of 33.00% of eyes ($p < 0.05$)

Studies found that after lymphotropic therapy in the mastoid region, the total field of view increased by $65.91 \pm 4.45^\circ$ from 88.06% of patients in control by $19.81 \pm 4.87^\circ$ from 60.00% of patients ($p < 0.001$).

When analyzing peripheral vision by stages of glaucoma, it was revealed that the effect of lymphotropic therapy on patients with stage II of the disease is more significant (improvement by $78.10 \pm 6.87^\circ$ in 94.90%) than on patients with stage III (improvement by $74.47 \pm 3.17^\circ$ in 80.49%). In the control, the indicator of the total field of vision increased in patients with stage II glaucoma by $24.24 \pm 3.13^\circ$ in 60.70%, with stage W - by $28.71 \pm 5.13^\circ$ in 65.52%.

Thus, the results of lymphotropic therapy in the mastoid process compared with the control demonstrated a qualitatively new level of treatment for the restoration of both peripheral and central vision not only in patients with advanced stage of glaucoma, but also with residual visual functions.

After lymphotropic treatment in patients with the initial stage of glaucoma, there was an increase in visual acuity by 0.1-0.2, a decrease in the number of relative cattle by 26%, the stability of the thickness of the nerve fiber layer and the excavation of the optic nerve disk was noted.

After lymphotropic treatment in patients with advanced stage of glaucoma, there was an increase in visual acuity by an average of 0.2, a decrease in the number of absolute cattle by 7% and relative cattle by 21%, stability of the thickness of the nerve fiber layer and the excavation of the optic nerve disc.

After lymphotropic treatment in patients with advanced stage of glaucoma, there was an increase in visual acuity by 0.2-0.3, a decrease in the number of absolute cattle by 3% and relative cattle by 16%, an increase in the thickness of the nerve fiber layer by 10% and a decrease in the excavation of the optic nerve disk by 5% were noted in 2 eyes.

Conclusion. The positive effect of lymphotropic therapy on visual functions in patients with glaucoma optic neuropathy has been clinically confirmed. With regular courses of treatment (2-3 courses per year), stable intraocular pressure in patients with GON is observed in 98.4% of cases, an increase in visual acuity is observed in 68.3% of cases, stability of the visual fields in 81.5% of cases, a stable picture of DNZ according to OCT is observed in 67.7% of cases.

The use of lymphotropic therapy makes it possible to improve trophism and microcirculation in the vessels of the optic nerve, reduces the severity of pathological reactions caused by an etiological factor, the therapeutic concentration of the medicinal substance is rapidly achieved, the trauma risk of manipulation decreases, the volumes and concentrations of injected substances decrease.

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TACTICS OF SURGICAL TREATMENT OF PATIENTS WITH OPEN-ANGLE GLAUCOMA AND CATARACTS

Resume: Surgical treatment of glaucoma is one of the most urgent problems of ophthalmic surgery. A set of measures to optimize the choice of surgical tactics in combination of glaucoma and cataract has been introduced into clinical practice, the possibility of combining neuroprotective therapy and anti-glaucoma surgery has been established, which makes a significant contribution to solving the problem of medical and social rehabilitation of patients with an actual combination of diseases.

Certain categories of glaucoma patients in need of surgical treatment require special attention.

Key words: cataract; open-angle glaucoma; pseudoexfoliation syndrome; phacoemulsification; facotrabecular ectomy; sinusotomy; viscocanalodilation.

Relevance. According to the literature, cataracts occur almost three times more often in patients with primary glaucoma older than 50 years than in the same age group of people who do not suffer from glaucoma: 4% and 1.4%, respectively, and progress faster. Within 1-2 years, cataract passes from the initial stage to the mature stage on average in 25% of patients with glaucoma and only in 11% of patients with age-related cataract[2,5,7].

Currently, there are 3 main approaches to the problem of surgical treatment of patients with a combination of cataract and primary glaucoma: 1) only cataract extraction (EC) with implantation of an intraocular lens (IOL), 2) combined simultaneous intervention with implantation of IOL ("triple procedure"), 3) two-stage treatment. Only cataract extraction without anti-glaucoma intervention, popularized by a number of foreign authors, is possible only if the patient has normalized intraocular pressure (IOP) with minimal use of medications, as well as the absence of pronounced changes in the visual field and the optic nerve disc. The hypotensive effect of one EC is especially pronounced in patients with round-angle glaucoma and pseudoexfoliative syndrome[4,6,8].

With simultaneous intervention, anti-glaucoma surgery (AGO) and EC are combined. With regard to the anti-glaucoma component, some authors prefer trabeculectomy, others - non-penetrating deep sclerectomy, trabeculectomy with intrascleral micro-drainage, deep sclerectomy, viscocanalostomy.

According to foreign authors, trabeculectomy remains the gold standard in glaucoma surgery.

Two-stage intervention involves the first stage of hypotensive surgery, and the second - cataract extraction. It is noted that if a patient needs a more significant reduction in IOP after surgery (for example, with advanced or advanced stage of glaucoma), a primary trabeculectomy performed before cataract extraction will be more preferable. The probable causes of failures in two-stage surgery are discussed and substantiated in the literature. Many works are also devoted to the comparison of combined and two-stage surgery. It should be noted that works comparing three main surgical approaches to the problem of surgical treatment of glaucoma and cataract are found only in foreign literature [1,2,3].

In recent years, the question of the expediency of implantation of an intraocular lens (IOL) with a combination of glaucoma and cataract is most often decided in favor of intraocular correction. This type of correction of aphakia is the most effective in patients with the advanced stage of glaucoma, in which defects in the central field of vision are aggravated by a significant narrowing of the peripheral boundaries. The fact of the possibility of obtaining favorable results of cataract surgery on a single eye with concomitant glaucoma has been established. Adequate ophthalmotonus is extremely important to ensure the uncomplicated conduct of the main stages of the operation and the preservation of the capsule bag. There are few reports of combined intervention on single eyes, most often they are regarded as an unjustified risk of increased complications.

The fact that glaucoma continues to progress in at least one in five patients for 15 years after successfully performed filtering surgery and normalized IOP makes us seriously think about the need for neuroprotective therapy much more widely than it happens in everyday ophthalmological practice. Some optimism in the treatment of glaucoma is due to the appearance of peptide bioregulators - cytomedins. Currently, the peptide bioregulator retinalamine has found widespread use in ophthalmology, which is sufficient to inject into the subtenon space of the eye 1 time every 6 months (Havinson V.H., 2000). In the literature, the question of ways to introduce drugs in the treatment of glaucoma is discussed. There are no reports of combining an anti-glaucomatous operation with the introduction of a medicinal substance into the subtenon space in the available literature.

Glaucoma in the world, as in the whole world, is one of the main causes of visual impairment and incurable blindness. Most patients with primary open-angle glaucoma (POAG) are traditionally on hypotensive therapy, but up to 40% of patients still need surgical treatment[2,3]. However, a significant number of complications remain a serious problem. Among the reasons for the reduction of the hypotensive effect, the leading place is occupied by excessive scarring of the formed outflow pathways of intraocular fluid (HCV)[4,6]. There are ways to reduce the possibility of its development, for example, improving the technique of surgical interventions[2,4].

The effectiveness of surgical treatment of secondary glaucoma in the long term remains the least successful. This form is the main indication for the use of drains, however, a number of serious complications and the high cost of some of them are a limitation for widespread use [2,6]. In neovascular glaucoma (NVH), the isolated use of cyclodestructive or fistulizing operations (FO) often does not provide an adequate result due to the large number of complications and the impossibility of affecting all links of pathogenesis, but their combined use makes it possible to increase the effectiveness of treatment. The results of the treatment of NVH with the preliminary use of a vasculoendothelial growth factor (VEGF) inhibitor are insufficiently studied. Of great importance is the formation of an integrated approach to the treatment of NVH, which is based on a combined mechanism of action, [4].

The aim of the study is to evaluate the effectiveness of modern methods of surgical treatment of patients with a combination of cataract and open-angle glaucoma.

Materials and methods. This open prospective study was based on the results of examination and surgical treatment of patients with a combination of cataracts and various stages of open-angle glaucoma (200 eyes).

The results of the study. Depending on the type of surgical intervention, the patients were divided into three groups. Group 1 included 81 patients (100 eyes) with a combination of cataract and drug-stabilized glaucoma, who underwent only phacoemulsification with implantation of an intraocular lens. Group 2 included 44 patients (50 eyes) with a combination of cataract and open-angle glaucoma, who underwent phacoemulsification with implantation of an intraocular lens and sinusotomy with viscocanalodilation. Group 3 is represented by 44 patients (50 eyes) with a combination of cataracts and glaucoma who underwent facotrabeculectomy. The majority of patients had advanced and advanced stages of glaucoma (81%). Also, the majority of patients (71.5%) had pseudoexfoliative syndrome.

It was found that facotrabeculectomy and phacoemulsification with viscocanalodilation have a pronounced hypotensive effect and lead to a significant improvement in visual functions in patients with a combination of cataract and glaucoma, regardless of the stage of glaucoma and the presence of pseudoexfoliative syndrome. At the same time, phacoemulsification with sinusotomy and viscocanalodilation provides earlier restoration of visual acuity with fewer early postoperative complications in comparison with facotrabeculectomy, and the hypotensive effect is comparable to facotrabeculectomy after additional laser goniopuncture, which was required in 58% of cases in the postoperative period.

Phacoemulsification in patients with a combination of cataracts and glaucoma, as a smaller intervention, is accompanied by the least number of complications, however, the hypotensive effect can be provided only if drug therapy of glaucoma is continued in the postoperative age.

Conclusions. Facotrabeculectomy and phacoemulsification with viscocanalodilation have a pronounced hypotensive effect and lead to a significant improvement in visual functions in patients with a combination of cataract and glaucoma, regardless of the stage of glaucoma and the presence of pseudoexfoliative syndrome.

Phacoemulsification with sinusotomy and viscocanalodilation provides a hypotensive effect comparable to facotrabeculectomy after additional laser goniotomy, which was required in 58% of cases in the postoperative period.

Phacoemulsification with sinusotomy and viscocanalodilation provides earlier restoration of visual acuity with fewer early postoperative complications in comparison with facotrabeculectomy.

After phacoemulsification, fewer early postoperative complications were noted in patients with a combination of cataracts and glaucoma, however, the hypotensive effect can be provided only if the drug therapy of glaucoma continues.

Phacoemulsification can be performed in patients with a combination of cataracts and glaucoma in the absence of pronounced changes in the visual field and the optic nerve disc, as well as compliance with the patients' regime of antihypertensive drug installations. In other cases, it is advisable to perform phacoemulsification in combination with sinusotomy and viscocanalodilation.

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MANAGEMENT OF PATIENTS WITH CHRONIC HEART FAILURE AT THE PRESENT STAGE

Resume: Chronic heart failure (CHF) is a clinical syndrome with typical complaints (shortness of breath, fatigue, leg edema) and manifestations (high pressure in the jugular veins, leg edema, wheezing in the lungs) caused by structural and/or functional changes in the heart that led to a reduced cardiac output and/or increased intracardiac pressure at rest or during exercise.

Key words: heart failure, diagnosis, edema, treatment.

Introduction. Heart failure is characterized by a change in the structure or function of the heart, leading to its inability to deliver oxygen in accordance with the need of tissues, despite the normal filling pressure [3,6].

In accordance with modern international recommendations, chronic heart failure (CHF) is defined as a syndrome in which a patient has typical complaints (shortness of breath, swelling of the legs, fatigue) and symptoms (increased venous jugular pressure, wheezing in the lungs, displaced apical thrust) as a result of changes in the structure or function of the heart [1,4].

Heart failure can manifest itself with both reduced and normal left ventricular ejection fraction (LVEF). Here and further, CHF is considered only with reduced LVEF as the most common variant in patients after myocardial infarction[2,5].

There are many patients with CHF of various genesis in the primary health care, while the tactics of managing these patients at the polyclinic stage at the initial stages of heart failure have not been sufficiently studied, which indicates the absence of clear criteria for the diagnosis of CHF at the earliest period of its development at the outpatient stage. At the same time, practitioners in outpatient practice do not sufficiently use the diagnostic capabilities of echocardiography (ECHO CG), although in many respects the choice of CHF therapy depends on the predominance of systolic or diastolic LV dysfunction [1,3].

With a high percentage of the occurrence of CHF diagnosis in patients with cardiovascular diseases, there is a small number of studies confirming this diagnosis, which prepares a good ground for verifying the existing diagnosis of CHF. The authors of various studies have repeatedly studied the prognosis of survival from all causes, prescribing medications in patients diagnosed with CHF, however, the data obtained in the early two thousand years are outdated, which underlines the importance of assessing the compliance of non-drug and

drug therapy prescribed to patients diagnosed with CHF at the outpatient level with international recommendations[2,6]

The purpose of the study. To study the possibilities of differential diagnosis and optimal treatment of chronic heart failure in a city polyclinic.

Material and methods of the study. A prospective observational study of patients who turned to a therapist in the polyclinics of AOMPБ during the year was conducted. Andijan.

The results of the study. "Soft" criteria for the diagnosis of chronic heart failure (CHF) had 29.8% of patients from the entire one-year appointment of a cardiologist at the polyclinic. As a result of the examination, the diagnosis of CHF was confirmed in 50.3% of cases. In the remaining patients, including 33.3% of men and 59.5% of women, alternative causes of complaints were identified: COPD (10.8%), hypothyroidism (9.2%), transient myocardial ischemia (9.2%), obesity (10.3%), psychogenic causes (4.3%), anemia (3.2%), arrhythmias (2.2%).

In 90.8% of cases, the differential diagnosis of CHF was completed in a polyclinic and a district diagnostic clinical center, and only 9.2% of patients required additional examination in a specialized cardiological institution. The lack of the possibility of studying the brain natriuretic peptide for screening, territorial remoteness and waiting for studies at the district clinical center contributed to an increase in the time (up to 101.8 ± 88 days on average) and the cost of examination (8.03 ± 2.1 diagnostic services per person), as well as the withdrawal from the study of 36.1% of patients with suspected CHF.

Patients with verified CHF corresponded by gender (equal number of men and women), etiology, the average functional class of NYHA (2.1 ± 0.7) and the proportion of persons with a low left ventricular ejection fraction (44.1%) to the contingent of the European register EuroHeart Failure survey, but differed in younger age (64.8 ± 10.6 years) and higher prevalence of arterial hypertension (74.2%), similar to patients of the Russian register EPOCH-O-CHF.

ACE inhibitors or angiotensin II receptor antagonists were prescribed by 95%, recommended p-blockers - 91%, spironolactone - 71%, diuretics - 90%, digoxin - 27%, statins - 61% of patients with CHF. In CHF with low LVEF, target doses of ACE inhibitors/ARAP and P-blockers were

achieved in 51% and 44%, respectively, at least 50% of the target doses - in 68%, target heart rate - in 83% of cases, which required the addition of ivabradine in 23% of patients with sinus rhythm. The use of oral anticoagulants remained insufficient, which only 43.2% of patients who had appropriate indications were able to prescribe.

Conclusion. The present study contributes to the development of ideas about a typical patient with a diagnosis of CHF, observed in real outpatient practice. The results of this work significantly supplement and clarify the data on the implementation of diagnostic measures and the formulation of the

diagnosis of CHF. In addition, the obtained data 10 will allow analyzing the features of therapy of patients diagnosed with CHF in real outpatient practice.

The data obtained reflect the features of the course and prognosis of CHF, taking into account comorbidity, which can contribute to predicting the risk of death and show potential ways to reduce it

Arterial hypotension (39%), bradyarrhythmias (17%), bronchial obstruction (12%), hyperkalemia (5%), obliterating atherosclerosis of the arteries of the lower extremities (5%) and decreased glomerular filtration rate (2%) prevented the achievement of the target doses of the main recommended drugs. On average, blood pressure, potassium and plasma creatinine remained within normal limits.

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CHARACTERISTICS OF PSYCHO CORRECTIONAL ACTIVITY

Abstract: The increase of applied psychology in the education system, psychological support of educational work is connected with the need to humanize Uzbek education. In the context of the changing paradigm of the pedagogical process, appeal to the personality of youngsters, their individuality, it is necessary to develop professional methods of psychological support for a growing and improving personality. When organizing psychological services in the field of education and upbringing of young people, it becomes necessary to train professional pedagogical psychologists.

Key words: methodological issues, Interpersonal conflict, technological approach, deficiency, adolescents.

It's known that the training of practical psychologists for educational institutions was of an academic nature. Although, having the necessary information, psychologists have found that it is difficult to use it in practice. This is concerned with the deficient development of methodological problems in science. Lack of elaboration in methodological issues is one of the reasons for this problem.

Many technological approaches in working with children and adolescents are borrowed from foreign experience without sufficient adaptation to Uzbek socio - cultural conditions.

According to the analysis of the activities of psychologists professional challenges are more frequently connected with the technological aspects of practical work within education framework, beginning with the common organization of work, ways and implies of interaction with the teaching staff and finishing with particular strategies utilized in work with different age groups and within the most common cases.

It's studied the negative consequences of interpersonal conflicts and widely used in local and foreign psychological and pedagogical literature, which considers the conflict as a collision of oppositely directed, incompatible tendencies in the consciousness of an individual or in interpersonal relationships combined with severe negative experiences. By this way, in school pedagogy an unequivocal negative approach towards conflicts has developed. The onset of interpersonal conflict is usually seen as a sign of an awkward relationship. A common tactic for resolving conflicts is suppressing them. A former checking of the causes of conflicts leading to interpersonal conflict, as a rule, is not carried out.

The constructive functions of interpersonal conflicts among adolescents include the following:

- Interpersonal conflict is an important source of personal development, as well as the development of intergroup relations;
- Interpersonal conflicts can positively change and expand the scope and methods of interpersonal interaction;
- Through open confrontation, interpersonal conflict frees the group from the negative factors of its development;
- Interpersonal conflict contributes to the development of mutual understanding between adolescents, develops their social intelligence.

In addition, the positive meaning of the contradiction lies within the divulgence of his claim capabilities for the pre-adult himself, within the actuation of the identity as the subject of avoiding, overcoming and settling interpersonal clashes. In this respect, the issue emerges of finding forms and strategies of organizing conditions for greatest realization of the valuable potential of interpersonal clashes among young people.

Interpersonal disagreements about the educational process between adolescents are of a specific nature, which is determined by the simultaneous influence of genetic factors on the different nature and age characteristics of youngsters.

One of the tasks of school psychologists is to work with students' interpersonal conflicts in the learning process. Experience shows that the most common ways of resolving interpersonal conflicts in adolescents are neutralizing aggression and hostility, separating conflicting parties, eliminating factors that cause problems, that is, ways to reduce adolescent self-efficacy. As a result, the potential for the development of interpersonal conflict is underutilized. However, with the active work of school psychologists under the influence of their active psychological corrections as a result of the constructive resolution of interpersonal conflicts, great opportunities open up in the development of a teenager's personality.

In modern conditions of the functioning of the educational system, psychologists of an educational institution become a link in the system of family-educational interaction, harmonizing the relationship between parents and the institution and contributing to the satisfaction of the need for positive contacts of each of these parties. The involvement of a psychologist in the interaction of parents with studies contributes to an increase in positive connections, a change in the qualitative structure of relations, which become more trusting and open.

The main functions of a psychologist include psychological support of the educational process, career guidance, identifying the inclinations, interests, abilities of students, conducting trainings on various problems, individual consultations on academic performance, classroom studies, relationships, student relations with teachers, parents and other people. It is impossible for one

specialist to fully control, test, train, prevent drug addiction, etc. Like any person, a psychologist cannot do everything well, therefore the best solution would be to create a psychological service in educational institutions, where several psychologists specialize I work in different areas of psychological knowledge.

The psychologist must position himself as an independent specialist. It is this position that will strengthen the role of the psychologist as a real assistant, and not as a "spy" of the administration. And for the psychologist himself, this will greatly facilitate the task of preserving the mental health of students, work on psychological correction. This will allow you to more freely solve the student's real problems, so that he does not feel lonely with his problems, he feels comfortable in his studies, does not feel abandoned and unhappy. Students, as a rule, do not turn to a psychologist themselves, especially younger ones. Usually parents or teachers do it for them. Teachers bring children more often because they want the psychologist to deal with the problems of a difficult child, with whom they themselves are no longer able to fight.

Thus, the psychological service of the institution should carry out work aimed at correcting the existing situation, as well as create programs that will allow avoiding many psychological errors and difficulties in pedagogical activities. The two strategies proposed help the psychologist to understand the content of the goals that determine the current situation in society.

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IMPROVING THE EFFICIENCY OF INDEPENDENT WORK OF STUDENTS AS A PROBLEM OF HIGHER SCHOOL

Annotation: The analysis of the problem in practice shows that today the independent work of students in the credit-module system of education is not properly organized, because there is no clear definition of the scope and types of educational tasks for independent work, students have insufficient skills of independent work. As a result, low efficiency and lack of interest in tasks for self-study prevails.

Key words: students, independent work, skills, activity, learning, motivation.

In the modern scientific literature there are different approaches to the definition of independent work. Some authors characterize it as a specific type of educational and cognitive activity, which is carried out individually or in groups during classroom classes or at home on the instructions of the teacher, according to his guidelines, but without his direct participation.

Student's independent work is the main means of mastering educational material in free time from classroom activities.

The student's independent work includes:

- ❖ processing of educational material,
- ❖ performance of individual tasks,
- ❖ research work, etc.

P. Podkasisty distinguishes the following types of independent work:

- independent work on the sample (the work is performed on the basis of the sample, detailed instructions, so the level of cognitive activity and independence does not go beyond reproductive activity);
- reconstructive independent work (intellectual and practical actions of students on reconstruction, transformation of educational texts and available experience of the decision of the tasks offered for independent performance);
- independent work of variable type (cognitive activity and independence of students is expressed in the implementation of generalizations in the analysis of the problem situation, in the separation of significant from secondary; during the implementation of this type of work is the accumulation of new experience);

- creative independent work (cognitive activity and independence of the student reaches the highest level, the student receives fundamentally new knowledge, the values of material and spiritual culture).

From the principle of accessibility, we get that accessibility does not mean ease of learning, and the function of the teacher is not to infinitely facilitate the work of students to independently acquire, comprehend and assimilate knowledge: help, guide, reveal the incomprehensible through the clear, give a thread for independent analysis, encourage? this is the routine of affordable learning.

The process of independent work of the student depends, first of all, on his readiness for this type of activity. The motivating factor is one of the most important aspects of the problem of independent work. Learning is more successful if the student has a positive motivation, cognitive interest (cognitive activity), the need to acquire knowledge, a sense of duty, responsibility and other motives.

The formation of positive motivation of students to perform independent work is facilitated by the following factors:

Clear organization of the process of independent work of students - a program of independent cognitive activity, its educational and methodological and organizational and pedagogical support.

Content of tasks and ways to perform them - Do not give the student too difficult a task. However, it should not be too easy, because work that does not require certain intellectual effort, does not arouse interest and reduces the level of motivation. The satisfaction that the student receives from the process of overcoming the difficulties of the intellectual order, contributes to the formation of a high level of internal motivation. Thus, the independent task should be interesting, clear and feasible for the student, but not too easy.

One of the most important motives of students is the interest in the future profession, the desire to meet the high level of requirements that society puts forward to young professionals. Thus, the motivating factor of independent work is the orientation of the content of educational material on the vital needs of students, their interests, preferences, use of professionally oriented and practically oriented material.

A necessary condition for creating students' interest in the content of education is the opportunity to show mental independence and initiative in learning. This is facilitated by the use of such questions and tasks, the solution of which requires students to actively search. With the help of problem situations provides the development of theoretical thinking, cognitive interest in the content of the discipline, the formation of observation, the ability to critically analyze information, the ability to approach work in a non-standard way and find an effective solution.

In order to increase the efficiency of independent work, which will stimulate the intellectual development of students, it is advisable to use modern

pedagogical technologies that combine scientifically sound individual and collective forms of work.

The use of such forms of individual work as independent work of students with original sources of information (texts, professional articles), writing business letters, preparation of abstracts, speeches with scientific reports at the conference helps to deepen and expand students' knowledge, enhances cognitive activity, creates appropriate conditions for self-realization of the student as a person, which allows him to determine additional learning goals, encourages him to further systematic work in extracurricular time.

Collective forms of independent work (discussions, business games) develop speech skills and professional communication, contribute to the formation of students' own opinions. The process of creative collective solution of problems related to future professional activity, encouragement of initiative, existence of a clearly defined subject of discussion, provided students are sufficiently acquainted with lexical material, promotes the growth of productive independent work and provides conditions for professional growth of future professionals.

One of the modern forms of group work is the creation of projects. The essence of the project method is to achieve the didactic goal through the detailed development of the educational problem, which should end with a practical result (project).

Stimulation of the controlling function - Control of performance of independent work of students is an integral part of educational process, serves as one of bases of the organization of management and increase of its efficiency. Introducing a form of control, the teacher must comply with pedagogical requirements: the objectivity of the test and evaluation, individual character, regularity, regularity, comprehensiveness and differentiation of the test.

The process of independent work of the student depends, first of all, on his readiness for this type of activity. The motivating factor is one of the most important aspects of the problem of independent work. Learning is more successful if the student has a positive motivation, cognitive interest (cognitive activity), an incentive to intensify cognitive activity, the need to acquire knowledge, a sense of duty, responsibility and other motives.

It is important to pay attention to other aspects of the problem, the improvement of which can lead to increased efficiency of independent work. These are such aspects as: the correctness of the lecture material, practical, seminar work, group consultations, self-study work under the guidance of a teacher. As well as the use of distance learning, software training, and a properly organized control process.

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THE PROBLEM OF DEVELOPING SKILLS OF INDEPENDENT ACQUISITION OF LEARNING NEW INFORMATION

Annotation: The analysis of the problem in practice shows that today the independent work of students in the credit-module system of education is not properly organized, because there is no clear definition of the scope and types of educational tasks for independent work, students have insufficient skills of independent work. As a result, low efficiency and lack of interest in tasks for self-study prevails.

Key words: students, independent work, skills, activity, learning, motivation.

Method of problem situations. The problem situation is defined in the literature as the mental state of mental interaction of the subject (student) with the object of knowledge, a state characterized by the need and efforts of students to find, "discover" and learn new, still unknown to him knowledge needed to solve educational problems.

The problem situation has a logical form of a cognitive task that captures some contradiction in its conditions and ends with a question (questions) that fixes this contradiction. The answer to the question that resolves the contradiction that the student experiences as an intellectual complication is unknown. Involving students in the history and logic of resolving these contradictions is an excellent school for the development of independent, creative thinking of students, the activation of cognitive activity, the development of cognitive interest.

To activate students' thinking, focus their attention, the lecturer can ask the audience by activating rhetorical questions. After a pause, the teacher engages students to answer the activating questions, if desired, or calls a specific student personally. An optional invitation is more appropriate, because the probability of obtaining a correct and complete answer is higher, and the method is more democratic. The challenge of a particular student is usually related to the educational aspect. The teacher should comment on the answers, in addition, it is necessary to achieve the correct answers, at least? answer the question yourself.

Dialogue in lectures, as an exchange of views between the teacher and the audience, is based on the use of intermediate, set out at some stage of the lecture educational information.

When organizing a dialogue, it is necessary to ensure full trust, it is necessary to create a situation where each student wants to share his opinion with the teacher, without being afraid to express even the wrong judgment. After all, the main thing in dialogue? to arouse interest in this problem, to enable the mechanisms of thinking, and, having achieved this, the teacher can easily correct incorrect answers of students in a short summary and, if necessary, further explain the material.

Experienced teachers to strengthen the desire of students for educational information recommend occasional use of intentional errors. Intentional mistakes have nothing to do with mistakes related to the teacher's lack of mastery of the teaching material or due to inattention.

Intentional errors can be divided into two types:

➤ Activating errors are created in order to include a mechanism of students' thinking for processing educational information in the process of joint error detection. Such a "mistake" must be carefully prepared and thought through. So, an "error" is created. Next, the teacher must involve the entire audience in its search. Not the teacher is looking for a "mistake" and students are watching his actions, but vice versa. To do this, the lecturer turns to the audience for "help" in finding a mistake. Students, as a rule, are actively involved in "providing assistance to the professor", thus solving the task set by the teacher to enhance the cognitive activity of students. Of course, this technique can be used rarely, however, with its help you can sometimes beat an accidental mistake, for example, in the conclusion or in the formula.

➤ Errors that emphasize the main thing: in the formula, definition. For example, in the definition, skip the keyword (argument of the function of several variables), and then apologize and force to enter this word (argument), and even emphasize.

The problem of developing skills of independent acquisition of new information is a very important problem of learning. One way to develop this skill is to use the lecturer to explain new learning information as if "thinking aloud." Thus the lecturer is obliged to show to the student all course of the logical reasoning leading to the decision of this or that problem, a problem. Due to this, the student masters the logic of the teacher's reasoning and gets something more important than the educational information itself.

Game situation at the lecture? it is a methodical method of activating the mechanism of thinking. The essence of this method is to ask the audience a question, and the organization of the game-competition as an additional incentive: Who thinks faster? Who will come up with a more original solution? In the lecture stream it is possible to organize competitions between study

groups, given their constant competition. It is actually a dialogue with the elements of the competition, as in a television club of experts.

The main channels of receiving information in the learning process are visual and auditory channels. Accordingly, the main forms of information presentation are verbal and visual. The basis of the verbal form is language, a word with which the teacher encodes information and transmits it to the listener.

Psychological research on the assimilation and memorization of information has found that the share of assimilated educational information depends on the channel of educational information. The most effective perception of information provides a combination of verbal and visual forms of its presentation. This is one of the main forms, because language is the main means of communication. However, this is not the most productive form of presenting educational material. The visual form of information presentation is much more productive, because the bandwidth of the visual channel for receiving information is much higher than the bandwidth of the auditory canal.

Thus, the method of visualization implements the principle of clarity of learning. Visibility contributes not only to a more successful perception and memorization of educational material, but also allows you to activate the mental activity of students, to penetrate deeper into the essence of the studied phenomena. You can talk for a long time about the nature of some dependencies, some forms and devices, some things, etc., but just look at the graph of this dependence, the picture or diagram, photo of the object, the histogram instead of the data table and everything becomes clear.

The study of the laws of visual thinking shows its connection with the creative decision-making processes. The method of visualization contributes to the formation of the thought process through the systematization, concentration and selection of the most essential elements of the analyzed information.

Visual information can be presented to students as a demonstration of a phenomenon, real or object layout, drawing, graphics, photography, diagrams, histograms, film, animation, etc. Visual information can be created by the teacher or presented on the board with the help of posters and using various technical means.

Analysis of the problem in practice shows that today the independent work of students in the credit-modular system of education is not properly organized, because there is no clear definition of the scope and types of educational tasks for independent work, students have insufficient skills of independent work. As a result, low efficiency and lack of interest in tasks for self-study prevails.

It is important to organize the practical lesson so that each student works independently and at the limit of their abilities. Students must constantly feel the increasing complexity of the tasks performed, which leads to the experience of their own success in learning and positively motivates the student. If students

experience "trampling on the spot", the level of motivation is significantly reduced [9].

The method of conducting practical classes may be different depending on the goals and experience of the teacher. It is important that this technique contributes to the acquisition of knowledge, the development of students' independence, the formation of established skills and abilities. The teacher must conduct practical classes so that all students are engaged in creative work, finding the right and accurate solutions. Every student should have the opportunity to open up, to show their abilities; therefore, when developing a lesson plan and individual tasks, the teacher takes into account the training and interests of each student. The teacher must act as a consultant who manages the work of the entire student body, who monitors the work of each student and is able to provide the necessary assistance in a timely manner, without suppressing the independence and initiative of the student.

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THE PRINCIPLES OF ORGANIZING THE INTERACTION OF STUDENTS IN A FOREIGN LANGUAGE LESSON

Abstract: Interaction is an important aspect in communication, it forms the basis for communication. But not all communication researchers agree with this point of view. Some authors simply identify communication and interaction, interpreting both as communication in the narrow sense of the word (that is, as an exchange of information), others prefer to talk about the connected, but still independent existence of communication as communication and interaction as interaction.

Key words: principle, communication, educational process, foreign language, students, lexical and grammatical design.

General methodological principles include the principle of communication, the principle of differentiation and integration, the principle of taking into account the native language, and the principle of authenticity. Let's consider them in more detail.

1. Taking into account the goals of teaching a foreign language at school, the principle of communication should be called the leading methodological principle. According to EI Passov's definition: "communicativeness lies in the semblance of the learning process to the communication process". This principle is reflected in all modern textbooks and teaching aids on foreign languages; it practically defines all the components of the educational process in foreign language.

If we consider the implementation of the principle of communicativeness in interaction, then we can say that the incentive for organizing the interaction of students is specific communication tasks that should be personally significant, take into account the personal qualities of students, etc.

In activating verbal interaction, the principle of communicativeness acquires special significance, since communication, perception and interaction are three interrelated aspects of communication.

2. The principle of differentiation and integration. It was found that each type of speech activity (speaking, reading, listening, writing) is characterized by its own "set" of actions and even its own lexical and grammatical design. This statement made it possible to formulate the methodological principle of a

differentiated approach to teaching aspects of the language. In this case, differentiation is carried out, as it were, at different levels; a clear distinction is made in teaching:

- 1) oral speech (listening, speaking) and written speech (reading, writing);
- 2) inside oral speech in teaching speaking and listening; inside speaking - in teaching monologue and dialogical speech; and, finally, in each of the above forms - prepared and unprepared speech.

At the same time, it is known that in recent years one of the leading methodological principles is the parallel development of all types of speech activity.

When teaching a foreign language, the principle of integration should also be implemented, which is manifested primarily in the fact that the assimilation of various aspects of the language, its phonetics, grammar and vocabulary does not occur separately, as some discrete components of the language, but integrated.

The principles of differentiation and integration are one of the leading principles of personality-oriented learning, aimed at developing the cognitive interest and speech-thinking activity of students in the classroom.

1. In the modern methodology, the principle of taking into account the native language in teaching a foreign language is recognized by everyone, if the training is not conducted in a multilingual classroom. The native language should be taken into account in the selection of the teaching content of the educational material, its organization, as well as in the process itself. When teaching foreign language, it is also necessary to take into account the speech experience of students in their native language, because this aspect is of particular importance in the formation of students' communication and interaction skills in a foreign language lesson.

3. Of course, in the process of organizing speech interaction, the teacher needs to create conditions in which students will interact mainly in the foreign language being studied. However, it is possible that if difficulties arise in the process of discussing a particular communicative situation, students will use their native language instead of a foreign one to solve it. In this case, the teacher should use this type of generalizing task, in which the results of the discussion will be presented in the form of a monologue or dialogical speech in the target language. For example, you can use jigsaw puzzles, debates, talk shows, etc.

4. In recent years, the principle of authenticity has become increasingly important in modern methods of teaching a foreign language.

Translated from English "authentic" means "natural". There are various approaches to describing all aspects of authenticity. The language used in the lesson is not opposed to the "real" language, and "educational" does not necessarily mean "inauthentic"; it all depends on the teacher's ability to organize the interaction of students and on the ability of students to use educational material in the process of interaction.

As noted earlier, teaching any subject at school, including foreign language, is based on didactic principles that “are designed to determine the strategy and tactics of teaching at each” point “of the educational process, taking into account the specifics of a foreign language”.

1. Since at present the main task of the school is the upbringing of a comprehensively developed, socially active personality, the principle of upbringing education can be considered one of the most important didactic principles. With the implementation of this principle, the independence of students in the educational process develops. The teacher does not teach, but helps students to learn, to learn the world in communication.

In the process of speech interaction, various qualities of the student's personality develop, various kinds of educational influences are carried out: first of all, self-awareness, awareness of oneself as a representative of a certain culture, which is constantly compared with the culture of the country of the target language, develops. At the same time, the student acquires specific skills of the culture of behavior: he learns to listen and understand the interlocutor, to present his point of view with arguments, etc.

2. The principle of conscientiousness in teaching a foreign language, recognized in the Soviet methodology as one of the leading ones, has not lost its significance to this day, since consciousness plays an important role in mastering the subject.

The principle of conscience presupposes the selection of material that is consciously valuable for teaching, ensuring the development of students' cognitive abilities. It provides purposeful perception and comprehension of the studied phenomena, their creative processing in the course of performing speech actions: from conscious mastery of an action to its automated implementation; from the formation of individual components of activity to their unification.

3. In teaching a foreign language, a special role belongs to the principle of activity, since mastering the studied language is possible if “the learning activity of each student is intensified, if everyone is a participant in the educational process, if he is involved in speech activity throughout the course of teaching this subject and it is fulfilled by him with desire and interest. Distinguish between intellectual, emotional and speech activity. Let's consider the latter in more detail.

Speech activity occurs during oral communication and reading and is largely determined by the intellectual and emotional activity that “feed” it. To increase speech activity, it is necessary to intensify the activity of students.

The last two modes of operation are most often used to enhance the interaction of students in a foreign language lesson.

4. The action of the principles of feasibility and accessibility is manifested in the fact that “learning is built at the level of students' capabilities, so that they do not experience insurmountable difficulties”. Insurmountable difficulties must

be removed, and surmountable ones must be left. only overcoming the difficulty gives the student a sense of satisfaction from the work expended.

The accessibility of FL in teaching is ensured by the material itself, its organization, and the methodology for working with it in the classroom and outside the classroom. Feasibility presupposes the construction of an educational process in language, taking into account the real capabilities of students, which should be reflected both in the volume of the proposed material and in determining the quality of its assimilation. Ability can also be manifested in the pace of advancement in the assimilation of educational material, in the formation of speech skills and abilities.

In the process of organizing interaction, the individual characteristics of students are also taken into account: the formation of the functions of abstract-logical thinking, the ability to imagine, the need for visual support, the need for reproductive activity (according to the model), the presence of socio-psychological communication skills, personal interests and life attitudes. Stimulating speech and thinking activity allows you to manage the process of mastering a foreign language, overcome cognitive difficulties and has a general developmental effect on the student's personality.

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PSYCHOLOGICAL FEATURES OF THE ORGANIZATION OF SPEECH INTERACTION OF STUDENTS IN A FOREIGN LANGUAGE LESSON

Abstract: It is advisable to consider the psychological characteristics of speech interaction of students in a foreign language lesson in the context of an interactive approach to learning a foreign language.

Key words: foreign language, students, motivation, model, learning and teaching, regulation, teacher.

In the interaction of the teacher with the students, taking into account the psychological laws of the formation of the leading motivation in learners is of particular importance. The teacher should rely on the real cognitive interests and desires of students to communicate on the FL. This is a prerequisite for foreign language speech activity, as well as for any activity in general. In the absence of the need for communication, such motivation in learners can be created through the use of a wide context of general cognitive and social motives of students. On the other hand, you can also use the actual educational motivation - such aspirations of students, such as the desire to give the correct answer, express their own opinion, show their abilities in front of their peers.

One more feature of speech activity should be taken into account. In an effort to express his own thought or understand someone else's, the student seeks means and ways for this. The teacher must help him, but not solving the problem for him, but solving the problem with him, being not a coordinator, but only an assistant.

The third, and the most important, in our opinion, aspect of educational cooperation is the interaction of students with each other in the course of educational activities. Its importance is substantiated by the peculiarities of the psychophysical development of learners. The fact is that by the beginning of teaching a foreign language at school, learners enter the age at which communication with peers becomes the leading activity that determines the orientation of the personality. The main interests of learners of this age are in the sphere of communication with peers. Learners are just beginning to master the complexity and diversity of human relationships in joint activities and in a team. Previous experience of relationships and interactions in a team is relatively poor

and monotonous. With regard to the game, it is the most complete and practically absent in educational activities. Therefore, in teaching a foreign language, students must be taught not only the means and methods of foreign language communication, but also the culture of communication.

When organizing the educational interaction of students with each other in foreign language lessons, the teacher must take into account the general psychological characteristics of joint educational activities: personality orientation, previous experience, the level of intellectual, moral and physical development of the child, peculiarities of his psyche (memory, perception, thinking), etc.

Psychological analysis allows us to single out a number of specific types of organization of interaction, but it should always be borne in mind that cooperation involves:

- the presence of a common subject and product of the activity for the group of participants;
- distribution of roles among the members of the group, which determines the "position" and "attitude" of each member of the group to the subject of activity and to partners;
- a set of active interactions between participants in certain positions.

The simplest type of organization of cooperation can be created in conditions when the subject or process of activity common for a group of participants is divided into fragments or parts, and each student, being in a group, individually performs part of the general group process simultaneously with everyone or in turn. However, the task is set so that the overall correct result is obtained only if each student does his part correctly. When, for one reason or another, one of the students does his part incorrectly, it becomes necessary to find out the reasons for the failure and find the "culprit", as well as ways to control the actions of each student. The teacher evaluates the overall result of joint activities, and the learners independently evaluate the contribution of each student in the group. In the process of this type of cooperation, learners master the most elementary forms and culture of communication.

The most typical example of such an activity in a foreign language lesson is jigsaw in the form of jigsaw-reading and jigsaw-speaking.

The second type of organization of educational cooperation is represented by situations in which the status relations of members of group activities are modeled. The teacher can model this type of organization of interaction by setting tasks for the students to build scenes-dialogues in which the participant builds speech behavior "on behalf of" a certain character. The main thing that the teacher should keep in mind when organizing such educational situations is that the scenes played by the students should be real, life-like. At the same time, learners not only learn a foreign language. They also develop the ability to accept a role and to behave "according to a role." Teaching a foreign language becomes practical and close to the natural conditions of speech communication.

A specific feature of the third type of organization of educational cooperation is its direct dependence on the content and conditions of the activity. This type is called "collective verbal problem solving." The tasks that are adequate for this type of interaction may be those that imply the possibility of identifying functional roles when solving them. For collective problem solving, several roles can be distinguished: leading coordinator, generator of ideas, critic. The disciple in a specific role has a specific function in the overall collective decision-making process. One analyzes the conditions and factors of the problem situation, the other puts forward ideas and builds a program of action, the third performs specific operations, and the fourth - the "critic" - exercises operational control and evaluates the results. Interactions in this type of collaboration organization are aimed at distributing functions in accordance with the inclinations and abilities of the students and organizing the effective course of the solution. A typical example of this type of interaction is the use of brainstorming.

The fourth, most difficult type of organization of interaction is a detailed discussion of students on a common subject and topic for the team. This type involves the creation of situations of solving the actual communicative and cognitive tasks. Communicative interaction and cooperation is always a comprehensive discussion of the subject of cognitive activity common to all. The set of communicative and cognitive tasks includes a wide range of modeling situations within the framework of simulation, debates, disputes and conferences, and various interviews. When preparing such situations, the teacher determines the topics, forms tasks for the students to independently prepare materials for future discussions, and is its organizer. Participants in the discussion should not only be able to formulate their point of view and substantiate it, but above all should be able to listen and understand the judgments of partners, see the similarities and differences of opinion, should be able to formulate questions to understand the content of the statements. When organizing a discussion, the teacher monitors not only the correctness of the speakers' speech, its lexical and grammatical richness, but also the correct understanding of the content of the speakers by other participants in the discussion. It enables students to express a wide variety of points of view, drawing attention to conflicting and alternative statements about a common subject. The teacher also summarizes and demonstrates the general results of the discussion. The topics of discussion should correspond to the vital and cognitive interests of students, as, indeed, the entire content of teaching a foreign language.

And if you combine a discussion with a role-playing game, then this will allow students to remove communication barriers in communication, increase the volume of their speech practice, help everyone plan their own statement, and unite everyone together with a plot, organizational forms, rules, etc.

In a number of cases, during foreign language speech training, traits of pathologies of speech activity are found: depersonalization (separation from the personal meaning) of statements, loss of emotional contact with participants in communication, euphoric (unjustifiably cheerful) mood coloring, fruitless reasoning, meaningless fantasizing, the gap between speech development and the acquisition of activity skills, stereotyped expression in thought, obsessive repetitions of the same constructions, hobby for memorizing words to the detriment of their productive use, increased speech activity without concern for the meaning of the utterance, low productivity of speech-thinking activity. All this happens when the main thing is missing - the motive of speech-thinking activity.

The motive of speech-thinking activity is the awareness of the problem and the way to solve it by speech means. Means of speech-thinking activity are psychological tools that, by mediating activity (like any other tools or tools), make it possible. Speech-thinking activity is mediated by verbal means, that is, grammatically organized words. Verbal means are the most powerful tools of the intellect and the most important condition for the implementation of the highest mental functions of a person. Thinking can also proceed with the use of images, but possession of verbal means makes thinking possibilities much richer. At the same time, it should be noted that verbal means become an instrument of thinking only when the vocabulary is formed in the course and as a result of speech-thinking activity, in unity with it, and not separately.

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THE OPTIMAL CHOICE OF TEACHING METHODS IN ORDER TO INCREASE THE EFFICIENCY OF THE LEARNING PROCESS

Abstract: The characterization of the motives of students' educational and professional activity deserves serious attention, as they directly affect the quality of professional training, the formation of the professional's personality. Therefore, there are many ways to increase student activity, but it is important to know when and under what conditions you need to apply the necessary method and how to properly influence the student so that he is sufficiently motivated.

Key words: students' educational and professional activity, learning process, principles, method, motive.

Applying the above principles, the teacher maintains the distance between the student's personality and the learning process. However, the peculiarity of the educational process is that a person does not see himself from the side and often simply does not understand what he needs to work on. In this case, if the teacher finds the right approach to the student, he will achieve a positive result in the learning process.

It is also worth noting that today "a new system of higher education is being created, focused on entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process of the university. There is a change in the educational paradigm, the content is proposed, other approaches, a different pedagogical mentality. The point here is that today the younger generation is very different from what it was 20 years ago. You need to know how to work with people with just such a worldview as modern youth.

Pedagogical technology – is created adequately to the needs and capabilities of the individual and society theoretically sound educational system of socialization, personal and professional development and human self-development in the educational institution, which, due to orderly professional actions of teachers educational process, guaranteed to provide a more effective implementation of a consciously defined educational goal and the possibility of optimal reproduction of the process at a level that corresponds to the level of pedagogical skills of the teacher.

Therefore, much in the learning process depends on the teacher, because he sets the basis for cooperation with the student, which is why the teacher must find an approach to his consciousness, using new pedagogical technologies.

The effectiveness of educational work largely depends on the student's observance of mental hygiene. It should be borne in mind as the general patterns and features of anatomical, physiological and mental processes inherent in a particular individual.

Speaking about the hygiene of mental work, it is necessary to be familiar with the mechanisms of mental work, to know the causes of fatigue, ways to improve performance; an important role in this is played by diet, recreation, etc.

Factors such as movement, exercise, and active recreation play a significant role in increasing mental activity. An important role in the optimal organization of life and activities of the student is played by the regime. Most researchers believe that intense mental work should be replaced by active rest, which slows down the onset of mental and physical fatigue. The transition from one type of mental activity to another also prevents the occurrence of fatigue, especially when alternating it with physical exercises and physical labor. Physical activity and active rest should alternate with passive rest.

Thus, awareness of the patterns of rhythmic functioning of body systems at certain times of the day allows a person to more effectively organize and plan their activities for a specific time.

The effectiveness of independent educational work is determined by the formation of cognitive motives. Cognitive needs that motivate self-education are formed in the active independent cognitive activity of man, which must be socially significant for the individual.

Teaching methods are evaluated in pedagogy as one of the most important components of the overall structure of the educational process.

Teachers are close and understand such teaching methods as storytelling, narration, conversation, lecture, demonstration of illustrations, demonstration of demonstration devices, exercises, work assignments, laboratory experiments, etc.

Teaching methods are always a means of achieving certain learning goals. But the result of the activities of teachers and students is not always what it appears in the subjective form of the goal. In this interaction of purpose, means and result, the most important is the analysis of students' cognitive activity, as well as its guidance by the teacher. Every teacher must remember that methods are not immutable. Their inner essence is determined by changes in the content of the basics of science, technology and arts, which are studied in higher school.

According to the classification of Yu.K. Babansky teaching methods are divided into 3 large groups, each of which in turn provides for several classifications:

1. Methods of organization and implementation of educational and cognitive activities.

2. Methods of stimulating and motivating learning.

3. Methods of control and self-control in learning.

Methods of organization and implementation of educational and cognitive activities perform an educational function and are divided into the following types:

* Promising methods that perform the function of organizing and implementing the sensory perception of educational information and are divided, in turn, into:

a) methods of verbal transmission and auditory perception of educational information;

b) methods of visual transmission and visual perception of educational information;

c) methods of transmitting educational information through practical actions.

* Methods are distinguished on the basis of logic, which are based primarily on the classification of mental actions, which are traditionally divided by direction of thought into inductive (from individual to general) and deductive (from general to individual):

a) reproductive methods, which characterize such a way of learning, in which the main importance is the memorization by students of information presented in different ways by the teacher;

b) problem-searching methods, which provide for the creation of problem situations by the teacher, their active reflection by students and on this basis their independent promotion in the acquisition of new knowledge.

Methods of stimulating and motivating learning perform an educational function. In addition to traditional teaching methods, they also use specially developed methods, such as the method of cognitive games, the method of educational discussions, etc., to stimulate students' activity.

Among the methods of control and self-control can be distinguished methods of oral (individual examination, face-to-face examination, oral tests, oral exams, programmed examination), written (tests, tests, written exams, programmed works) and laboratory-practical (laboratory tests), machine control) control.

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ACTIVATION OF COGNITIVE PROCESSES IN THE STUDENT'S EDUCATIONAL ACTIVITY

Abstract: The development of cognitive activity of the student is an integral part of his educational and cognitive activities in the university, and is a necessary condition for the development of the student's personality, not only as a future specialist, but as a highly educated, intellectually developed personality. and manage their own development taking into account universal values, the requirements of society and their own interests. Also, a lot in the learning process depends on the teacher, because he sets the basis for cooperation with the student, which is why the teacher must find an approach to his consciousness, using new pedagogical technologies.

Key words: creative, student, development, new pedagogical technologies, fragments.

The student's creative activity presupposes the ability to overcome everyday ideas, and sometimes to go beyond strict logical passage and conclusions, resorting to unusual connections and analogies, as well as removing various prohibitions and restrictions for a fuller manifestation, free search for new and others. However, there is a need for intellectual discipline, organization and systematic work. And especially they need students who have creative abilities, but insufficiently collected, not very organized, often working in fragments, without a strict plan and system.

All other things being equal, as a rule, those who are scattered at work, do not know how to plan it, do not complete the case are less likely to succeed. Conversely, more successful (in learning, creativity) is one who has a strong focus on solving problems, one who is able to make the most of their intellectual resources, which, in turn, develop and improve only in the process of systematic mental work.

The characteristic of motives of educational and professional activity of students deserves serious attention as they directly influence quality of professional training, on formation of the person of the professional. Let's name some of them: cognitive professional, motives of creative achievement, broad social motives - a motive of personal prestige, a motive of preservation and increase of the status, a motive of self-realization, a motive of self-affirmation,

material motives. A significant motivating factor for the effectiveness of students' learning activities is the motive of creative achievement. Recall that the need for achievement is experienced by a person as the desire to succeed is the difference between the past level of performance and the present, it is a competition with himself for success, the desire to improve the results of any business he undertakes. It is also manifested in the involvement in achieving a long-term goal, in obtaining unique, original results both in the product of activity and in ways to solve the problem.

The need for achievement stimulates a person's search for situations in which he could experience the pleasure of success. Since the learning situation (regular classes, tests, exams, etc.) contains many opportunities to achieve a higher level, it can be assumed that people with a high need for achievement should experience more satisfaction from learning, invest more effort in the learning process, that will lead to higher learning outcomes (to higher student achievement).

The flip side of the need for achievement is the need to avoid failure. Students with a strong desire to avoid failure, as a rule, find a low need to improve their results, prefer standard methods to unique methods, are afraid of creativity. The need to avoid failure underlies the routine performance of activities, the basis of dogmatic instructions in both youth and later life. For students with a predominant motive to avoid failure is characterized by increased anxiety, unconstructive attitude to learning (more often there is a protective attitude towards learning activities). As a rule, they do not study in order to enjoy their academic achievements, but rather in order to get rid of the troubles associated with failure.

Naturally, it is necessary to develop in every way, cultivate the need for achievement, because it contributes not only to the state of satisfaction with learning in high school (or other special educational institution), causes the effect of facilitating learning, increases efficiency in reducing time to achieve educational goals, etc., but also has a positive effect on the formation of the student's personality in general, promotes personal growth, maximum use of potential opportunities in the process of authorship of their own way of life and its further implementation.

Studies of the motive of affiliation in medical students have shown its significant impact on learning outcomes. It turned out, for example, that studying with "excellent" sophomores with a high affiliation is more difficult than with a number, because communication (especially intense) leads to a large expenditure of their energy and time. However, in the fourth year, it is easier for students with a high affiliation to study "excellently" than with a low affiliation, because high school students have already acquired communication techniques and the process of active communication does not interfere, but helps learning. If there are obstacles (real or even predictable) in meeting the need for

affiliation, it can lead to an increase in student emotional stress and anxiety, to a state of frustration, depression, etc.

Thus, the need for communication, the motive of affiliation significantly affect the learning activities of students - either complicating it, or improving, causing satisfaction with learning. The need for self-affirmation, which arose in adolescence, continues to develop rapidly in youth. Motives of self-affirmation (dominance) are manifested in the desire of man to influence other people, to control their behavior, to be authoritative, convincing. They are manifested in the desire to prove the truth to others, to be the winner of the dispute, to impose on others their views, tastes, style and fashion, problem solving. In student learning, this need increases satisfaction with learning, facilitates its process, increases responsibility in relation to learning. The motive of dominance increases the effectiveness of educational activities, especially when an element of competition is introduced, as well as when it is combined with the motive in achievement.

One of the adequate motives for learning (including students) is the cognitive need. It is manifested in the fact that a person seeks to expand experience, knowledge, organize both, seeks to be competent, develops the ability to freely operate with knowledge, facts, seeks to understand the nature of the problem, question, systematizes experience through mental action, seeks to create logically consistent and reasonable picture of the world. The cognitive need in combination with the motive in the achievements has a very strong impact on improving performance, creates a deep satisfaction with studying at a university (or other special educational institution that trains professionals in a particular field of activity).

Study time at the university can be divided into two main stages:

- Stage of junior courses, when there is an adaptation of a young student to an educational institution, to activities in the university,
- Stage of senior courses (usually starting from the third) - the stage of professional self-determination of the student as a future specialist.

The most difficult is the first stage of the university period. It is sometimes associated with a radical break in the prevailing ideas, habits of the student's need to change and restructure their behavior and activities, "enter" into new conditions. It is during this period that the largest dropouts from the university take place. And since the student is not yet involved in solving real problems that arise in the conditions of production (including in the conditions of pedagogical work), the main and fully meaningful goal is to master the methods and techniques of educational activities, the acquisition of the necessary system of basic knowledge of social student status. The attitude of junior students to the future profession is not yet pronounced and, accordingly, has little effect on their success. Gradually, with the acquisition of professional knowledge, they gain a deeper understanding of the professional subtleties of their future specialty, they form a certain attitude to future professional activity.

Many of them who have reached a sufficiently high level of social maturity, it's time for a strong professional self-determination. The main signs of this are a meaningful and firm readiness for active independent activity in the chosen specialty, the desire to constantly improve in it.

Along with the analysis of the dynamics of professional self-determination of the student, an important role for understanding the process of formation of his personality is played by the analysis of contradictions inherent in student age.

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**CHILONJIYDA HAQIDA UMUMIY MA'LUMOT, TARKIBI, XALQ
TABOBATIDA QO'LLANILISHI, XUSUSIYATLARI VA ULARNING
HAR XIL TURLARI, O'STIRISH UCHUN SHAROIT**

Annotatsiya: Chilonjiyda o'simligidan tayyorlangan turli preparat va damlamalarning inson organizmidagi har xil kasalliklarning oldini olish, ularning qo'llanilish va ta'sirini o'rganish.

Kalit so'z: Glikozidlar, askorbin kislota, vitaminlar, larengit, astma, o'pka kasalliklari va har xil yaralar, mirt urug'i, chilonjiyda urug'i, nevrasteniya, isteriya, kardionevroz.

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**GENERAL INFORMATION ABOUT CHILANJI, COMPOSITION,
APPLICATION IN FOLK MEDICINE, CHARACTERISTICS AND
DIFFERENT TYPES, CONDITIONS FOR GROWTH**

Annotation: To study the prevention, application and effects of various drugs and tinctures made from the plant Chilanji in the human body.

Keywords: Glycosides, ascorbic acid, vitamins, laryngitis, asthma, lung diseases and various wounds, myrtle seeds, chilonji seeds, neurasthenia, hysteria, cardioneurosis.

Umumiy ma'lumot: Chilonjiyda Xitoy xurmosi (Ziziphus)-jumrutdoshlar oilasi, zizifus turkumiga mansub daraxt yoki buta, bargi tuxumsimon, yaltiroq, chetlari mayda arra tishli. May oxiri iyul boshlarida gullaydi, gullashi 30-35 kun davom etadi. Guli xushbo'y, ikki jinsli, mayda, sarg'imtirko'kish. O'zidan va chetdan changlanadi. Sentabr oxirida pishadi. Eti och yashil, oq, shirin.

Tarkibi: 19-20% qand, 0.3-0.5% kislota, 2.8-2.9% oqsil, 1.73% kul moddasi, 500-523 mg S va R, A vitaminlari, ildiz, barg va po'stlog'ida 4-9.5% oshlovchi moddalar, karotin, bargida esa alkaloidlar, flavoidlar va boshqa shifobaxsh moddalar bor. Chilonjiyda mevasi tarkibida 20-30 % qandlar, 2.5 % gacha organik kislotalar, danagida 30 % gacha moy buladi. Chilonjiyda bargida 700 mg % C vitamin, 1.77 % glikozidlar, 2.64 % organik kislotalar, karotin, 1.6 % rutin, 1.7 % anesteziya qiluvchi birikma, 7.5 % oshlovchi moddalar mavjud.

Chilon navlari	Monosaxaridlar		saxaroza	Olma kislota
	Inversiyagacha	Inversiyadan keyin		
Pen-Zao	48.0	55.7	7.7	0.86
Si-le-da-zao	52.8	61.6	8.8	0.70
Yuan-Zao	49.5	60.64	11.14	0.65
Chan- Zao	53.9	57.2	3.3	1.02
Ba-da-Zao	51.6	51.6	0.0	0.94
Aoy-tyan-slo-u	44.72	59.5	14.78	0.39
Ban-xo-shuan	55.20	57.30	2.1	0.94

Xalq tabobatida qo'llanilishi: Tana a'zolarining tarangligini oshiruvchi, peshob haydovchi, balg'am ko'chiruvchi dorivor vosita sifatida qo'llaniladi. Chilonjiyda mevasidan tayyorlangan damlama ko'krag og'rig'i, yo'tal, chechak, kamqonlik va ich ketish kasalliklarida og'riq qoldiruvchi va qon to'xtatuvchi dori sifatida ishlatiladi. Bu o'simlikdan Abu Ali ibn Sino yashagan davrdan oldin ham dorivor vosita sifatida foydalanilgan. Chilonjiyda mevasi ayniqsa uning talqoni burushtiruvchi vosita sifatida ta'sir etadi. Shuning uchun ich ketganda yaxshi davo bo'ladi. Chilonjiydaning ozroq miqdori ichni qotiradi, lekin ko'p yeyilsa yomon hazm bo'lgani uchun surib ketishi mumkin. Meva kukinidan asal bilan aralashtirib tayyorlangan surtma yaralarga davo bo'lgan. Chilonjiyda bergining damlamasi astma va o'pka kasalliklariga davo qilingan. Ushbu damlama issiq shishlarni yo'qotishda ham ishlatiladi. Boshdagi qazg'oqn yo'q qilish, boshni tozalash, sochni mustahkamlash, to'kilishini to'xtatish hamda

sochni o'stirish uchun Abu Ali ibn Sino meva qaynatmasi bilan daraxt yelimining eritmasida boshni yuvishni buyurgan. Yog'li taom organizmga og'riqli qilganda kashtan, mirt va chilonjiyda mevasini yeyish tavsiya qilingan. Og'iz ichidagi yaralarni davolashda behi, chilonjiyda mevasi va mirt urug'i tavsiya eetilgan. Ko'krakda va o'pkada shish bo'lganda hamda plevritda chilonjiyda, binafsha va ko'knori yoki tozalangan arpa, chilonjiyda, binafsha, ko'knori urug'i qaynatmasi buyurilgan.

Xitoy an'anaviy tibbiyotida chilonjiyda mevasi organizm tonusini oshiruvchi va siydik haydovchi vosita sifatida, boshqa dorivor o'simliklar bilan birgalikda yumshatuvchi va balg'am ko'chiruvchi dori sifatida bronxial astmaga, nevrasteniyaga ham davo qilishga ishlatiladi. Xitoyda chilonjiyda mevasidan Landutzao nomli dorivor mahsulot tayyorlanadi. Buning uchun parpi degan o'simlikning tuganak ildizi suvda qaynatiladi, hosil bo'lgan bug'ida chilonjiyda mevasi surgi sifatida ishlatiladi, shuningdek quruq yutal, me'da spazmi va og'rig'i, ich ketish kasalliklariga davo qilish uchun qo'llaniladi. Chilonjiyda danagining sof holda (qovurilgan va qovurilmagani) hamda boshqa dorivor o'simliklar mahsulotlari bilan birgalikda nevrasteniya, isteriya, kardionevroz, bosh aylanishi, yurakning tez urushi, uyqusizlik, gipertoniya kasalliklarida tanovul qilinadi.

Chilonjiyda mevasidan damlama tayyorlash uchun og'zi yopiladigan idishda qaynab turgan 1 stakan suvga 20 gr maydalangan mevadan solib, 1 soatga damlab qo'yiladi. So'ngra dokadan suzib olinadi. Kuniga 3 mahal ovqatdan yarim soat oldin 2 osh qoshiqdan ichiladi.

Xususiyatlari: Asab tizimini faoliyatini yaxshilaydi, ruhiy charchoqni kamaytiradi, normal uyquni ta'minlaydi, stress, vaxima, depressiyaga ijobiy ta'sir ko'rsatadi, o'ta ta'sirchanlikda yordam beradi, hayajondagi yurak o'ynashida samarali yordam beradi. Miya hujayralarining yangilanishiga ko'mak beradi, ruhiy kayfiyatni yaxshilaydi, xotirani kuchaytiradi.

Vitamin C miqdori ko'p bo'lganligi tufayli immunitetni oshirib, viruslarga qarshi ta'sir qiladi, o'tkir respirator xastaliklari, gripp, bronxit, larengit, tuberklyoz va ko'k yo'talda yuqori samara beradi. Organizmdan shlak, toksin, yomon xolestrenni chiqarib, qon tomirlarni hosil bo'lishining ildini olib, miokard infarkti, insultlarning profilaktikasini ta'minlaydi. Yurak qon tomir kasalliklari bilan xastalangan bemorlarning beminnat yordamchisi hisoblanadi. Yuqori arterial bosimni asta-sekinlik bilan sezilarli darajada pasaytiradi. Oshqozon-ichak a'zolari hastaliklarida ichaklarni tozalaydi, diareyada samarali natija beradi. Buyrak xastaliklarida yordam beradi. Siydik haydovchi ta'siri orqali buyraklarni tozalab ortiqcha tuzlarni chiqarish natijasida buyrak va o't tosh kasalliklarining oldini oladi, borlarni esa davolaydi. Qondagi diabetda qondagi qand miqdorini normallashtiradi. Muntazam qabul qilinganda qonning shakilli elementlari: eritrotsitlar, leykotsitlar va trombotsitlarni miqdorini sezilarli darajada ko'taradi, kamqonlikni bartaraf etadi. Parxez preparatlari turkumiga kirib, ortiqcha vazndan xalos bo'lishga yordam beradi. Soch

to'kilishining, o'smirlik xusunbuzarlarning oldini oladi. Flavanoidlar esa terini yoshartiradi, erta qarishni oldini oladi. Emiziklik ayollarda sut ko'paytirish xususiyatiga ega.

Chilonjiydaning turlari:

1. Lotus chiloni – Zizifus Lotus (Zizyphus lotus) balandligi 1.5-2 m ga teng tikanli buta yoki 9-12 metrli kichik daraxtcha, mevalari mayda, sharsimon, sariq, iste'molbop. Mevalari yeyiladi lekin sifatiga ko'ra Zizyphus jujube mevalariga teng kela olmaydi. Bu tur Janubiy yevropa, Shimoliy afrikada tabiiy o'sadi, Misrda, Italiya va Ispaniyada madaniy holda ko'plab o'stiriladi.

2. Jiraldi chiloni – Zizifus Jiraldi (Zizyphus jiraldii) asosan Shimoliy Xitoyda tarqalgan va mevalari qora rangda iste'molga yaroqli hisoblanadi.

3. Hind chiloni – Zizifus Mauritiana (Zizyphus mauritiana) u tikanli buta yoki kichik daraxt sifatida tarqalgan. Hindistonning markaziy mintaqalarida uning balandligi 24 metrgacha yetadigan yirik daraxtlari uchraydi. Bu turning qiziqarli xususiyatlari kuzda gullashidir. Mevalari qishda yoki bahorda pishib yetiladi. Sovuqda chidamsiz tur hisoblanadi. Bu tur tabiiy holda Sharqiy Hindistonda, Seylon va Avstraliya mintaqasida tarqalgan. Mevasida 10-13 % qand moddasi bor. Bargida qimmatli texnik xomashyo – Shellak olinadi.

4. Ajinli chilon – Zizifus morshinistiy (Zizyphus rugosa) Burmada tarqalgan bo'lib tog'larda 1200 m balandliklargacha ko'tariladi. Mevalari mayda iste'molga yaroqli, sovuqqa chidamliligi bo'yicha seleksiya maqsadlari uchun qiziqarli biologik ob'ekt hisoblanadi. Mevasi maydaligi uchun maydalashtirilmagan.

5. Dumaloqbargli chilon – Zizifus krugloolistniy (Zizyphus rotundifolia) bu oddiy chilonjiydaga yaqin tur bo'lib tikanli butadir. Tikonlari ingichka 1.25 sm uzunlikda, mevalari mayda 1.2 sm uzunlikda qoramtir nordon – shirin tamga egadir.

6. Iozenro chiloni – Zizifus Ionzenro (Zizyphus Ioareiro) manzarali daraxt bo'lib, Braziliyada tarqalgan va ko'kalamzorlashtirishda keng foydalaniladi. Uning mevalari shirin tamli, qurg'oqchilikka chidamli, yirik mevali, serhosil, chorva uchun oziqa hisoblanadi. Ildizida saponin moddasi bor.

7. O'tkir uchli chilon – Zizifus ostrokonechniy (Zizyphus mucronata) bu tur Janubiy tropiklarda o'sadi, sovuqqa chidamsiz tur hisoblanadi.

8. Mistel chiloni – Zizifus Mistelya (Zizyphus Mistal) bu tur Argentinada tarqalgan bo'lib bo'yi 10 m gacha bo'lib, mevasi tovuq tuxumi kattaligida suvli va shirindir.

9. Eloptiya chiloni – Zizifus Eloptiya (Zizyphus Oenoptis) bu tur Avstraliya Shimolida tabiiy tarqalgan, asosan oziq- ovqat va farmasevtika maqsadlarida foydalaniladi.

O'stirish uchun sharoit: Chilonjiydaning tabiiy areali Xitoyning markaziy provinsiyalari va Markaziy Osiyoning Janubiy hududlarida joylashgan. Ushbu hududlar iqlimi issiq va quruq yozi va yumshoq, nisbatan quruq qishi (sovuqlar 1-3⁰C) bilan ajralib turadi. Chilon o'simligi

qurg'oqchilikka chidamli, sovuqlarga bardoshli, tuzli tuproqlarda ham bermalol o'sadi. Chilonjiydani Respublikamizning barcha tuproq- iqlim sharoitlarida bermalol o'stirish mumkin.

Xulosa: Chilonjiyda mevalarida qimmatli va biologik faol moddalarga boy bo'lib, farmasevtika va oziq-ovqat sanoatida keng qo'llaniladi. Chilon mevalari g'alla hosili bo'lmagan yillari xalqni ocharchilikdan saqlab qolgan ishonchli vosita bo'lgan. Shuning uchun ham chilonning yirik mevalari Xitoy xalq seleksiyasi tomonidan yaratilgan navlari butun dunyoda tarqalib ketgan.

Foydalanilgan adabiyotlar:

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PEDAGOGIK TA'LIMNI MODENIZATSIYALASH ZARURATI VA MAQSADI

Annotatsiya: Ushbu maqolada hozirgi kunda pedagogik ta'limni modernizatsiyalashning yangi nazariy-metodik uslubiy asoslari, bo'lajak o'qituvchilarni amaliy kasbiy-pedagogik faoliyatga tayyorlash masalalari haqida ma'lumotlar berilgan.

Kalit so'zlar: Pedagogik ta'lim, ta'limni modernizatsiyalash, amaliy kasbiy-pedagogik faoliyat, empatiya va refleksiya qobiliyatidir.

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THE NECESSITY AND PURPOSE OF MODELING PEDAGOGICAL EDUCATION

Annotation: This article presents information about the new theoretical and methodological foundations of the modernization of pedagogical education at the present time, about the issues of preparing future teachers for practical professional pedagogical activity.

Keywords: Pedagogical education is the modernization of education, practical professional and pedagogical activity, the ability to empathize and reflect.

Pedagogik ta'limni modernizatsiyalashning yangi nazariy-metodik uslubiy asoslarini izlash muammosini faollashtirish hozirgi zamon maktabining dolzarb muammolarini hal qilish zarurati bilan uzviy bog'liq. Bunda hech shubhasiz o'qituvchining alohida o'rni bor. Shuning uchun pedagogik ta'limni modernizatsiyalash maqsadi o'qituvchilarning pedagogik ta'limni modernizatsiyalash sohasida davlat siyosatini joriy etishga va amaliy kasbiy-pedagogik faoliyatga tayyorgarligini takomillashtirish zarurati bilan uzviy bog'liq. Talabalar, ya'ni bo'lajak o'qituvchilarning pedagogik ta'limni modernizatsiyalash sohasida davlat siyosatini joriy etishga va amaliy kasbiy-pedagogik faoliyatga tayyorlash uchun bugungi kunda quyidagi masalalar e'tiborga olinishi zarur.

Birinchidan, o'qituvchining o'quvchini pedagogik qo'llab-quvvatlashga, uning shaxsiy va kasbiy rivojlanish yo'lida hamroh bo'lishga tayyorligi muammosini ko'rsatib o'tish kerak. O'qituvchi va o'quvchilarning shaxslararo o'zaro ta'siri jarayonida tajriba, bilim, dunyoqarash rivojlanadi, ularning shaxsiyatini shakllantirishga ko'maklashadi. Hech shubha yo'qki, o'qituvchi va o'quvchilar o'rtasidagi hamkorlik, ular o'rtasida amaliy muloqotning paydo bo'lishi, o'quvchiga ijobiy pedagogik ta'sir ko'rsatish imkoniyatining o'zi o'qituvchining shaxsiy kamolot darajasi, uning kommunikativ madaniyati, o'quvchilar bilan hissiy va qadriyatli munosabatlarni o'rnatish, o'quv guruhida qulay psixologik-ijtimoiy muhit yaratish qobiliyatini bildiradi.

O'qituvchining ziddiyatlarni bartaraf etish madaniyatiga ega bo'lishi, o'quvchiga uning insoniy madaniyat va jamiyat yutuqlari bilan tanishishi, o'zining hayot yo'lini topishi jarayonida doimo duch keladigan turli muammolar va ziddiyatlarni hal qilishida pedagogik yordam ko'rsatish qobiliyati, o'zining mavjud bo'lishining maqsadi va ma'nosini tushunishi kasbiy muvaffaqiyatining muhim omilidir.

Binobarin, bo'lajak o'qituvchining o'quvchilar bilan samarali o'zaro hamkorlik qilishi, ularga har tomonlama yordam ko'rsatish, shaxsiy va kasbiy tayyorgarligini shakllantirish pedagogik ta'limining eng muhim vazifasi bo'lib, u zamonaviy pedagogika instituti bitiruvchisining umumiy va kasbiy madaniyati belgisi sifatida kommunikativ kompetentligining asosiy mezonidan iborat.

Ikkinchidan, o'qituvchini pedagogik faoliyatning etik (axloqiy) komponentini joriy etishga tayyorlash muammosi pedagogik ta'limni modernizatsiyalashning kontseptual qoidalarini belgilash nuqtai nazaridan ahamiyatli ko'rinadi. O'qituvchining amaliy faoliyatidagi etikaviy yo'nalish uning qadriyatlari, axloqiy munosabatlari tizimini aks ettiradi, amaliy faoliyati va xatti-harakatlarining axloqiy asosidir, pedagogik tafakkurning gumanistik yo'nalishini belgilab beradi.

Uchinchidan, o'qituvchining samarali amaliy faoliyatining yana bir muhim omilini ta'kidlash joizki, bu uning o'quvchilar uchun axborot qiymatiga egaligidir. Bu omil, ayniqsa, o'qituvchi o'quvchilar uchun asosiy ma'lumot manbai bo'la olmagan hollarda, ya'ni kompyuter texnologiyalari davrida alohida ahamiyatga ega. O'qituvchi tomonidan kasbiy funktsiyalarni bajarishning ustuvor yo'nalishlari o'zgarib bormoqda: uning asosiy vazifasi endi bilimlarni uzatish emas, balki o'quvchilarga kerakli ma'lumotlarni topishda yordam berish, ularni filtrlash ko'nikmalarini shakllantirish, ishonchlilik darajasini, foydaliligi va olingan bilimlarni amalda qo'llanishi imkoniyatlarini aniqlash. O'qituvchining boshqa ma'lumot manbalaridan asosiy ustunligi shundaki, u ma'lum bir fan sohasida yaxlit, tizimli bilimlarga ega bo'lib, o'quvchilarga o'rganayotgan predmet va hodisalarning mohiyatini ochib berishga imkon beradi; ularga ma'lum o'quv fani bo'yicha tizimli bilimlarni shakllantirishga yordam beradi.

To'rtinchidan, o'qituvchining eng muhim kasbiy fazilatlari uning empatiya va refleksiya qobiliyatidir. Hamdardlik qobiliyati o'qituvchilik kasbining gumanistik mohiyatiga mos keladi, uning empatiyaga tayyorligini, o'qituvchining ichki holatini tushunishini tavsiflaydi, empatiya u bilan amaliy muloqot qilishning zarur sharti bo'lib, unga pedagogik yordam ko'rsatishni taqozo etadi. O'qituvchining kasbiy muvaffaqiyatining asosiy omili uning refleksiya, o'zini o'zi tahlil qilishga qobiliyatidir. O'z faoliyati natijalarini tushunish, motivlar, harakatlar, qabul qilingan qarorlar, xatolarni tahlil qilish, pedagogik tajriba to'plash, kasbiy shakllanish va rivojlanish uchun asosdir. Shu nuqtai nazardan, amaliy pedagogik tayyorgarlik jarayonida bo'lajak o'qituvchilarda hamdardlik va refleksiya qobiliyatini rivojlantirish alohida ahamiyatga ega.

Beshinchidan, o'qituvchining madaniyat tarqatuvchi sifatidagi eng muhim ijtimoiy funksiyasini qayd etish lozim. Zamonaviy o'qituvchi madaniyat va bilish sub'ekti shaxsiyati o'rtasidagi vositachi vazifasini bajaradi. Shubhasiz, bo'lajak o'qituvchining ana shu yo'nalishdagi tayyorgarligini shakllantirish uning amaliy-kasbiy tayyorgarligi va shaxsiy rivojlanishida muhim ahamiyat kasb etadi. Tabiiyki, bu uning pedagogik ta'lim sohasidagi reallik va o'qituvchi o'rtasidagi vositachi bo'lishini ta'minlaydi.

Oltinchidan, zamonaviy pedagogik ta'limni modernizatsiyalashning o'ziga xos xususiyati uning bo'lajak o'qituvchining amaliy pedagogik faoliyatiga ijodiy munosabatini shakllantirishga qaratilganligidir. O'qituvchining ijodiy faoliyati o'qituvchida ta'lim idealiga mos ijodiy o'zgarishlar hosil qilishdan iborat. Maqsadga erishish yo'lida o'qituvchi muammolarni qo'yadi va hal qiladi, pedagogik vaziyatlarni tahlil qiladi, bu sharoitda amaliy faoliyatning eng samarali usullarini tanlaydi, eskilarni o'zgartiradi, yangilaydi, ta'limning ma'lum shakllari, usullari, vositalarini birlashtiradi, agar kerak bo'lsa, yangilarini ishlab chiqadi va qo'llaydi. O'qituvchining ijodkorligi - bu o'qituvchiga yangi bilimlar berish, yangiliklarni o'rgatish, insoniyat madaniyati yutuqlari asosida uning bilimi, dunyoqarashi, amaliy ko'nikmalarini rivojlantirishga ko'maklashishdan iborat.

Yettinchidan, pedagogik ta'limni modernizatsiyalash aspektida kelajakka e'tibor qaratish zarurligi alohida ahamiyatga ega. O'qituvchilik kasbining rivojlanishi va unga tayyorgarlik ob'ektiv qonunlarga muvofiq davom etadi, bu qonunlar kelajakdagi amaliy ta'limning umumiy tendentsiyalarini aniqlash, bashorat qilish uchun o'rganilishi kerak. O'qituvchining ishi intellektual jihatdan murakkablashmoqda, u eng murakkab aqliy operatsiyalarni bajarishi kerak: tahlil, sintez, kombinatsiya, prognoz, modellash va boshqalar. Amaliy ta'limni tashkil etishda bu tendentsiya yetarlicha e'tiborga olinmaydi. Bo'lajak o'qituvchi hali ham maxsus fanlarni o'rganishga va (ozgina darajada) ularni o'qitish metodikasiga e'tibor qaratadi. Holbuki, amaliy pedagogik faoliyatning mohiyatini tushunish o'qituvchiga ancha yuqori darajaga ko'tarilishiga imkon beradi

Sakkizinchidan, o'qituvchining kasbiy ma'naviyatiga oid kontseptual tezis pedagogik ta'limni modernizatsiyalash aspektida ustuvor ahamiyat kasb etadi. O'qituvchi ma'naviyati uning amaliy faoliyatida insoniylik tamoyilining maksimal darajada namoyon bo'lishi sifatida izohlanadi. O'qituvchining amaliy faoliyatida shaxsiy va kasbiy tamoyillarning birlashuvi ma'naviy mohiyatdan dalolat beruvchi ushbu murakkab fenomenal holat talqini kontseptual va uslubiy tezisni modellashtirish va uning mazmunini shakllantirishning eng muhim asosi sifatida ko'rib chiqishga imkon beradi. Demak, pedagogik ta'limni modernizatsiyalash o'qituvchining kasbiy ma'naviyatining o'ziga xosligini hisobga olgan holda amalga oshirilsa, bu uning o'qituvchilik missiyasining qadriyatij-ijtimoiy, amaliy kasbiy ma'nosini aks ettiradi.

To'qqizinchidan, innovatsion dasturlar, zamonaviy axborot texnologiyalarini ishlab chiqish va joriy etish zamonaviy o'quv jarayonida samarali natijalarga erishishning yetakchi omili ekanligiga o'qituvchining e'tibori qaratilishi kerak. Hozirgi ta'lim holatining o'ziga xos xususiyati shundaki, ko'pincha o'quvchi o'qituvchiga qaraganda eng yangi kompyuter texnologiyalarini yaxshiroq egallaydi va axborot jamiyatidagi hayotga, kerakli ma'lumotlarni izlashga, ularni tuzatishga va qayta ishlashga ko'proq moslashgan. O'qituvchining bu borada ortda qolishi nafaqat uning bilimlarni eltuvchi sifatidagi mavqeining zaiflashishiga, balki o'quvchilarning unga bo'lgan qiziqish darajasiga, uning fikri obro'siga va natijada uning shaxsiy hayotiga ta'sir qilishi mumkin. Innovatsion texnologiyalardan foydalanish o'qituvchi tomonidan qo'llaniladigan didaktik usul va vositalar doirasini sezilarli darajada kengaytiradi, unga o'qitish tamoyillarini har tomonlama amalga oshirish, o'quvchilarning individual xususiyatlarini, aniq pedagogik vaziyatning o'ziga xos xususiyatlarini hisobga olish imkoniyatini beradi.

O'ninchidan, o'qituvchining kasbiy va shaxsiy rivojlanishi uchun uni o'zining imkoniyatlarini namoyon qilish istagi alohida ahamiyatga ega. Hozirgi vaqtda shaxsning o'zini rivojlantirish, o'zini takomillashtirish, o'zini o'zi anglash muammosining dolzarbligi haligacha yuqori bo'lib turibdi, chunki o'zining imkoniyatlarini namoyon qilish darajasiga yetgan inson o'z iste'dodi, qobiliyati, salohiyatidan foydalanadigan, bir so'z bilan aytganda, to'liq kuch bilan ishlaydigan shaxsga aylanadi. Pedagogik universitetda talabalarning amaliy tayyorgarligini o'z hayotiy ma'nolarini amalga oshirish usuli sifatida ko'rish kerak. Ta'lim samaradorligi va shaxsiy ma'noni izlash, o'rganish motivatsiyasi o'rtasidagi bog'liqlikni e'tirof etish kerak. Shu bois, amaliy pedagogik tayyorgarlik jarayonida talabalarning o'zini o'zi namoyon qilishini pedagogik qo'llab-quvvatlashga qaratilgan maqsadli harakatlarni amalga oshirish zarur.

Hozirgi zamon sharoitida ta'limni, shu jumladan, pedagogik ta'limni modernizatsiyalashda asosan uchta o'lchovga tayaniladi: tarixiy doirada, qayta o'zgartirish va ta'limni yangilash nuqtai nazaridan islohotlar olib boriladi.

1. Tarixiy nuqtai nazardan qaraganda, mamlakatimiz mustaqillikka erishgan ilk kunlardan boshlab, ta'limda islohotlarning boshlanishi, matiqiy davom etishi va 1992 yildan ilk marta "Ta'lim to'g'risida"gi qonunning qabul qilinishi jamiyatlardagi ma'naviy-ma'rifiy, iqtisodiy-siyosiy o'zgarishlar bilan uzviy bog'liq.

2. Ta'limni qayta qurish nuqtai nazardan modernizatsiyalash o'tgan asrning 90-yillaridagi butun tizimli ijtimoiy-iqtisodiy inqirozning oqibatlarini bartaraf etish zarurati va murakkab muammolari bilan bog'liq edi. Iqtisodiyot, sanoat, sog'liqni saqlash va ta'lim sohasini rivojlantirish borasida ulkan vazifalar turardi. Bu vazifalarni amalga oshirish davlat, jamiyat va ta'lim tizimini rivojlantirishning umummilliy ahamiyatini tushunish va mamlakat xavfsizligini ta'minlash, tashqi va ichki resurslarini jadal va to'g'ri safarbar etishni talab qildi.

3. Ta'limni mutlaqo yangilash mamlakatning rivojlanish ehtiyojlari bilan bog'liq bo'lib, ta'limni mamlakatning rivojlanish ehtiyojlaridan ortda qolish holatini bartaraf etish nuqtai nazaridan modernizatsiyalash maqsadlari belgilandi. Shunga ko'ra, ta'limni modernizatsiyalash vazifalari maksimal darajada milliy ahamiyat kasb etadi, chunki biz ta'limni jamiyatning turg'unligiga rag'batlantiruvchi omil bo'ladimi yoki uning iqtisodiy o'sishi va farovonligining omili bo'ladimi, bu muammoni aniqlash mamlakatning raqobatbardoshligi va milliy xavfsizligini ta'minlash omili bo'lib xizmat qildi.

Shunday qilib, O'zbekistonda ta'limni modernizatsiyalashning quyidagi sabablarini ajratish mumkin: 1992 yildagi ta'lim islohotining mantiqiy xulosasi; O'zbekiston ta'limida "turg'unlik" ni keltirib chiqargan ijtimoiy-iqtisodiy inqiroz; XX asrning 90-yillarida o'zbek maktab o'quvchilarining bilimining nisbatan past ko'rsatkichi.

Pedagogik ta'limni modernizatsiyalashning asosiy maqsadi - barqaror qadriyatiy-gumanistik o'zini o'zi belgilashi bilan, fuqarolikning o'ziga xosligi, ko'p madaniyatli yo'nalishlari bilan alohida ajralib turadigan, ta'lim-tarbiya faoliyatini zamonaviy jamiyatning ehtiyojlari va talablari kontekstida samarali tashkil etishga qodir o'qituvchilarni tayyorlashga imkon beradigan va ularning shaxsiy va kasbiy rivojlanishini ta'minlaydigan zamonaviy oliy pedagogik ta'lim tizimini yaratishdan iborat.

Maqsad - kasbiy pedagogik tayyorgarlik tizimini pedagogika nazariyasi va amaliyotining eng so'nggi yutuqlari asosida takomillashtirish, pedagogik ta'lim jarayonida bo'lajak o'qituvchilarda kasbiy kompetentlik asoslarini shakllantirish uchun zarur shart-sharoitlarni yaratish (ta'minlash), umummadaniy qadriyatlar bilan tanishish, bilim va ko'nikmalar tizimini o'zlashtirishlari asosida talabalarning har tomonlama shaxsiy kamol topishi, fuqarolik barqarorligi, mas'uliyatlilik, ko'p madaniyatga yo'nalganligi, yangi ijtimoiy-iqtisodiy va siyosiy sharoitlarda jamiyat hayotini yaxshilashga o'z hissasini qo'shish qobiliyati rivojlanishini ta'minlashlari uchun shart-sharoitlar yaratish.

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NEW INNOVATIVE TECHNOLOGIES IN THE TEACHING OF THE SUBJECTS «DRAWING GEOMETRY» AND «ENGINEERING GRAPHICS»

Annotation: To implement the requirements of the basic educational programs in the disciplines "Descriptive geometry" and "Engineering graphics", the analysis of the low academic performance of students that has developed in recent years has been carried out and modern auxiliary methods have been proposed to increase the level of mastering of these disciplines by students. As a result of the analysis of the low academic performance of students in these disciplines, external and internal reasons were identified. The main external reasons include: adaptation of freshmen to new learning conditions; lack of an initial base for descriptive geometry and drafting. The main internal reasons include: reducing the classroom load; change in the form of final certification. Of the listed reasons for improving the quality of education, it becomes necessary to adapt teachers to new working conditions, which entails a revision of teaching methods and technologies. In order to increase the level of mastering by students of the disciplines "Descriptive Geometry" and "Engineering Graphics" and to save study time, it is necessary to introduce interactive methods into the learning process. New technologies help to shape spatial thinking, develop and shape students' professional competencies. For the implementation of interactive methods, various tools are used as software, which allow the creation of auxiliary teaching materials. Based on the fact that there are various types of work with students, this work proposes a classification of tools for creating educational materials or implementing interactive methods. In this case, tools are software that which allows you to create training videomaterials etc. The created material is animated videos with a detailed explanation of the construction of tasks, video lectures, test tasks. This paper proposes a methodology for creating auxiliary teaching material. The purpose of these training materials is, firstly, invaluable assistance to the student, aimed at the development of spatial thinking, the formation of basic theoretical concepts and methods of constructing drawings; secondly, saving time of the educational process. Invaluable assistance to the student, aimed at the

development of spatial thinking, the formation of basic theoretical concepts and methods of constructing drawings; secondly, saving time of the educational process. invaluable assistance to the student, aimed at the development of spatial thinking, the formation of basic theoretical concepts and methods of constructing drawings; secondly, saving time of the educational process.

Key words: descriptive geometry, engineering graphics, innovative technologies in teaching, interactive methods, animation.

Analysis of progress in the disciplines "Descriptive Geometry" and "Engineering Graphics" shows a low level of assimilation of these subjects. Difficulties in mastering these disciplines are caused by the following reasons:

- starting university courses in physics, chemistry, mathematics and other disciplines, the student already has a certain base, but when studying descriptive geometry there is no such base, because it is not closely related to the disciplines taught in high school. Although certain provisions from the school stereometry course are used in it. But unlike stereometry, which studies concrete bodies, in descriptive geometry, abstract points, straight lines, planes are first considered, which requires a lot of attention, concentration and spatial thinking. And these qualities in yesterday's schoolchildren are very poorly developed;

- the study of "Descriptive Geometry" and "Engineering Graphics" begins from the first semester, when students are just beginning to adapt to new conditions of life, to a new environment, etc. (This is especially true for nonresident and foreign students). At the same time, the usual school lessons were replaced by completely new types of activities - lectures and practices. Simultaneous listening and taking notes of lectures is also difficult. Doing home practical assignments requires the ability to plan and organize your independent work;

- the lack of graphic training among freshmen, both the skills of using drawing tools and basic knowledge of the drawing course, greatly inhibits the learning process.

The named reasons are external, which the teacher cannot influence. There are also internal reasons for poor academic performance:

- existing time standards for both classroom work and for monitoring independent work. According to the existing time norms, 1 academic hour is allocated for independent work of students (IWS) to work with students. In the semester, the student completes 3 home graphics assignments, i.e. for consultation, verification and acceptance of one assignment - 15 min. In fact, the situation is as follows: 3-5 weeks are allotted for each task, during which the student consults 2-3 times, then the teacher checks the completed task, and only then his defense will take place. At the same time, more time is spent than planned, at least an hour per student per semester. In addition to the teaching load, the teacher must conduct other types of work provided for by the individual plan. Thus, if you adhere to the established norms, work with a

student is formal, which inevitably leads to a decrease in academic performance; if you devote sufficient time to IWS, then the implementation of the individual plan leads to a significant excess of the total teacher load (1460 hours);

- with regard to classroom work, a total of 28 hours in 1 semester are allocated for practical training. During this time, teachers must manage to eliminate the gaps in school drawing, teach how to use drawing tools and teach abstract thinking. At the same time, the teacher must still have time to complete the schedule for descriptive geometry. It is not yet taken into account that the group consists of students with different backgrounds, there are students who have poor knowledge of the Russian language (foreign students), there are students who find this subject very difficult for them. All of these factors lead to a decline in academic performance;

- motivation is one of the leading factors in successful learning. Unlike senior students, the motivation of freshmen is associated with the assessment of their performance, i.e. the labor expended is proportional to the type of final certification (test or exam). Traditionally, the study of descriptive geometry ended with an exam. Now the exam has been replaced by a test or, at best, a differentiated test. To get credit, you can get the minimum number of points per semester, while the quality of the work is not talking.

It follows from the above that in order to improve the quality of education, it is necessary to revise the organization of the educational process, taking into account the reduced classroom load and the specifics of disciplines, and also to increase the level of final certification.

From the listed reasons, it is also necessary to adapt teachers to new working conditions. To this end, it is necessary to introduce new technologies for teaching students. One of the types of such technologies is the development of various interactive, animated materials. In work [1], the author proposes to use modern educational technologies, in particular, interactive teaching methods in organizing the process of teaching bachelors. The technologies presented in the system of higher professional education when implemented within the framework of the educational program, various personality-activity, personality-oriented pedagogical technologies are opposed to traditional ones and are innovative [2-5].

Based on the fact that there are various types of work with students (lectures, practical exercises, checking theoretical material), the following classification of tools for creating educational materials or implementing interactive methods can be considered. In this case, tools include software that allows you to create educational animated videos, videos, etc. This classification is as follows:

1. Programs for creating animated videos. These videos help students to master construction methods, they are also demonstration material for preparing for practical classes and performing home computational and graphic works.

2. Programs for mounting video lectures, for recording video from the

monitor screen while executing drawings with a detailed explanation of each stage of construction.

3. Programs for monitoring students' theoretical knowledge, i.e. programs for creating test items.

There are a lot of programs for creating animated courses, from complex ones with programming elements to easy-to-use ones. Among the complex programs, one can single out the Macromedia Flash program. To create videos in Flash, you need to have working skills. The main disadvantages of creating educational materials for the disciplines "Descriptive Geometry" and "Engineering Graphics" in the Macromedia Flash program include labor intensity and the lack of the ability to create drawings. The advantage of videos created by this program is that the created material is more colorful and has more "live" animation. Adobe Flash allows you to work with vector, raster and three-dimensional graphics [6]. Animation in Flash is based on vector morphing, that is, a smooth "flow" from one keyframe to another. This allows you to create complex cartoon scenes with just a few keyframes. When creating animations for the purpose of learning, all the capabilities of Flash are not fully exploited, therefore, it is better to use a program that is easier to use.

From user programs, you can consider Easy Gif animator. The advantage of this program is its ease of use. The disadvantage is the lack of programmability. The essence of creating materials using these programs is to prepare each individual frame. Since the material is created according to engineering graphics, each frame is also a drawing. And to create a drawing, you need to turn to specialized programs for building drawings, for example, Kompas 3D, AutoCAD. Perhaps, in the Flash program, you can create very simple drawings, for example, sketches, but it must be borne in mind that even a simple drawing must be made according to the USDD standards (Unified system for design documentation), for example, the projection connection, line thickness requirements, etc. must be observed.

Let's consider an example of creating an animated video created in the Easy Gif animator program. One of the difficult topics in descriptive geometry for students is the construction of lines of intersection of surfaces. Below is a technique for creating a video. In this video, an example of constructing a line of intersection of surfaces by the method of concentric spheres is considered. To obtain this video, you must first prepare drawings with a step-by-step construction of the intersection line, as shown in Figures 1 - 3. For a more understandable construction, you can prepare a larger number of frames. Here are 6 frames, which show the construction of the line of intersection of two cylinders by the method of concentric spheres. Each frame can be accompanied by comments explaining each stage of construction.

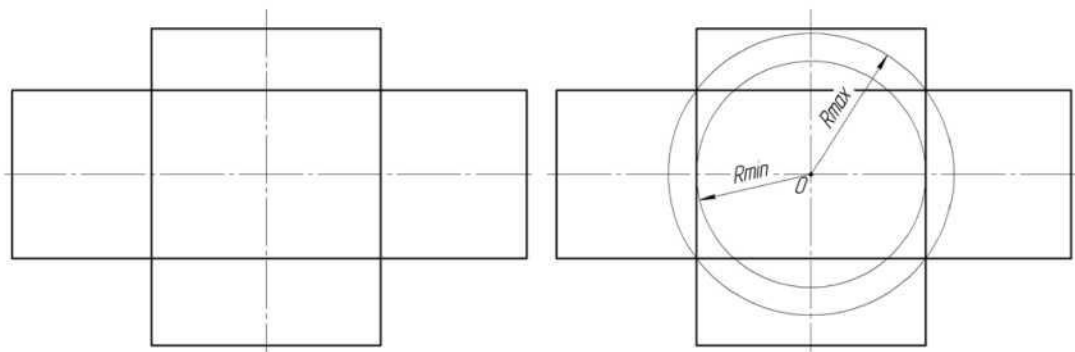


Figure 1. First and second frames

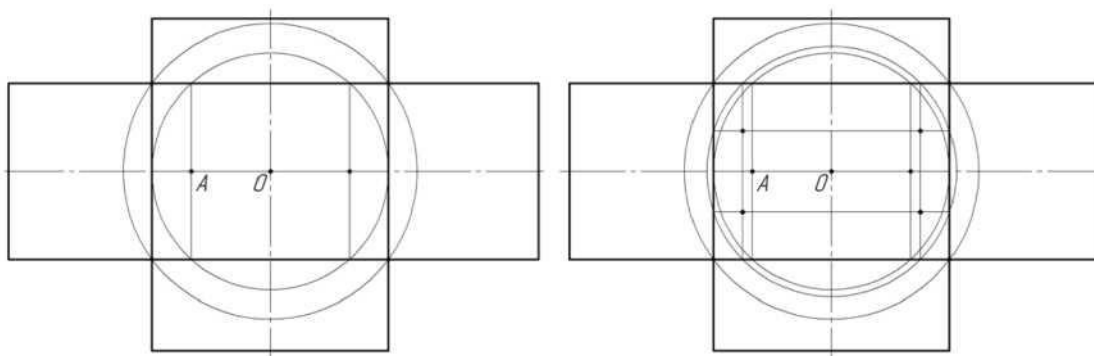


Figure 2. Third and fourth frames

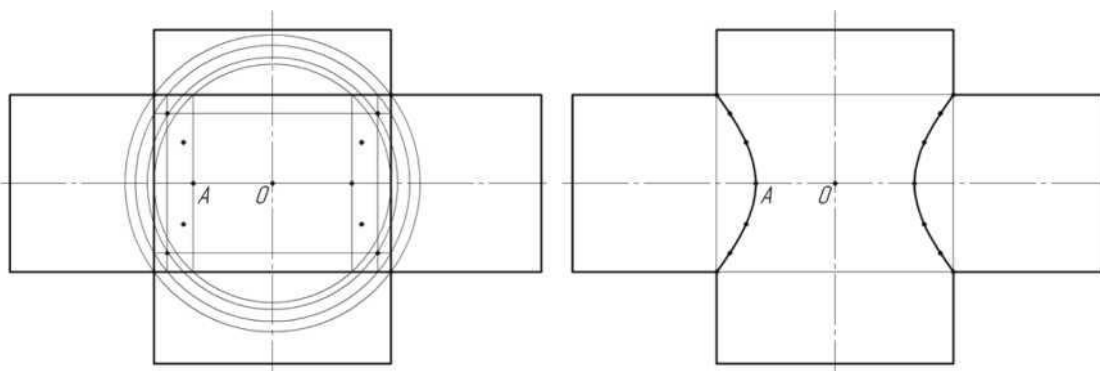


Figure 3. Fifth and sixth frames

After preparing pictures or frames, you need to load them into the program and set the display time for each frame. Then the file is saved in Gif format. This file can be run using any browser. The advantage of these animated videos is that a student with the help of these materials can at any time remember, consolidate the basic algorithms and methods of construction. The biggest advantage of the created animated videos is the sequence of constructing the task to be performed, and this contributes to the activation of the process of understanding and assimilating complex educational material. These animated videos can be created for each topic and handed out to students as teaching aids. The creation of these materials takes a minimum of time for the teacher, mostly time is spent on the preparation of each frame. Gif animations are not always convenient to use, i.e. open with a browser, in this case it is more convenient to use programs that have more capabilities, for example, create files with the avi extension. Files with this extension can be opened on almost any computer and are convenient because the created videos can be paused at any time. Such programs include the Movavi program. It is designed to mount video, record video from a monitor screen, is easy to use and has many options. that the created videos can be paused at any time. Such programs include the Movavi program. It is designed to mount video, record video from a monitor screen, is easy to use and has many options. that the created videos can be paused at any time. Such programs include the Movavi program. It is designed to mount video, record video from a monitor screen, is easy to use and has many options.

Video editing software is needed if an unsuccessful frame is found, when you need to remove the beginning and end of the video, insert subtitles, the title of the lecture, etc.

They are widely used in teaching methods of programs for recording video from a monitor screen. For example, you need to complete and explain to students the construction of a complex drawing. To do this, you can use drawing programs and record the entire drawing process on a video with an explanation of all the stages of construction. At the same time, the student learns the basics of working in programs for making drawings - Kompas 3D, AutoCAD.

Various test items are used for quick control of theoretical material. There are special programs for creating test items. For example, the MyTest program is a system of programs - a student testing program, a test editor and a results journal - for creating and conducting computer testing, collecting and analyzing results, and giving marks according to the scale indicated in the test. This system has the ability to create all types of tests [7]:

- 1) closed type - multiple-choice;
- 2) open type - with the introduction of the answer;
- 3) compliance test;
- 4) test to indicate the correct sequence.

Test control is widely used [8] in the study of various disciplines of higher education. Disciplines "Descriptive geometry" and "Engineering graphics" are

no exception, because without knowledge of theoretical material and basic methods of construction, the student has poor understanding and spatial thinking for the implementation of drawings.

Output

This paper analyzes the reasons for the poor performance of students in descriptive geometry and engineering graphics. Identified as external reasons, which the teacher cannot influence, and internal, associated with the new prevailing norms of time. Tools as software and a methodology for creating auxiliary interactive teaching materials are proposed.

In connection with the decrease in the classroom load, the teaching material helps students to develop and form spatial thinking, professional knowledge, skills in descriptive geometry and engineering graphics.

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INNOVATIVE APPROACH TO LEARN ENGLISH LANGUAGE

Annotation: In this article highlights of innovative approach to learn English language and it's effect to lesson.

Key words: foreign language, education, innovative approach.

With the rapid development of computer technology and the improvement of the value of the information society is undergoing drastic changes in relation to the acquisition of knowledge. These dramatic changes brought about by information and communication technologies have brought a new paradigm to education. Currently, multimedia technology, network technology and satellite technology transmission, as a representative of information technology is developing very rapidly. Modern educational technologies based on information technologies play an important role in promoting the modernization of education. Modern education technologies will have a significant impact on the ideas, forms, process, methods of teaching and management of education. The application of modern education technologies to teach English will be the driving force behind the innovation of continuing education. Using the modern theory of education and modern information technologies will allow to achieve effective development of foreign language teaching.

New educational innovations have already arrived in Uzbekistan. For example, computer technology has allowed teachers to make their lessons more interactive and therefore more interesting and useful; this method has also been shown to improve student performance as lessons are more memorable and therefore students are able to save information more effectively. Teachers as students can also find a range of resources on the internet that can provide inspiration and advice for classes; teachers can also recommend good resources for students and further encourage and stimulate their learning. In addition to computers, many schools and colleges are using new technology techniques to enhance the learning experience; these include digital television channels, DVDs, digital radio, and sophisticated forms of communication technology. Digital radio and television allow students to access a huge variety of channels that cover the time range of various subjects including languages, sciences, history and geography, to name just a few. Students got used to the new technology as they grew up with it.

Therefore, it is undoubtedly beneficial that they have the opportunity to use it to increase their ability to learn and defend their interests. Programmers and educational podcats are now widely available for download to your

computer or MP3 player; this makes education more modern and multifaceted. With the invention of new technologies, students can be exposed to more English text in a multimedia language environment. In the rapidly developing 21st century, various innovative technologies are being introduced to teach English in classrooms. The knowledge base is quickly double and triple in such a short time. In order to cope with this trend, we must use modern technologies to teach English to students in Uzbekistan. Students should update their knowledge using modern technologies. Otherwise, they will be lowered in the labor market. A vast amount of reading on any topic and in many languages is now available online, as well as the opportunity to participate in discussions with people from all walks of life is a motivation for many students.

More than the process of communication, trade and transactions, today the technology is widely used in educational sectors. Although technology cannot play vital teacher words, it can be used as an additional tool to enhance classroom teaching methods. As an ordinary chalk and a way of speaking seems monotonous and boring for students, teachers focus on the latest technology for teaching subjects. Various types of software and modern technologies are being implemented to allow students to access using their subjects easily. Every day people get access to some new technologies that connect the hand with teaching English. As traditional teaching methods such as chalk and talk method seem outdated, these technologies can be used as a supplement to the classroom teaching methodology to have a lively atmosphere in the classroom. This need of the hour is to integrate modern technologies to improve the level of English language teaching. Modern technologies relax the mind of students to get into this topic with full participation, and not calm is difficult to do. New technologies in language learning with multiple intelligence and mixed abilities have been replaced by advanced teaching methods. In a community of diverse cultures, four basic skills are instilled in learning with diversity and novelty. Consequently, they are enthusiastic about learning the language. Language can be learned by imitation. Thus, it is necessary to hear more sense to develop/her listening skills.

Naturally, they try to speak in empty styles as we are learning our native language. The use of the Internet has brought huge changes in the field of teaching and improving the teaching of English. This competition believes that people to forget about everything for three days after they hear. The use of new technologies. The transporters of language and literature have always involved technology since far back in time, like music, masks and performance materials complemented by oral narration and early drama. In the past year, dramatic advances in computers, in digital memory in Internet resources, in audio and visual transmission in virtual visualization, and in wireless communication have created intrigue new opportunities for the use of technology in teaching English. Web Publishing, digital archives, digital video, electronic conferences, blogs, wikis, podcasting, Real Simple Syndication channels, online games, virtual

reality worlds are potential new tools for teaching and learning English. Listening is defined as the process of identifying and understanding the speakers' speech. It involved understanding the accent or pronunciation of the speaker, grammar and vocabulary of the speaker, and understanding the meaning. The listener should be able to do these four things in empty time.

Thus, listening is very important in the process of second language education. Listening is considered as the main language of mastery. Through Listening, people can acquire most of their education, their information, their ideas and their understanding of the world. As an input skill, listening plays a vital role in the student's language development. There are several technical ways to improve an ELL student's listening capabilities, such as computers, broadcast, CD players, hockey, etc. The use of computers in listening problems gives students visual and voice inputs that can enhance their information and ideas, and develop their listening skills. Listening-based computer tests are very important in strengthening the understanding of the listener's skills. CD-ROM based learning can also provide significant advantages over traditional methods. And finally, an Internet voice chat using a second language can also help a student's communication capabilities. Listening to radio programs is an educational language of television and is another technical way to develop the ability to understand. However, listening students should be careful in choosing specific programs that are suitable for his/her needs. News satellite TV channels like the BBC are also useful for practicing with audio and video media. Using a CD player device is another modern tool for listening CD players are electronic devices used specifically for working with audio CD-ROM.

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THE INFLUENCE OF EARLY VEGETABLES, RE-CROPS AND WINTER WHEAT ON THE MICROBIOLOGICAL PROPERTIES OF SOIL IN VEGETABLES-GRAIN CROP ROTATION SYSTEMS

Annotation. It is important to study the degree and scope of the role of microorganisms in the soil through the exchange of agricultural crops. The role of microorganisms in the soil is invaluable in increasing soil fertility, the formation of humus, the transition to a state in which the plant can absorb the chemicals necessary for the plant.

Keywords: soil, fertility, microorganisms, microbiological properties, vegetables, secondary crops, winter wheat, crop rotation, nitrification, denitrification, oligotrophs, ammonifiers.

Restoration and increase of soil fertility, introduction of science-based crop rotation systems in the enrichment of soil organic matter are gained by using of mineral and organic fertilizers effectively. The role of microorganisms in the soil is invaluable in increasing soil fertility, the formation of humus, the transition to a state in which the plant can absorb the chemicals necessary for the plant. From the complex organic compounds of nitrogen in the soil, various amino acids are formed under the influence of microorganisms, some of the amino acids are broken down as a result of the activity of microorganisms in the soil, and ammonia is released.

In the circulation of nitrogen in nature: ammonification, nitrification, denitrification and nitrogen fixation take part in a process.

Ammonification process: Plant and animal wastes contain large amounts of organic matter. Their conversion into minerals is important for the nourishment of plants with nitrogen. The process of decomposition of proteins is called ammonification because NH_3 is formed. The decay process continues under aerobic and anaerobic conditions, but accelerates under aerobic conditions. An example of a group of putrefactive microorganisms is a variety of bacteria. The process of decomposition of organic matter in the soil can vary depending on climatic conditions, soil sample and applied agronomic methods. For example, in the gray soils of Central Asia, ammonification proceeds very rapidly because the temperature is much higher and there is enough moisture in the spring. On the contrary, this process is very slow due to the low temperature in the northern regions. Decomposition of organic matter is also slower in black and chestnut soil zones. The optimum temperature for the decomposition of proteins should be 25-30 degrees, as well as sufficient moisture in the decomposed product.

Denitrification process. The denitrification process is the opposite of the nitrification process, in which the bound nitrogen is freely returned to the atmosphere. This process occurs directly and indirectly, as molecular nitrogen can be formed from nitrates as a result of extremely different processes. In direct denitrification, nitrates are returned due to the vital activity of a particular group of bacteria denitrifying, while in indirect denitrification, only nitric acid interacts with amino acids. This also results in the formation of molecular nitrogen. The process of direct denitrification occurs due to the vital activity of denitrifying bacteria, which are common in nature, mostly in soil, manure and water bodies:
 $4\text{HNO}_3 = 2\text{H}_2\text{O} + 5\text{O}_2 + 2\text{N}_2$

ar. №	Early vegetable crops	Secondary crops	Main crop
	Potato (NPK 200:140:100 kg/ha)	No replanting (control)	Autumn wheat
	Cabbage (NPK 150:105:75kg/ha)	No replanting (control)	Autumn wheat
	Cucumber (NPK 150:105:75 kg/ha)	No replanting (control)	Autumn wheat
	Carrot (NPK 200:140:100 kg/ha)	No replanting (control)	Autumn wheat
	Potato (NPK 200:140:100 kg/ha)	Mung beans (NPK 60:90:60 kg/ha)	Autumn wheat
	Cabbage (NPK 150:105:75 kg/ha)	Mung beans (NPK 60:90:60 kgr/ha)	Autumn wheat
	Cucumber (NPK 150:105:75 kg/ha)	Mung beans (NPK 60:90:60 kg/ha)	Autumn wheat
	Carrot (NPK 200:140:100 kg/ha)	Mung beans (NPK 60:90:60 kg/ha)	Autumn wheat
	Potatoe (NPK 200:140:100 kg/ha)	Soybeans (NPK 60:90:60 kg/ha)	Autumn wheat
0	Cabbage (NPK 150:105:75kgr/ha)	Soybeans (NPK 60:90:60 kg/ha)	Autumn wheat
1	Cucumber (NPK 150:105:75 kg/ha)	Soybeans= (NPK 60:90:60 kg/ha)	Autumn wheat
2	Carrot (NPK 200:140:100 kg/ha)	Soybeans (NPK 60:90:60 kg/ha)	Autumn wheat
3	Potato (NPK 200:140:100 kg/ha)	Corn (NPK 200:140:100 kg/ha)	Autumn wheat
4	Cabbage (NPK 150:105:75 kg/ha)	Corn (NPK 200:140:100 kg/ha)	Autumn wheat
5	Cucumbers (NPK 150:105:75kg/ha)	Corn (NPK 200:140:100 kg/ha)	Autumn wheat
6	Carrot (NPK 200:140:100 kg/ha)	Corn (NPK 200:140:100 kg/ha)	Autumn wheat

Results of the research. In the conditions of light gray soils of Andijan region in farms specializing in cotton, grain and vegetable growing, short-term cropping systems are used to select crops that maintain and increase soil fertility, produce high quality crops and meet the food needs of the population. The soil of the experimental field is light gray, the mechanical composition is moderately sandy, irrigated from old, not saline, groundwater is 4-5 m below the surface. The amount of humus in the topsoil is 0.8-1.0%, total nitrogen is 0.079-0.081%, phosphorus 0.150-0.153%, bulk density 1.40-1.43 g / cm³.

Experiment 1 consisted of 16 variants, the total area of each variant was 240 m² (length 50 m, width 4.8 m), of which the accounting area was 120 m², carried out in 3 repetitions, the total area was 1.15 hectares.

Experiment 2 consisted of 12 options, the total area of each option was 240 m², of which 120 m² were taken into account, and the experiment was conducted in 3 repetitions, with a total area of 0.8 hectares.

1 EXPERIMENTAL SYSTEM

(Short-term (1: 1) vegetable-grain crop rotation system, 2015-2018)

Note: *NPK 200: 140: 100 kg / ha of mineral fertilizers were used in winter wheat cultivation.*

The research was conducted in the vegetable-grain and vegetable-cotton systems of short-term (1: 1) rotation, and both experimental systems were as follows: potatoes for the 1st background, cabbage for the 2nd background, cucumbers for the 3rd background and Carrots were planted on the 4th background. After the main crops were harvested, repeated shade, moss, and corn were planted in each agrophone. In 2016, according to preliminary data from Experiment 1, the number of microorganisms-oligotrophs converting carbon to humus in the experimental field was 3.14 million / g of KOE, the amount of nitrogen-converting microorganisms-ammonifiers in the experimental field was 0.68. The ratio of oligotrophs to ammonifiers, ie carbon humus was found to have a pedotrophic index of 4.61, which determines the ratio of nitrogen to light-absorbing form.

According to the data obtained at the end of the application period of repeated crops, it can be observed that the microbiological process in the soil is accelerated. Indeed, it has been observed that the amount of all types of microorganisms in the soil has increased, except for denitrifier-type microorganisms. For example, in control variants 1, 2, 3, and 4 of the experiment, the amount of oligotrophs increased from 10.2 to 12.7 times, the amount of ammonifiers increased from 2.5 to 6.9 times, and the amount of oligonitrophils increased from 2.2 to 3.3 times.

The data show that the oligotrophic microorganisms, which rapidly decompose humus and cause wastage, are 18-20% more abundant in the control and corn cultivars than in the mung beans and soybean cultivars, while the amount of ammonifiers is 35-40%, the amount of oligonitrophils that accumulate organic compounds was found to be 20-25% less. In the experiment,

it was found that the amount of denitrifier microorganisms that cause nitrogen loss in the soil in the gaseous state decreased by 1.4-1.9 times compared to the initial amount in the control variants of the experiment, and by 6.9-17.8 times in the mung beans and shade cultivated variants. The same patterns were observed in the remaining years of the study. Similar data were obtained in the experiments conducted on vegetable-cotton rotation systems.

From the data obtained, it can be concluded that in vegetable-grain and vegetable-cotton crop rotation systems, the amount of oligonitrophilic microorganisms increases by 20-25% compared to control when cultivating mung beans and soybeans after early vegetable potatoes and cucumbers, which increases the amount of carbon-containing organic compounds. In general, the planting of legumes and soybeans as a secondary crop creates a favorable environment for microorganisms and a favorable environment for maintaining and increasing soil fertility. Due to the cultivation of these crops, the accumulation of nitrogen in the form of organic compounds and humus is reduced to a lesser extent. Increased levels of nitrogen-assimilating bacteria, ammonifiers, and oligonitrophilic microorganisms lead to greater accumulation of carbon and nitrogenous organic matter.

Conclusions.

1. When planting mung beans and soybeans as a secondary crop after early potato and vegetable crops, the decomposition of humus and nitrogenous organic matter in the soil decreases due to a decrease in the number of oligotrophic and denitrifikator microorganisms in the soil and pedotrophic index. While it has been studied that it leads to the accumulation of more carbon and nitrogenous organic matter.

2. From the data obtained, it can be concluded that in vegetable-grain and vegetable-cotton crop rotation systems, the amount of oligonitrophilic microorganisms increases by 20-25% compared to control when cultivating mung beans and soybeans after early vegetable potatoes and cucumbers. In general, the cultivation of legumes and soybeans as a secondary crop creates positive conditions in maintaining and increasing the favorable environment for microorganisms and soil fertility.

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MAKTABGACHA YOSHDAGI BOLALARGA TA'LIM BERISHDA TRIZ TEXNOLOGIYASI METODLARIDAN FOYDALANISH

Annotatsiya: Ushbu maqolada maktabgacha yoshdagi bolalarga ta'lim-tarbiya berishda TRIZ texnologiyasi metodlaridan foydalanish xususida fikr yuritiladi. Bugungi kunda TRIZ pedagogikasi dunyoning rivojlangan davlatlari ta'lim tizimida allaqachon amaliyotga keng tatbiq etilgan. Maktabgacha yoshdagi bolalarda ixtirochilik malakalarini shakllantirish ularni nafaqat maktabga balki, hayotga har tomonlama tayyorlashda ham muhim o'rin tutadi.

Kalit so'zlar: maktabgacha ta'lim, boshlang'ich maktab ta'limi, maktabgacha yosh, shaxs, TRIZ pedagogikasi, ixtirochilik masalalarini yechish nazariyasi, maktabga tayyorgarlik darajasi, ijodiy yondashuv, yaratuvchanlik.

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USE OF TRIZ TECHNOLOGY METHODS IN EDUCATION OF PRESCHOOL CHILDREN

Annotation: This article discusses the use of TRIZ technology in the education of preschool children. Today, TRIZ pedagogy is already widely used in the education system of developed countries. The development of creative skills in preschool children plays an important role not only in preparing them for school, but also in all aspects of life.

Keywords: preschool education, primary school education, preschool age, personality, TRIZ pedagogy, invention problem solving theory, school readiness level, creative approach, creativity.

O'zbekistonning siyosiy va iqtisodiy rolini kuchaytirish, uning aholisi farovonligini oshirishning asosiy sharti mamlakatning raqobatdoshligi o'sishini ta'minlashdir. Yuqori darajada rivojlangan mamlakatning asosiy raqobatdosh ustunligi uning inson salohiyatini rivojlantirish imkoniyati bilan bog'liq bo'lib, u asosan mamlakatning barqaror iqtisodiy o'sish manbai joylashgan ta'lim tizimining holati bilan belgilanadi.

Inson salohiyatini shakllantirishning boshlang'ich bosqichi maktabgacha ta'limdir, chunki rivojlanishning eng yuqori darajasi, individuallikning namoyon bo'lishi aynan maktabgacha yoshda sodir bo'lishi ma'lum. Bu yerda shaxsning

poydevori qo'yiladi, asosiy ijtimoiy munosabatlar, dunyoqarash asoslari, odatlar intensiv ravishda shakllanadi, bilim qobiliyatlari, hissiy-irodaviy soha rivojlanadi, xilma-xil qarashlar shakllanadi.

Shu bilan birga, hozirgi bosqichda yagona ta'lim tizimining asosiy, zarur va ichki qimmatli bosqichi malakalari ijtimoiy-pedagogik, mazmun-uslubiy, tashkiliy va boshqaruv, huquqiy va moliyaviy-iqtisodiy rejalarda zarur davlat konsolidatsiyasini olmagan. Shu munosabat bilan maktabgacha ta'limning davlat standartini belgilashda qiyinchiliklar yuzaga keladi. Maktabgacha ta'lim g'oyasining batafsil asoslanishi ham mavjud emas, chunki "maktabgacha ta'lim" O'zbekistonda ko'p yillar davomida faoliyat yuritgan va keyinchalik "maktabgacha ta'lim vazirligi" tashkil etilganligi maktabgacha ta'lim yo'nalishi takomillashtirilgan bosqichga o'ta boshladi.. 2018 yilda Maktabgacha ta'limi vazirligi bolalarning maktabga tayyorligi nuqtai nazaridan o'sib borayotgan tabaqalanishining dolzarb muammolarini hal qilishga qaratilgan "Ta'lim tarkibi va mazmunini takomillashtirish" loyihasini taklif qildi.

Maktabgacha ta'lim tizimining hozirgi holatini tahlil qilish shuni ko'rsatadiki, O'zbekistonda bolalarni maktabgacha ta'limdan boshlang'ich ta'limga o'tkazishda bir qator muammolar mavjud bo'lib, ular quyidagilarga bog'liq:

- bolaning maktabga tayyorligi uchun yagona mezon mavjud emas edi, shuning uchun bolalar boshlang'ich maktabga o'qish va hisoblash qobiliyatlari bilan kelishadi, ammo shu bilan birga, maktabgacha yoshdagi bolalar nozik vosita mahoratiga ega emas (35-40%), og'zaki nutq (60%), o'z faoliyatini tashkil qilish qobiliyati shakllanmagan (70%) va bu muvaffaqiyatli ta'lim faoliyatini ta'minlaydigan asosiy ko'nikmalar;

- aholining turli ijtimoiy guruhlari va qatlamlaridan bo'lgan maktabgacha yoshdagi katta yoshdagi bolalarning boshlang'ich imkoniyatlari har xil;

- so'nggi 5 yil ichida mamlakatda bolalarni maktabgacha ta'lim bilan qamrab olish darajasi kuchaymoqda (1995 yil - 24 foiz, bo'lsa 2018 yil 35 foiz, 2019 yil 50 foiz, 2020 yil - 60,6 foiz).

Bolalarni maktabgacha ta'limga jalb qilish muammosini hal qilish katta ijtimoiy ahamiyatga ega, chunki bola hayotining muvaffaqiyati uning darajasiga bog'liq.

Ijtimoiy-pedagogik darajadagi tadqiqot muammosining dolzarbligi o'zgaruvchan iqtisodiy va ijtimoiy sharoitlarda o'rganishga va rivojlanishga tayyor shaxsni shakllantirishning ijtimoiy buyurtmasi bilan belgilanadi. Maktabga kirishda bolalar uchun "boshlang'ich imkoniyatlarni teng" ta'minlash. Bu besh yoshdan yetti yoshgacha bo'lgan bolalar uchun maktabga tayyorgarlik ko'rish (ma'lum ko'nikmalarni shakllantirish) bilan emas, balki hayotning dastlabki yetti yilida bolaning umumiy rivojlanishi bilan ham belgilanadi. Maktabga tayyorlov guruhlari tashkil etilib o'qitish ishlari olib borilmoqda.

Psixologik-pedagogik tadqiqotlar natijalari maktabgacha yoshdagi maktabga tayyorlov guruhi bolalarni o'qitish g'oyalarini ishlab chiqishga

ma'lum hissa qo'shdi, ammo kam bo'lmagan dolzarb masalalar ushbu ishlar doirasidan tashqarida qoldi, bu TRIZ masallarini hal qilish dolzarbligini asoslaydi:

- bolani maktabga tayyorlash jarayonini o'rganishda individual va differentsial yondashuvlarni amalga oshirish borasida bolalarni ixtirochilik qobiliyatlarini shakllantirish; maktabgacha ta'lim tashkilotining rivojlanayotgan ta'lim makonini tashkil etishda maktabgacha yoshdagi bolalarni shaxsga yo'naltirilgan, rivojlantiruvchi TRIZ - ta'lim nazariyasini qo'llash;

- maktabgacha ta'lim va boshlang'ich maktab ta'limi maqsadlarini aniq belgilash;

- maktabgacha ta'lim tashkilotining rivojlanayotgan ta'lim makonini modellashtirish;

- bolaning maktabga tayyorligini ta'minlaydigan tashkiliy va pedagogik sharoitlarni yaratish;

- bolaning maktabga tayyorligi va maktabgacha yoshdagi bolalar uchun "teng boshlang'ich imkoniyatlar" mazmunini tushunish uchun yagona mezon tizimini yaratish zarurligi, bola maktabga kirganda kompetentlikka asoslangan yondashuv nuqtai nazaridan.

Maktabgacha yoshga moslashtirilgan TRIZ texnologiyasi bolani "Hamma narsada ijodkorlik!" Shiori ostida o'qitish imkoniyatini yaratadi.

TRIZ texnologiyasining noan'anaviy usullaridan foydalanish uni bolalar faoliyatining har xil turlarida, kundalik hayotda, kelajak hayotida ham qo'llanilishiga yordam beradi.

Bugungi kunda yurtimizda TRIZ texnologiyasi maktabgacha ta'lim tashkilotlari ishi tizimiga tatbiq etilmagan, chunki TRIZ dasturining mazmuni, shuningdek o'qitishning shakllari va usullari yetarli darajada ishlab chiqilmagan. Shunday qilib, obektiv ijtimoiy sharoitlar maktabgacha yoshdagi bolalarning ijodiy fikrlash, tasavvur va nutqini shakllantirishning samarali usullari va shartlarini izlash zaruriyatini tug'diradi.

Pedagogik tajribani taqdim etish shakli bu pedagogik texnologiya – ta'lim jarayonida tizimli ravishda qo'llaniladigan ta'lim va tarbiya vositalarining to'plami, maxsus shakllari va usullaridir.

Maktabgacha yoshdagi bolalarda TRIZ asosida o'qitish tajribasining amaliy ahamiyati:

1. Maktabgacha yoshdagi bolalar faoliyatining rivojlanish effekti va ijodiy xususiyatini ta'minlaydigan taniqli TRIZ texnologiyalarining metodlari va usullarining kombinatsiyasi.

2. Ishlab chiqilgan texnika va usullarni bolalardagi ijodiy fikrlash, xayolot, nutqni rivojlantirish samaradorligini oshirish, shuningdek, pedagoglarning oila bilan o'zaro ta'sirini oshirish uchun ta'lim tashkilotlarida, oilada moslashtirish mumkin.

Maktabgacha yoshda bolaning bilish jarayoni hissiy va amaliy tarzda amalga oshiriladi. Har bir maktabgacha yoshdagi bola ozgina kashfiyotchidir,

atrofidagi dunyoni quvonch va ajablanib kashf etadi. Bola kuchli faoliyatga intiladi va bu istakni soʻnishiga yoʻl qoʻymaslik, uning keyingi rivojlanishiga hissa qoʻshish muhimdir. Bolalarning faoliyati qanchalik toʻla va xilma-xil boʻlsa, u bola uchun qanchalik ahamiyatli va uning tabiatiga mos keladigan boʻlsa, uning rivojlanishi qanchalik muvaffaqiyatli boʻlsa, potentsial imkoniyatlar va dastlabki ijodiy namoyishlar amalga oshiriladi. Shuning uchun men katta maktabgacha yoshdagi bolalarni matematik tasavvurlarini shakllantirishda TRIZ metodlari va usullaridan foydalanishni muhim xususiyat deb bilaman.

Shuni hisobga olgan holda, mashgʻulotlar quyidagi qoidalarga muvofiq tuzilishi mumkin:

1. Minimal axborot aloqasi, maksimal mulohaza yuritish.
2. Muammoli vaziyatlarni muhokama qilishni tashkil qilishning maqbul shakli - bu aqliy hujum.
3. Tizimli yondashuv (dunyodagi hamma narsa bir-biriga bogʻliq va har qanday hodisani rivojlanishda koʻrib chiqish kerak).
4. Bolaga mavjud boʻlgan barcha aqliy operatsiyalar va idrok etish vositalarini bilish jarayoniga kiritish (analizatorlar, mustaqil ravishda tuzilgan sababiy xulosalar boshqalar).
5. Ijodiy tasavvurni faollashtirish juda muhimdir.

Xulosa qiladigan boʻlsak, maktabgacha yoshdagi bolalarga taʼlim berishda TRIZ texnologiyasi metodlaridan foydalangan holda mashgʻulotlar oʻtilsa, tarbiyalanuvchilarni nafaqat maktabga balki hayotga ham sifatli tayyorlashda muhim ahamiyat kasb etadi. Bugungi kunda biz farzandlarimizni tayyorini oʻzlashtiradigan qilib emas, oʻzgaruvchan dunyoga moslasha oladigan hamda ijodkorlik va yaratuvchanlik ruhida tarbiyalashimiz zarur.

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COMORBIDITY IN CHRONIC OBSTRUCTIVE PULMONARY DISEASE AND RHINOSINUSITIS: CLINIC AND TREATMENT FEATURES

Resume: The comorbid background of patients with chronic obstructive pulmonary disease (COPD) is burdened by no less than the somatic status of "vascular" patients, while it is obvious that COPD, in turn, aggravates the clinical course of the absolute majority of diseases known today according to a number of clinical and laboratory indicators.

In this article, special attention is paid to the clinic, diagnosis and treatment of comorbid processes in diseases of the nasal cavity and diseases of the bronchopulmonary system.

Key words: comorbid pathology, rhinosinusitis, chronic obstructive pulmonary disease.

Relevance. Despite numerous reports on the relationship between upper respiratory tract pathology and bronchial asthma, coverage of the nuances of COPD and rhinosinusitis combination began in the medical literature relatively recently[6].

In very few foreign publications, it was revealed that from 40 to 88% of COPD patients present some kind of complaints from the nose[2,8].

Thus, the prevalence of inflammatory pathology of the nasal mucosa and paranasal sinuses in patients suffering from COPD has not been practically studied, there is no information in the literature about X-ray screening examination of the paranasal sinuses in patients with exacerbation of COPD [1,7]. This is surprising, given that the pathogenesis of chronic rhinosinusitis and COPD is based on the phenomenon of the so-called "vicious circle" - a chain of sequential, closely related structural changes in the mucous membrane of the respiratory tract, leading to the development of inflammation, disruption of mucociliary transport and colonization of the respiratory tract by microflora [3].

It is known that bacterial infection is one of the factors contributing to the development of COPD and to a greater extent its exacerbation [4,8]. This circumstance dictates the need to obtain convincing evidence about the relationship between the nature of chronic bacterial infection of the upper respiratory tract and the severity, nature, and clinical features of COPD. It is the representatives of conditionally pathogenic microflora that are the most

significant causative agents of exacerbation of chronic rhinosinusitis and COPD [5].

However, there have been no published studies on the parallel study of the microflora of the nasal mucosa and lower respiratory tract in patients with COPD.

Thus, in the modern literature, the problem of the relationship between diseases of the nasal cavity, paranasal sinuses and COPD is practically not studied. Two pathological conditions occurring comorbidally, in fact, are a single disease [2].

Of course, inflammation in the upper respiratory tract supports a similar process in the lower respiratory tract and Vice versa, stimulating the progression of both diseases and irreversible structural changes in the respiratory system[3,6].

Apparently, one of the reasons for the low efficiency of treatment of exacerbations of COPD is the lack of information about the concomitant pathology of the upper respiratory tract and the characteristics of the microbial landscape of the patients[2].

Therefore, the immediate result of the developed management schemes for patients with combined pathology of the upper respiratory tract and COPD is the creation of effective and comprehensive treatment methods that take into account all the etio-pathogenetic aspects of these diseases. All of the above highlights the relevance of the dissertation topic chosen by the author[4].

The purpose of the study. To study the prevalence of nasal cavity pathology in patients with COPD and to determine the role of an integrated approach in the treatment of inflammatory pathology of the nasal cavity, paranasal sinuses and COPD.

Materials and methods of research. To accomplish this task, we selected and studied 70 patients with concomitant diseases of rhinosinusitis and chronic obstructive pulmonary disease.

The results of the study. Symptoms of inflammatory diseases of the nasal cavity and paranasal sinuses are present in 64.9% of COPD patients. According to an objective examination, chronic inflammatory changes in the paranasal sinuses are diagnosed in 32.9% of cases with an exacerbation of COPD.

The microbial landscape of sputum and nasal secretions in COPD patients is almost identical. The main causative agent of exacerbation of chronic rhinosinusitis in COPD patients (group 1) is *Streptococcus pneumoniae* (29%). *Streptococcus pneumoniae* in 11.1% (n-94) of cases is detected in nasal secretions in COPD patients during remission or with latent rhinosinusitis (groups 2 and 3), which indicates colonization of the upper respiratory tract by opportunistic flora.

Atypical microflora (*Chlamydia pneumonia*) was diagnosed in the nasal cavity scraping in 5.3% of cases and is not dominant.

The severity of exacerbation-chronic rhinosinusitis is determined by the stage of COPD. This relationship was expressed in the predominance of patients of stage III (29%) and IV (38%) of COPD diseases in the first group of patients with moderate rhinosinusitis compared with the second (III - 26%; IV - 23.3%) and the third group (III - 21.20%; IV - 15.5%, respectively)

Antibacterial therapy for exacerbation of chronic rhinosinusitis and COPD should be carried out taking into account the probable pathogens of diseases of the upper and lower respiratory tract (cefixime, moxifloxacin), in combination with intranasal glucocorticosteroids (mometasone furoate) and washing the nasal cavity with sea water.

As a result of a comprehensive examination of patients with COPD, it was determined that inflammatory pathology of the nasal cavity is diagnosed in 64.9% of cases in patients with exacerbation of COPD, i.e., the need to consult an otorhinolaryngologist in a complex of mandatory diagnostic and therapeutic measures in patients with COPD is shown.

An almost identical microbial landscape was revealed in smears from the nasal cavity and sputum in patients with COPD, which may indicate the relationship of inflammation of the upper and lower respiratory tract.

The most • relevant pathogens of chronic rhinosinusitis in patients with COPD' and their sensitivity to modern antibacterial agents have been identified.

An algorithm has been created to help the practitioner navigate the choice of methods for the diagnosis and treatment of inflammatory diseases of the nasal cavity in patients with COPD.

Conclusions: Patients with COPD must necessarily be examined by an otorhinolaryngologist. Along with the standard otorhinolaryngological examination, these patients need computed tomography of the paranasal sinuses and microbiological examination of sputum and smear from the nasal mucosa.

With the exacerbation of chronic rhinosinusitis of the middle stage in patients with COPD stages 1 and 2, cephalosporins of the latest generations are adequate drugs.

In case of exacerbation of chronic rhinosinusitis of moderate and severe course in a patient with comorbid COPD of stage 3-4, respiratory fluoroquinolones are adequate drugs. The empirical choice of an antibacterial drug should be based on the optimal antibacterial spectrum of the drug, a convenient dosage regimen, use and stage of COPD.

Dynamic monitoring of patients with COPD by an otorhinolaryngologist, conducting courses of treatment with intranasal glucocorticosteroids and rinsing the nasal cavity, on an ongoing basis serve as an effective prevention of inflammatory processes of the nasal mucosa and paranasal sinuses.

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THE MAIN TASKS OF EDUCATIONAL ACTIVITIES OF STUDENTS AT THE UNIVERSITIES

Abstract: Research work of students is one of the most important forms of the educational process. Being engaged in research activities, the student develops independence of judgment, the ability to defend his point of view, as well as creative thinking.

Keywords: Research work, motivation, educational process, professional training, independence, students.

Science is only a science when it does not regulate and does not bind itself with the question of immediate benefit. The research activity that complements the educational process includes the scientific work of students, which implies their independent activity outside the framework of curricula and training plans.

Science laboratories, circles and seminars allow the student to start their research work. The research work of students is an important factor in the preparation of a young specialist and scientist, because the student himself acquires skills that will be useful to him throughout his life, and in particular in his professional activity.

In my opinion, the participation of teachers is important in research work. The necessary assistance and attention to the work of students should be provided. It is important to show students' interest in scientific activities. It is also important to encourage students for research work. Students should feel motivated and useful in scientific work.

Scientific (research) activity - activities aimed at obtaining and applying new knowledge.

Research activities, complementing the educational process, include the scientific work of students, implying their independent activity outside the framework of curricula and training plans. Scientific (Research) activity - activities aimed at obtaining and applying new knowledge

In modern conditions, the role of scientific knowledge in all spheres of social life is significantly increasing, attention is increasing to the problems of the development of the Academy of Sciences, its modernization. New scientific

knowledge in institutions of higher education, act as an important sector of science and progress in the country.

Speaking about the peculiarities of scientific activity, it is necessary to distinguish between individual scientific activity - as a process of scientific work of an individual researcher - and collective scientific activity - as the activity of the entire community of scientists working in a given branch of science, or as the work of the research team of a research institute, scientific groups, scientific schools and etc.

The main goal of students' research activities is to obtain in-depth knowledge in certain areas of science and technology, as well as to acquire practical skills in their future profession.

The main tasks of organizing and developing the system of research activities of students in universities at the present stage are:

- ❖ ensuring the dialectical connection of the educational process and preparing students for creative scientific and pedagogical activities;

- ❖ the formation of an environment beneficial for the manifestation and implementation of the personal creative potential of representatives of student youth;

- ❖ the transformation of students' research work into a massive and highly productive activity;

- ❖ search for talented youth with abilities and interest in scientific and pedagogical activities;

- ❖ education and development of students' personal and professional qualities necessary for the successful implementation of scientific and scientific - pedagogical activities;

- ❖ rationalizing the free time of student youth, distracting them from acquiring bad habits and antisocial aspirations.

Scientific (research) activity - activities aimed at obtaining and applying new knowledge. Factors conditioning the actualization of students' research activities at the university. The reasons why students are engaged in research activities are:

The reasons why students are engaged in research activities can be represented.

In the case of scientific activity, the inner motivation for it is pleasure, satisfaction obtained from the process of work itself, the desire for intellectual success, the desire to solve and find problems, to give work to the mind.

The basis of a person's scientific activity is his motivational sphere as a set of personality motives and the most important characteristic of his suitability for scientific work.

The types of rewarding students for success in their studies and research activities include:

- ❖ Set-off of the results of research work of students;

- ❖ Providing recommendations for further training and internships;

- ❖ Providing the opportunity to graduate in a shorter period of time;
- ❖ Early passing of exams and tests;
- ❖ Participation in special classes for the most capable and talented students.

Only one third of the students are engaged in research work at the university.

Scientific research is optional, which is carried out in free time from the main work. This attitude is shaped by several circumstances.

Participation of students in scientific research for enterprises and organizations, in all-Russian student scientific events, in competitions for grants is rather an exception to the rule.

The most significant problems for students in research work at the university are:

- ❖ Lack of funding for scientific research;
- ❖ Material incentives for subjects of research activities;
- ❖ The problem of postgraduate employment;
- ❖ Lack of social benefits as a reward for scientific activity;
- ❖ Lack of opportunity to introduce student scientific developments into production;
- ❖ Lack of regular scientific contacts with Russian and foreign universities, internships in Russian and foreign universities;
- ❖ Inability to publish student papers.
- ❖ Intrinsic motivation prevails, i.e. a person includes activity for its own sake, and not for the sake of other goals, in relation to which it is a means of achieving them.

In order to activate and improve the effectiveness of the system of research activities of students, it is necessary to expand the use of the most effective types of educational, material and moral stimulation of students, scientific and pedagogical, scientific and other personnel of the university.

A small percentage of students are engaged in research activities in universities. It is necessary to pay attention to the majority and attract as many students as possible to scientific work, because talented and capable students who have not had time to become interested in research work can go to the ranks of the majority.

In my opinion, the problem of non-participation of students in scientific activities is conditioned by many factors. For example, lack of information, lack of time, besides, there is no clear goal for doing scientific work, except for its own sake, but the leading factor of non-participation in scientific activity, I believe, is the laziness of students, because many of them are talented in their own way.

Therefore, after analyzing the problem, I concluded that in the universities of our country students are engaged in research activities at will, for the sake of the idea itself. Perhaps science cannot be dealt with in another way and no

incentives, such as money, credits, etc. will not help students become perhaps more inventive and creative.

Consequently, students who strive for self-improvement are engaged in scientific activities.

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VOLEYBOLCHI SHAXSINING MA'NAVIY JIHATLARI VA SIFATLARINI TARBIYALASH

Annotatsiya: ushbu maqolada voleybolchining ma'naviy jihatlari va sifatlarini tarbiyalash xususiyatlari hamda hozirgi zamon sportchisi shaxsini shakllantirishga, uning fe'l-atvorini rivojlantirishga har tomonlama qiziqishlari, sportga to'g'ri munosabati va muhabbatini tarbiyalashga qaratilgan.

Kalit so'zlar: sport, shaxs, maxorat, ma'naviyat, voleybol, talaba, murabbiy, malakali sportchi, jismoniy sifatlar, jismoniy yuklama, tarbiya, ko'nikma, malaka.

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EDUCATION OF SPIRITUAL AND QUALITIES OF A VOLLEYBALL PLAYER

Annotation: this article aims at educating the spiritual aspects and qualities of the volleyball player as well as the formation of the personality of the athlete of the present time, developing his abilities in all respects his interests, his correct attitude to sports and upbringing of his love.

Key words: sport, person, skill, spirituality, volleyball, student, coach, qualified athlete, physical attributes, physical loading, Training, Skills, Qualification.

Mashg'ulot jarayonida faqatgina yuqori malakali sportchini uning jismoniy, texnik va taktik sifat va ko'nikmalari nuqtai nazaridan tayyorlash emas, hozirgi zamon sportchisi shaxsini shakllantirishga, uning fe'l-atvorini rivojlantirishga har tomonlama qiziqishlari, sportga to'g'ri munosabati va muhabbatini tarbiyalashga ijobiy ta'sir ko'rsatish juda muhim. Chunki bu sifatlar sport faoliyatida muvaffaqiyat qozonishning bosh omillaridan sanaladi. Shaxsni shakllantirishning eng muhim omili o'z-o'zini tarbiyalash bo'lib, uni tashkil etish murabbiy tomonidan boshqariladi.

Jamoaning ta'siri beqiyosdir. U jamoa tarkibiga, undagi ana'analar o'zaro munosabat va aloqalarga bog'lik. Odatda jamoa sportchi shaxsining ijobiy xususiyatlari shakllanishiga samarali ta'sir ko'rsatadi.

Afsuski, tarbiyaviy ishga murabbiy tomonidan ahamiyat kam ajratilgan jamoalarda ko'pincha yaxshigina o'yin ko'rsata oladigan, lekin ma'naviy jihatdan beqaror voleybolchilar paydo bo'ladi. Ular ba'zan jamoaga juda yomon ta'sir o'tkazadi, nosog'lom vaziyatni vujudga keltiradi. SHuni doimo yodda tutish kerakki, voleybol jamoasining ma'naviy holati sportchilarning ham o'yindagi, ham shaxsiy o'zaro aloqalariga to'g'ridan-to'g'ri bog'liqdir. Sportchilarning jamoatchilik, o'rtoqlikka intilishi, birdamligi jamoaning muvaffaqiyatli chiqishlari uchun zarur shart hisoblanadi. SHuning uchun voleybolda shaxslararo munosabatlar, jamoaning tashkiliy masalalari alohida o'ringa ega bo'lishi lozim.

Texnik priyomlarni (uzatishlar, zarbalar) bajarishda katta rol o'ynaydigan oyok mushaklari zo'rikishlari aniq idrok qilinishining tadqiq etilishi natijasida ko'nikadiki, aniqlik shug'ullanganlik holatiga qarab anchagina o'zgaradi. Bunda hujumchilar va o'rta chiziq o'yinchilarida darajalanish aniqligi himoyachilarnikidan 1,5-2 marta yuqoriroqdir.

Demak, mushak-harakat sezgisini rivojlantirishga, ayniksa, himoyada o'ynaydigan sportchilar katta ahamiyat berishlari kerak. Buning uchun mushak zo'riqishlarini darajalashning rivojlanishiga yordam beradigan turli mashqlardan iloji boricha ko'proq foydalanish zarur.

Voleybol o'yini har bir sportchidan reaksiya tezligining oliy darajasini talab qiladi. Voleybolchining butun faoliyati vaqt tanqis paytda javob reaksiyalarini bajarishga tayyorlik bilan aloqador. Voleybolchilarning barcha harakatlari tanlashning murakkab reaksiyalari mexanizmi bo'yicha o'tadi va idrokning ham, javob harakatining ham katta tezligi bilan ham xarakterlanadi. Sport formasida bo'lgan sportchilarda faqat reaksiya vaqti qiskarib qolmay, yana ham muhimi bu reaksiyalar barqarorlashadi o'yin ishonchliligi yuqori darajaga yetadi.

Harakat reaksiyalari tezligi va aniqligini rivojlantirish uchun kutilmagan, mantiqsiz ravishda davom etuvchi boshka mashqlarga tez o'tishni talab qiladigan har xil tezlik mashqlarini iloji boricha kuchi kiritish maqsadga muvofiq bo'ladi.

O'sha katta tezlikda joyni o'zgartirish sakrashlar, harakat yo'nalishini qo'qqisdan almashtirish, keskin itarilish, yiqilishlar, oriyentirlar olishda boshni tez burish vestibulyar apparatning barcha bo'lmalari uchun sezilarli qo'zg'atuvchilardir.

Shuning uchun ta'kidlash mumkinki, voleybolda yuqori natijalarga erishish insonning noqulay holatlardagi harakatlarga murakkab priyomlarni bajarishga moslashish imkoniyatlari bilan uzviy aloqada bo'ladi, ya'ni vestibulyar barqarorlikka ma'lum ma'noda bog'liqdir.

Mashg'ulotlar jarayonida vestibulyar barqarorlikni rivojlantirishga alohida vaqt ajratish muvozanini saqlashga doir murakkab mashqlardan – akrobatik va gimnastik harakatlardan batutda sakrash, aylanma harakatlar, tezlanishlar. Yugurish yunalishini tez o'zgartirish. Keskin to'xtash, suvga sakrash, suzish, kurash elementlari ko'p foydalanish kerak, chunki ular shug'ullanuvchilardan katta faollik talab qiladi. Ammo u yoki bu texnik priyomni bajarish bilan bog'lik bo'lgan mashqlar ayniqsa kuchli ta'sir ko'rsatadi (masalan o'mbaloq oshish yoki aylanma harakatdan so'ng zarba berish).

Ko'z bilan “masofa hissi” ni qanday qilib chamalash mumkin. Eng muhim talab – mashg'ulotlarda to'p uzatishlar, zarba berish vaqtida iloji boricha masofa o'zgartirishlarni ko'p qo'llash, sportchini masofaning arziyasini o'zgarishlarini ham diqqat bilan kuzatib borishga o'rgatish lozim. Chuqur ko'rish qobiliyatini voleybol, basketbol, tennis va boshqa sport turlari o'stiradi.

Ko'z chamasini rivojlantirish uchun to'pni olib yurish va unga zarba berish bilan bog'liq bo'lgan, ham to'pni, ham sheriklarni nazorat qilib bajariladigan yakka va guruhli mashqlardan foydalaniladi. Ko'rish maydoni hajmi, chamalash aniqligini rivojlantirish uchun mashqlar juda ko'p.

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THE ROLE OF PRAGMATICS IN TRANSLATION AND THE PRAGMATIC DIFFICULTIES THAT ENCOUNTER TRANSLATORS

Annotation: This study aimed to investigate the role of pragmatics in Uzbek-English translation and the related pragmatic problems and difficulties encountered translators. Since pragmatics has been recently given a concerning growth and interest by many scholars and linguists, this study viewed pragmatics as a component of considerable importance in translation processes. The method used to achieve the study objectives and to identify the problems and difficulties encounter the translators was the analytical descriptive method. A questionnaire test was conducted and divided into two parts; each part consisted of five items regarding the role of pragmatics in translation, and the problems and difficulties encountered translators in rendering the pragmatic aspects from Uzbek into English respectively.

Key words: Translation, Pragmatics, Translation Difficulties, Uzbek-English Translation.

Language is used not simply to report events in the world. It is used also to convey the rich mental models that individuals and cultures bring to bear on the communication process. It is the claim of the pragmatic-based approach Farewell and Helmreich (2004), that texts do not have meanings, but rather that in producing texts, people intended meanings. That is to say, the translator attempts to understand the author's intent in creating the source text for the original audience and then recreates, to the possible extent, that intent for the target audience by using the target language.

Based on conventional perspective, pragmatics operates in two different phases of the translation task; first, processing of source text (message), and second conceptualizing and reformulating the target text (message). In both phases a great awareness of the pragmatically relevant differences is needed so as to achieve an adequate translation that can fulfill its communicative role in the target language and culture. As a mediator, the translator performs as text receptor in the first place by trying to understand and capture the message of the source text. During this comprehending phase, the translator is bound to the source text pragmatics that he tries to decode appropriately and convey the true and intelligible meanings intended in the source text. However, in the process of translation, the translator is bound to manage the pragmatic differences between both source and target context.

Through pragmatics training, translators will be able to perceive the different interpretations of cross-cultural languages, and get accustomed to their

assorted conventions, structures, and form. In this regard, any ignorance of such pragmatic aspects may lead to translation problems of pragmatic nature. For instance, speech events differ cross-culturally just as in social distance and closeness which are often culture-specific. It means that in each community there are specific cultural contexts in which word-in –word translation cannot help to convey the intended meanings of the source text. The translator is thus involved in using his knowledge of cross-cultural pragmatics to convey the message appropriately in his translation without causing any offence.

Generally speaking, translation of the pragmatic aspects is a constant hurdle as the translators' mission here is not only to render the linguistic particles but also to match the appropriate cultural and conventional dimensions of the source and the target languages. Hence, this paper is intended to investigate the role of pragmatics in translation, and to figure out the profound problems and difficulties the translators face in rendering the pragmatic aspects in their translations.

This current study is intended to achieve the following two objectives:

1. To examine the role of pragmatics in English-Uzbek translation.
2. To identify the kinds of the problems and difficulties that the translators face in rendering the pragmatic aspects.

The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak (Yule, 2010). Pragmatics is, then, the way we convey the meaning through context of the communication. This meaning includes verbal and non-verbal elements and it varies according to different factors such as the context, the topic of conversation, the relationship between interlocutors, and some other social factors. With respect to translation, a pragmatics-based approach. Farewell and Helmreich, (2004), provided a much more explicit framework for reasoning about the many choices that translators must make in producing their translation. However, the central assumption of such approach is that language is vague and texts radically under specify the interpretation. This is why translators must interpret utterances against the context of beliefs about the world, about the elements of the utterance in the context, and about the topic and related individuals and states of- affairs. From the perspective of a pragmatics-based translation and in view of the widespread and significant translation variants to be expected from both human and machine translation systems, it should be clear that the focus of evaluation should be on, firstly, the similarity and difference between the beliefs of the participants and the inferences performed during the source and target language interactions, and, secondly, on the naturalness of expression of the target language text. It should also be clear that there is a wide range of potentially appropriate translations for a given interaction.

Among the many researchers who addressed the interrelated relationship between translation and pragmatics, Kitis (2009) who considered the various levels of analysis of language from a pragmatic viewpoint, and showed how they contributed in distinct ways that need to be taken into account in translating into another language. These pragmatic levels are regarded as constituting the infrastructure of the translation process, and it is claimed that raised awareness of their multifunctionality in this process must be visible in the translation product. Similarly, Pym (1992), proposed that translators increasingly had to work on texts written in two or more languages. Such texts might typically were working documents, minutes of meetings or similar interim reports on the activities of scientific research teams, international bureaucracies or multinational companies. Indeed, they were likely to emanate from any institutional framework where more than one language was used. The result was that many technical translators were called upon to work from multilingual source texts, and did so quite successfully. Yet their success was at the same time a failure for many traditional and not-so-traditional ways of looking at translation. The rendering of these texts required a mode of pragmatics that adopts an economic-probabilistic approach to the genealogy and authority of texts, ultimately accepting that the place of source-text production might be more intercultural, and indeed more hybrid, than that of translations. Bernardo (2011), also, showed how different the production of a translated text was from the one of other texts produced under the constraints of a single context, especially at the pragmatic level. In the textualizing process of translation, the translator is bound to manage the pragmatic divergences between both source and target context, i.e., he must eventually recreate textuality in all its dimensions. In order to achieve an adequate effect with his translated text, high demands are set in the translator's textual competence. That was why the latter should integrate every translator's training course and knowing about pragmatics as the core of translation could help translators to be more efficient.

More importantly, Nida (2000), was among the first linguists who emphasize the importance of pragmatic knowledge in translation, yet he was not the only one who did so. There are other writings which have adequately pointed out that there are interactions between pragmatics and translation, such as Malmkjar et al. (1998) who raised some problems in translation which occur due to the pragmatic differences between the source language and the target language. In this vein, Mason and Hatim (1997), proposed a general pragmatic approach and suggested that for a better translation there is a need to maintain the same pragmatic effect of the source text on the target text. In addition, Gut (1991), followed Sperber and Wilson's (1986) relevance theory, i.e., they said that translation is a communicative situation in which the translators interpret and present the communicative clues in texts. Translators, in general, may make some pragmatic errors due to several reasons, such as the lack of pragmatic

knowledge of the target language, and the unawareness of the importance of pragmatics in the translation task.

Depending on the fact that translation is considered as a means of inter-lingual communication, and pragmatic awareness has been recognized as one of the essential components of communicative competence, then there is a real demand for enhancing the understanding of pragmatics, and more specifically to increase the cross-lingual and cross-cultural awareness and knowledge of translators. Pragmatic awareness could help to improve the pragmatic competence to ensure less pragmatic failures that translators might fall in. So, pragmatic knowledge and raised awareness of its importance sharpens the translators' acumen Robinson (2003). Well-trained translators nowadays need to have a raised awareness of the many layers embracing texts. This will be achieved if they can actively identify and transfer pragmatic determinants of texts. As a result, translators' pragmatic awareness is considered as one of the main bases of translation and well cross-cultural communications. Being aware of pragmatics and its importance helps translators and translation field uncover the hidden paralinguistic and cultural features and differences between languages, and then to establish convergence between different cultures and languages.

In this perspective, research in the relationship between translation and pragmatics with reference to specific source/ target languages are of significance, justifying an empirical research in the interrelation between pragmatics and translation in cases of English- Uzbek/ Uzbek- English translation. Differences between English and Uzbek at the pragmatic level can lead to different errors and miscommunications when translating.

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TEACHING ENGLISH THROUGH STORYTELLING

Abstract. This article is about teaching English more interestingly and effectively through storytelling. In this article it is spoken about the importance of storytelling method and several successful reasons of using it at the English lessons. There are lots of benefits of using stories in teaching children.

Key words: storytelling, knowledge, language learners, benefits, motivation, English.

It is common knowledge that there are lots of English teaching methods, for instance, watching movies, playing games, singing songs, memorizing new words, telling stories and fairytales and other ones. According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and no one teaching method is inherently superior to the others. Also, it is not always possible or appropriate to apply the same methodology to all learners, who have different objectives, environments and learning needs. So, firstly, teachers should have some information about their pupils' interest, outlook, needs and likes. Teachers need new ideas, effective approaches to make each lesson interesting, exciting and to develop creative, mental activity of children.

Storytelling is one of the most natural activities in our lives. We constantly talk about how the day went, chatting with friends, reading stories on the Internet and hearing them. This is so natural for a person of any age, and must be used in teaching a foreign language. Many language teaching specialists worldwide suggest that storytelling is an appropriate and effective way in enhancing young learners' skills and interest in English and improving their learning output. Stories allow the use authentic material, help to work out grammar and vocabulary, contribute to the development of imagination, speaking, listening, and writing. This technique is perfect for a variety of age groups, children, as well as adolescents and adults.

Language learners can benefit from storytelling because stories help them to develop the ability to understand spoken language and engage in thinking skills. In connection to this, Castro (2002, p. 52) reports on a study carried out in Colombia and stresses that "Listening to stories develops children's listening and concentration skills and their ability to receive and understand information expressed in words. Besides, with the stories children develop learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing" [1].

Storytelling has special pedagogical values for the foreign language classroom, as Rossiter points out below [2]:

Stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters. In so doing, stories invite active meaning making.

According to Curtain & Dahlberg [3], storytelling can provide experience with the interpretive mode for children, even at very early stages of language acquisition, when the stories meet the following criteria: the story is highly predictable or familiar to the children from their native culture, with a large proportion of previously learned vocabulary. In early stages it is especially helpful to choose stories that include vocabulary representing the home and the school environments of the children.

There are several reasons why this method can be successfully used in teaching a foreign, in particular English language:

- motivation
- expansion of vocabulary
- development of listening skills
- improvement of writing and speaking skills
- general development

Storytelling and listening develops imagination, vocabulary, motivate and serve as a bridge between fantasy and reality.

Here are few types of using stories in English lessons:

- ✓The teacher reads a story or a fairytale as listening;
- ✓The teacher tells the story, introducing the topic or presenting new vocabulary and grammar
- ✓Pupils themselves make up a story from a series of pictures, phrases, comics and others.
- ✓After reading the text, pupils retell the story, relying on images, keywords.

In connection to new language we might find in a story, Cameron (2001, p. 169) states [4]:

A story can include some new language, but not so much that the story becomes incomprehensible. The number of new words that listeners can cope with within one story is not clear cut; it will depend on how well the pictures and discourse organization support the meaning of the words, how central the new words are to the plot, and the overall total of new words, which should not be too high. In preparing to use a story, new words and phrases that are crucial to understanding the story should be pre-taught, and support offered by pictures

and context for the meaning of other new language should be checked to ensure it is adequate. If necessary, further support can be provided.

In regards to this practice, Cameron (2001, p. 168) states that [5]: "The role of the pictures in combination with the text to form the story as a whole should be considered. If the pictures are indispensable, as is often the case, then somehow there will need to be enough copies or they will need to be made big enough for everyone to see".

Stories can [6]:

- °Enable children to empathise with unfamiliar people/places/situations.
- °Offer insights into different traditions and values.
- °Offer insights into universal life experiences.
- °Help children consider new ideas.
- °Reveal differences and commonalities of cultures around the world.
- °Promote a feeling of well-being, fun and relaxation.
- °Increase children's willingness to communicate thoughts and feelings.
- °Encourage active participation.
- °Increase verbal proficiency.
- °Encourage use of imagination and creativity.
- °Encourage cooperation between students.
- °Enhance listening skills.

When you tell your first story, there is a magical moment. The children sit enthralled, mouths open, eyes wide. If that isn't enough reason, then consider that storytelling:

1. Inspires purposeful talking, and not just about the story -- there are many games you can play.
2. Raises the enthusiasm for reading texts to find stories, reread them, etc.
3. Initiates writing because children will quickly want to write stories and tell them.
4. Enhances the community in the room.
5. Improves listening skills.
6. Really engages the boys who love the acting.
7. Is enjoyed by children from kindergarten to the end of elementary school.
8. Gives a motivating reason for English-language learners to speak and write English.

Based on this research, storytelling gave so many advantages in teaching English to early childhood education students, this activity is suitable for very young learners and it could be done by teachers in their teaching activities.

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TARKIBIDA EFIR MOYI BO'LGAN DORIVOR O'SIMLIKLAR VA MAHSULOTLAR

Anatatsiya: efir moyi bo'lgan o'simliklarni tibbiyotda va xalq xo'jaligida ahamiyatini aniqlash yo'llari, zamonaviy usullar.

Kalit so'z: suv bug'i, anfleraj usuli, tarkibi, ishlatilishi. Aralashmalarni, hulrang evkalipt.

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MEDICINAL PLANTS AND PRODUCTS WITH ESSENTIAL OIL

Annotation: Ways to determine the importance of essential oils in medicine and the economy, modern methods.

Keywords: water vapor, method of filling, composition, use. Mixtures, hulrang eucalyptus.

Kirish: efir moyi deb, o'simliklardan suv bug'i yordamida haydab olinadigan, o'ziga xos hidi va mazaga ega bo'lgan uchuvchan organik moddalar aralashmasiga aytiladi. Xushbo'y hidli o'simliklar va ulardan olinadigan ba'zi mahsulotlar (tarkibida efir moyi bo'lgan o'simliklardan olingan xushbo'y suvlar, smolalar va efir moylar) qadimdan ma'lum. Odamlar bu mahsulotlardan turli kasalliklarni davolashda, ovqat tayyorlashda keng foydalanib kelganlar. O'rta asrlarda arablar o'simliklardan efir moylarini suv bilan haydab olish va ularni suvdan ajratish usullarini yaxshi bilar edilar.

XVIII asrdan boshlab efir moylarining xossalari va tarkibiy qismi o'rganila boshlangan bo'lsada, bu sohadagi ishlar XIX asrning ikkinchi yarmi va XX asr boshlarida ayniqsa avj oladi. A.M.Butlerov va A.N.Reformatskiy (Rossiya), Gildemeyster va Gofman (Germaniya), Ye.Ye.Vagner va uning shogirdlari (Polsha) va boshqa mashhur olimlar efir moylarini o'rganishga katta hissa qo'shdilar.

yasnotkadoshlar - Lamiaceae (labguldoshlar - Labiatae), sclderdoshlar - Apiaceae (soyabonguldoshlar - Umbelliferae). astradoshlar - Asteraceae (murakkabguldoshlar - Compositae). sho'radoshlar - Cheopodiaceae. archadoshlar (sarvindoshlar) - Cupressaceae, mirtadoshlar - Myrtaceae, rutadoshlar - Rutaceae, ra'noguldoshlar - Rosaceae va boshqa oilalarning vakillari efir moyiga boy.

Efir moylarini ishlab chiqaruvchi va saqlovchi organlar, asosan, ikki guruhga bo'linadi: 1. Sirtqi - ekzogen organlar o'simliklar sirtida bo'lib, epidermal to'qima ustiga joylashgan. 2. Ichki - endogen organlar epidermal to'qimalar ostida joylashgan. Efir moylari ishlab chiqaruvchi ekzogen organlarga bezsimon dog'lar, bezli tuklar va maxsus bezlar kiradi. Odatda, bezsimon dog'lar gulning tojbargida bo'lib, ular ishlab chiqargan moylar epidermal to'qimaning ustidagi kutikula qavati ostida to'planadi. Natijada oz miqdorda efir moyi to'planadigan va mikroskop ostidagina ko'rish mumkin bo'lgan dog'lar vujudga keladi. Ba'zan o'simliklarning barg, poya va gul qo'rg'onida uchraydigan tuklarning bezli boshchalari bo'ladi. Bu boshchalar efir moyi ishlab chiqarishi mumkin. Shuning uchun bunday tuklar efir moyi ishlab chiqaruvchi bed; tuklar deb ataladi.

Efir moyi to'planadigan joylar o'simlik organlarida turti usullar bilan hosil bo'ladi. O'simlik to'qimalari hujayralarining siqilishi natijasida bo'shliq vujudga keladi. So'ngra uning chetlarida efir moyi ishlab chiqaradigan hujayralar paydo bo'lib, ular moy yig'iladigan joyni hosil qiladi. Bu usul sxizogen tipi deb ataladi. Ba'zan to'qimalarda oldin ishlab chiqarilgan bir tomchi efir moyi o'z atrofidagi hujayralarni eritib, bo'shliq hosil qiladi. Natijada bu bo'shliq tevaragida efir moyi ajratuvchi hujayralar paydo bo'lib, ular moy yig'iladigan joyni vujudga keltiradi. Bu usul lizogen tipi deb ataladi. Odatda, o'simliklarda bu ikki usulning to'qimalarida umumlashishidan sxizolizogen tipida hosil bo'lgan efir moyi to'planadigan joylarni ko'proq uchratish mumkin. Bu holda hujayralarning siqilib hosil qilgan bo'shlig'ida paydo bo'lgan efir moyi atrofidagi qoigan hujayralarni ham eritib, moy yig'iladigan joyni vujudga keltiradi.

EFIR MOYLARINI OLISH USULLARI, ULARNING FIZIK XOSSALARI, KIMYOVIY TARKIBI VA TAHLIL QILISH. Efir moylarini 5 xil usul bilan olish mumkin ularga:

1. Efir moyini **o'simliklardan suv yoki suv bug'i yordamida** haydab olish usuli. Bu eng eski va oddiy usul bo'yicha efir moyi olish uchun kubga (laboratoriyada esa kolbaga) maydalangan o'simlik organi solinadi va ustiga suv quyiladi, so'ngra kub (yoki kolba) sovutkich bilan birlashtirilib, qizdiriladi. Efir

moyi bug'i suv bug'i bilan sovitkichdan o'tadi-da, loyqa suv holatida distillatga aylanadi, so'ngra qabul qiluvchi idishga tushadi. Distillat biroz turgandan keyin efir moyi zichligiga qarab, maxsus yasalgan florentik idishlarda yo suv ustiga yoki suv ostiga yig'iladi va so'ngra efir moyi ajratib olinadi. Efir moylarini suv bug'i yordamida ajratib olish jarayoni quyidagicha boradi. Maxsus kolba yoki kubda suv bug'i hosil qilib, uni o'simlik organi solingan idish tagidan o'tkaziladi. Bunda suv bug'i o'ziga efir moyi bug'ini olib, sovitkichdan o'tadi. Bug'lar sovib, suyuqlikka aylanadi va maxsus idishlarga tushadi. Efir moyini suv bilan haydab olinganda o'simlik organi ham suv bilan birga qiziydi. Bunda o'simlik organi biroz kuyishi, efir moyining sifati esa sal buzilishi mumkin. Suv bug'i bilan efir moyi haydalganda esa bu hodisa yuz bermaydi. Shuning uchun tarkibiy qismi tez buziladigan efir moylari o'simliklardan suv bug'i yordamida haydab olinadi.

2. Matseratsiya usuli efir moylarining yog'larda erish xossasiga asoslangan. Shuning uchun bu usul qizdirilganda tarkibiy qismi o'zgarib ketadigan efir moylari olishda qo'llaniladi. Tarkibida efir moyi bo'lgan gullar maxsus idishga solinib, ustiga zaytun moyi quyiladi va 500 gacha qizdiriladi. Natijada mahsulotdagi efir moyi zaytun moyiga o'tadi. Gullardan tozalangan moy maxsus maqsadlar uchun ishlatiladi.

3. Anfleraj (yutish) usuli efir moylarining qattiq moylarda yutilishiga asoslangan. Bu usul bilan, odatda, gullardan yuqori sifatli va qizdirilganda buziladigan efir moylari olinadi. Yutilish jarayoni oddiy haroratda olib boriladi, shuning uchun efir moyi tarkibi buzilmay, sifati saqlanib qoladi. Bir necha kun davom etgan yutilish jarayonida gullar o'zidan efir moyi ajratib chiqarishni davom ettirishi mumkin. Bu usul bilan efir moylari olish uchun bo'yi va eni 50x50 sm bo'lgan qalin oyna 5 sm qalinlikdagi maxsus ramkaga o'rnatiladi va ikki tomoniga yuqori sifatli yog' aralashmasi (3 qism cho'chqa yog'i va 2 qism mol yog'i) yupqa qilib surtiladi. Yog' ustiga gullar yoki tojbarglar qo'yiladi. Keyin ram alar maxsus taxlarga o'rnatiladi va ustidagi gullar bar kuni yangilanib turiladi. Plantatsiyadagi o'simliklarning gullash davri 1-2 haftadan ortiq davom etadigan bo'lsa, oyna ustidagi yog' ham yangilanadi. Shunday qilib, xushbo'y yog' tayyorlanadi. Bu yog'lar esa maxsus maqsadlar uchun ishlatiladi. Efir moylarini faollashtirilgan ko'mirga yuttirib olish usuli ham ishlab chiqilgan.

4. Presslash usuli bilan tarkibida ko'p miqdorda efir moyi bo'ladigan mahsulotlar (limon, apelsin, pomeranes, bergomot va boshqa o'simliklarning mevalari) dan olinadi. Bunday o'simlik mevalari po'stini qo'l bilan siqilganda ham ma'lum miqdorda efir moyi ajraladi. Agar efir moyi turgan joylarni tishli disk bilan yorib, meva po'sti siqilgudek bo'lsa, ko'proq moy chiqadi. Efir moyi zavodlarda ham shu usul bilan olinadi.

5. Ekstraksiya usuli efir moylarining ko'pchilik organik erituvchilarda yaxshi erish xususiyatiga asoslangan. Efir moyi o'simlik organlaridan past haroratda yengil uchuvchan organik erituvchi yordamida ajratib olinadi. So'ngra organik erituvchi haydalinib, efir moyi ajratib olinadi.

EFIR MOYLARINING FIZIK XOSSALARI: Efir moylar ko'pincha rangsiz yoki ba'zan turli rangdagi (yashil, och sariq, to'q ko'k, qizil, qo'ng'ir) o'ziga xos hidga va o'tkir mazaga ega uchuvchan tiniq suyuqlikdir. Uning



zichligi ko'pincha suvdan yengil, ba'zan og'ir bo'lishi mumkin. Juda yengil efir moyining zichligi 0,8; eng og'irini esa 1,182.

EFIR MOYLARNING KIMYOVIY TARKIBI: Efir moylari organik moddalar aralashmasidan iborat bo'lib, tarkibiga barcha to'yingan va to'yinmagan birikmalar, alifatik, siklik hamda aromatik uglevodorodlar, terpenlar, spirtlar, yog' kislotalar, fenollar, murakkab efirlar, aldegidlar, ketonlar, laktonlar va tarkibida azot hamda oltingugurt bo'lgan boshqa organik moddalar kiradi. atirguldan olinadigan efir moyi tarkibidagi geraniol spirtining formulasi quyidagicha: $\text{CH}_3 - \text{C} = \text{CH} - \text{CH}_2 - \text{CH}_2 - \text{C} = \text{CH} - \text{CH}_2\text{OH}$ I I $\text{CH}_3 \text{ CH}_3$

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**POROSHOKLARNING XUSUSIY TEXNOLOGIYASI (TO'ZG'UVCHI,
BO'YOVCHI VA QIYIN MAYDALANUVCHI MODDALAR,
EKSTRAKTLAR VA EFIR MOYLARI BILAN POROSHOKLAR
TAYYORLASH)**

Annotatsiya: Poroshoklarning xususiy texnologiyasi bo'lgan to'zg'uvchi, bo'yovchi va qiyin maydalanuvchi moddalar, ekstraktlar va efir moylari bilan poroshoklar tayyorlash texnologiyasi keng yoritib berilgan.

Kalit so'z: parashoklar, signatura, ekistrakt, qovushqoqlik texnologiyalari ta'siri, triturat, trituration atropini sulfatis- atropin sulfat triturate, zahar-venena, signatura-belgila.

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**SPECIAL TECHNOLOGY OF POWDER (PREPARATION OF
POWDER WITH DESTROYING, DYING AND DIFFICULT
SUBSTANCES, EXTRACTS AND ESSENTIAL OILS)**

Annotation: The technology of preparation of powders with abrasives, dyes and hard powders, extracts and essential oils, which are special technologies of powders, is widely covered.

Keywords: powders, signatures, extracts, effects of viscosity technologies, triturat, trituratio atropine sulfatis- atropine sulfate triturate, poison-venena, signatura-mark.

Tadqiqot natijalari: Poroshoklar qadim zamonlardan ma'lum dori shakllari bo'lib, eramizdan oldingi 3000 yil avval ham tabobatda qo'llanilgan.

Elaki dorilarning juda mayda bo'lganligi uchun ta'siri yuqori bo'ladi. Shuning uchun elaki dorilar qattiq dori shakllariga nisbatan yuqori ta'sir ko'rsatadigan dori hisoblanadi.

Davlat farmakopeyasida elaki dorilar — ichish va tana yuzasiga qo'llash uchun ishlatiladigan qattiq dori shaklli hisoblanadi, sochiluvchan-lik xususiyatga ega bo'ladi. Poroshoklar ikki xil bo'ladi

a) oddiy — (Pulveres simplices) bitta dori moddasidan tashkil topgan yoki

b) murakkab — ikki va undan ortiq ingredientdan iborat (pulveres compositi) bo'lishi mumkin ekan. Undan tashqari kukunlar ya'ni, elaki dorilar alohida dozalarga bo'lib taqsimlangan (pulveres divisi) va taqsimlanmagan (pulveres indivisi) bo'ladi. Ichish uchun mo'ljallangan kukunlar asosan dozalangan usulda yoziladi yoki taksimlangan bo'ladi, sirtga ishlatiladigan kukunlar esa taqsimlanmagan usulda berilar ekan.

Poroshoklarga qo'yiladigan asosiy talabalar:

1. Sochiluvchanlik
2. Disperslik (barcha tarkibiy qismlarning optimal maydalik darajasida bo'lishi)
3. Bir xilligi (murakkab poroshoklarda barcha tarkibiy qismlarni bir xil tarqalganligi)
4. Dozaning aniqligi
5. Turg'unligi (saqlanish jarayonida moddalarning o'zgarmasligi)
6. Ba'zi bir poroshoklar uchun sterillik (ochiq yaralar uchun sepmalar, yangi tug'ilgan chaqaloqlar uchun poroshoklar va b.)

Parashoklarning xususiy texnologiyasi 3 xil

1. Qiyin maydalanadigan moddalar bilan poroshoklar tayyorlash

Qiyinmaydalanadigan moddalarga yod, kamfora, mentol, timol, fenilsalitsilat, benzol, salitsilat kislota, tetraborat natriy, streptotsid va boshqa moddalar kiradi. Bularni maydalash uchun uchuvchan erituvchilar ishlatiladi. Erituvchilar sifatida spirt, efir, spirt-efir aralashmasi ishlatiladi.

2. To'zg'uvchi moddalar bilan poroshoklar tayyorlash Agar murakkab poroshoklar tarkibiga to'zg'uvchi moddalar kirs (magniy oksid, talk, kaolin va boshqalar), bunday poroshoklarni tayyorlashda to'zg'uvchi moddalar eng oxirida qo'shiladi va uzoq aralashtirilmaydi. Chunki poroshoklarni yuqotish miqdori meyoridan ko'p bo'lib ketishi ehtimoli bor.

3. Bo'yovchi moddalar bilan poroshoklar tayyorlash

4. Agar murakkab poroshoklar tarkibiga bo'yovchi moddalar kirs (akrixin, etakridin laktat, riboflavin, metilen kuki, brilliant yashili va boshqalar), ular bilan poroshok tayyorlaganda alohida hovoncha va tarozilar ishlatiladi.

Dori moddalarni bo'yovchi xususiyatga ega bo'lishi va kam miqdorda yozilganligi uchun, havoncha va dastani ifloslanishi oldini olish maqsadga muvofiqdir.

Ekstraktlar bilan poroshoklar tayyorlash

Ekstraktlar (Extractum) deb, o'simlik xom ashyosidan biologik faol moddalar suv, spirt, efir yoki boshqa ajratuvchilar yordamida ajratib olingan va ajratuvchisi qisman, ba'zan butunlay bug'latilgan ajratmalarga aytiladi.

Ekstraktlar konsistentsiyasiga qarab quyidagicha tasniflanadi:

Quyuq ekstrakt (Extractum spissum 1:1) uta qovushqoq, idishdan tukilmaydigan asalsimon chuziluvchan massa bo'lib, 25% gacha namlik saqlaydi. Ular 3:1, 4:1, 5:1, 6:1 nisbatlarda tayyorlanadi

Quruq ekstrakt (Extractum siccum 1:2), quruq poroshok holida bo'lib, 5% gacha namlik saqlaydi

Suyuq ekstrakt (Extractum fluidum 1:2) kontsentrangan ajratmalar bo'lib, 50% dan ko'p namlik saqlaydi. Ajratuvchi sifatida har xil quvvatdagi etil spirti ishlatiladi. Agarda retseptda ekstrakt turi ko'rsatilmagan bo'lsa, DF XI nashriga asosan quyuq ekstrakt olinadi.

Efir moyi qo'shib poroshok tayyorlash

Efir moyi poroshok tarkibiga qand bilan aralashgan holda qo'shiladi va bu aralashmani efir moy-qand aralashmasi (eleosaccharum) deb ataladi. Efir moyi poroshok tarkibiga ta'sir etuvchi va ma'lum ta'm beruvchi modda sifatida ham qo'shiladi. Efir moy-qand aralashmasi 2,0 g qandga 1 tomchi efir moyi qo'shib tayyorlanadi. Ammo efir moy-qand aralashmasi atirgul va achchiq apelsin efir moyidan tayyorlanadigan bo'lsa, u holda 4,0 g qandga 1 tomchi efir moyi qo'shiladi. Efir moy-qand aralashmasi kerak bo'lganda tayyorlanadi, chunki efir moylari oddiy sharoitda ham uchuvchan bo'ladi. Tayyor efir moy-qand aralashmasi ogzi jips berqiladigan shisha idishlarda, miqdorlarga bo'lingani esa pergament kogozlarda beriladi.

Suyuqliklar bilan poroshok tayyorlash

Murakkab poroshoklar tarkibiga ayrim hollarda nastoykalar kiradi. Nastoyka deb, o'simlik va hayvon mahsulotlaridan har xil konsentratsiyali spirt, spirt-efir yordamida olingan ajratmalarga aytiladi. Nastoykalar odatda 1:5 va 1:10 nisbatda tayyorlanib, dorixonalarga tayyor holda keltiriladi. Suyuqliklar poroshok tarkibiga qo'shib tayyorlanganda, ularning sochiluvchanlik darajasiga ta'sir etmasligi kerak. Agarda sochiluvchanligi talabga javob bermasa, u holda quyidagi ikki usulning biridan foydalaniladi:

1. Poroshok tarkibidagi nastoykani ta'sir etuvchi moddasi uchmaydigan bo'lsa (masalan, belladonna nastoykasi) u holda poroshok qizdirilgan hovonchada tayyorlanadi.

2. Poroshok tarkibidagi nastoykani ta'sir etuvchi moddasi uchsa (masalan, valeriana nastoykasi), u holda poroshokka indifferent modda (qand, sut qandi) qo'shib tayyorlanadi

Triturat — lotincha trituration so'zidan olingan, zaharli yoki kuchli ta'sir etuvchi moddalarni anik tortib olish uchun qulaylik yaratish maksadida biror indifferent modda qoshib tayyorlangan aralashmaga triturate deyiladi. XI DF ga asosan retseptda zaharli yoki kuchli ta'sir etuvchi moddalarning umumiy miqdori 0,05g dan kam bulganda trituratdan foydalanish tavsiya etiladi.

Triturat tarkibidagi indifferent modda sifatida sut qandi tavsiya etiladi. Sut qandining solishtirma ogirligi kopchilik alkaloidlarning solishtirma ogirligiga yaqin va u gigroskopik emas. Trituratlar «zaharli moddalar» ro'yxatidagi moddadan 1:100 (1+99) nisbatda va «kuchli ta'sir qiluvchi moddalar» ro'yxatidagi moddadan 1:10(1+9) nisbatda tayyorlanadi.

Xulosa: Poroshoklarning xususiy texnologiyasi (to'zg'uvchi, bo'yovchi va qiyin maydalanuvchi moddalar, ekstraktlar va efir moylari) bilan poroshoklar tayyorlash texnologiyasini o'rganishda Zaharli, narkotik va psixotrop dori vositalarining saqlanishi, hisobi, retseptga yozilishi, berilishi, qo'llanilishi va ishlatilishini nazorat qilishning kuchaytirilishi tartibi haqida O'zRSSHning 1996yil 17 iyun 489-sonli buyrug'I chiqqan va shundagi ko'rsatmalarga rioya qilinadi.

Foydalanilgan adabiyotlar:

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CLINICAL JUSTIFICATION OF ACUTE RESPIRATORY DISTRESS SYNDROME AND OTHER PULMONARY COMPLICATIONS IN COVID-19

Resume: Acute respiratory distress syndrome —ARDS) is an acute diffuse inflammatory lesion of the lung parenchyma that develops as a non-specific reaction to various damaging factors and leads to the formation of acute respiratory failure (ODN) (as a component of multiple organ failure) due to a violation of the structure of lung tissue and a decrease in the mass of aerated lung tissue

This article concludes that severe acute respiratory distress syndrome caused by the novel coronavirus-2 (COVID-19) is considered an emergency pandemic of respiratory diseases, the clinical picture of this infection often meets the criteria of acute respiratory distress syndrome (ARDS) with progressive stress leading to death.

Key words: COVID-19, acute respiratory distress syndrome, pulmonary complications.

Relevance. New coronavirus infection (COVID-19) is a potentially dangerous acute respiratory disease caused by a new coronavirus (SARS-CoV-2), mainly with an aspiration transmission mechanism. COVID-19 can occur not only as a mild acute respiratory viral infection, but also in severe forms, which are characterized by the development of a clinical picture of acute respiratory distress syndrome (ARDS) and multiple organ failure with high mortality [1]. During the passing period of the pandemic, scientific information on the etiology, epidemiology, pathogenesis and morphological changes, clinical features, treatment and prevention of a new coronavirus infection is being updated [3].

The spread of COVID-19 is particularly dangerous in relation to the decompensation of chronic diseases. The most common severe forms of COVID-19 are observed in patients with chronic obstructive pulmonary disease, obesity, diabetes mellitus, hypertension, coronary heart disease, chronic kidney disease, malignant neoplasms [6]. The pathogenesis of CID-19 is in the process of active study. In the domestic and foreign literature, it has been stated that the main cell receptor to which the S-protein (Spike with protein) of the SARS-coronavirus-2 shell binds is angiotensin converting enzyme 2 (angiotensin converting enzyme 2, ACE2 and). Infection occurs with the participation of

transmembrane serine protease 2 (transmembrane protease serine 2, TMPRSS2), which is necessary for the activation of S-protein [4].

The main target of the SARS-2 virus is the respiratory tract. There is a lesion of alveolocytes of the 1st and 2nd types, vascular endothelial cells, which leads to disruption of the functioning of the aerogenic barrier and the surfactant alveolar complex [15, 16]. One of the most relevant pathogenetic concepts of COVID-19 is immune dysfunction (dysregulation), which is based on macrophage activation syndrome (macrophage activation syndrome, MAS) [7].

Morphological signs of COVID-19 at the present stage are mainly reduced to the description of changes in the early (exudative) and late (proliferative) stages of ARDS. Damage to endotheliocytes of the microcirculatory bed with disorders in the blood coagulation system, the development of DIC syndrome with multifocal microthrombosis and subsequent multi-organ dysfunction with a predominance of acute renal failure is also verified [5]. Some experts believe that with regard to the definition of lung damage in COVID-19, the term "pneumonia" does not reflect the morphology, clinical and radiological signs of the pathological process observed in lung damage by the SARS-coronavirus-2 virus at all.

The term "viral lung lesion" (viral pneumonitis, viral interstitiopathy) is proposed for use [3]. A number of authors suggest the term "microvascular obstructive thromboinflammatory lung syndrome" as a new name for severe COVID-19 [2].

The purpose of the study. To study the pathomorphogenesis of COVID-19 on the basis of autopsy studies with the formation of a working hypothesis of the conceptual scheme of clinical and morphological phases of the development of the disease.

Materials and methods of research. Retrospective, single-center, controlled, non-randomized. 25 patients met the inclusion criteria, 10 underwent artificial lung ventilation, three of them died. We compared the ARDS clinic for nonspecific severe community-acquired pneumonia and new coronavirus infection COVID-19.

The results of the study. The revealed features of diffuse alveolar damage in a new coronavirus infection (COVID-19) allowed us to present a working hypothesis of the pathomorphogenesis of COVID-19 interstitial pneumonia. We propose three phases — fulminant, persistent and fibrotic, each of which is conditionally limited by certain time parameters and is characterized by certain morphological features. Dysregulatory activation of monocytic phagocytes, the development of generalized microcirculatory thrombosis, pathological repair, progressive interstitial and intraalveolar fibrosis are the main links in the pathomorphogenesis of COVID-19-interstitial pneumonia.

In response to the introduction of the ATYPICAL pneumonia-2 virus, T-cell immunity reactions prevail in the exudative and proliferative stages. In the

fibrotic stage, the total number of T-lymphocytes is sharply reduced, humoral immunity cells are not detected. The prevalence of CD8+ T-suppressor lymphocytes over the content of CD4+ T-helper lymphocytes may be associated with the mechanisms of autoimmune damage.

Lung damage with the development of COVID-19-interstitial pneumonia is the main cause of the severe course of the disease and fatal outcomes. The revealed features of the pathomorphogenesis of the clinical and morphological phases of COVID-19-interstitial pneumonia will improve the quality of diagnosis and treatment of a new coronavirus infection (COVID-19).

Conclusion. The basis of lung damage in the new coronavirus infection (COVID-19) is the development of ARDS (diffuse alveolar injury) with an atypical course, causing the development of COVID-19 - interstitial pneumonia with synchronous damage to the respiratory tract and microcirculatory bed.

Morphological signs of the fulminant phase of the progressive severe course of COVID-19 interstitial pneumonia, leading to a rapid fatal outcome (up to 10 days), correspond to the exudative stage of ARDS in combination with monocyte-macrophage hyperimmune reaction and the development of obstructive thromboinflammatory processes in the microcirculatory bed of the lungs, or are generalized.

Morphological signs of the persistent phase of the progressive severe course of COVID-19-interstitial pneumonia, leading to a fatal outcome (up to 20 days), correspond to the proliferative stage of ARDS. In this phase, there is a persistence of changes in the exudative stage in combination with monocyte-macrophage hyperimmune reaction, the development of generalized obstructive thromboinflammatory processes not only in the microcirculatory bed, but also in larger vessels, as well as common thrombosis and thromboembolic complications.

Morphological signs of the fibrotic phase of the progressive severe course of COVID-19-interstitial pneumonia leading to death (from 21 to 45 days) correspond to the fibrotic stage of ARDS with dysregenerative metaplastic and dysplastic changes, multiplicative sharply accelerated fibrosis effect and fibrotic remodeling of the pulmonary parenchyma.

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IMPROVING PRODUCT QUALITY BY REDUCING THE ENERGY CONSUMPTION OF ELECTRIC DRIVES IN THE SILK INDUSTRY

Annotation: there is an opportunity to apply energy-saving processes and analyze them using models of electric drives used in the silk industry. The development of the silk industry will be achieved through the use of new self-monitoring technologies. This, in turn, requires the production of quality products using energy-efficient methods. It is known that the machines used in the silk industry consume most of the electricity in electric drives, so it is important to control and monitor them in energy-saving modes.

Keywords: silk fibroin; energy-saving; electric drive; weaving looms.

Introduction

The constant monitoring of the energy standards of the silk industry is reflected in its energy consumption, which is related to the consumption of electric drives used in industry. The use of electronic devices in electric drives controls the quality of silk and the process in it. [1,2].

The brush machine used to scrape the cocoons allows to reduce the waste rate by requiring constant quality. Increases work efficiency using Mechanical and Automatic method depending on the application situation. [3]. Based on these methods, it was found that it is possible to control the machines and regulate energy consumption in the silk industry using the analysis of the literature and new modern methods. At the same time, we witness the latest revolutionary form of intelligent textile (electronic textile) production, which involves the integration of the required electrical conductivity properties of electronic devices [4] with softness, biological flexibility, biological decomposition and cost-effective production. has been shown to be possible [5]. With the help of mathematical modeling of electric drives of existing machines, it is possible to monitor the daily, monthly and annual energy consumption of the enterprise and achieve a reduction of the human factor through constant monitoring.

With the results of the analysis, the continuous development in the modernized smart textile industry requires the integration of devices such as antennas, information processors, light sources and sensors, which require a high degree of autonomy. The presence of energy sources is considered to be the main force directed to the production of assembly and adjustment of intelligent

electric drives, which must be combined with these devices under conditions of stability under the influence of various mechanical actions (bending and stretching) and washing procedures. [8,9]. In the process of analyzing the machines we need to look at, we can see that they are obsolete due to energy consumption and lack of control, which affects the economic aspect of the enterprise. It is known that the use of automatic control methods of the central cocoon cleaning machine (Figure 1) and the organization of their equipment on the basis of new technologies can save up to 8-10% of energy.

The energy consumed in preventing the cocoon from breaking and twisting it can be tracked using a matlab program. Analysis of the asynchronous motor installed in the central cocoon cleaning machine without changing the constant values allows to monitor the energy consumption. The energy consumed in the process is not always consistent with the energy consumed, ie the cost of energy and the cost of manual labor must be constantly monitored to make the silk product from 1 kg of cocoon look silky.

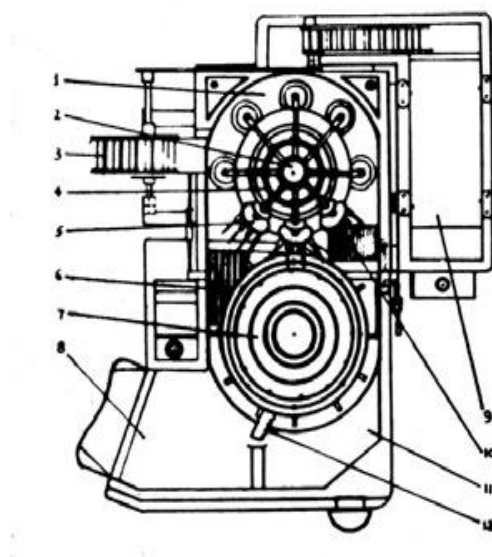


Fig 1. Model analysis of an induction motor mounted on a central cocoon cleaning machine

A view of the model created in the Matlab program. Manifestation of energy consumption characteristics of an induction motor

In the analysis of the existing asynchronous motor in the enterprise, the source of supply of motor parameters is shown in Figure 2. Based on this, it is possible to analyze on the basis of certain parts. As we know, asynchronous motors differ from other types of motors by their speed and energy consumption, which is expressed as follows:

If T_m is positive, the machine acts as an engine.

If T_m is negative, the machine acts as a generator.

In the silk industry, the speed of an asynchronous motor is important when winding a cocoon, so the speed of a motor rotor can be expressed mathematically.

The input voltage (abc reference system) determines the dq matching system and the matching system used to convert the output currents (dq matching system) to the abc reference system. We can choose to change the following compatible system:

Rotor;

Clark or ab transformation;

Synchronous;

We can see its condition expression using the following expression.

$$\begin{bmatrix} V_{qs} \\ V_{ds} \end{bmatrix} = \frac{1}{3} \begin{bmatrix} 2 \cos \theta & \cos \theta + \sqrt{3} \sin \theta \\ 2 \sin \theta & \sin \theta - \sqrt{3} \cos \theta \end{bmatrix} \begin{bmatrix} V_{abs} \\ V_{bcs} \end{bmatrix}$$

$$\begin{bmatrix} V'_{qr} \\ V'_{dr} \end{bmatrix} = \frac{1}{3} \begin{bmatrix} 2 \cos \beta & \cos \beta + \sqrt{3} \sin \beta \\ 2 \sin \beta & \sin \beta - \sqrt{3} \cos \beta \end{bmatrix} \begin{bmatrix} V'_{abr} \\ V'_{bcr} \end{bmatrix}.$$

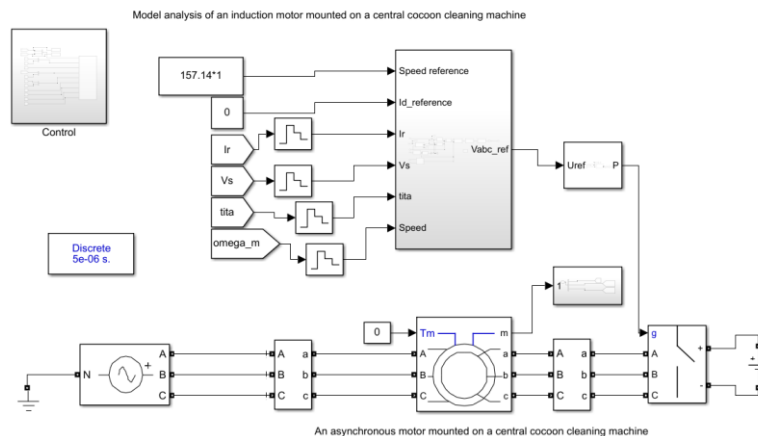


Fig 2. Control of an asynchronous motor available in a silk factory

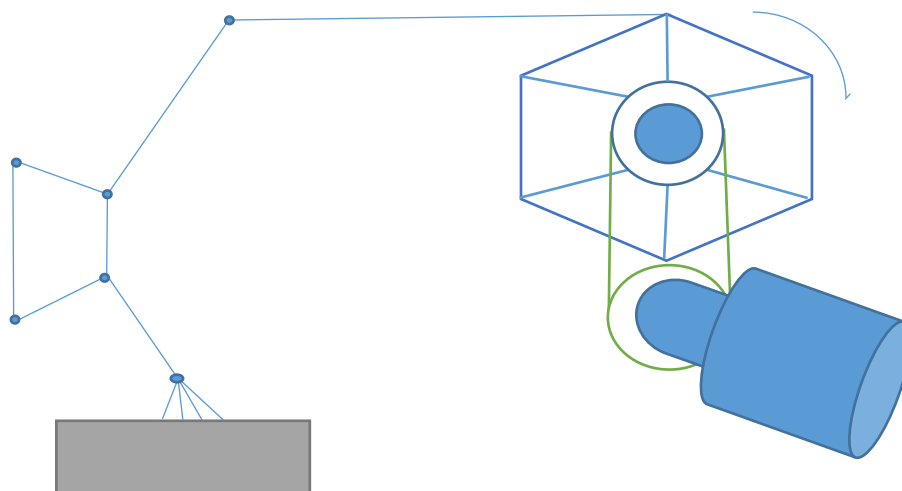


Fig 3. Schematic diagram of a machine with twisted threads

The following sequence of control system automation is proposed according to such an approach to energy efficiency assessment of the silk industry.

Initially, accounting and management methods, corporate standards for the interconnection of modules, and then, immediately - modules for the automation of high-level management. In the first stages of the work it will be possible to enter the generalized analytical data into the system, as well as to obtain from the old automation programs running in the enterprise.

In the next stages of development of the corporate information system, the sections that create the primary documents will be automated. For example, measuring energy parameters, calculating energy balance items, calculating energy saving potential, and so on. These modules connect to the corporate information system through data interfaces, which prevents accidental errors during manual data entry.

The compilation of energy characteristics of devices and aggregates involves the analysis of many energy balances under changing production conditions. Since the calculation of energy balances is usually complex and time consuming, the compilation of normative energy descriptions will need to be carried out in computer programs.

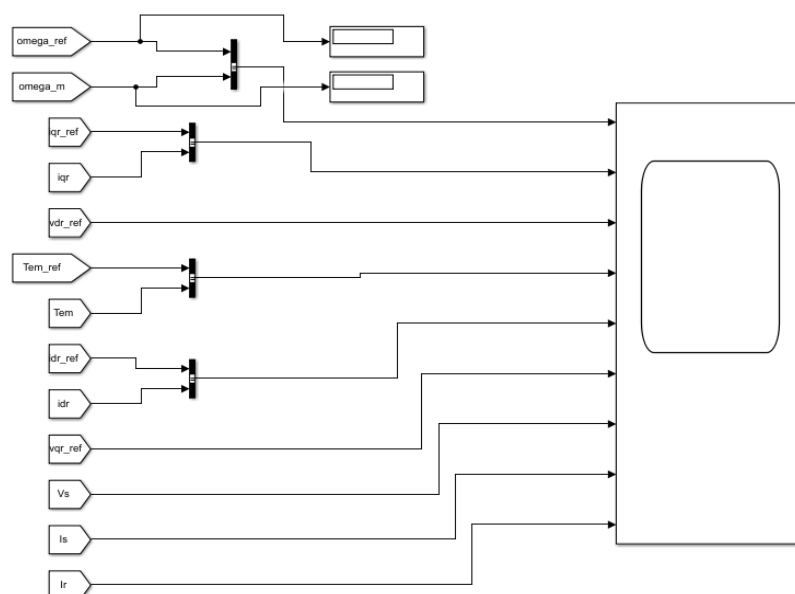


Fig 4. Part of obtaining various energy characteristics using a structured mathematical model

According to the mathematical model, we can analyze the energy consumption and the load characteristics of the induction motor. Based on this, the values obtained from them show an accuracy of up to 3%. Certain sizes vary depending on the size of the business.

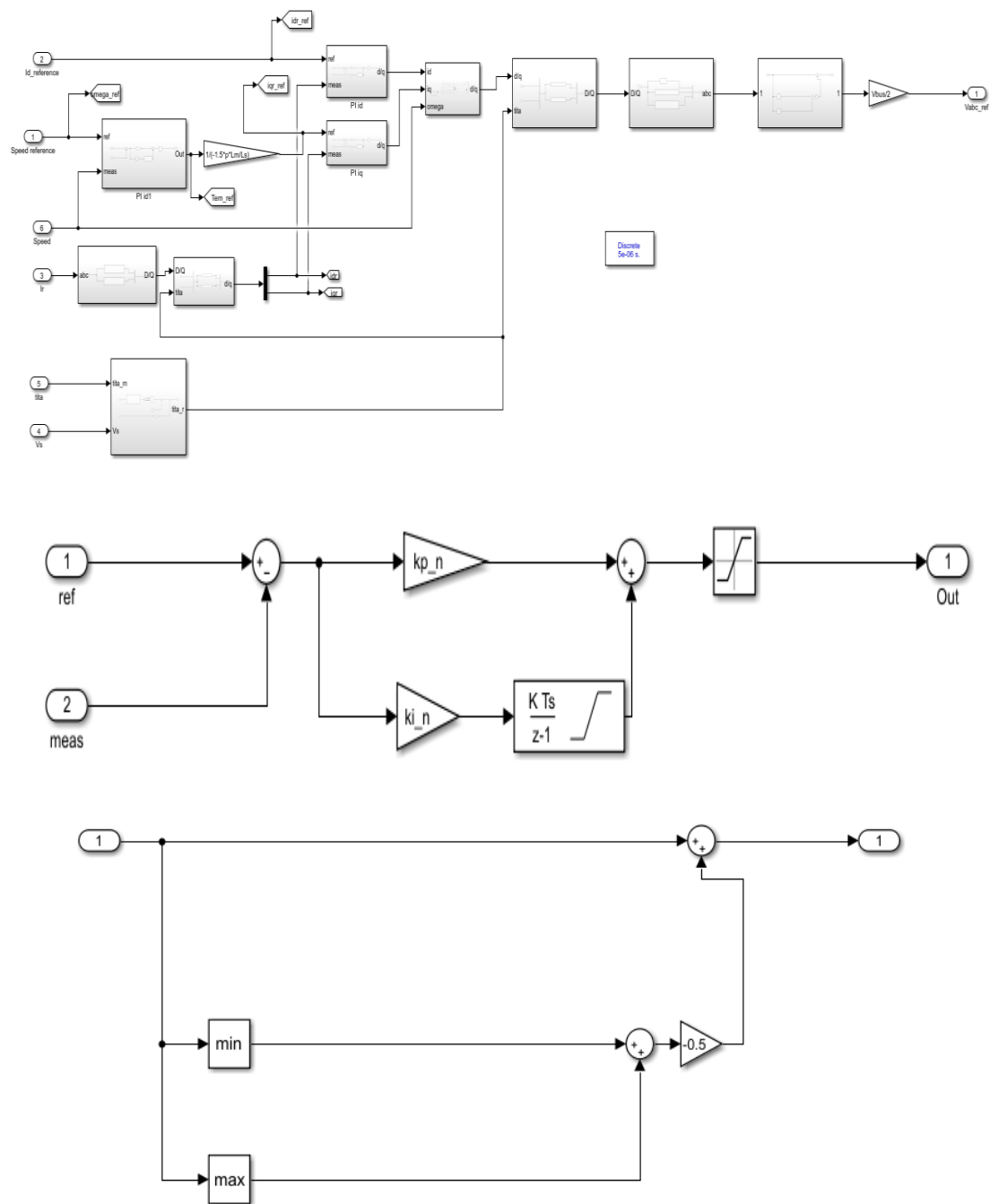


Fig 5. Interior of the model

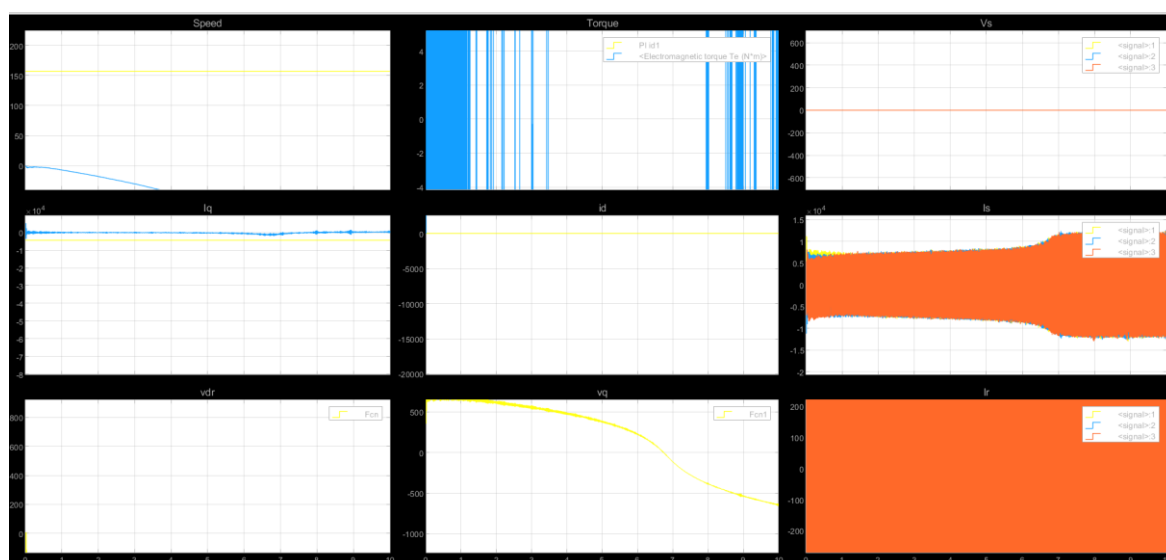


Fig 6. Characteristics obtained using the model

The analysis of the scientific and technical literature devoted to the study of the operating modes of energy-intensive technological equipment showed that at present the issues of the complex effect of the speed modes of the working bodies on productivity, quality indicators of fibrous products, rational consumption of raw materials and energy resources have not been sufficiently studied.

The problem of increasing the efficiency of energy saving by controlling the high-speed modes of the electromechanical system with transporting and winding mechanisms has been posed and solved.

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DEVELOPMENT OF MATHEMATICAL MODELS AND ALGORITHMS FOR INTELLIGENT CONTROL OF MULTI-LINK HIGH-SPEED ELECTRICAL CIRCUITS

Annotation: the article proposes an approach to create an intelligent control system for high-speed multi-link electrical circuits that work in conditions of interaction of mobility levels. Generalized mathematical models of high-speed multiple systems have been developed. Based on the proposed situational approach and technology of associative memory, the article developed a methodology for building management algorithms based on the organization of a control system that provides real-time management and on this basis considered the cases of achieving energy savings by using them in electrical proceedings.

Developed control methods ensure high-speed operation, electromechanical system the accuracy of synchronization of the working bodies ' rotational frequencies, as well as the correct operation and braking modeling Based on this, the article developed recommendations for increasing the energy efficiency of the enterprise. In the article, the modeling of the electrical circuit of the winding machine of the quality of temporary processes in an uncertain control system is organized, and on the basis of all the values obtained and their analysis, the calculations of optimal speed regimes, which ensure the rational use of electricity, are conducted.

Keywords: electric circuit, multi-joint system, winding machine, electric motor, mathematical model, classifications, neural network, periodic electric circuit, Association.

Introduction

Often the concept of reliability is said to be “more reliable” than any other enterprise, in a broad sense, the electrical equipment produced by manufacturing enterprises. In such cases, if the relative costs are not significant, the "reliability" of electrical equipment is taken into account[1].

An important indicator of energy saving is the optimal management of dynamic objects in real working conditions, that is, in order to minimize energy consumption when the task changes in the parameters of objects, working modes, constraints and in the final state. The rational use of electric circuits,

which are part of the managed electro technical complexes, provides energy savings, allows to obtain new qualities of systems and objects [2].

The main part

For dressing the mathematical model of a multi-joint system and analyzing it, let's look at the equations of the dynamics of the performers of multi-joint device drives, which determine the dependence of the M torque created by the constant direct motor of the j-M controller [3]. we will assume that the generalized coordinates are q_k , speeds $\dot{q}_k$ and accelerations $\ddot{q}_k$, based on which we will be able to get the following equations.

$$\begin{aligned} G_{jj} \ddot{q}_j &= M_{jd} - M_{vzj} - M_j, \\ M_{vzj} &= \sum_{k=1, k \neq j}^n G_{jk} \ddot{q}_k + \sum_{k,l=1}^n G_{jkl} \dot{q}_k \dot{q}_l, \\ u_j &= K_e \dot{q}_j + \frac{R_{\pi j} M_{jd}}{K_m} + \frac{L_{\pi j}}{K_m} \frac{dM_{jd}}{dt}, \\ u_j &= K_e \dot{q}_j + \frac{R_{\pi j} M_{jd}}{K_m} + \frac{L_{\pi j}}{K_m} \frac{dM_{jd}}{dt}, \end{aligned}$$

here G_{jk} , G_{jkl} - coefficients depending on the values of the generalized coordinates and the kinematic diagram of the multi - joint device, M_{vzj} - torque arising from the interaction of the angles, M_j - torque components not connected to M_j - M_{jd} (due to friction, weight, etc.), K_e and K_m , rotational coefficients of proportionality of the electrician and the electromechanical torque; $R_{\pi j}$ and $L_{\pi j}$ - the active resistance and inductance of the electric motor jack; u_j - the voltage in the Armature Winding of the electric motor, n-the number of electrical circuits in the multi-joint system. J index indicates the serial number of the proceedings [4].

Such a view of the mathematical model of the executive engine allows to reflect the interaction of excitation in the form of a disturbing moment and to study the effect of the generalized coordinates on the magnitude of the moments of change in M_{vzj} . In this case, we will be able to determine the torque change by constructing a mathematical model so that we can analyze it.

At the stage of analysis, the matrix of the association is calculated according to the following formula:

$$W = \sum_i A_i^T B_i$$

Here are A_i and B_{i-i} - input and associative vectors, while W is an associative Matrix.

The expression of the vector A is as follows:

$$A = F(BW^T)$$

This structure has the following disadvantages:

-the study of the new association leads to a complete recalculation of the association Matrix;

-the number of associations is limited by the size of the input vector;

-it is impossible to find a link with incomplete data in the input vector.

To eliminate these shortcomings, a single vector is selected as an introductory and associative Vector [2]. Such:

$$W = \sum_i A_i^T A_i$$

When restoring, the associative vector is used as A_i^* , which is a component of A_i .

A distinctive feature of memory in terms of self-organizing structures is the storage of information in the form of attractors, for example, in vibration neural networks.

Depending on the state of the input vector, the system enters one of the attractors, and the more complex the system is, the more they are, the frequency impulse element [1] is shown in Figure 1, which, depending on the initial conditions, manifests itself as having two stable states and a memory duration equal to T.

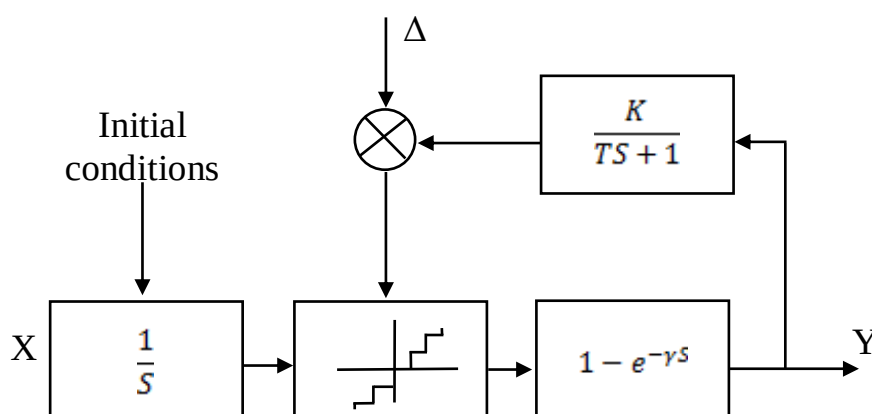


Fig 1. Element of impulse frequency associative memory

$$F_{1,2} = \frac{\Delta}{2K\delta_u\gamma} \pm \sqrt{\frac{\Delta^2}{(2K\delta_u\gamma)^2} - x}$$

Here

K- low frequency filter circuit;

Δ - limit for quantification of growth;

δ_u, γ-amplitude and duration of the pulse.

With the help of software implementation of existing electrical circuits in a silk-making enterprise, it is possible to implement the technology of associative memory on any algorithm. But in order to use such associative

memory in a real management system, it is necessary to take into account that the speed of processing data stored in associative memory is limited by the amount of RAM and the speed of access to the memory checkbox. This in turn makes up the case of the management of the electrical circuit by the values of the circuit. Let's say that the number of electric machines available in the electric circuit is two, the minimum and maximum values of the time spent to operate it are determined based on the associative memory.

The implementation of associative memory in Analog elements is free of these shortcomings. With such implementation, the control system can be placed on a multi-threaded device Board, and analog elements allow parallel processing of information, which significantly increases the speed of creating a control signal, especially if the control algorithms are much more complex. To date, several promising non-programming methods of practical implementation of associative memory are being developed.

Electronic signals in integrated circuits require capacitors for the transport of signals. Although capacitors are micron-sized, the space they occupy (taking into account the space required to insulate one capacitor from another) can be so large that there is no space left in the silicone plate to accommodate the calculation schemes. Despite the fact that there is a technology to implement ordinary digital computers in the form of large functional blocks with a relatively small amount of capacitors, this technology does not work in massive parallelism [5].

Therefore, achieving the necessary connection in the electronic program generates significant problems. In addition, the issue of eliminating limited memory capacity can not be solved in any way.

The 2 figure shows a system that performs an optical vector-matrix multiplier. Introduction vector is given to the system using light sources and cylindrical lenses. As a matrix of associations, a weight mask in the form of a photographic film is used, in which the transparency of each square is proportional to the corresponding weight. The output signal is produced by cylindrical lenses and photosets. In this simple example, the net weights are marked, which can only be replaced by masks of different weights. Weights should be variable for use in flexible systems. There is a promising method based on a liquid crystal display (valve) instead of a photographic negative. This allows you to electronically change the weights in microcopies. At present, the liquid crystal valve binary can be used to carry out weights, but there is no stability and contrast to realize continuously changing weights.

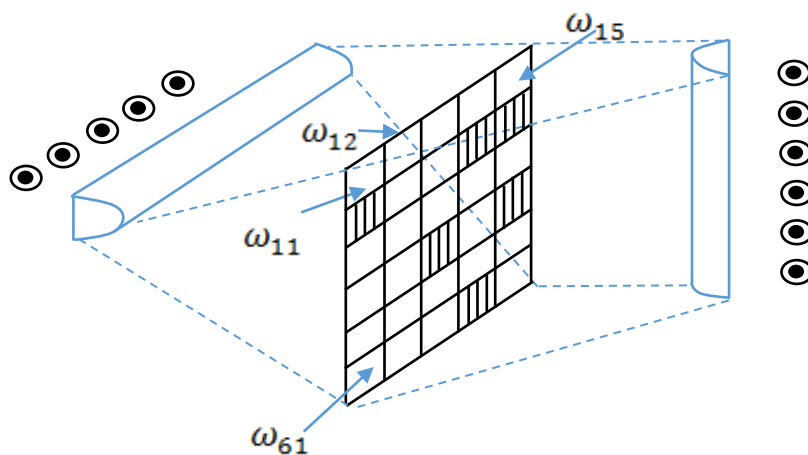


Fig 2. Optical vector-matrix multiplier

The interest in the study of complex dynamic objects of technological equipment, the use of artificial intelligence technologies, in particular, fuzzy control algorithms, in electrical circuit control systems, is growing. Sliders built on this innovative concept are able, in some cases, to show higher indicators of the quality of temporary processes than classical sliders. In addition, using the technology of synthesis of fuzzy control algorithms, it is possible to optimize complex control rings without conducting extensive coverage mathematical studies [6].

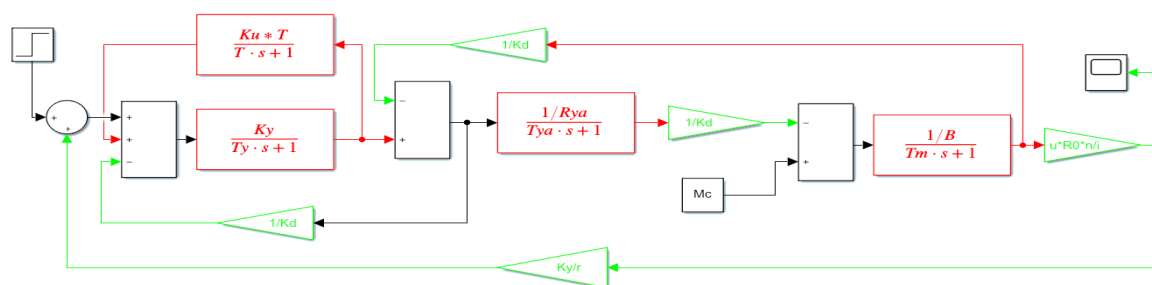


Fig 3. Mathematical model of the structure scheme of the winding machine

As a result of conducting a comparative analysis of the main indicators of the quality of the passing process for the integrated system, we will be able to identify its advantages and disadvantages (figure 3). Two models of control systems are built - in: the PI controller and the stability system "DC motor - controlled rectifier" with the DC engine the classic two-speed stability system is a controlled rectifier based on an unbalanced speed controller. Modeling of stabilization systems and analysis of transient processes were carried out using Matlab Simulink modeling environment [9].

Conclusion

Intellect there are several ways to create manual management systems. According to the results of a comparative analysis of expert systems, neural network structures, local logic and associative memory technologies, it is proposed to develop a intellectual control system based on associative memory

technology, since this technology can be software that is implemented in computing.

Thus, the task of the work is as follows:

- parameters of electric motors (proportional coefficients of the electric motor and electromechanical moment of rotation, active resistance and inductance of electric motors steppes);
- number of electrical jurisdictions;
- geometric measurements of steno;
- energy characteristics;
- movement training of the executive body.

The main methods of controlling multi-connected power transmitters are considered, and their possibilities of forming the control of high-speed multi-line devices, which provide the required quality indicators in real time, are analyzed. He came to the conclusion that in order to manage high-speed multi-link electrical circuits, it is necessary to use intellectual systems.

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SOME ISSUES OF THE FORMATION OF THE SUBJECT AREA OF BIOPHYSICS

Abstract: This article analyzes the important issues of the formation of the subject area of biophysics.

Key words: science, scientific knowledge, biophysics, biophysical problems, entropy.

Biophysics applies physical and mathematical research methods, concepts of physical chemistry and classical physical laws of the surrounding world to the study of living biological systems at different levels of their organization - molecular, membrane, cellular, population. Despite its "double" name, biophysics as an interdisciplinary science uses knowledge from many areas: physics, biology, mathematics, chemistry, ecology and medicine

Any picture of the world as its integral part requires the inclusion of some idea of life. In accordance with the natural attitude, the living is usually understood as different from the inanimate. Many questions arise here, and one of them is whether a living thing possesses some specific form of integrity or, on the contrary, is reduced to a simple combination of lower forms of organization. A significant part of natural philosophical ideas was focused on identifying specific characteristics that distinguish living things as a special region of existence from other regions of the cosmos. The establishment of these characteristics, which would demarcate between living and inanimate objects, has been engaged since Antiquity. Attempts were constantly made to determine the relationship between the regions of the living and the inanimate in the world, to create a picture of the world where the living is specially highlighted, as well as attempts to determine the living place among other phenomena. Historical outline of the problem. Aristotle includes biological problems in the subject area of physics and history. At the same time, physics was a general science of nature as a field of natural movements. The story was a story about the morphology of animals. The specificity of life is based on the presence of the soul as the entelechy of the living, that is, as the cause of a special type of movement characteristic of living organisms. Aristotle's tools and approach turn out to be a working tool with sufficient heuristic potential and have been used by biologists, physiologists and doctors for many centuries, and the principle of entelechy becomes the basis for such a movement as vitalism. The Stoics reduce the principle of organizing a single being to the interaction of active and passive elements, which endows the entire cosmic organism with pneuma or soul.

Within the framework of the Stoic concept, the living turns out to be a certain level of organization of bodily structures. But this approach, which endows the whole cosmos with the soul and does not draw a clear line of demarcation between the living and the inanimate, turns out to be too general, natural-philosophical, to have a noticeable heuristic potential in the framework of real scientific research. The atomic concept of epicureism also considered the living and inanimate as components of a single world, organized on a single basis, and also turns out to be more of a natural philosophical doctrine. Physicians empiricists have developed experimental morphology and anatomy, thereby gaining empirical material, but the level of their generalization is insufficient to build a theory.

The Middle Ages immersed the problem of the living in the relationship “Man - God – World”, the living is included in the religious picture of the world as the creation of God, and is practically not considered within the framework of science. New interest in the problem of the inclusion of living things in the structure of the cosmos appears in the New Time. The secularization of scientific knowledge leads to attempts to consider the living by analogy with the consideration of the inanimate world by means of new mechanics. R. Descartes builds a picture of the world as based on uniform mechanical principles of movement, and living things are included in the world by analogy with an automaton. J. La Mettrie develops the idea of a single mechanistic view, understanding mechanics more broadly, as a field of modern physics. The works of these authors, breaking with the religious picture of the world, determine the program of the natural-scientific description and explanation of the living. In the atomism of P. Gassendi, the soul is the most delicate body, like everything in the world consisting of atoms, animate and living is included in the world on a common basis. In parallel with attempts to theoretically comprehend the ratio of living and nonliving, there are attempts to experimentally study the influence of physical phenomena on biological objects. The experiments of L. Galvani and A. Volta on “animal electricity” turn out to be key here. I. Goethe created a comparative morphology (and introduced this term) of plants and animals, and theoretically disputes the understanding of living things and nature as a whole as a mechanism, assuming the presence of an animated unity of nature, but this generalization of it is rather poetic and metaphorical. The development in the 19th century of physics and biology as independent sciences with diverse branches of their own led to the fact that an interdisciplinary field of research began to form at their intersection. On the other hand, in the XX century. theorization, mathematization and physicalization of sciences in general, but primarily of natural sciences, are undergoing great development, which contributes to the synthesis of physics and biology, which is necessary for the disciplinary separation of biophysics as a branch of science by the middle of the 20th century.

Thus, despite the long and rich history of the relationship between the physical and biological, biophysics as a discipline turns out to be quite young. Nevertheless, biophysics is an example of a non-classical natural science that has taken an important place in the structure of modern natural science. The number of teams doing work on biophysical problems is constantly increasing. By now, biophysical research is becoming more widespread and an ever wider field of application. Such a rapidly developing applied discipline as medical physics is directly based on biophysics. 5 The disciplinary separation of bioinformatics also testifies to the fruitfulness of interdisciplinary interaction between biology and physics, since bioinformatics proceeds from a basic understanding of the molecular structure of a gene and the possibility of physicochemical changes in the genome. However, such a field of knowledge as biophysics, with all its rapid development, is still underdeveloped. In the works of scientists engaged in biophysical research, there is a noticeable desire to determine the specifics of this subject area, and it is presented either as a section of physics, then as a section of biology, or as an independent interdisciplinary field of science. From the point of view of philosophy and methodology of science, various strategies for the definition and development of biophysics can also be distinguished. This can be a strategy of reductionism, when physics is considered as the foundation for any other natural science developments, as a theoretical basis and as a methodological model. Another strategy is focused on the independence of biological and then biophysical research and even on the relative isolation of this subject area from the area of pure physics. It is expressed in the problematization and concrete scientific development of both the ratio of the own conceptual structures of physics and biology, and their interdisciplinary synthesis. At the same time, the philosophical and methodological understanding of the processes of development of biophysics is clearly insufficiently developed. Within the framework of the philosophy of biology, the questions of the physicalization of biology and physical reductionism are raised, which only indirectly relates to the problems of the formation of biophysics as an independent discipline. The main works related to the introduction of the conceptual framework of biophysics are also insufficiently studied from a philosophical and methodological point of view. The prerequisites for the design of the subject area of biophysics as an independent field of research, the processes of the formation and development of biophysics as a branch of science, the formation of its own conceptual basis remain insufficiently clarified.

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XITOIY TILIDA IBORALAR

Annotatsiya: Har bir millatning, tilning o'ziga xos ko'chma ma'nolariga ega bo'lgan iboralari, frazalari, metaforada aks etgan birliklari bo'ladi. Bu tilning qay darajada boy ekanligidan dalolat berib turadi. Ushbu maqolada ham Xitoy tilidagi eng mashhur iboralarning umumiy izohi hamda O'zbek tili bilan qiyosiy jihatlari o'rganildi.

Kalit so'zlar: 成语 (Chéngyǔ), iboralar, obrazli ifodalar, ko'chma ma'no, millat madaniyatining ko'zgusi, metafora.

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EXPRESSIONS IN CHINESE

Annotation: Each nation, language has its own expressions, phrases, units of metaphor, which have their own figurative meanings. This is an indication of how rich the language is. This article also provides an overview of the most popular phrases in Chinese and their comparisons with Uzbek.

Keywords: 成语 (Chéngyǔ), phrases, figurative expressions, figurative meaning, a mirror of the nation's culture, metaphor.

成语 (Chéngyǔ) - bu xitoycha ibora ma'nosini anglatadi. Chéngyǔ odatda Xitoy tarixi va afsonalaridagi hikoya, voqea yoki personajni nazarda tutadi. Xitoy tilida iboralarning qo'llanilishi o'zbek tilidagidek anchagina keng. Iboralar fikrni to'g'ridan to'g'ri emas, balki, fikrlab mulohaza qilishga o'rgatadi.

成语 (Chéngyǔ) - an'anaviy xitoy madaniyatining asosiy xususiyatlaridan biri bo'lib, ular ma'lum bir ma'no ifodalovchi qat'iy tuzilishga va qat'iy fikrga ega bo'lib, ular bir butun bo'lib, bitta ma'noni ifodalaydi hamda jumlada qo'llaniladi va mavzu, ob'ekt, atributiv va boshqa komponentlarni o'z ichiga oladi. Iboralarning katta qismi qadim zamonlardan meros bo'lib, u mazmun yoki ishorani ifodalaydi. Ba'zi iboralar shunchaki kichik jummalardir.

Xitoy tilidagi 成语 (Chéngyǔ) hamda o'zbek tilidagi iboralarning qo'llanilishi, umumiy o'xshashliklari deyarli bir xil. O'zbek tilida frazeologik iboralar o'z ma'nodoshlari bo'lmish so'zlarga nisbatan, ma'noni kuchli darajada ifodalaydi hamda ularda obrazlilikni yorqin aks ettiradi. Frazeologik iboralar

turmushdagi turli voqea-hodisalarga guvoh bo'lish, kishilarning xilma-xil harakat-holatlariga baho berish, tajribalarini umumlashtirish asosida xalq chiqargan aniq-tiniq xulosalarning o'ziga xos obrazli ifodalaridir. Ularning o'ziga xos jihati ular gap holatida yoki so'z birikmasi holatida qo'llaniladi, ammo ular leksik birliklarga ajratilmaydi, ya'ni ma'naviy butunlikni hosil qiladi va saqlab qoladi. Ular gapda bitta birlik sifatida qo'llaniladi.

Iboralar tilimizning lug'at tarkibini tashkil etuvchi birliklardan hisoblanadi. Ular ikki va undan ortiq so'zning ko'chgan ma'nolari asosida tarkib topgan lug'aviy birlik bo'lib, xuddi so'z kabi lug'aviy ma'noni anglatadi. Masalan, xamirdan qil sug'urganday iborasi, "osonlik bilan", "qiyinchiliksiz" ma'nosini, ko'ngil bermoq iborasi "sevmok" ma'nosini, qo'y og'zidan cho'p olmagan iborasi "yuvosh" ma'nosini bildiradi. [1 76]

Xitoy iboralari (惯用语)

Chéngyǔ (成语);

Yànyǔ (谚语);

Xiēhòuyǔ (歇后语)

Kabilar bilan bir qatorda frazeologiyaga guruhini tashkil etadi. Iboralar millat madaniyatining ko'zgusidir. U o'zida millatning dunyoqarashi va ruhiy holatini aks ettiradi. Iboralarning ma'nosini tatqiq etish orqali o'sha millatining dunyoqarashi va ruhiy holatiga o'rganishimiz, ular haqida xabardor bo'lishimiz mumkin. Yuqorida aytilganidek, iboralar frazeologiyaning bir bo'limi hisoblanib, hozirgi zamon xitoy tilining eng muhim til birligi sanaladi. Iboralar xitoy xalqining kundalik hayotiga singib ketgan deb bimalol aytishimiz mumkin, ulardan foydalanishning turmushdagi o'rni beqiyosdir. Iboralar nafaqat ta'sirli va jonli bo'lishidan tashqari gapning asl mohiyatini, yumoristik ma'nolarni ham ifodalab keladi. Iboralarning uslubiy hamda umumiy imkoniyatlari, qo'llanilish doirasi nihoyatda katta va keng. Iboralardan o'z o'rnida foydalanish nutqning ifodaliligini, obrazliligini oshiradi.

Xitoy tilini o'rganish jarayonida, ko'pglab iboralarga duch kelamiz. Masalan: 眼中钉 – ko'zga qadalgan mixdek; eng yomon ko'radigan odami), “钻空子” Zuānkòngzi (aybini qidirmok; fursatdan foydalanmok), “耳边风” Ērbīānfēng (bu quloqdan kirib, u quloqdan chiqib ketmok; quloq solmaslik yoki gapiga kirmaslik) kabi iboralarga ko'zimiz tushib turadi. Endi quyida ularga misollar va ularning tahlilini yoritib o'tamiz.

Endi bir tarixiy iboraga nazar tashlaymiz, “露马脚” Lòmǎjiǎo iborasini iyeroglif asl ma'nosida tarjima qilganda, “ot o'zi bilmagan holda taqasini ko'rsatib qo'yibdi” (马不知什么原因露出了蹄子) degan ma'noni ifodalaydi. Iboraning asl mohiyatiga qaraydigan bo'lsak, ushbu iborada ot emas balki odam

nazarda tutilmoqda. Bu iboraning kelib chiqish tarixi qadimgi sulolalardan bo'lgan Tang sulolasi davriga tegishli.

Qadimda bayram o'tkazilayotgan mahallarida odamlar xitoy afsonalaridagi dumi molning dumiga, tuyog'i esa otning tuyog'iga o'xshaydigan bir shoxli hayvonni tasvirlash uchun eshak yoki otni bezatib olib chiqishar, shu usul bilan afsonaviy hayvonni korsatishmoqchi bo'lishardi, lekin ot yoki eshakning tuyog'ini bezatish qiyin masala bo'lgani bois, ularning aldovlari ochilib qoladi. Shunday o'yinning orqasidan “露马脚” degan ibora kelib chiqdi. Bu iboraning o'zbek tilidagi ekvivalenti ham mavjud. Bu iborani “Kasalni yashirsang, istimasi oshkor qiladi”, yoki “tanganing misi chiqdi” kabi iboralarga tenglashtirishimiz mumkin. Ya'ni nimanidir yashirgan bilan qachondir haqiqat baribir biror kuni oshkor bo'ladi. Shundan kelib chiqqan holda, o'zbek tiliga ochilib qolmoq, oshkoralanib qolmoq, bilinib qolmoq, bilintirib qo'ymoq deb tarjima qilsak bo'ladi. Shunday iboralarning tarixini o'rganish orqali millatning urf-odat, an'analari kirib borib, insonning dunyoqarashi kengayib boraveradi.

谢天谢地 xiè tiān xiè dì - Uzoq vaqtdan beri kutib yurgan ish, va nihoyat amalga oshganda ishlatiladigan ibora hisoblanadi. Bu iborani o'zbek tilimizga “xudoga shukur” deb tarjima qilsak to'g'riroq bo'ladi. Bular esa odatda xursandchilik ohangiga ega bo'ladi.

谢天谢地，这场大雨总算停了，不然晚上去体育场看球可就麻烦了。

Xiètiānxièdì, zhè chǎng dàyǔ zǒngsuàn tíngle, bùrán wǎnshàng qù tǐyùchǎng kàn qiú kě jiù máfanle.

Xudoga shukur, bu kuchli yomg'ir nihoyat to'xtadi, aks holda kechasi o'yinni tomosha qilish uchun stadiona borish qiyin bo'lardi.

马马虎虎 / mǎmǎhūhū- bo'ladi, o'rtacha ma'nolarida ishlatiladi.

Bu, odatda, xitoy tili kursini o'tayotgan har bir kishi o'rganadi, chunki undan foydalanish juda oson. Buni 还可以, 那里那里 (Hái kěyǐ, Nàlǐ nǎlǐ) bilan tenglashtirsak maqsadga muvofiq bo'ladi.

A: 听说你的学习汉语特别好。

B) 马马虎虎。

入乡随俗 / rùxiāngsuísú - Rimda bo'lganingizda, rimliklar kabi yashang.

到了一个国家开始有点儿不习惯。我中国朋友说的，你应该适应我们的生活文化，文学，总之一句话“入乡随俗”。

Dào le yí gè guó jiā kāi shǐ yǒu diǎn er bù xí guàn. Wǒ zhōng guó péng yǒu shuō de, nǐ yīng gāi shì yìng wǒ men de shēng huó wén huà, wén xué, zǒng zhī yī jù huà “rù xiāng suí sú”.

Biror bir mamlakatga borganda, u yerga moslashish biroz mushkul. Mening xitoylik do'stim aytganidek: “Siz bizning hayot madaniyatimizga,

adabiyotimizga moslashishingiz kerak, qisqasi Xitoyda xitoylilarday yashashingiz kerak”.

Bu iborani o`zbek tilidagi “Kimning aravasiga chiqsang, o`shaning qo`shig`ini aytasan” iborasi bilan qiyoslash mumkin. Ya`ni qayerda bo`lsak, o`sha yerning madaniyatiga, urf-odatlariga, hayotiga moslashishimiz kerak.

一石二鸟 / yīshí'èrniǎo – bitta tosh bilan ikkita qushni o'ldirish

O`zbek tilida ham deyarli aynan ushbu ibora ma`nosini ifodalaydigan, shaklan ham deyarli bir xil bo`lgan ibora mavjud. O`zbek tilida bu “Bir o`q bilan ikkita quyonni mo`ljallamoq” iborasi bilan qo`llaniladi. Ya`ni uddaburon odamga nisbatan, fursatdan yaxshi foydalanganda, bir harakatda ikki va undan ortiq vazifani bir paytda bajarishga nisbatan ishlatiladi. Ikki tilda ham qo`llanilish doirasi bir xil.

三个臭皮匠，顶个诸葛亮 Sān gè chòu píjiàng, dǐng gè zhūgéliàng – Bu ibora xitoy tilida ko`pchilikning donoligi bir kishining aqlidan ustundir yoki ko`p kishining aql bir kishinikidan yaxshiroqdir deb tarjima qilinadi. O`zbek tilida ham aynan o`zining ekvivalenti mavjud.

Va nihoyat xitoy tilida juda ko`p qo`llaniladigan mashxur iboraga nazar tashlaymiz. “不到长城非好汉” Bù dào chángchéng fēi hǎohàn - Bu ibora hech qachon buyuk devorga bormagan odam qahramon emasligini, qahramon bo`lolmasligini anglatadi. Bu iboraning kelib chiqishi haqida bir qancha taxmin va fikrlar mavjud. Ba`zi joylarda Buyuk Devor o`sha paytlardagi Qizil Armiyaning borar joyi yoki Qizil Armiya maqsadining metaforasidir. Ya`ni Buyuk devorga etib bormasak, biz haqiqiy erkaklar emasmiz derya qo`llangan degan fikrlar ham bor. Buyuk devor Xitoy xalqining ruhi uchun metafora bo`lishi ham mumkin. Buyuk devorning asl vazifasi - himoya qilish. Xitoyliklarga tajovuz emas, tinchlik yoqadi. Xitoyliklarning nazarida bu sabrmatonat belgisi ham bo`lishi mumkin. Yoki bu ko`rinishda bo`lishi ham mumkin. Agar siz Buyuk devorga bormasangiz, siz haqiqiy odam emassiz-Agar siz xitoyliklarning ruhini bilmasangiz, siz haqiqiy xitoy emassiz. Buyuk devor nafaqat Xitoy mo`jizasi, balki insoniyat mo`jizasi hamdir. Bu jumlaning umumiy tushunchasi quyidagicha: Buyuk devorni ko`rish kerak (agar siz Pekinga kelsangiz, lekin Buyuk devorni ziyorat qilmasangiz, siz haqiqiy odam emasligingiz kabi afsuslanasiz.) Qisqasi, Buyuk devor ko`p ma`noga ega, chunki Buyuk devor xitoylar ruhining metaforasi bo`lishi mumkin.

Xitoyliklar o`z tili va tarixi bilan faxrlanishadi, iboralari esa Xitoyning mashhur madaniyatida juda katta ahamiyatga ega ekanligidan dalolat beradi desak mubolag`a bo`lmaydi.

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GRAFIKA SAN'ATINI O'QITISHDA INTERFAOL METODLARDAN FOYDALANISH

Annotatsiya: Ushbu maqolada grafika san'atini o'qitishda interfaol metodikasidan foydalanish eng yaxshi samarali usullardan ekanligi to'liq bayon etilgan.

Kalit so'zlar: grafika, metodika, me'morlik, hunarmandchilik, interfaol, ko'nikma.

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USE OF INTERACTIVE METHODS IN TEACHING GRAPHIC ARTS

Annotation: This article is interactive in teaching graphic arts It is clear that the use of the technique is one of the best effective methods described.

Key words: graphics, methodology, architecture, crafts, interactive, ability.

Ma'lumki hozirgi kunda yurtimizda bo'layotgan islohotlar, ulkan bunyodkorlik ishlari, ta'lim-tarbiya sohasiga qaratilayotgan e'tibor, mazkur sohada qabul qilinayotgan qonun va qarorlar, ishlab chiqilayotgan yangidan yangi g'oyalar, "Milliy dastur"imizda belgilab berilgan buyuk maqsadlar bugungi kun pedagoglaridan yanada ko'proq kuch-g'ayrat, shijoatni talab qilmoqda. Bugungi kunda o'qituvchilar tomonidan zamonaviy ta'lim texnologiyalarining mohiyatidan xabardorliklari hamda ularni ta'lim berish jarayonida samarali qo'llay olishlari, shuningdek, ta'lim jarayonini tashkil etishga nisbatan ijodkorlik bilan yondashishlari muhim ahamiyat kasb etmoqda. Shu jumladan grafika san'atini o'qitish metodlari ham keng ko'lamda rivojlanib bormoqda. Aslini olganda esa grafik tasvirga bo'lgan ehtiyoj ibtidoiy jamoa davrida paydo bo'la boshlagan. Ibtidoiy odamlarning bizgacha saqlangan mehnat qurollari va buyumlarida qo'llanilgan bezaklar hamda qoyatoshlarga o'yib ishlangan ko'plab tasvirlar bundan guvohlik beradi.

Grafika- yunoncha so'z bo'lib o'zbek tilida yozaman, chizaman degan ma'noni anglatadi. Grafika rasm va rasm san'atiga asoslangan, lekin o'z tasvir

va ifoda vositalariga ega bo'lgan bosma badiiy asardir. Grafika termini dastlab xat va xattotlik san'ati ma'nosida qo'llangan. XIX asr oxiri — XX asr boshlaridan yangi ma'no kasb etdi, poligrafiya sanoatining rivoji, fotomexanikaning vujudga kelishi bilan grafika tasviriy san'at turiga aylanadi. Hozirgi kunda umumiy o'rta ta'lim maktablarida o'qitiladigan tasviriy san'at o'quv fani o'z mazmuniga ko'ra integrativ fan hisoblanadi. Chunki uning mazmunida tasviriy san'atdan tashqari amaliy bezak san'ati, badiiy hunarmandchilik, me'morlik va dizaynga oid o'quv materiallarini o'zlashtirish belgilab qo'yilgan. Shuningdek, tasviriy san'at ta'limining mazmuni o'qitilishida muayyan tafovutlar mavjud va tasviriy san'atning uzluksiz tizimi mantiqiy rivojlanib borish prinsipi asosiga quriladi.

Metodika -grekcha so'z bo'lib, «Tadqiqot yo'li» «bilish usuli "ma'nosini anglatadi. Metodika ta'lim-tarbiya jarayonida o'qituvchining o'quvchilar bilan ishlash usullarining mazmunining xususiyatlariga qarab chiqadi. Maktabda ham o'qitishning xilma-xil metodlari qo'llaniladi. Bu yerda ta'lim usuli, o'quv materiallarining joylashishi, ta'lim prinsiplari va yana, o'quv tarbiyaviy ishlarning umumiy maqsad va vazifalari eng muhim ahamiyatga egadir. Pedagogik o'qitish metodlari deganda, maktab o'quvchilarning bilim, mahorat va malakalarini egallashida, ularning ijodiy qobiliyatlarini rivojlantirishda va dunyoqarashini tarkib toptirishda o'qituvchilarning qolgan ish usullari tushuniladi. Metodika so'zi avvalo ta'lim va tarbiyaning samarali usullarini majmui ma'nosini bildiradi. Umumta'lim maktablarining boshlangich sinflarda tasviriy san'atni o'qitish metodikasining bir qator jihatlari ko'rib chiqiladi. Har qanday o'qitish metodlari o'quvchilar egallashi lozim bo'lgan bilimlarining mazmuniga monand tarzda ta'lim maqsadiga, o'quvchilarning yosh va fiziologik xususiyatlariga bog'liq. Umumiy yo'nalishga qaratilgan ma'lum bir o'qitish metodlari va usullarining majmuasidan o'qitish tizimi tuziladi. Tasviriy san'at o'qitish metodikasi pedagogik ilmiy fan sifatida tajribada sinalgan ishlarning nazariy qismlarini umimlashtirib, amaliyotda samarali natijalar bergan o'qitish metodlarini taqdim etadi. Metodika, asosan, pedagogika, psixologiya, estetika va san'atshunoslikning tadqiqot natijalariga asoslanadi. U tasviriy san'atni o'rgatish qonun qoidalarini ta'riflab beradi, kelajak avlodni tarbiyalashning zamonaviy metodlarini belgilaydi. Amaliy metodika, ta'lim va tarbiyaning rivojlanish jarayonini o'rganadi. Pedagogik mahorat ko'nikmalarini o'rganish uni egallashga qaratilgan ma'lum iste'dod, qobiliyatlar va ishtiyoqlar mavjud bo'lishini talab etadi, chunki metodika fani san'at pedagogikasining mashqatli murakkab va juda mas'uliyatli sohasidir. Demak, grafika san'atini o'qitish metodikasi fani pedagogika ilmining o'quvchilarni grafik san'atga o'rgatish mazmuni, vazifalari, metodlarini aniqlovchi, ijodiy ishlardagi oqilona usullarini o'rganuvchi, ta'lim va tarbiyaning maqsad va vazifalariga tayangan holda samarali o'quv jarayonini tashkil etuvchi, shakl va yo'llarini tadqiq etuvchi sohasidir. Grafika san'ati metodikasi metodika fanining boshqa sohalari kabi

umumiy va xususiy turlarga ajratiladi. Bulardan interfaol metodi eng samaralidir.

Interfaol metod – ta’lim oluvchilarni faollashtiruvchi va mustaqil fikrlashga undovchi, ta’lim jarayonining markazida ta’lim oluvchi bo’lgan metodlar tushuniladi. Bu metodlar qo’llanilganda ta’lim beruvchi ta’lim oluvchini faol ishtirok etishga chorlaydi. Ta’lim oluvchi butun jarayon davomida ishtirok etadi. Tasviriy san’at o’qitish metodikasi mashg’ulotlarida fanni yanada chuqurroq o’rganadi. Shuningdek, umumta’lim maktablarining boshlang’ich sinf dasturlariga muvofiq talabalar mavzuli-tasvirli rejalar, dars turlariga ishlanmalar tuzadi, ularga mukammal materiallar tayyorlaydi hamda badiiy bezak san’ati va amaliy grafik ishlar, haykaltaroshlik bilan shug’ullanish nazarda tutilgan. Interfaol metodlarni qo’llash dars samaradorligini oshirishga yordam beradi. Interfaol ta’limning asosiy mezonlari: norasmiy bahs-munozaralar o’tkazish, o’quv materialini erkin bayon etish va ifodalash imkoniyati, ma’ruzalar soni kamligi, lekin seminarlar soni ko’pligi, o’quvchilar tashabbus ko’rsatishlariga imkoniyatlar yaratilishi, kichik guruh, katta guruh, sinf jamoasi bo’lib ishlash uchun topshiriqlar berish, yozma ishlar bajarish va boshqa metodlardan iborat bo’lib, ular ta’lim-tarbiyaviy ishlar samaradorligini oshirishda o’ziga xos ahamiyatga ega. Interfaol mashg’ulot samaradorligi omillari hozirda ta’lim metodlarini takomillashtirish sohasidagi asosiy yo’nalishlardan biri interfaol ta’lim va tarbiya usullarini joriy qilishdan iborat. Barcha fan o’qituvchilari dars mashg’ulotlari jarayonida interfaol usullardan borgan sari kengroq foydalanmoqdalar. Chunki interfaol usullarni qo’llash natijasida o’quvchilarning mustaqil fikrlash, tahlil qilish, xulosalar chiqarish, o’z fikrini bayon qilish, uni asoslagan holda himoya qila bilish, sog’lom muloqot, munozara, bahs olib borish ko’nikmalari shakllanib, rivojlanib boradi. Bu masalada amerikalik psixolog va pedagog B. Blum bilish va emotsional sohalaridagi pedagogik maqsadlarning taksonomiyasini yaratgan.

Xulosa qilib aytish mumkinki, interfaol ta’lim bir vaqtda bir nechta masalani hal etish imkoniyatini beradi. Bulardan asosiysi-o’quvchilarning muloqot olib borish bo’yicha ko’nikma va malakalarini rivojlantiradi, o’quvchilar orasida emotsional aloqalar o’rnatilishiga yordam beradi, ularni jamoa tarkibida ishlashga, o’z o’rtoqlarining fikrini tinglashga o’rgatish orqali tarbiyaviy vazifalarning bajarilishini ta’minlaydi. Shu bilan birga, amaliyotdan ma’lum bo’lishicha, dars jarayonida interfaol metodlarni qo’llash o’quvchilarning asabiy zo’riqishlarini bartaraf qiladi, ular faoliyatining shaklini almashtirib turish, diqqatlarini dars mavzusining asosiy masalalariga jalb qilish imkoniyatini beradi. Shu jumladan o’quvchi va o’qituvchi o’rtasidagi ishonchni yanada mustahkamlaydi. Shunday ekan nafaqat grafik san’atni o’rgatishda balki barcha sohani o’qitishda interfaol metodlardan foydalanish nur ustiga a’lo nur bo’ladi.

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MADANIYATNING IJTIMOIIY FANLAR VA IJTIMOIIY FANLARDA TUTGAN ÓRNI

Annotatsiya: Ushbu maqolada madaniyat, madaniyat sotsiologiyasi va socialogik fanlar haqida so'z etilgan. Madaniyatning inson jamiyatidagi ro'li va vazifasi. Madaniyatning paydo b'olish o'tmishi. Madaniyatning o'ziga xos individning hayot faoliyatida shakllanishi. Madaniyat tushinchasining sivilizatsiya bilan bog'liqli. Tarixiy davrlar madaniyati haqida bayon etiladi.

Kalit so'zlar: Madaniyat, madaniyat sotsiologiyasi, sivilizatsiya, individ.

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THE ROLE OF CULTURE IN THE SOCIAL SCIENCES AND THE SOCIAL SCIENCES

Abstract: This article discusses culture, cultural sociology, and sociological sciences. The role and function of culture in human society. The history of the emergence of culture. The formation of culture in the life activities of the individual. The concept of culture is related to civilization. Describes the culture of historical periods.

Keywords: Culture, sociology of culture, civilization, individual.

Madaniyat – bu insonlar tomonidan yaratilgan ma'naviy ha'm moddiy boyliklari va qadiriylatlari yig'indisi ya'ni madaniyat insonlarning ijodkorlik faoliyati tufayli yaratilgan va inson faoliyatining mevasi va sifatining k'orsatkichi b'olib hisoblanadi. Insonning o'zi ham pirovard natijada madaniyat mevasi b'olib hisoblanadi. Jamiyatdagi madaniy muhit qanday b'olsa, inson ham shunday shakllanadi.³¹

Madaniyat so'zining kelib chiqish tarixiga nazar solsak: Madaniyat arabcha madina (shahar, kent) so'zidan kelib chiqqan b'olib, u tabiyat va o'z aro munosabatlardan shakllangan inson ijodkorligining o'ziga xos faoliyati b'olib hisoblanadi. Madaniyat o'ziga xos individning umr rivojini, sotsial guruhning yoki jamiyatning umr sharoitini shakllandiradi. Dastlabki vaqtlarda madaniyat

³¹ Filofofiya qamusiy lug'at. Q. Nazarov T. 2004 230-bet

tushunchasi insonning tabiatga, maqsadga bog'liqli ta'siri (yerni ishlash va nihol ekish v.h.k.) hamda insonning o'zini tarbiyalash va o'qitish ma'nolarini anglatgan. Keyinchalik bolsa madaniyat tushunchasi orqali tsivilizatsiya bilan bog'liqli mazmun tushinila boshladi. Madaniyat jamiyatdan tashqari paydo bolmaydi. U jonli tarzda jamiyat bilan bog'liqli boladi. Bugungi kunda madaniyatning rivoshlanish bosqichlarini, uning jamiyatda tutgan ornini organuvchi fanlar bor. Bular: sotsial filosofiya, sotsiologiya, etnologiya, etnografiya, madaniy va sotsial antropologiya, madaniyat sotsiologiyasi va filosofiyasi. Bu sotsial fanlarning barchasi emperik ma'lumotlarni to'plam va ularni analiz qilish orqali turli jamiyat va davrlarga tegishli bolgan madaniyatlarni bir-biriga bog'liqli ravishda organadi. Ular orasidagi farqni ham chegarani aniqlash qiyin masalalarning biri bolib hisoblanadi. Shu kunga qadar bu fanlarni organib yurgan olimlar ya'niy shu fanlarning' yaratilishiga sababchi bolgan turli maktab va yonalishlarga asoslangan holda ularni bir-biridan ajratib kelmoqda.

Madaniyat hodisasini organuvchi sotsial fanlarning barchasi unga o'z tadqiqot obyekti va predmeti ko'z qarashdan kelib chiqib yondashadi. Ammo, ular orasidagi farqlar bugungi kunga qadar abstraktligicha qolmoqda.

Kundalikli hayotda "madaniyat" atamasini qollar ekanmiz, ongning yuqori kategoriyalari bolgan sanoat, adabiyot, qoshiq, rassomchiliklarni nazarda tutamiz. Sotsiologiyada madaniyat tushunchasi inson tomonidan yaratilgan va yaratilayotgan barcha faoliyatlar natijasi sifatida tushiniladi.³²

Madaniyat sotsiologiyasi - inson faoliyatining har turdagi tarkiblik hamda mazmunan tarafidan analiz etib, uning rivoshlanish tendensiyalarini sotsial tizimi hamda sotsial institutlarga bog'liqli ravishda organuvchi fan bolib hisoblanadi. Barcha sotsial fanlar qatori madaniyat sotsiologiyasi fanining ham asosiy muaommosi "inson" hisoblanadi va madaniyat sotsiologiyasi insonning dunyo bilan aktiv munosabatini ham bu munosabatlar uning hayot yolida paydo bolishini organadi. Shuning uchun madaniyat ko'p qirrali jarayon bolib, faqat gina qadiriyaatlar tizimi orqali uning bor ma'no-mazmunini tushinish mumkin. U insoniyat madaniyat tarixi haqida, turli tarixiy davrlar madaniyati haqida (masalan antik davr, orta asrlar, uygonish davr) turli millat va ellar madaniyati haqida (fransuz, o'zbek Qirg'iz v.h.k) diniy madaniyatlar haqida (buddizm, Islom, xristianl) turli sotsial va professional guruhlar madaniyati haqida (qishloq, dehqon xojaligi, fermer xojaligi, sotsial guruhlar v.h.k.) va oziga xos tan olingan shaxslar madaniyati haqida (Konfutsiy, Farobiy, Navoiy, Gandi v.h.k.) ko'pchilik ma'lumotlar berishi mumkin.

Madaniyat Sotsiologiyasi tarmoqli sotsiologik teoriya bolib, uning organish obyekti jamiyatda madaniyatning faoliyat ko'rsatish va rivoshlanish qonuniyatlari, shu qatori madaniyat normalarini yigish, o'zlastirish va saqlash

³² Л.Г.Ионин "социология культуры" м.1998

ideyalar, qadiriylar, xulq-atvor namunalari odamlar órtasidagi munosabatlar, jamiyat va tabiat órtasidagi munosabatlarni tartibga soluvchu vazifani bajaradi.

Talkott Parsonsning strukturik funktsionalizm madaniyat sotsiologiyasining predmetining kuchli sohasiga yordam beradi, sababi u madaniy determinizmga asoslanadi va shuning uchun madaniyat jamiyatining barcha toifalarining barchasi ham rivoshlanishning ustuni bólib hisoblanadi.

Madaniyatni órganishga sotsiologik yondashuv bilan uning ijtimoiylik tomoni ahamiyatli bóladir. Madaniyat sotsiologiyasi vazifalarining biri manfaatlari, ustinliklari va yónalishlarni o'z ichiga qadiriylarning shakllantirish bosqichlarini sotsiologik órganish amalga oshiradi. Madaniyat atamasiga berilgan har xil ta'riflar madaniyatning ko'p qirrali ekanligini bildiradi. Madaniyatga bag'ishlangan adabiyotda ko'rsatishicha, bugungi kunda "madaniyat" atamasiga yuzdan ortiq ta'rif berilgan.³

Shunday qilib madaniyat sotsiologiyasida e'tibor faqat jamiyatning rivoshlanish darajasiga yoki inson qóli va aqlining yemishi g'alabasidan qanday maqsadlarda foydalanishga ham qaratilgan. Ular ko'p qirrali yakka rivoshlanishga xizmat qiladimi, ulardan insonparvarlik maqsadlarida foydalanadimi yoki yóq va shu kabilarga aniq e'tibor beradi. Bunda shaxs bir vaqtning o'zida madaniy rivoshlanishning obiekti va subiekti sifatida ham harakat qiladi. O'z navbatida madaniyat odamlar va jamiyatni insonparvarlik sifatida qaraladi.

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DETERMINING THE COST-EFFECTIVENESS OF INVESTMENTS SPECIFIC FEATURES

Abstract: In determining the economic efficiency of investments, indicators such as "net discount income", "profitability index" represent the achievement of results, taking into account the time factor. Because the investment is a long-term agreement, a comparison of the current costs with the results obtained during the entire investment project on the basis of bringing them to the same value allows you to accurately assess the economic efficiency. The article covers these aspects both theoretically and practically.

Key words: investment, cost-effectiveness, net discount income, profitability index, investment payments.

Since Uzbekistan became independent, it has set a specific direction for the development of the national economy. As a result of understanding the unique role of investment in the economic growth, there has been an increase in terms of investments, especially foreign investments, which has led to the development of investment activity in our country. It should be noted that the development of investment activity today is the result of the prudent investment policy pursued by our government. One of the priorities of economic development and liberalization in the Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 is to improve the investment climate, foreign, primarily direct, to the sectors and regions of the economy - active attraction of foreign direct investment.

Therefore, without attracting foreign investment, especially without expanding the participation of foreign investment in key sectors, it is impossible to carry out structural changes and modernization of the economy, re-equip enterprises with modern equipment and launch the production of competitive products. Attracting foreign investment to the economy of our country is important in accelerating the expansion of its economic potential, ensuring the economic strength of our country through the use of domestic opportunities and reserves in all areas, the development of new equipment and technology, export-oriented goods, their production. earns. At the end of 2020, the volume of foreign direct investment in fixed assets increased by 101.5% or 6.6 billion compared to 2019. dollars. According to the study, 197 projects were implemented under the investment program, which created 38,000 jobs. In

addition, 10,586 projects worth 59.1 trillion sums were implemented under regional investment programs. As a result of the projects, 131.5 thousand new jobs were created.

No country can develop without attracting investment into its economy. Investment will be provided through the development of production, renewal of fixed assets, overcoming social problems, increasing the competitiveness of products based on modern technology and strengthening the country's export potential. This is a result of the ongoing large-scale reforms in the country's investment attractiveness top. One of the requirements of today's industrialization is the introduction of modern technologies involving these active investments, and their rapid implementation and further increase the investment attractiveness of our country, attracting foreign investment in industrial enterprises is one of the main tasks today. Investments are also economic resources and their sources of funding are limited. Accordingly, along with the amount of investment, increasing the efficiency of their use, the study of investment processes and their effective operation has become a topical issue of economic research. This raises the need for an accurate assessment of investment efficiency as an objective necessity and determines the relevance of the research direction.

Level of study of the topic.

Theoretical and practical problems of investment have been studied by many experts and scholars. For example, the organization of investment activities and the implementation of an active investment policy by the state have been widely studied by economists from a number of CIS countries, such as LNAbalkin, RZAkberdin, GRBalberdinova, PGBunich, A.Yu. Vislav, A.Ya. Kabashev. These problems have been studied by leading Uzbek economists and specialists TKIminov, RKKarimov, SH.Kh.Nosirov, NKPopadyuk, SH.Shodmonov, BHErkaev, NMYusupova, Sh.Yuldashev, OHHikmatov and others. attention. However, the practical aspects of determining the economic efficiency of investments in the example of industrial enterprises have not been sufficiently studied.

The main part

The role of investment in socio-economic development can be considered separately at the macro and microeconomic levels.

At the macroeconomic level, their most important aspects are:

- determines the basis for the development of the national economy;
- increase the efficiency of social reproduction;
- systematic renewal of basic production facilities;
- support of scientific and technical progress, ensuring the competitiveness of national production;
- balanced development of all sectors of the economy;
- increase the economic potential of the country;
- improving and expanding the export structure;

- addressing social issues, including unemployment;
- implementation of effective structural changes in the economy;
- enabling the formation of a wide range of market infrastructure with targeted placement of productive forces and means of production in the economy;

- accelerating the country's sustainable growth and integration into the world economic system by activating all sectors of the economy, etc.

- At the microeconomic level, the positive importance of investment is reflected in the following key areas:

- strengthening and expanding the scope of enterprises;
- prevention of moral and material obsolescence of fixed assets;
- reduction of production costs;
- increase the level of technical support of production through the introduction of new equipment and technologies;
- strengthening competitiveness and improving product quality;
- increase labor productivity and improve the social security of employees.

Of course, the sustainable functioning and development of a market economy is closely linked to investment and their movement, as evidenced by the practice of countries with more developed market relations. Innovative growth and sustainable functioning of the economy in all respects depends on the availability of funds to finance the needs of economic entities, which, in turn, requires the development of investment processes in the economy and the improvement of the investment climate. Investment with natural production and labor resources together for the introduction of advanced technologies and the introduction of modern methods of organization and management of production. Investors will direct their funds to the technical re-equipment of the enterprise, as well as its development. The growing demand for investment flows and the increase in the efficiency of their use require the constant improvement of economic mechanisms and the creation of a favorable investment climate for investors. Therefore, the selection and implementation of the optimal methodology for determining the efficiency of investment will increase the flow of investment and increase its efficiency.

The evaluation of investment efficiency is based on several principles and they include:

- comparison of primary data;
- reliability;
- purposefulness;
- structure;
- multidimensionality;
- compliance;
- Relying on the results of calculations;
- uniformity of applied criteria.

Compared to the initial information analyzed the principle of alternative investment projects in time and the duration of the initial capital costs would be close to each other at once.

The principle of reliability refers to the reliability and accuracy of the data you are looking at.

A targeted, provides that the principle of alternative investment projects in purpose, the principle of systematic processes in all aspects of the project and one close relation.

In terms of measuring, the principle of alternative investment projects, many of them in the implementation selected aspects of care and different methods of calculation for the purpose in accordance with the world. At the same time, the principle of conformity to the deserving projects meant to increase the importance of the project to rely on the results of the calculation basis. Alternative criteria uniformity that is, investment projects should be based on a comparative analysis of uniform criteria. Investment efficiency refers primarily to the economic or social outcome achieved by a unit of investment.

As far as I know, in assessing the effectiveness of investments in modern conditions, it is advisable to take into account the following aspects:

1. Use of cash flow ratio formed from the sum of net profit and depreciation when estimating the return on invested capital.

2. Obligation to bring the amount of invested capital and cash flows to current value. Because the investment process takes place at different stages. Therefore, the amount of funds raised and the amount of cash flows at all stages except the first stage should be brought to the present value.

3. The correct choice of interest rate (discount rate) in the process of discounting cash flows for various investment projects. As mentioned above, the amount of return on investment is formed taking into account the following four factors: the average real deposit rate, inflation rate, payment for risk, payment for low liquidity. For this reason, it is necessary to use different discount ratios when comparing investment projects with different levels of risk (relatively high interest rates are chosen for a project with a high level of risk).

4. Variability of interest rate forms applied for discounting based on the purpose of valuation. In calculating various indicators of investment efficiency, such indicators as the average interest rate, the rate of individual return on investment, taking into account the rate of inflation, the rate of return on current economic activity are used as interest rates. Investment efficiency refers primarily to the economic or social outcome achieved by a unit of investment. In determining the effectiveness of investment, it is not enough to use specific indicators that describe only some of its aspects. Therefore, several methods and a system of indicators are used to evaluate the effectiveness of investment projects. Based on the above principles, we consider a system of indicators used to assess the effectiveness of investments. The net discount income and profitability index are indicators that take into account the above situation.

Net discount income (NDI) allows you to get the most generalized description of the results of the investment, i.e. its final effect in absolute terms. Net discounted income is the difference between the amount of cash flows brought to the present value (through discounting) at the time of implementation of the investment project and the funds invested in its implementation. It is calculated by the following formula:

$$NDI = \sum_{t=0}^T (B_t - X_t) K_{dis}$$

Here:

B_t is the cash flow achieved in step t of the account;

X_t is the cost of that step;

T - period of validity of the investment project;

K_{dis} is the discount coefficient, which is determined by the following formula:

$$K_{dis} = 1 / (1 + i)^t$$

Here:

i - is the amount of the interest rate

In addition to a comparative assessment of investment projects, the indicator "Net discount income" can be used as a reasonable criterion for their implementation. An investment project where the net discount rate is zero or negative is rejected because it does not bring additional income to the investor for the capital invested. Investment projects with a net discount rate of zero or positive serve to increase the investor's capital.

In assessing the effectiveness of investment projects, adjustments should be made to take into account the current inflation rate. As a result, the nominal and real value of cash flows are formed. The nominal value of cash flows represents the purchasing power of money, which does not reflect inflation rates. The real value of cash flows, on the other hand, represents real purchasing power, which reflects inflation.

It is also advisable to use the profitability index to determine the cost-effectiveness of an investment project. As mentioned above, the profitability index represents the level of effective use of investment funds, i.e. the level of return on investment per sum. Although the profitability index is methodologically similar to the coefficient of efficiency of capital investment, it differs from it in economic content. In calculating this indicator, cash flow, rather than net return, is generated as return on investment. In addition, the expected return on investment is brought to present value in the valuation process. The profitability index is determined as follows:

$$\text{Profitability Index} = \frac{DI}{D_{inv}} + \frac{\sum_{t=1}^T B(t) * K_{dis}}{\sum_{t=1}^T K(t) * K_{dis}}$$

Here:

DI - the amount of discounted income;

D_{inv} - the amount of discounted investments;

B(t) is the cash flow in the t-period of the accounts;

K(t) - investment funds in the t-period of accounts;

K_{dist} is the discount rate.

Investment efficiency was studied on the example of a specific enterprise using the method of determining the efficiency of investments.

The company received an investment of \$ 4,700,000 as an object of research. The investment was used to purchase equipment. 90% of the products manufactured on these devices are intended for sale in foreign and 10% in domestic markets.

In assessing the efficiency of the use of investment, the general indicators were used, such as an increase in production, profitability, profitability, reduction of payback periods. (Table 1).

Table 1

Evaluation of the effectiveness of the use of investments in the enterprise, in percent *

№	Main indicators of an organization	1st year	2nd year	3rd year	4th year
	Change in sales	100	103	106	118,7
	Changes in labor efficiency	100	103,5	105	115,2
	Changes in net income	100	106	111	125
	Fund efficiency	100	103	106	110

* Source: compiled by the author.

The table shows that from the 2nd year onwards, all indicators have changed due to the labor efficiency. At the end of 4 years, the change in sales was 118.7%, an increase of 12% compared to 3 years. Profit from sales was 125% year-on-year.

The rate of return was used to determine the efficiency of investments. This indicator is defined as the ratio of net profit to the amount of payments on investments.

The rate of return was 33% in year 3 and 40% in year 4. The rate of return determined by this method was calculated on the basis of nominal indicators for each year, without taking into account the current value of expected income.

The indicators of net discount income and profitability index proposed in the assessment of investment efficiency represent the income that is taken into account during the investment period, taking into account the change in the discount rate over the years. Based on the above formulas, we perform the calculation of the net discount income and profitability index in the example of the enterprise under study.

The assessment is based on 2 years of operation of the enterprise.

$$\begin{aligned} NDI &= (4750565 - 1268706,2) * \frac{1}{1 + 0,05} + (5820632 - 1268706,2) * \frac{1}{(1 + 0,05)^2} = \\ &= 3481858,8 * 0,9524 + 4051925,8 * 0,9070 = 3316122,32 + 3675216,145 = 6991338,5 \end{aligned}$$

$$\begin{aligned}
 PI &= \frac{4750565 * \frac{1}{1+0,05} + 5320632 * \frac{1}{(1+0,05)^2}}{1268706,2 * \frac{1}{1+0,05} + 1268706,2 * \frac{1}{(1+0,05)^2}} = \\
 &= \frac{4524438,1 + 4825813,2}{1208315,785 + 1150716,52} = \frac{9350251,3}{2359032,3} = 3,96
 \end{aligned}$$

The profitability index is 3.96, which means that for the past 2 years, each sum of investment has brought a return of 3.96 sums. These calculations were performed taking into account the time factor.

It can be concluded that the use of the discount method in assessing the effectiveness of the introduction of investments allows you to compare the expected results with the costs incurred on the basis of bringing them to a comparable value over time.

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THE USE OF TRADITIONAL APPROACHES AND METHODS IN THE MOST EFFECTIVE TRAINING

Abstract: The article deals with the TBE methodology in teaching the English language. Mastering a foreign language is always connected with the choice of the appropriate methods of teaching. The experience of teaching the English language given by experts-native speakers is the major factor. Nowadays one of the key issues in this process is its effective introduction and use in the modern programs, including the federal ones.

Keywords: needs analysis, lesson planning, traditional, communicative, language, motivation, competence, reading, professional training.

Nowadays a debate about the advantages and disadvantages of methods of teaching English is still taking place. Traditional methods are widely criticized. Many specialists consider the traditional approaches to learning a foreign language too boring. Training based on traditional methods is considered to take too much time, that is why a lot of students do not complete it. Moreover, it does not give learners an opportunity to "immerse" in the language environment and to overcome the barrier of "inner translation". However, even if this well-reasoned criticism is taken into account, it is impossible to ignore the main advantage of using the traditional methods – gradual acquisition of fundamental, basic knowledge, application of which will be long-term one. As practice shows, the use of traditional approaches and methods in combination with communicative and humanistic ones provides the most effective training.

Such training courses are specially created in order to expand the scope of activities, using a compilation of various approaches, styles of teaching, using the latest materials in language learning. The importance of this comprehensive approach is undeniable. Working with a student within the framework of this methodology begins with an analysis of his needs (needs analysis) using his various forms (filling out a pro forma menu-approach, when the teacher offers programs that meet the needs and needs of the student; personal interview; work-shadowing - awareness and identification of ways overcoming obstacles that hinder the activation of the linguistic potential of the individual, including overcoming the language barrier). Ultimately, such a multifaceted approach provides detailed information about the student's needs and, if necessary,

strengthening his motivation, bringing the learning process into proper alignment and determining what exactly a potential student should do to achieve this goal.

In the absence of proper motivation, this technique suggests using the achievements - building a specific educational process with the formation of motivation for a positive attitude towards it with the help of a suggestive technique.

The instructor then proceeds to lessons planning, which selects the “ingredients” for the class: authentic materials. These are, first of all, newspapers, magazines, announcements, documents, digital recordings, radio and TV programs, brochures, reports, the Internet when studying prepositions of place, phrase structure and stress in a word - everything that makes learning easier and diversified. According to the selected aspect of the language. The teacher also selects headings, tables, tips, etc., which will be needed in the course of work in the lesson. The use of such a quantity of visual material ensures the connection of a visual teaching method that contributes to a faster memorization of grammar and vocabulary.

In addition, TBE methodology offers a combination of the following teaching methods:

1. A communicative method integrated with some traditional techniques using only English-English dictionaries (monolingual dictionaries). Grammar and vocabulary are always studied in context.

2. The connection of the socio-cultural teaching method (cultural knowledge) appeals to such an aspect as the social and cultural environment of the target language. This “living” method does not aim at mastering only “lifeless” lexical and grammatical forms.

3. The humanistic approach is based on addressing the student as a person, models of behavior of an introvert and an extrovert. This approach in educational terms, as a rule, is personality-oriented - the student is the "center" of the educational process: he makes assessments of various situations, expresses an opinion, draws conclusions, determines the model of his behavior in a particular case, involving humanistic relationships: striving for complicity, empathy, acceptance of each other, joint activities and joint enthusiasm for communicative and cognitive activities.

4. The emotional-semantic approach involves the creation of interest groups within the framework of the lesson, which enhances the motivation of an individual student and facilitates the task of mastering the necessary knowledge and skills.

The result of applying an integrated approach to language learning are the following activities in the classroom: versatile game situations (role-playing), working with a partner, searching for comparisons, comparisons for memory and logic, incl. synonyms, antonyms (find synonyms \ opposites), false-true statements, odd word out tasks, finding collective nouns for a group of words

(classification), expressing thoughts, conclusions, mandatory inclusion of the regional aspect, the practice of drawing up a dialogue based on the suggested prompts; filling in gaps (gap-filling), multiple choice, working with the structure of a word (word formation), transformation (rephrasing) of statements, finding and correcting errors (error identification and correction). The latter type of work is especially important because it develops the learner's attention to detail in the language.

The systematic nature of language teaching according to this method is built in such a way that its center is the **word**. A word is studied at the level of its structure (word formation, prefixes and suffixes), its use (word use), including in idioms and metaphors, in lexical and grammatical contexts, that is, at the level of at least a phrase or text. Such a multilevel study pursues the main goal - **remembering** a word. The following memorization techniques are used:

- Associative perception (the most effective);
- Visual perception;
- Repetition of a word, if necessary, using rhyme;
- Working out a word within the framework of the current grammar and vocabulary;
- Tests for memorization;
- Use in speech.

The phrase repetition of a word means not only mechanical repeated reproduction, but a longer memorization process.

To effectively memorize a word, you need to use as many of the above types of exercises as possible.

The study of vocabulary takes place in accordance with 4 main areas of development of language skills (skills development): passive, receptive (reading and listening) and active, productive (speaking and writing). According to British experts, the question of learning English should be approached in the following order: listening - speaking - reading - writing. Let us note the key points of approaches to the study of these aspects.

If students do not speak at all, then initially they can speak in any language, and then, having explained the problem in a language they understand, they achieve their goal with the help of English.

In mastering writing skills, students should be aware of three main tasks: what-why-how - **what**, **how** and **why** they should state in writing. At the same time, it is initially necessary to distinguish between the styles of official and unofficial letters and the rules for their writing. In order to write an essay, you must:

- create the described situation;
- collect ideas that will be accepted or rejected;
- think over a letter plan;
- directly put letters on a draft, check, rewrite, check again.

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FEATURES OF THE BUSINESS TERMINOLOGY OF THE ENGLISH LANGUAGE

Abstract: Every branch of activity has its own specific vocabulary and terms play a very important role in them. Language serves as a tool for learning about the world, a means of communication and is in constant dynamic motion, changing in order to accurately reflect the picture of what is happening in the world and meet the needs of the communicative team. When we talk about the dynamics of changes in language, we first of all mean changes in the lexical structure of the language, which is the most open to change.

Terminology is one aspect of language that has developed with particular intensity in recent decades. The term, in turn, is a word or phrase that relates to the concept of a certain organized field of knowledge (science, technology), which enters into a systemic relationship with other words and verbal complexes and form with them in each case and at a certain time closed system, characterized by high informativeness, unambiguity. According to M. Glushko, a term is a word or phrase to express the concept and meaning of objects that have, due to the precise and strict definition, clear semantic boundaries and therefore unambiguous within a certain classified system.

The study of terms and their features were engaged in such scientists as O. Akhmanova, T. Znamenskaya define the term as a linguistic sign that represents the concept of a special, professional field of science or technology.

But what is the linguistic nature of the term? First, the term is an integral part of the lexical system of language. Secondly, the terms differ from other categories of words by their huge information content. The main requirement for the term is unambiguity. In general terms, this requirement is implemented in two ways, as there are two categories of terms:

- general scientific and general technical terms;
- special (nomenclature) terms.

The term can be formed on the basis of the native language or borrowed both from a neutral terminological bank (international Greco-Latin terminological elements) and from another language, but in any case, it must reflect the features of this concept.

Terms do not exist in the language itself, but as part of a certain terminology. Terminology, as a system of scientific terms, is a subsystem within the general lexical system of language. According to Akhmanova, terminology is a system of concepts of this science, enshrined in a certain verbal expression. If in the general language the word can be ambiguous, then, getting to a certain terminological system, it becomes unambiguous. The specificity of terms as a special layer of language is that they are formed in the process of production and scientific activity and therefore function only among people who have the appropriate scientific realities, macro context. Therefore, unlike general words, the unambiguity of which in linguistic communication is provided by a situation or linguistic context, the unambiguity of the term is regulated by extra linguistic macro context or linguistic micro context.

Context is understood to mean the language environment in which a language unit is used. Thus, the context of a word is a set of words, grammatical forms and constructions in the environment of which the word occurs. Within the general context, a distinction is made between narrow (micro context) and broad (macro context). Under the micro context understand the context of the sentence, ie the linguistic units that make up the environment of the unit within the sentence. Under the broad context means the linguistic environment of the unit, beyond the scope of this sentence --textual context - is a set of language units in adjacent sentences. The exact scope of the macro-context cannot be specified - it can be the context of a group of sentences, a paragraph, a section or even a terminological system as a whole.

Considering the problem of defining the function of the term business vocabulary, the source system can be taken as a system of functions of a common word, because any term is based on a lexical unit. In general, the function of the term is understood as the role it plays as a means of defining a general concept.

As you know, lexicologists distinguish four main functions of the word: nominative, significant, communicative and pragmatic. Researchers such as G.A. Tarkhov, VM Gordina believe that the implementation of these functions in terminology has its own characteristics and it is difficult to disagree. English language business terminology

Like every lexical item, the business term is undoubtedly characterized by a nominative function. The term refers to certain concepts, features, properties of concepts, but in a slightly different way than the general word: business terms nominate clearly defined concepts that relate to the business sphere of human activity and all its branches.

Regarding the significant function, it should be noted that both the business term and the common word are signs, but the term always denotes a concept.

It is also undeniable that the business term has a communicative function. It indicates its ability to serve as a means of transmitting certain semantic

information. Adequate perception of the essence of the phenomena depends on the accuracy of the term, although in the process of information exchange there may be adjustments and clarifications of the transmitted information.

There are also a number of functions specific only to the term. For example, the definitive function, which in the structure of terminological knowledge has become the main, because the term is equivalent to a certain concept.

In the process of terminology, the sound shell of a word or phrase already existing in the language is used to denote a new object or phenomenon for the purpose of special communication. When nominating such a special concept, not any commonly used words are used, but only those.

Thus, terms are subject to terminological laws and the laws of language in general, because they are both signs of a special system and units of lexical composition of a particular language. Therefore, they are characterized by both specific functions and functions inherent in the vocabulary of general literary language in general.

Democratization of public life, the development of a market economy today are actively contributing to the formation of state language policy. In such conditions, the ability to master business speech and use management terminology becomes especially important. After all, it is known that the official business style is used in writing laws, diplomatic documents, which determines its special status in the style of modern language.

For documents used in public administration, the internal norm requires compliance with the rules of official business style, ie the official document uses those language tools that are specific to business speech. And not any other functional style.

The choice of constructions that most accurately correspond to the opinion determines the conciseness of speech - one of the most important features of business communication. Tokens do not need to be further explained or clarified, as this will burden the text and the redundancy is not inherent in the business style.

The norm of business style is the language types that function most clearly in the texts of public administration in a certain historical period.

Established norms of word usage play a particularly important role in business style, as they regulate the text of the document.

A feature of the official business style is the presence of a terminological system that is permanently formed in the languages of public life. Managerial terms in the majority, as well as commonly used words, are formed on a derivational basis. However, the word-forming means of terminology is a certain system.

Thus, the above methods of formation of business style terms are inherent in the Ukrainian language. We came to the conclusion that a business document should arouse the desire to maintain communication. This is facilitated by the

use of competent, successful linguistic techniques and tools. When writing documents you need to remember that the official business style is characterized by a specific form of contact and interaction of people.

In any language with a highly developed word-forming system, part of the lexical stock consists of derived words. The opinion of most researchers regarding word formation does not differ significantly.

It seems to us that this tendency to spread the role of word formation in English will not only continue in the future, but will intensify. This is directly related to both linguistic and extra linguistic factors.

Extra linguistic factors include, directly, the analytical nature of the English language, which contributes to the formation of new words by laying the foundations. On the other hand, word formation, compared to derivation, is a more active, more mobile and open form of word formation.

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ENTREPRENEURSHIP AND INNOVATION AS THE FOUNDATION FOR THE CREATION OF SMALL ENTERPRISES

Abstract: The article analyzes the creation of companies with help of entrepreneurship and innovation as the foundation.

Key words: Innovation, entrepreneurship, small business.

The importance of the appropriation of the results of innovation by society forms an ideal environment and is a fundamental factor that enhances the development of the territory. Science, technology and innovation are axes of current economic and social development and must be projected in the construction of an equitable society that offers equal opportunities to the community, assuming a fundamental role in facilitating and activating the transformation of society, in a knowledge society and economy. These factors are essential to accelerate economic growth and increase the level of human and social development of the territory, since it allows the creative capacity, the improvement of social self-organization capacities, the elevation of well-being and the solution of many problems that they generate poverty and conflict. In recent years, scientific institutions go through a change in the dynamics of research processes and in the profile of the actors involved in it, causing new modes of production and circulation of knowledge. Thus, the research activity, in addition to making it possible to master a specific field of knowledge, must commit to the social and economic development of the region and the consolidation of local innovation systems. Local economic development and entrepreneurial entrepreneurship should not be treated as isolated phenomena or separate purposes, but each of these forms a circle, that is, they turn out to be interdependent. Based on this concept, two fundamental actors appear on the scene in the territory: entrepreneurs and small enterprises (SMEs). The action of the entrepreneur is conceptually understood as the ability to devise, formulate and develop organizational structures and human behaviors and is also a vector of social and economic development of the region in which it is inserted. The training of entrepreneurs, as an exogenous activity of the university, is an academic space that articulates the processes of linking with the organizations of the socio-productive environment, making it possible to build a basic platform of knowledge and concepts, of processes and methodologies of management and

administration, which allow the student to be provided with the basic tools for setting up and developing an enterprise. SMEs make up a sector with great potential whose companies are intensive in labor and even have great flexibility and adaptation to technological changes, which constitutes an important competitive advantage that until now has not been fully exploited as part of the productive chain of the territory. Developing the bases, models and methodologies that constitute the "entrepreneurial capacity" goes beyond circumscribing it to a private and profitable company. It seeks, with a broader conception, the realization of individual projects, related to their work or study spaces, or in a broader sense, proposals that concern the creation of organizations, improvement or change of identity of an organization already existing, framed in a Uzbekistan regional context.

1. Conceptualization of entrepreneurial development Entrepreneurship, as a concept and action, is very close to the concept of managing, understood as starting something (thinking, mentally formulating) and gestating (developing). As a process, it is very similar to the administrative cycle, with an emphasis on planning, organization, and direction for specific purposes. Entrepreneurship is a result, therefore, of the interaction between organizational structures and human behavior. Entrepreneurial development (entrepreneurship), in a broad sense, can be defined as the ability of a society to generate wealth through the creation of new organizations: institutions, companies, NGOs, channeling the creative energies of its inhabitants.

In general, we can say that entrepreneurial development and the creation of new companies generate palpable economic growth (development) through different variables such as:

- introduction of innovations
- transfer of knowledge
- generation of employment
- industrial dynamics (structural change).

In the same sense, entrepreneurial development operates as a motor of local development since it "fills in empty boxes" for the development of the local / regional community, supported by an institutional base (externalities, factors) and contributing to the existing business base: rejuvenation, diversification and the creation of a critical mass. It also generates jobs and channels of achievement for diverse populations (for example, young people), allows the development of endogenous capacities / local drivers and increases the local attractiveness for extra-local agents. Regarding the conceptualization of the entrepreneurial process, it is essential to recognize and study the main contributions that different disciplines made on the process of creation and development of new companies and entrepreneurs and, in turn, analyze what elements can be extracted from them that are useful to think areas of intervention of a strategy aimed at promoting the emergence of new companies and entrepreneurs.

2. Creation of innovative and dynamic companies and their influence on the economy of the region, which determines that in the phenomenon of the new economy, characterized by globalization and the emergence of new information technologies, some features of the new paradigm stand out, where:

- innovation acquires more importance than mass production.
- The value of companies, expressed by their listing on the stock market, is separated from the value of their tangible assets to the despair of managers and increasingly relies on intangible aspects, especially new knowledge. •

The world of finance is increasingly investing in new concepts, rather than equipment or infrastructure.

- increases risk capital.

The creation of a new company is based on the following ingredients:

- the identification of a business opportunity that is the starting point of the business idea.

• the factors of production (material, intangible and human goods) necessary for the development and exploitation of the business opportunity.

- the market, market niche or segment in which the new company will operate.

• the strategy that the employer intends to adopt for the appropriate combination of the means of production and the way to address potential consumers or users.

The strategy or the relationship between objectives, instruments or ends-means defines and specifies the realization of the business idea and the exploitation of the business opportunity.

- the entrepreneur with adequate motivation, preparation and skills to make the four previous decisions. These are elements or variables controllable by the employer that are obviously conditioned by the institutional context. The business function rests on two fundamental pillars, inherent to it, namely: innovation and risk taking.

3. Entrepreneurial development in Uzbekistan The new production scenarios that began with the worldwide decline in traditional work organization models, starting in the 1990s, are characterized by a kind of profound techno-productive transformations that lead to:

- heterogenization development models,
- the contribution of the globalization of the world economy,
- to the promotion of the transfer towards a knowledge-based society and the configuration of an information-based economy - where knowledge and information are consequently transformed into the key factors for any development model, driving the economy and integrating societies.

In the specific sphere of Uzbekistan, these transformations implied the final dismantling of the import substitution industrialization model and a series of profound structural reforms that led to the opening of international markets, the deregulation of economic activities and, consequently, to the proposal of

new rules of competitiveness for the companies that make up the productive sectors.

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THE ESSENCE OF THE SERVICE SECTOR AND THE SOCIO-ECONOMIC SIGNIFICANCE OF RAPID DEVELOPMENT TODAY

Annotation - The article emphasizes the essence of the service sector and the socio-economic importance of its rapid development.

Key words: living standards, quality of life, demand, consumption, population savings, wages, incomes.

Consistent reforms in our country, measures aimed at restoring sustainable economic growth, modernization of society, liberalization of the economy are leading to significant quantitative and qualitative changes in the national economy. The main goal of the ongoing reforms and radical changes in the path of socio-economic development is to continuously improve the living standards of the country's population and restore it to its previous state. In the implementation of this important task, that is, in the formation of a decent standard of living and quality of life for the population of the country, the service sector has a special role.

The rapid development of the service sector in the country and a sharp increase in its share in GDP allow solving several important socio-economic problems, such as employment, increasing real incomes, improving the welfare of all segments of the population. One of the peculiarities of the development of the national economy of Uzbekistan is that the share of services in the country's GDP is growing from year to year, and during the pandemic period there is a significant decline. In 2015, this figure was 48.9 per cent, and by 2020 it will be 33.5 per cent. In the Samarkand region, the share of services in GDP (47.2-30.9%, respectively). The rapid development of this sector in the future is one of the key components of the country's long-term macroeconomic policy. The fact that the President of the Republic of Uzbekistan Sh.M.Mirziyoev raised the issue of increasing the share of tourism services in GDP to 28% by 2035 is clear proof of our opinion.

Today, innovation processes in service enterprises in the country are developing slowly, the population's demand for services is not sufficiently met.

This, in turn, harms the formation and development of the service sector, which to some extent reduces its impact on the living standards of the population³³.

In our opinion, the existence of such a situation is determined by the lack of a scientifically based, systematic methodology to address the above problems, in particular, to improve the welfare of the population through the rapid development of services and improving their quality. The lack of a unified concept for the gradual development of the system of services to all segments of the population following market relations and thus increasing the welfare of the entire population of the country also requires extensive research in this area.

Given the above, it can be noted that one of the most pressing issues is a comprehensive and in-depth analysis of the increase in living standards of the population based on the development of the service sector, the development of scientifically based proposals and practical recommendations to improve its theoretical and methodological basis.

Today, government reforms to address the effects of the epidemic and the coronavirus pandemic are bearing fruit. However, it is natural that the negative developments in the economy with the implementation of reforms will affect the socio-economic development of the country, the living standards of the population and the level of economic security of the country. According to the International Monetary Fund's baseline forecasts based on the forecasts of the cessation of coronavirus pandemic expansion and the gradual recovery of economic activity from the second half of the year, the world economy will shrink by 3.0% in 2020. In our country, too, the coronavirus pandemic has had a significant impact on the economy, causing a slowdown in economic growth.

In his address to the Parliament of the Republic of Uzbekistan on December 29, 2020, President Shavkat Mirziyoyev noted that this year, unlike previous years, coincided with a difficult period, a global catastrophe called the coronavirus pandemic. To address the problems, the Decree "On additional measures to support the population, sectors of the economy and businesses during the coronavirus³⁴ pandemic" provides for strengthening social protection and ensuring the sustainability of economic sectors, as well as, requires special attention to the support of some business entities. At the current stage of the development of society, the economy has become a complex of industries that include not only production but also thousands of services. The national economy, which has been established in the years of independence of the Republic of Uzbekistan, the new economic relations that are emerging as a

³³ <http://bukvi>. President of the Republic of Uzbekistan Mirziyoyev Sh.M. "2021 is the Year of Youth Support and Public Health." People's Speech, December 30, 2020.

³⁴ Decree of the President of the Republic of Uzbekistan "On additional measures to support the population, sectors of the economy and businesses during the coronavirus pandemic" T.: April 3, 2020, No PF-5978. www.lex.uz <http://bukvi.ru> Yulduz P. Urunbaeva Increasing the impact of service sector on the living standards of the population in innovative economy environment <http://serisc.org/journals/index.php/IJAST/article/view/10387/5598> 2020. 05.

result of consistent economic reforms, create favourable conditions for further development of the service sector. Today, this sector is rapidly developing the national economy and is highly effective in improving the living standards and quality of life. It is one of the main components of the social and international division of labour. The service sector provides opportunities for the development of other industries, coordinating the creation of new jobs, the introduction and improvement of new technologies, the development of private entrepreneurship and increasing competitiveness. At the current stage of the development of society, the service sector is an integral part of the complex of our economy, participates in the general system of economic relations and is subject to all existing economic laws. The size of the industry, its share in key macroeconomic indicators, is determined by the volume of services per capita. The service sector has a great positive impact on the economy of a particular country and directly contributes to improving the living standards of the population. Consequently, in developed countries, the share of the industry in GDP is 80 per cent, 75 per cent in total employment and 90 per cent in total enterprises.

Uzbekistan has created a legal framework for radical reform of the service sector, improving their activities, enhancing their stabilizing role, using them as a factor in building an innovative economy and ensuring competitiveness. Advanced scientific and technical achievements have been introduced in the service sector, expanded professional and retraining of service providers, strengthened mechanisms for organizing cooperation with large and small service enterprises based on developing contractual relations, improved participation in corporate relations. However, despite the great achievements in the development of the service sector in the context of the pandemic, the development of the services³⁵ sector is lagging in terms of the volume and quality of services provided. Therefore, special attention is paid to modern research, which creates the basis for further development of the service sector, increasing its share in the economy, providing employment and increasing incomes to improve living standards and quality of life. The Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 identifies important tasks for "accelerated development of the service sector, increasing the role and share of services in GDP." The effective implementation of these tasks determines the urgency of work on the development of the service sector. Improving the well-being of the population is at the heart of all the problems of any economic system, and all efforts in the

³⁵ Appendix 1 to the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the strategy of actions for further development of the Republic of Uzbekistan" PF-4947 "Strategy of actions on five priority areas of development of the Republic of Uzbekistan for 2017-2021" Lex. Uz Smith A. Exploration of the nature and origins of the riches of the people. /per.S.angl.E.M.Mayburda.-M., 1993. - S.572.; Jerebin V.M., Romanov A.N. Uroven jizni naseleniya. - M.: UNITI-DANA, 2002.- S 224.; Gorelov N.A.I dr. Politics of income and quality of life of the population: Ucheb. posobie. - SPb.: Peter, 2003.- S 653.

field of socio-economic development are ultimately aimed at solving this main problem. Therefore, issues of social welfare and living standards have attracted the attention of many economists since ancient times. Well-known economists such as A.Smith, V.M.Jerebin, A.N.Romanov, N.A.Gorelov has made a huge contribution to the formation of the theory of social welfare and living standards. It is difficult to create a system of modern scientific views on the welfare and standard of living of the population without their theoretical approaches and theoretical views on social welfare and its achievement. As a result of our theoretical research in this area, human development has three important features of the current stage in solving the problems of improving living standards: First - migration in the context of globalization, services, international trade, foreign investment and communication exerts its effects. Today, Uzbekistan is an integral part of the international community and the global financial and economic market. This is evidenced by the growing ties with the outside world, the implementation of programs for the development, modernization, technical and technological re-equipment of economic sectors with the support of leading developed countries, Uzbekistan's integration into the world market, imports and exports of goods and services. has a great influence on the formation of living standards and quality of life of the population of each country. The second is the escalation of environmental problems (epidemics and pandemics). As a result, there is a growing need to ensure national and international environmental security, adherence to the concept of sustainable development, ensuring the equality of interests of present and future generations in solving the problems of resource use to develop the economy at a rapid pace. Thirdly, it is necessary to take into account the formation of a socially-oriented market economy model, the strengthening of the principles of social justice in the distribution, and the fact that rational social policy is becoming a key factor in economic development. This requires the support of the needy strata of the population and socially vulnerable groups (the disabled, young people, women (those infected with Covid-19 infection)) and social protection from market forces. In turn, the rise in living standards of the general population will strengthen its labour and social activities, the role and importance of the human factor in production will increase, participation in the development of the country's economy will increase. To clarify the theoretical problem posed, it is important to dwell in more detail on the content of each direction and the nature of the mechanisms of influence. The main goal of social production and human economic activity is to meet the constantly growing needs of the population. The need to meet the needs of the population also applies to the services sector. The need for a variety of services is an integral part of the general needs of the population and their satisfaction is the main function of social production.

Therefore, we can say that one of the important features of postindustrial society is that the position of the service sector in the national economy has

strengthened and become a leading factor in expanded reproduction. The service sector is a product of the interdependent development of various economic, social, political, natural and cultural processes, and, ultimately, is reflected in the improvement of living standards. In turn, it is expedient to recognize that raising the standard of living of each person to live in favourable conditions, the natural desire to fully meet their material and spiritual needs is an important factor in the development of society and the entire system of economic activity.

Although services arose in very ancient times as an important means of satisfying the vital needs of man, scientific views on them were originally formed in the works of the representatives of classical economic theory. To reveal the essence of the concept of services and to justify their radical difference from the goods in the form of goods, all the delicacies consumed by man were divided into two types: material delicacies and intangible delicacies. It should be noted that the representatives of economic education considered all services as intangible benefits and laid the foundation for the formation of the scientific concept of services for the first time in the history of science. For example, the classical economist A. Smith introduced the concepts of "productive labour" and "unproductive labour" to fully reveal the economic content of the benefits of the service and to solve the ³⁶ problem of its view as a source of social wealth of the country. A material product, all kinds of labour that create material wealth, are productive labour, and this labour creates new value. Also, the labour of those engaged in service is unproductive, and this labour does not create new value but serves to assimilate the value created in material production.

Material benefits in the form of human life activities and lifestyles create material comforts for a person. But for a person, for his life, in what period (epidemic and coronavirus pandemic), in what country he lives, the situation in that country, the provision of civil and military security, the use of state property and free education, free health care, the right to judicial protection, etc. is very important. Modern theoretical knowledge about the field of services has moved far from the content of the initial idea and scientific views about them. The huge economic potential of the service sector today, as well as its position in the national economy of the country and the theoretical knowledge of this sector, is the result of centuries of evolutionary development. For example, F. Kotler expressed the following opinion about the nature of services: services are any activity or benefit that one party can offer to another party, a useful action that does not allow one to own anything.

Some definitions correspond to the content of this idea, it is important to dwell on them separately. Services are goods that are purchased by

³⁶ Smith A. Exploration of the nature and origins of the riches of the people. /per.S. angl. E. M. Mayburda. - M., 1993. - S. 152. Urumbaeva Yu. P. Prospects for improving the living standards of the population based on the development of the service sector. Dissertation S: 2018 189 p. Kotler F. Marketing management. Express course. 2nd ed. / per. s angl.; under red. S. G. Bojuk. - SPb.: Peter, 2005. - S. 301

consumers but are intangible, alien to the form and principle of ownership. Service is a profitable concept or (action) attitude that is not able to acquire the right of ownership of property as any material object.

In our opinion, all the above definitions and ideas do not fully reveal the socio-economic nature of the concept of "service" but are aimed at substantiating an important aspect of this economic concept, which is that services, like all material goods, meet human needs. The main shortcoming of these definitions, in our view, is that if we rely on them to explain the essence of the concept of "service", then we have to consider all material, that is, packaged blessings as service. "Every industry, big or small, provides services," Levitt said. Continuing ³⁷this idea, F. Kotler gives a new meaning to this approach, stating that "in fact, the customer, who is the buyer of the goods, buys the service in the form of goods offered to him... In the end, everything depends on the service." Hence, from the above, we can conclude that service is productive and conscious labour resulting from the skill of the employee. Based on the content of the above ideas, the following can be defined in terms of clarifying these concepts.

Service is an activity aimed at maximizing the needs of the population, the state and society, helping to improve living standards (health, cultural recreation, scientific potential, mood, saving valuable time spent on daily household worries (depending on need)). From the above considerations, we can conclude that while acknowledging that services are a separate process they can be said to be aimed at improving the living standards of the population.

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³⁷ Assel G. Marketing: principles and strategies: textbook for universities. -M.: INFRA-M, 2001.- S.337.
Nureev R.M. Ekonomika razvitiya: modeli stanovleniya rynochnoy ekonomiki.-M., 2008. - S 19. Note:
When it comes to health, wealth is life, beauty! Wealth gained without health is worthless as a child (Yu.P.Urunbaeva).

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DEVELOPMENT OF WRITING SKILLS IN FOREIGN LANGUAGE LESSONS

Abstract: The article is devoted to the development of writing skills at school. In the conditions of a modern school, the teacher is given the right to independently choose the appropriate and more effective teaching methods, in connection with which there is a lot of research in this area. In this regard, the authors consider methods of teaching a foreign language, in particular the Dalton plan method. Based on the results of trial learning, the authors revealed the effectiveness of using the Dalton Plan method for developing writing skills in foreign language lessons.

Key words: teaching a foreign language, speech skills, method, Dalton plan.

According to the Educational Standard, the specificity of practical mastery of a foreign language in secondary school is determined by the general status of a foreign language as a general education subject. The main goal of the subject "Foreign language" is the formation of foreign language communicative competence, that is, the ability and readiness of students for foreign language interpersonal and intercultural communication with native speakers. In this regard, the main task of the school in the field of this academic subject is to achieve a certain level of communicative competence by students, both in oral and written communication. I.N. Zhinkin believes that among all the main types of foreign language speech activities that provide general language training of a student and the formation of a student's linguistic personality, writing is the least studied theoretically and insufficiently developed in the methodological aspect.

The goal of teaching writing is to develop the ability to express thoughts in writing, that is, students must learn to compose the same texts in a foreign language as they can do it in their native language, i.e. composing any text, they express their thoughts in graphic form.

In the modern methodology of teaching a foreign language at all stages, special attention is paid to the development of writing skills as a learning goal, which is due to the development of scientific and technological progress, the widespread use of modern information technologies, electronic messages and

Internet resources, as well as the need to improve the quality of training students in a foreign language to pass the unified state exam.

In the conditions of a modern school, the teacher is given the right to independently choose the appropriate and more effective teaching methods, and therefore, a lot of research is being carried out in this area.

According to Jeff Petty, in order to make the right choice of a teaching method, a teacher must know what methods exist, what are the strengths and weaknesses of each teaching method, what tasks each of them can solve and how to use them in practice.

According to A.V. Konisheva, recently, at all levels of education, when organizing the educational process, interest in independent work has noticeably grown. In this case, the most important thing is that the educational institution would provide not only a certain amount of knowledge, but would also teach students to draw independent conclusions based on the knowledge gained, developing their creative thinking. This is precisely the main goal of education, in contrast to the traditional methodology, where there is a formalized transfer of knowledge and social norms to the student. L.A. Ryabkova believes that one of the methods for the implementation of student-centered learning is the Dalton-plan method.

Helen Parkhurst, an American educator, conducted experimental teaching in a regular school in the small town of Dalton, Massachusetts in 1920, and then for several years she experimented in her own school, consisting of only one classroom. She tried to find favorable approaches to organizing the activities of children in the educational process and developed her "Laboratory Plan", the purpose of which was to teach children to live in society, to develop their mind, body and spirit. The name of the school became Dalton - after the name of the city where the plan was first tested. According to Piet Plog, with the exception of John Dewey, no American educational reformer enjoys the greatest international success and influence as Helen Parkhurst, the founder of Dalton education.

Methodologists also paid attention to the Dalton plan method. T.I. Shamova and T.M. Davidenko formulated the main tasks of the Dalton-plan method:

- first, the implementation of the individualized development of each student;
- secondly, ensuring the development of the student's social experience by mastering such skills as cooperation, responsibility and independence in educational and cognitive activities.

The main idea of the Dalton plan method is that the student performs work with whoever he wants, asks for help from whoever he wants, but he is responsible for the task.

The Dalton Plan is a combination of lessons that are taught in classrooms and self-directed assignments that are completed by students in subject laboratories. The teacher develops assignments - the so-called "contracts" between teacher and student. Assignments can be designed individually for each student, or can be shared across the class. The teacher's task is to study the typical needs of social life, and the actual character of the individual, i.e. his specific needs and capabilities.

After analyzing the experience of teachers of foreign languages, we found that in their lessons they use different teaching methods, including the Dalton plan method. The opinions of all teachers agree that this method is used very rarely, since the compilation of Dalton assignments is a very time-consuming job, which involves a lot of preparatory work, compiling assignments separately for each student, and creating appropriate conditions for their implementation.

In accordance with the theme and purpose of our research, we developed an adapted version of the Dalton-plan method in the conditions of a modern school - Dalton-hour in English lessons and conducted a trial teaching, during which the tasks developed by us were used in English lessons based on the Dalton plan method. We have developed 3 tasks on the following topics: "Countries and nationalities", Languages, Everyday work. Each of the tasks was completed within a week. For each Dalton assignment, criteria were developed based on the control and measurement materials of the final exam of the basic school. The tasks were compiled taking into account the curriculum and the age characteristics of the students. Students took part in the trial training. The training was carried out in two groups: in the control group, where training was carried out according to the traditional program, and in the trial training group, where the tasks developed by us on the basis of the Dalton plan method were used in English lessons.

After the trial training, we compared the initial and final indicators of the development of writing skills of the students in the control group and the group of the trial training.

In this regard, it can be concluded that using the Dalton Plan method to develop writing skills in English lessons can be effective. In this case, the prerequisites are: taking into account the theoretical foundations of the development of writing skills and the Dalton plan method; taking into account the experience of foreign language teachers; taking into account the psychological and age-related characteristics of students. It is obvious that the Dalton plan is worthy of special attention.

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THE USE THE TECHNOLOGY OF CRITICAL THINKING AND THE PROGRESS OF THE STUDENT IN COGNITIVE ACTIVITY

Abstract: The focus on a competency-based approach is one of the main features of modern education. This article examines three types of competencies that we distinguish in educational activities: subject, general subject and meta subject. With regard to humanitarian education, the formation of meta-subject competencies, in addition to universal educational actions, also presupposes possession of universal concepts, codes, concepts. The formation of meta-subject competences presupposes the path of ascent from the linguistic level of understanding key words to the general cultural one. When working with concepts, it is productive to distinguish three levels that determine the progress of the student in his cognitive activity: substantive, methodological, operational. The article also shows that in the formation of competencies, it is productive to use the technology of critical thinking, which involves three stages: challenge, understanding the situation, reflection.

Key words: education, competence-based approach, subject, general and key competencies, concepts, cultural codes and universals, technology of critical thinking, cognitive activity.

The hierarchy of competencies formed in the process of liberal arts education can be represented as follows.

Private subject competences, that is, competencies that have a specific meaning and the possibility of forming within the framework of academic subjects. Examples: possession of the skills of isolating the plot elements of a literary text (literature); possession of the skills of writing vowels o and e after sibilants and c (Russian). In the science of history, particular subject competences presuppose the knowledge of individual facts of history by students. To master them, schoolchildren need to have a number of skills, for example, use a map, use a chronological table to explain historical events and phenomena.

Private subject competences are associated with processes and phenomena and are related to the categories of the individual and the particular.

General subject competences imply mastery of key subject concepts and methods of action within the framework of the academic subject. Examples:

perform linguistic and stylistic analysis of the text; possession of the skills of analysis and interpretation of a literary text (literature); explain the causes and consequences of the most significant events (reforms, revolutions, wars, the formation of new states, etc.). General content blocks and general methods of activity within a certain subject are a condition for the implementation of integration ties, the construction of integrated lessons.

The subject level of competence is determined by the knowledge of subject concepts and scientific terminology, knowledge of facts, the level of use of subject teaching technologies, methods and techniques.

Their formation is carried out within the framework of several academic subjects. They relate to the general content of education and, in fact, are supra-subject competencies.

A.V. Khutorskoy gives its own typology of key (metasubject) competencies. He refers to them:

- a. value-semantic;
- b. general cultural;
- c. educational and cognitive;
- d. informational and communicative;
- e. social and labor;
- f. the competence of personal self-improvement.

Unfortunately, in his classification, there is little trace of the connection between the content of education and the methods of educational actions. At the same time, metasubject competences presuppose the formation of universal concepts (abstract-universal), which are a "cell" for a concrete understanding of the subject and determine the ways of combining concepts into the structures of knowledge. This is how the interpenetration of several educational subjects occurs based on the proximity of methods or categorical apparatus. In this case, the formation of metasubject competencies, taking into account the specifics of humanitarian subjects, presupposes the path of ascent from the linguistic level of understanding of key words (universals) to the general cultural one, when these words become cultures, denoting the "thickness" of the cultural sphere of the individual.

In this regard, different definitions of metasubject competences can be distinguished.

Currently, there are many definitions of the concept. All of them confirm how complex language and thinking are and how they are interconnected. Therefore, from the standpoint of each specific area of knowledge: linguistics, psychology, history, philosophy, cultural studies, literary studies - the concept acquires its essential characteristics, which must be taken into account in the process of working with them.

Linguistic theories of a concept are the starting points for understanding its essence. Some scientists believe that a concept always has a verbal expression and is denoted by a word. S.V. Kuzlyakin generally identifies the

concept and the word. In the theories of these researchers, the word, linguistic nomination is a means of access to conceptual knowledge. It plays the role of a switch, activating the concept in the human mind, "launching" it into the process of thinking.

At the same time, modern psycholinguistic and linguistic studies show that the mechanism of thinking and the mechanism of verbalization are different mechanisms. This can be proved by the fact that there are concepts that can be verbalized not only by lexemes, but also by a wide range of other linguistic units, or described verbally without directly naming the concept itself (attraction of the earth, bow to one's home).

In the process of mental activity, a concept, like a hologram, turns its different sides, actualizing new features that may well not have a linguistic designation in a person's native language. In addition, the understanding of these signs in different people can be completely different, which is determined by their peculiarities of the psyche, life experience, and culture. Therefore, such psychological concepts as, for example, fear, horror, pleasure, etc., for each person can have their own content, moreover, it is so individual that it may not even be fixed verbally in linguistic practice. Here the concept appears as an individual "bundle" of ideas, knowledge, associations, experiences "in the mental world of a person".

In this case, by codes we mean a system of signs, rules by which information is encrypted and stored, which is subsequently decrypted and interpreted. Cultural codes provide a connection between sign and meaning, help translate the world of designations into the world of meanings, decipher the meaning of cultural phenomena.

Competences associated with understanding, interpretation and use of personal and axiological concepts by students, such as: feat, soul, faith, compassion, mercy, etc.

Competences aimed at comprehending artistic and historical pictures of the world (cultural eras, artistic trends, pictures of the world of specific philosophers, historians and writers).

Thus, the metasubject level of competencies is associated with students' possession of universal educational actions, the ability to study independently, the use of meta-categories (universals) in educational, cognitive and artistic-aesthetic activities and is aimed at the prospect of further continuous education and development.

It should be noted that there is no single classification and an agreed list of key competencies. This is largely due to cultural and educational traditions in a particular region or country. The system of competences they proposed assumed a close connection between theory and life, practical actions and results. The range of competencies offered was determined by the following reference words that define specific actions: study, seek, think, cooperate, get down to business, adapt.

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ISHAKKHAN TURA IBRAT'S ROLE IN THE LAW OF TURKESTAN

Annotation: In this article, Isakhan Ibrat's contribution to jurisprudence is explained by studying the poet's work and analyzing historical sources and works. The author also tries to interpret the essay "True word" written in the article by Ibrat's "Selected Works", and tries to make a deep analysis of the poem's poem "Qazi qotil". He also cites his arguments by quoting various literary scholars on the contribution Ibrat has made to his jurisprudence.

Keywords: Muslim, Judge, Right, Justice, Justice, Society, Judgment, Punishment, Prize, School, Education, Science, Mullah, Imam, Tax, Debt.

He can not be denied that there were two types of judges working in the time of the incident. Ishakkhan Tora Turakurgan and Khanabad completed the twenty-first term of the 20th century in the first quarter of the twenty-first century, when he tried to achieve good fate by addressing good issues and disputing issues that would be better. We have a lot of information about it, but sometimes we just have to think about it. Grandfather Nurillo Kori Abdullaev recalls that the October Revolution took place, and Russian-tactical schools were opened in our country. Some of the school children from the Bekabad-based home-school have just gone to study at Turakurgan's new boarding school. Twelve-year-old Muradilla's "fugitive" was expensive for her father.

"What is wrong with me," said Holmirza-aka, whose faces approached the door of the mosque. "Muradilla is lying in the boarding school. I do not care if my bed is empty, I do not want to go back to my old school.

"The Mosque is for God, the door of this gateway must always remain open to praying for all its servants! 'Ibrat said firmly. - It is appropriate for the turmoil. It is unjust for a child to punish such a father. The government's opening of a boarding school is a kind of kindness to children. Do not stick to old attitudes. You will still see, many will want to teach their children there, to tell them about worldly knowledge. Our children need to study Arabic alphabet, Russian alphabet. Do not be ignorant, go on the path of enlightenment! Ishakkhan's decree, no clerk or imam, did not have the slightest objection to speaking against him. Hulk-zahir was given the opportunity to have him restrain the mosque.

Muradilla Holguziev, a boarding student at that school, eventually came to Russia and continued to study. As a doctor of medical sciences, hundreds of doctors trained at the Samarkand State Medical Institute.

Ibrat scientist Ulugbek Dolimov, who lived and worked in Turakurgan at the beginning of the 1960s, collected the necessary information

about the life and activities of the elderly, Ishakkhan, who had written the following information: "Ishakkhan was the most just, the most brave judge in the bar. He listened to both the rich and the poor, and sentenced them to judgement. I do not know that he has been in the service of my ten-year-old for a while, and has never bribed him, and he has been riding on the rich, on the contrary, he tried to ease the difficulties of the poor. True, the corrupt judges brought the people, the upper class, the money, the various items. However, Ishakkhan would send the owner back with the owner. Therefore, the richest people decided to appoint Mamatkul Hoji, the deputy of the latter, instead of Ishaq. But they were silent. As a result, Mamatkul hoji was an enemy to Isaac by the end of his life. Ishak Khan worked as a judge only for the sake of the people. There were books on Russian jurisprudence at his home, his booth, and he was well aware of the Russian law and rules. "[1]

Those who knew Ishakkhan and who knew his stuff were always impressed with this perfect man. Even the description of his description was taken up by contemporaries and leading intellectuals. Those texts are of importance as they can give a true picture to the present generation. The article "The Right Word", written in 1908 by Ibrat's "Selected Works" collection, was not accidentally entered. The article, written by the publisher of the another author, has been deliberately put in place as an appendix. The Kokand writer and poet Ibrahim Davron (1874-1922) wrote his article as a defender and advocate of the good: "At the Namangan treasury, Turakurgan Kazimi, as a sayyid-ul-haj Ishakkhan, is a true Muslim, knowing that some of his colleagues are perfect. a prominent advocate of the death of a prominent supporter, was surprised at the fact that he was a Hodja vos-vos. But we did not have any other way of thinking about the idea of the sentence and sentence of the sentence. Of course not. In Baku, Huseynzoda, a member of the opposition, was shocked by the idea. The Ishkhan Tora, meanwhile, also rejects the idea that it is permissible to deny it. For, a perfect person does not create disobedience, even if he dies as an atom of the infinite labor of the world and his enduring destiny."[2]

The article clarifies when surfing ends. The author warns that the Turakurgans can be deprived of such a fair judge by their actions and actions. "If the people of Turakurgan, who were dependent on Ishakkhan-Hakim, did not know human rights, they would be thrown into a pile of rubble, pestilence, madhouse, and crusade. I have been compelled to write honest and grueling comments on the civilian rights and interests of the walking. And it is worthy of note. "

"As it is known, after the occupation of Central Asia by Russia, the judiciary was preserved and the possibility of judicial proceedings on the basis of the Shariah rules was abandoned", commented Ulugbek Dolimov. "This is a showcase of fair and self-sufficient for the native people. But the prosecution of criminal cases of state significance was banned in the judiciary. The prizewinner was one of the sources of wealth in the upper class. The scoundrels,

with the rich, were scarcely overcome by the people, diminished their lives, worked for the interests of the high class, and lived with bribery".

Ibrat himself did not finish his poem "Qazi qotil":

Outwardly one day people are ignorant,

Always indulgent.

To kill the feathered Eddy,

It would have been good to praise it.

He made a sudden mufsit qase,

Breastfeeding is a perverted justice.

Many people are sorry, so do you.

He always slaughtered his soul.

It is clear that those who are guilty of wanton salvation will find that their bad conditions are tense. The fact that the life of this sort of sadness is explicitly explicitly stated in the Case of the Cossack Judge indicates that Ibrat's not only in his life, but in his creativity, is in full accuracy in proof and proof. It is no doubt that Ibrat, who holds fast the two demands, has served as a prerequisite for the elevation of justice in the rule of law.

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KURASHCHINING KO'P YILLIK TEXNIK-TAKTIK VA JISMONIY TAYYORGARLIGIDA PEDAGOGNING PROFESSIONAL O'RNI VA AHAMIYATI

Annotatsiya: Maqolada kurash sport turida sportchining texnik-taktik va jismoniy tayyorgarligida pedagogning mahorati qo'llayotgan professional usullari orqali tahlil qilinadi. Shuningdek, kurash turlarini o'rni, kurash mashg'ulotlarida umumiy rivojlantiruvchi va maxsus mashqlarni o'rgatish, kurash mashg'ulotlarida shikastlanishning oldini olish, kurashning muayyan turi texnikasi va qoidalarini o'rgatish, kurash turlari texnikasi va usullarini o'rgatish, kurash turlari mashg'ulotlari uchun sport inshootlarini tanlash va ularning jihozlanishini o'rganish, kurash turlari bo'yicha mashg'ulotlarni tashkil qilish va o'tkazish, kurash turlari bo'yicha musobaqalarni tashkil qilish va o'tkazish, shuningdek musobaqa hujjatlarini yuritish va hakamlik qilish, bolalar sportida kurashning o'rni, milliy kurash mashg'ulotlarining ayrim xususiyatlari kabi vazifalarni amalga oshirish bilan birgalikda jismoniy sifatlarni rivojlantirish borasidagi fikrlar o'rtaga tashlanadi.

Kalit so'zlar: Kurash, spor, sportchi, musobaqa, pedagog, uslub.

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THE PROFESSIONAL ROLE AND IMPORTANCE OF THE TEACHER IN THE MANY YEARS OF TECHNICAL, TACTICAL AND PHYSICAL TRAINING

Annotation: The article analyzes the professional methods used by teachers in the technical, tactical and physical training of athletes in the sport of wrestling. Also, the role of types of wrestling, teaching general developmental and special exercises in wrestling, prevention of injuries in wrestling, teaching techniques and rules of certain types of wrestling, teaching techniques and methods of wrestling, types of wrestling selection of sports facilities for training and study of their equipment, organization and conduct of wrestling competitions, organization and conduct of competitions in wrestling, as well as record keeping and arbitration, The role of wrestling in children's sports, some features of national wrestling, as well as the development of physical qualities.

Keywords: Wrestling, sports, athlete, competition, teacher, style.

Kirish

Darhaqiqat, kurash fani talabalarga kurashni o'qitish uslubi va nazariy bilimlarini o'rgatish, milliy kurash texnikasi va usullarini haqida nazariy bilim, amaliy harakat ko'nikma va malakalarini egallash, o'rganish, kurash bo'yicha mashg'ulotlarni tashkil qilish va o'tkazish uslubiyotini o'rgatishga qaratilgan bo'lib, talabalarni vatanparvarlik ruhida tarbiyalash, hayotning turli jabhalarida milliy kurash vositalaridan samarali foydalanib o'qitish va barkamol avlodni tarbiyalashga mos bilim, ko'nikma va malakalarini shakllantirishdan iborat. Fanning vazifasi - talabalar bilan o'quv mashg'ulotlari ko'rsatilgan o'quv dasturlari asosida nazariy va amaliy mashg'ulotlar shaklida o'tkazishdan iboratdir. Demakki, mashg'ulotlar jarayonida O'zbekiston Respublikasida kurash turlarining rivojlanish tarixini o'rgatish, O'zbekiston Respublikasining jismoniy tarbiya tizimida kurash turlarini o'rni, kurash mashg'ulotlarida umumiy rivojlantiruvchi va maxsus mashqlarni o'rgatish, kurash mashg'ulotlarida shikastlanishning oldini olish, kurashning muayyan turi texnikasi va qoidalarini o'rgatish, kurash turlari texnikasi va usullarini o'rgatish, kurash turlari mashg'ulotlari uchun sport inshootlarini tanlash va ularning jihozlanishini o'rganish, kurash turlari bo'yicha mashg'ulotlarni tashkil qilish va o'tkazish, kurash turlari bo'yicha musobaqalarni tashkil qilish va o'tkazish, shuningdek musobaqa hujjatlarini yuritish va hakamlik qilish, bolalar sportida kurashning o'rni, milliy kurash mashg'ulotlarining ayrim xususiyatlari kabi vazifalarni amalga oshirish bilan birgalikda jismoniy sifatlarni rivojlantirishni pedagoglarning oily maqsadidir.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Adabiyotlarda berilishicha, o'zbek milliy kurash turlaridan kurash va belbog'li kurash qadimda dunyoga kelgan bo'lib, bu ko'p sonli tarixiy yodgorliklarda ma'lumotlar keltiriladi. ma'lumki, kurashning oldingi nomi – buxoracha usuldagi kurash, belbog'li kurashning esa – farg'onacha usuldagi kurash deyilgan. Manbalarda aytilishicha, buxoracha usuldagi kurash 1998 yildan Farg'onacha usuldagi kurash esa 2001 yildan boshlab belbog'li kurash deb nomlangan. Quvonarlisi, yurtimizda birdaniga ikkita milliy kurash turi rivoj topdi. Ahamiyatlisi, dushmani asirga olish usullarini o'z ichiga oladigan kurash usullarini tasvirlovchi qadimiy rasmlar hozirgi O'zbekiston hududida olib borilgan arxeologik qazilmalarda ham topilgan. Aytish joizki, musobaqalar oldidan uloqtirishlar, sakrashlar, kuchni namoyish qilishni o'z ichiga oluvchi mashqlar o'rganilgan. Ular raqiblarning o'zaro bellashuvlari oldidan badan qizdirish vositasi bo'lgan. Bu davrda kurashchilar bir-birining teridan ishlangan belbog'idan yoki ustki kiyimining turli joyidan ushlab, kurashishgan. Raqibni erga tashlash usulini bajarishda oyoqlarning ishiga hamda chalish usuliga katta e'tibor qaratilgan.

Ma'lumot sifatida, kurashchilar bellashuvlari g'alaba, oilaviy tantana yoki mavsumiy bayramlar munosabati bilan o'tkaziladigan bayramlar bezagi bo'lgani barchamizga ayon. Allomalarimiz, Abu Ali Ibn Sino (980-1037), Alisher

Navoiy (1441- 1501) asarlarida kuchli kurashchilarning bellashuvlari tasvirlangan hamda ba'zi usullarning ta'rifi keltirilgan. Bu asarlarda o'zbeklarda usullar tizimi yetarlicha rivojlangan milliy kurash mavjud deyiladi.

Kurashning "farg'onacha", "buxorocha" usuli turlari hozirgi kunda ham Respublikamizda keng tarqalgan. Ushbu turlar buyicha Respublika, Osiyo va xalqaro musobaqalar o'tkazilib kelinmoqda. 1998 yilda Xalqaro kurash assotsiatsiyasi tashkil qilinib, jahon chempionatlari o'tkazib kelinmoqda. A.Qurbonov, K.Murodov va T.Muxammadievlar birinchi jahon chempioni unvonini qo'lga kiritgan.

MUHOKAMA VA NATIJALAR

Nega tug'ilib o'sgan Vatanimiz haqida gap ketganda har doim ham bir entikib qo'yamiz? Oddiy tuproqni oltindan-da qimmatroqqa baholaymiz, nima uchun?

Nega yurtim, deb janglarga kirgan, yovni yengib, afsonaga aylangan bahodirlar: Jaloliddin Manguberdi, Shiroq, To'maris, Amir Temur kabi ajdodlarimizning jasoratlarini eslaganda hamisha hayajonli faxr tuyg'usidan qalblarimiz junbishga kelaveradi?

Nega jahon arenalarini muzaffar quchgan g'oliblarimiz Vatan bayrog'ini yuksaklarga ko'targanda ko'ksimiz osmonlarga bo'ylashadi?

Axir, Vatanni shunchalar sevishdan maqsad nima?

Balki, bu o'zlikni anglash bilan bog'liq jumboqdir. Aslida, uning bir bo'lagi bo'lib, hamisha yonib yashash har kimning ham qo'lidan kelavermaydi. Buning uchun harakatning o'zi kifoya emas. Buning uchun, vatanparvarlik, elsevar, xalqparvarlik tuyg'ularini qalblarga jo aylab, kamarbasta bo'lish lozim.

Bularning bari jahon arenalarida yurtimiz bayrog'ini elkasiga tashlab raqibini mag'lub qilgan chempionlarimiz alohida xis qilishadi.

Musobaqa. Dunyo arenasi. Qatar- Osiyoning turli mamlakatlaridan bo'lgan yosh sportchilarni yig'di. Ayni yoz palla. Saratonda nainki bosh, oyoqlar ham jizg'anak bo'ladi. Havoning bu injiqliklariga dosh berish uchun tog'dek sabr, o'tda toblasa kuymaydigan temir qanotlar kerak. Boyagi yarim finalga sarflangan kuchidan asar ham qolmagan, sportchi ustozining yoniga kelib sillasi qurib, horigandek boshqa chidashga sabri qolmaganini musobaqadan chetlamoqchiligini aytadiyu Endi saratonning jaziramasidan emas, uning og'zidan otilib chiqqan so'zdan ustozning butun vujudi qovuriladi. Bir so'z deyishga tili kalimaga kelmadi. O'zini beixtiyor yo'qotib qo'ydi. Bu ko'z yosh qaydan keldi bilmaydi. Ustoz shogirdiga umid bilan termuldi so'ng "Bolam, ortimizda Vatan, O'zbekiston ko'z tikib turibdi" dedi o'zini yig'idan zo'rg'a tiyib...

Shu payt boshlovchi qizning o'zining tilida o'zbekistonlik boynaki ustozning shogirdining nomini chaqirganini eshitdi. Eshitdi-yu ko'ngli ko'tarildi. Buni qarang, shogirdi ustozining VATAN so'zini eshitishi hamonoq charchog'ini unutib, yurt sha'ni, obro'-e'tibori uchun kurashishga kirishib ketdi...

Darhaqiqat, bunday chorlovlar sportchiga ruhiy ozuqa beradi. Ayniqsa, o'zga davlatda vatan so'znini eshitish barchani yanada olg'a harakatga undaydi. Ayniqsa, boksda ham sportchi maydonga kelishi jarayonida o'sha millatda aytaylik, o'zbekcha qo'shiq sadolari ostida maydonga chiqib kelishiga e'tibor berganimiz. Bu ham yozilmagan ammo musobaqalarda doim qo'llanilgan natijador metodlardan biri hisoblanadi. Jismoniy tayyorgarlik jarayonida murabbiyning sportchiga so'z orqali ta'sirni oshirishidan xabardormiz. Ayniqsa, "Sen ikki o'g'lim qatorida uchinchisidan", deydigan murabbiylar ham yo'q emas. Bunday tayyorgarlik ham sportchining yutuqlarni qo'lga kiritishida motivatsiya beradi. Bundan tashqari, murabbiyning shogirdini musobaqa boshlanganda atrofni butunlay unutish, xayolni bir joyga yig'ib harakat qilishi ham g'olib bo'lish uchun eng samarali usullardan biridir. Bu holatlar faqat mashg'ulotlar jarayonida o'rgatiladi. Musobaqada bunga imkon bo'lmaydi.

Xulosa

Mashg'ulotlar sizga avval qilgan xatolaringizni to'g'rilab olishga imkon beradi. Ana shunday muammolar vaqtida yechilsagina yutishga bo'lgan ishonch yanada oshadi. Musobaqada g'olib bo'lish uchun mashg'ulotda ko'p ter to'kish lozim. Aslini olganda, sportchi xudo yuqtirgan qobiliyatgagina tayanib qolmay, tinimsiz mehnat qilsa, albatta, o'z maqsadiga erishadi. Har xil irim-sirim sportchini maqsadidan chalg'itadi. Musobaqalarning ochilish marosimlarida barcha davlat vakillari sharafiga davlat bayrog'i ko'tariladi. Bu ham sportchiga o'zgacha zavq va shavq ulashish bilan birga ruhiy quvvat beradi. Yurt bayrog'ining baland ko'tarilib xilpirab turishi sportchi ko'ksida faxr va iftixor tuyg'ularini uyg'otadi. Shunda qalbida Vatan sog'inchi, muhabbati jo'sh uraveradi. Ana shu bir onlik tuyg'u katta kuch bag'ishlaydi. O'zini Vatan oldida burchli deb hisoblaydi. Musobaqalardan Vataningga ko'ksi to'la medallar bilan qaytishdan ortiq baxt bormi?! Sportchi ana shuning uchun raqiblari bilan kurashaman. Ana shu tuyg'u uni doim olg'a intilishga, mehnat qilishga undayveradi.

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THE CONCEPT OF TESTS, ITS ESSENCE AND FEATURES, SUBJECT AND METHODS OF STUDY

Abstract: Today there is a heated discussion about what and how to change in educational procedures and teaching methods. Some experts consider it necessary to develop procedures for managing the educational process, in other works it is proposed to move to a multi-point scale for measuring knowledge, skills and abilities of students, in the third - didactic principles of personality-oriented system of higher education.

Key words: control, knowledge, pedagogical, effectively, learning, educational process, testing.

The educational test is defined as a system of tasks of a certain content, increasing complexity, specific form, which allows you to qualitatively and effectively measure the level and assess the structure of students' preparedness.

The training test is essentially a classic representative of traditional tests.

For a better understanding of the definition of a training test, consider a brief interpretation of its basic terms.

Although any test consists of test tasks, the latter do not represent a set of arbitrarily combined tasks, but a system.

The system means that the test contains such tasks that have system-forming properties. Here, first of all, it is necessary to allocate the general belonging of tasks to the same system of knowledge, that is to one educational discipline, their communication and order.

The test, as a system, has composition, integrity and structure.

It consists of:

- tasks;
- rules of their application;
- grades for each task;
- recommendations for the interpretation of test results.

The integrity of the test means the relationship of tasks, their belonging to the general measured factor. Each test task performs its assigned role and therefore none of them can be removed from the test without losing the quality of measurement.

The structure of the test is formed by the way the tasks are connected. Basically, this is the so-called factor structure, in which each task is related to others through the general content and general variation of test results.

In the training test, the tasks are arranged as the complexity increases - from the simplest to the most difficult. In other words, the main formal system-forming feature of the test is the difference of tasks according to the degree of their complexity. The word "formal" is used to explain that the "test" is interpreted not only as a system of tasks of increasing complexity, without taking into account their content.

Manifestation of the system quality of the test is facilitated by a single disciplinary commonality of tasks, which implements the idea of measuring the readiness of those who take the test, in one of the defined disciplines or their complex.

Time is often referred to as another system-forming factor. Indeed, one of the understandings underlying the creation of tests is to have a tool for rapid and accurate assessment.

One of the current areas of modern organization of test control in distance education is the individualization of control, which leads to significant savings in testing time. The control is carried out with the help of pre-calibrated, with a level of complexity, tasks.

The other side of the issue is that the quality of the results significantly depends on the time of testing. Each test has an optimal test time, reducing or exceeding which reduces the quality of the test. The optimal testing time is determined empirically by the variance of the test data. If on the abscissa axis to postpone the testing time, and on the ordinate axis - the value of the variance of the test results obtained after each attempt to control, then connecting the dots, we get an idea of the change in variance; the maximum value of the latter will indicate the optimum time required for test control.

The quality of the test is traditionally reduced to determining the degree of its reliability and the validity of the results. Qualitative, as well as objective, can be called only the method of measurement that is scientifically sound and able to give the necessary results.

Validity means the suitability of test results for the purpose for which the testing was conducted. Validity depends on the quality of tasks, their number, the degree of completeness and depth of coverage of the content of the discipline in the test tasks. In addition, the validity also depends on the balance and distribution of tasks by complexity, on the method of selecting tasks for the test from the general bank of tasks, on the interpretation of test results, on the organization of data collection, on the selection of a sample of subjects.

The specific form of test tasks suggests that test tasks are not questions or tasks, but tasks formulated in the form of statements, true or false, depending on the answers.

Defined content means the use in the test only such control material that corresponds to the content of the discipline; the rest is not included in the training test.

The content of the test exists, is stored and transmitted in one of the four main forms of tasks. Outside of test forms, neither the test nor its content exists. The theoretically justified criterion for ordering the content is the criterion of complexity of tasks. Extracurricular content (for example, testing the level of intellectual development) is not included in the training test. This is the subject of a psychological dimension.

The growing complexity of the tasks can be figuratively compared to the barriers on the stadium's treadmill, where each one is higher than the previous one. Only the one who is better prepared will be able to run the distance and successfully overcome all barriers

The complexity of the tasks can be determined in two ways:

- by logical reasoning, based on the estimated number and nature of mental operations necessary for the successful completion of tasks;
- after empirical verification of tasks, counting the proportion of incorrect answers.

In the classical theory of tests for many years only empirical indicators of complexity were considered. In modern theories of educational tests used in distance learning, more attention has been paid to the nature of mental activity in the process of performing test tasks of various forms.

With the help of testing, more often than other signs, knowledge, skills, abilities and ideas are tested. In terms of educational dimensions, it is useful to introduce two main indicators of knowledge quality - the level and structure of knowledge. They are assessed by recording grades, both for knowledge and for ignorance of all the necessary components of the material being tested. To objectify this process, all components must be the same.

The rules for grading are the same. These conditions open the way for an objective comparison of individual structures of knowledge and ignorance.

The level of knowledge is revealed in the analysis of answers to all test tasks. The more correct answers, the higher the individual test score. Usually in distance education systems, this test score is associated with the concept of "level of knowledge" and undergoes a refinement procedure based on a particular measurement model. The same level of knowledge can be obtained by answering different tasks.

For example, in a test of thirty tasks, a student received ten points. These scores are most likely obtained through the correct answers to the first ten, relatively easy tasks. The sequence of ones and then zeros inherent in such a case can be called the correct profile of the student's knowledge.

The effectiveness of the test also depends on the principle of selection of tasks. If you select tasks for measurement over the entire range of changes in complexity, the accuracy of measurement in a particular area decreases.

Conversely, if you want to accurately measure the knowledge of the subjects, for example, the average level of training, it will require more tasks of this level of difficulty.

Therefore, the test may not be effective at all, over the entire range of preparedness of the subjects. It can be more effective at one level of knowledge and less effective at another. This content is embedded in the concept of differential test efficiency.

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THE ROLE OF VIRTUAL LABORATORIES IN THE CREATION OF E-LEARNING SYSTEMS

Abstract: Practical experience is an essential part of the learning process. However, many institutions lack the time and financial resources required to set up and develop research laboratories. A solution to this difficulty could be found in the adoption of Virtual Reality technology, which could allow the establishment of Virtual Laboratories that mimic the processes and behaviors that might occur in real laboratories. This article discusses a novel project that proposes and outlines an educational virtual laboratory that strives to match the needs of a real laboratory while also supporting communication and collaboration services. We propose a web-based system that allows users to conduct experiments in educational fields such as physics or chemistry in 3D multi-user worlds where users are represented by avatars and are provided with a variety of communication and collaboration services in order to simulate a real learning experimental process as efficiently as possible.

Keywords: Distance learning, Virtual reality, Multi-user virtual environments, Virtual Laboratories, Educational Virtual Environments.

INTRODUCTION

The widespread use of the World Wide Web (WWW) and the development of the Internet, as well as the advancement of network infrastructure and electronic communication, created all of the essential preconditions for using this powerful mode of communication for non-commercial reasons. Virtual Reality (VR) technology has been extensively proposed and recognized as a key technological advance for facilitating life-long education and a flexible workforce in the technological industry. The successful translation of abstract notions into visualized events, as well as the ability of user engagement, is one of VR technology's distinctive advantages, that in real life could be limited due to distance, time and safety factors.

In education, virtual laboratories can refer to simulation environments with a human touch or to interfaces with genuine laboratory equipment. For everyone, online learning is the greatest option. This is a paradigm shift in the learning genre. Information may now be accessed, discussed, digested, and shared from anywhere. E-Learning has made education accessible to everyone, including office workers and housewives, without sacrificing quality.

E-learning is efficient and effective. It makes it simple to understand and absorb information. It improves the learners' ability to learn and apply what

they've learned. Audio-Visuals aid in the retention of information for a longer period of time. E-learning allows you to keep up with today's students. This keeps you informed about current events. Traditional classrooms have nefarious aspects that might cause disruption. eLearning, on the other hand, allows for faster delivery of training. In eLearning, there is no such thing as a procrastinator. It's a great method to learn quickly! Lectures can be attended at any time and in any quantity. Revisions are difficult in traditional schools. If you miss a class, unlike traditional learning, you can always catch up online. E-learning provides teachers with a greater degree of coverage in terms of delivering content on a regular basis. This guarantees that learning is consistent. E-learning is cost-effective because it is a quick and simple way. Long training periods, infrastructure, stationary, and travel expenses, among other things, are all decreased. It is a friend to individuals who are nervous in gatherings and feel isolated. It allows you to learn without having to leave the conveniences of your familiar surroundings.

How e-learning helps students/benefits of eLearning to student. E-learning has shown to be a significant resource for students all around the world. Previously, knowledge was not available to everyone. In the academic province, students with financial limits, geographical limitations, or physical disability had few options. The same people now have constant access to schooling. The current learning approach provides you with a renewed version of knowledge that you may access whenever you want and that is shared with millions of people from many areas. It's an exciting learning moment for academics all across the world. Learners benefit from increased collaboration and worldwide opportunities provided via eLearning.

Virtual laboratories in education.

Practical experience is an essential part of the learning process. Many institutions, however, lack the time and financial resources required to set up and develop research laboratories. The adaption of Virtual Laboratories, which might be proved as an important teaching instrument that deals with the absence of practical experience in education, could be a solution to the aforementioned problem. The following are only a few of the numerous advantages of virtual laboratories:

1. Resource sharing becomes a reality, improving the utilization of costly equipment.
2. Access to educational and research material is facilitated for both students and professionals.
3. Scientific investigation standards are established in areas where practical experimentation is a required part of research.
4. Reduction in travel time leads to productivity enhancements.

"Both initiatives generated virtual laboratories that were significantly simpler than the projected result due to technical issues and a lack of resources."

The conclusion is that the construction of successful virtual laboratories necessitates a significant investment of both resources and time." On the plus side, the authors state that despite technological production challenges, users were able to obtain the desired learning results, implying that virtual environments may be developed with minimum resources. To that purpose, the authors offer the following suggestions, which we duplicate here:

Be very explicit about the virtual laboratory's aim and the environment in which it will be used. Media consumers, particularly teenagers and young adults, are extremely media literate and can immediately spot attempts to pass off a linear display as an interactive laboratory, for example. Consider the type of media you want to create, such as simulation, laboratory, or demonstration. Make it apparent to the user what they're dealing with. Strive to use the simplest possible design and technology, still meeting the demands efficiently. In some cases advanced technology such as virtual environments or even virtual reality might be needed, but a technology-minimalistic strive will lower the risk that a too advanced technology is used for its own sake. The most eye catching techniques might not always correlate with what is relevant to show.

Match realism and accuracy levels to the intended target audience as well as the desired learning outcome.

Constantly examine ways to improve the virtual laboratory in order to improve learning outcomes. It can be beneficial to offer assistance when needed and to visualize things that would be impossible in a real laboratory. Weigh the benefits of having a virtual laboratory that closely resembles real-life laboratory exercises against this potential.

Regard a virtual laboratory as an illustrative playground that requires external support in the form of guiding, explanatory texts or teacher debriefing. The virtual laboratory provides the students with experience and observations, but does not always necessarily provide understanding on its own. Guidance is often necessary to help the students to understand the illustrated scientific phenomena.

The expanded functionalities that a Virtual Environment can provide, combined with the growing research interest in distance learning, has resulted in the development of a wide range of applications that use Virtual Reality technology to support the learning process, resulting in Educational Virtual Environments. Apart from the technology components of Virtual Reality, the phrase "educational" raises a number of difficulties, such as access to learning content and the educational model that should be employed for the most efficient implementation of the learning process. Experimental learning or "learning by experience," in which users are encountered as agents rather than passive receivers of information, is one of the most rapidly expanding trends in this direction. Experiential learning necessitates a high level of user interaction, both with other users and with the items offered. The Virtual Radiopharmacy Laboratory, which was constructed as part of the project and will be discussed in

the next section, is an example of such an environment. This is a research project focused on developing a multi-user 3D environment for instructional purposes. Users are represented by avatars in a virtual world in order to actualize the learning process in 3D environment.

In conclusion, Uzbekistan has been affected by the evolution of information and communication technologies, both in the economic and educational fields. In terms of education, it's worth noting that during the last decade, the majority of secondary schools have been outfitted with computer labs to help pupils become acquainted with the information society and new technology. Furthermore, a network for the internal connection of all schools has been built, allowing individuals in the secondary education field to communicate and collaborate. However, the educational system has not fully utilized the school's new possibilities computer laboratories could present.

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SEISMIC RESISTANCE OF A MULTI-STOREY FRAME-FRAME BUILDING TAKING INTO ACCOUNT THE SEISMIC ENERGY SUPPLY OF THE BASE, BEARING FRAME AND DAMPERING DEVICES

Annotation: The article discusses the issue of assessing the seismic resistance of reinforced concrete frame frame buildings at the elastoplastic and plastic stages of the stress-strain state, taking into account the absorption of seismic energy by the pliability of the base, the supporting frame and damping devices.

Keywords: Building, strength, seismic resistance, elastoplastic stage, plastic hinge, seismic energy absorption coefficient.

When calculating buildings (structures) for seismic effects can be used;

a) a dynamic calculation method for real or synthesized seismic effects typical for the construction area;

b) spectral method of calculation for seismic (conventional static) loads, determined for ideally elastic systems in accordance with the instructions in clause 2.13 [1].

For buildings (structures) with fundamentally new, constructive solutions of buildings with a height of more than 40m, it follows, and when designing objects of mass construction with a height of up to 40m, it is recommended to use the dynamic calculation method according to clause 2.6.a [1].

The choice of a structural system, design and calculation of buildings (structures) for real or synthesized seismic inactivity should be carried out with the participation of a research organization specializing in earthquake-resistant construction [1].

When calculating according to clause 2.66, the calculated seismic load in the selected direction, applied at point K and corresponding to the i-th tone of natural vibrations of the building (structure), is determined by the formulas:

$$S_{ik} = K_0 K_n K_{\text{ЭТ}} K_p S_{oik} \quad (1)$$

$$S_{oik} = \alpha Q_k W_i K_\delta \eta_{ik} \quad (2)$$

where S_{oik} - inertial force determined under the assumption of elastic deformation of structures;

α - coefficient determined according to table 2.7 depending on the seismicity of the construction site;

O_k - the weight of the building (structure), referred to point K of the design scheme (Figure 2.1), determined taking into account the design loads on the structure, in accordance with clause 2.1 [1];

W_i - spectral coefficient determined according to clause 2.16;

K_δ - dissipation coefficient, determined according to clause 2.16;

K_p - коэффициент регулярности, определяемый по п.2.25;

K_0 - the coefficient of responsibility, taken according to table 2.3;

$K_{\text{эт}}$ - coefficient depending on the number of storeys of a building (structure), determined according to clause 2.17;

η_{ik} - coefficient depending on the form of natural vibrations of the building (structure) on the 1st run and the location of the load on the design diagram, determined according to clauses 2.18, 2.19;

$K_{\text{п}}$ - the coefficient of accounting for the recurrence of earthquakes, taken according to Table 2.4 [1].

Analysis of normative documents and manuals for calculating the seismic resistance of buildings showed that the calculations do not take into account the absorption of seismic energy by the base, damping devices and the supporting frame [1; 2; 3].

The authors propose to introduce into the formulas (2 and 3) the norms of the seismic energy absorption coefficient $K_{\text{п.э.}}$.

Seismic energy absorption coefficient K_p . should be determined by the generalized formula

$$K_{\text{п.э.}} = K_{\text{п. э. о}} * K_{\text{п.э.д}} * K_{\text{п.э.к}} \quad (1.3)$$

where

$K_{\text{п. э. о}}$ — empirical coefficient of energy absorption by the base of the building;

$K_{\text{п.э.д}}$ — empirical coefficient of energy absorption by damping devices, if any;

$K_{\text{п.э.к}}$ — empirical coefficient of energy absorption by the frame, load-bearing walls of a building and structure. According to the idea presented,

$K_{\text{п.э.к}}$ should grow with the growth of the floor of the building.

The authors continue research to detail the qualitative and quantitative values of the seismic energy absorption coefficient. $K_{\text{п.э.}}$

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PREREQUISITES FOR CALCULATING THE SEISMIC RESISTANCE OF REINFORCED CONCRETE FRAME FRAME BUILDINGS AT THE ELASTOPLASTIC AND PLASTIC STAGES OF THE STRESS-STRAIN STATE

Annotation: The article discusses the issue of assessing the seismic resistance of reinforced concrete frame frame buildings at the elastoplastic and plastic stages of the stress-strain state. The transverse and longitudinal frames of the frame are presented as static indeterminate systems capable of resisting seismic influences outside the limits of elastic deformation, redistributing seismic forces between constituent elements and nodes.

Keywords: Building, strength, seismic resistance, elastoplastic stage, plastic hinge, redistribution of forces, ultimate seismic resistance, operational seismic resistance.

The current norms of earthquake-resistant construction are proposed when calculating buildings (structures) for seismic effects can be used;

a) a dynamic calculation method for real or synthesized seismic effects typical for the construction area;

b) spectral method of calculation for seismic (conditional static) loads, determined for ideally elastic systems in accordance with the instructions in clause 2.13 [1, clause 2.6].

However, according to the scientific conviction of the authors of the article, the main part (approximately 60-70%) of the real strength of reinforced concrete structures is manifested outside the limits of elasticity. Therefore, the spectral method of calculating seismic (conditional static) loads, determined according to the guidelines [1], as for ideally elastic systems, leads to unreasonable huge reserves of seismic strength and during design allows excessive overrun of steel reinforcement and high-strength concrete.

Basic prerequisites for the calculation

To calculate the ultimate resistance of the frame to seismic effects, the following assumptions are made:

- the calculation is carried out according to the fundamental tone of the oscillations;

- loss of seismic strength occurs by overturning with a bend around an axis passing through the left or right bottom edge of the building;

- in seismic influences, plastic deformations of sufficient length are formed, contributing to the redistribution of forces in the design sections of reinforced concrete bearing frames;

- in the limiting state, plastic hinges are formed at the nodes of the remote columns from the tipping line located above the elevation under consideration, they cover only the columns, and no hinges are formed in the cross-sections of the girders, but nodal balancing bending moments appear, their total values at the node are equal to twice the values of the plastic hinges formed on the nodal sections of the columns;

- constant loads acting through the columns form moments against overturning;

- the efforts of the columns form moments against overturning with bending, the shoulder of which is determined by the vertical projection of the distance between the center of the column under consideration and the overturning line;

- in solid walls, located along the plane of the frame, shear forces directed against the horizontal seismic force, the height of the resultant relative to the floor surface is determined as the center of gravity of the trapezoidal diagram of the distributed force. The ultimate resistance of the frame is composed of the moments of the above mentioned efforts.

The elastic-plastic resistance of reinforced concrete multi-storey frames against overturning with bending is also determined according to the above algorithm. It is assumed that the beginning of the formation of plastic hinges occurs only on the most distant row of columns relative to the tipping line. The longitudinal forces of the remaining columns are determined by the triangular distribution law.

The operational resistance of reinforced concrete multi-storey frames against overturning with bending is also determined according to the above algorithm. In this case, it is assumed that on the most distant row of columns from the tipping line, cracks with an allowable width are formed and open, the tensile strength of the columns is ensured due to the strength of the reinforcement. The longitudinal forces of the remaining columns are determined according to the triangular distribution law.

Ultimate bending moments in normal sections of columns at the stage of onset of yield are determined by the formulas of the norms [2].

$$M_c = M_c' = \sum A_{si} \cdot R_s \cdot h_0 \cdot \eta \quad (1)$$

Ultimate longitudinal forces in the reinforcement of the columns at the stage of the onset of yield in the state of seismic overturning:

$$[N_k] = (n_s * \pi * d^2 / 4) * R_s \quad (2)$$

Elastoplastic resistance of reinforced concrete columns on the verge of cracking arising at the level of floor slabs:

$$M_c = M_c' = R_s * (R_{bt} / E_b) * A_s * h_0 + R_{bt} * W_b = R_s * (R_{bt} / E_b) * A_s * h_0 + R_{bt} * (b * h_0^2 / 6) \quad (3)$$

Longitudinal forces in the extreme columns on the verge of cracking in the state of seismic overturning are determined by the formula:

$$[N_k] = (n_s * \pi * d^2 / 4) * R_s * (R_{bt} / E_b) + R_{bt} * b * h_0 \quad (4)$$

Elastic seismic resistance is determined by the formula

$$M_{crc} = R_s * (R_{bt} / E_b) * A_s * h_0 * (l_i / l_{max}) + R_{bt} * W_b * (l_i / l_{max}) = R_s * (R_{bt} / E_b) * A_s * h_0 * (l_i / l_{max}) + R_{bt} * (b * h_0^2 / 6) * (l_i / l_{max}) \quad (5)$$

The value of the shear resistance of brick walls is determined by the formula (23) of the norms [3].

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ИСПОЛЬЗОВАНИЕ КЛАСТЕРНОГО МЕТОДА В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

Аннотация: В связи с введением новых образовательных стандартов к системе образования в целом, и к специфике преподавания русского языка в частности предъявляются новые требования.

Ключевые слова: русский язык, кластер, инновация, обучения.

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USING THE CLUSTER METHOD IN TEACHING THE RUSSIAN LANGUAGE

Abstract: Due to the introduction of new educational standards, new requirements are being imposed on the education system as a whole, and on the specifics of teaching the Russian language in particular.

Keywords: Russian language, cluster, innovation, learning.

Современная система образования ориентирована на формирование у учеников самостоятельного мышления. Критическое мышление является педагогической технологией, стимулирующей интеллектуальное развитие учащихся. Кластер - один из его методов (приемов).

Кластер (от англ. cluster — «скопление», «пучок», «созвездие») — это способ графической организации материала, позволяющий сделать наглядными те мыслительные процессы, которые происходят при погружении в ту или иную тему, свободно и открыто думать по поводу какой-либо темы.

Кластер предполагает:

выделение смысловых единиц текста

графическое оформление их в виде схемы.

Кластер является отражением нелинейной формы мышления, позволяет показать смысловые поля того или иного понятия. Иногда такой способ называют «наглядным мозговым штурмом». Прием кластеров универсален. Он может применяться на стадии вызова для систематизации имеющейся информации и выявления областей недостаточного знания. На

стадии осмысления кластер позволяет фиксировать фрагменты новой информации. На стадии рефлексии понятия группируются и между ними устанавливаются логические связи. Возможно применение кластера на протяжении всего урока, в виде общей стратегии занятия, на всех его стадиях. Так, в самом начале дети фиксируют всю информацию, которой они владеют. Постепенно, в ходе урока, в схему добавляются новые данные. Желательно выделять их другим цветом. Данный прием развивает умение предполагать и прогнозировать, дополнять и анализировать, выделяя основное.

Кластер оформляется в виде грозди или модели планеты со спутниками. В центре располагается основное понятие, мысль, по сторонам обозначаются крупные смысловые единицы, соединенные с центральным понятием прямыми линиями. Это могут быть слова, словосочетания, предложения, выражающие идеи, мысли, факты, образы, ассоциации, касающиеся данной темы. И уже вокруг «спутников» центральной планеты могут находиться менее значительные смысловые единицы, более полно раскрывающие тему и расширяющие логические связи. Важно уметь конкретизировать категории, обосновывая их при помощи мнений и фактов, содержащихся в изучаемом материале. В зависимости от способа организации урока, кластер может быть оформлен на доске, на отдельном листе или в тетради у каждого ученика при выполнении индивидуального задания. Составляя кластер, желательно использовать разноцветные мелки, карандаши, ручки, фломастеры. Это позволит выделить некоторые определенные моменты и нагляднее отобразить общую картину, упрощая процесс систематизации всей информации.

Существует несколько рекомендаций по составлению кластера. При его создании не стоит бояться излагать и фиксировать все, что приходит на ум, даже если это просто ассоциации или предположения. В ходе работы неверные или неточные высказывания могут быть исправлены или дополнены. Учащиеся могут смело дать волю воображению и интуиции, продолжая работу до тех пор, пока не закончатся все идеи. Не стоит бояться значительного количества смысловых единиц, нужно попытаться составить как можно больше связей между ними. В процессе анализа все систематизируется и станет на свои места.

Форма работы при использовании данного метода может быть абсолютно любой: индивидуальной, групповой и коллективной. Она определяется в зависимости от поставленных целей и задач, возможностей учителя и коллектива. Допустимо перетекание одной формы в другую. Например, на стадии вызова, это будет индивидуальная работа, где каждый учащийся создает в тетради собственный кластер. По мере поступления новых знаний, в качестве совместного обсуждения пройденного материала, на базе персональных рисунков и с учетом

полученных на уроке знаний, составляется общая графическая схема. Кластер может быть использован как способ организации работы на уроке, и в качестве домашнего задания. В последнем случае важно наличие у учащихся определенного опыта в его составлении. Достоинства и результаты применения приема

Главным средством формирования познавательной активности является технология развития критического мышления через чтение и письмо. Специфика данной технологии заключается во взаимодействии учащегося и информации. Основная цель технологии – развитие мыслительных навыков у студентов, которые необходимы как в учебном процессе, так и в повседневной жизни. Графическая организация материала в данной технологии является ведущим методом демонстрации процесса мышления. Наиболее распространенным является прием составления кластера. Однако вопрос о применении данного приема на уроках русского языка в классах, а также рекомендации по составлению кластеров до сих пор остается малоизученным.

Кластер – это отражение нелинейной формы мышления. С помощью него можно представить ключевые моменты любого понятия из курса русского языка. Этот прием также принято называть «наглядный мозговой штурм». По своей специфике он похож на опорный конспект и является универсальным. Чтобы систематизировать имеющуюся информацию по определенной теме, либо выявить пробелы в знаниях по этой теме, данный прием целесообразнее применять на стадии вызова. Для закрепления полученной информации кластер используется на уроках русского языка на стадии осмысления. Если необходимо сгруппировать лингвистические понятия и установить между ними логическую связь, кластер применяют на стадии рефлексии.

Возможно использовать данный прием на всех его стадиях в течение всего занятия. В начале урока педагог предлагает младшим студентам на листе бумаге изобразить всю имеющуюся у них информацию на заданную тему. На протяжении всего занятия учащиеся постепенно добавляют в свою схему новый материал, выделяя его другим цветом. Таким образом, использование кластера на уроках русского языка в классах способствует развитию умений прогнозировать, предполагать, анализировать, дополнять, фиксируя главное. Составляя кластер коллективно, по очереди называют факты по изучаемой теме, не повторяя уже озвученное. При оформлении кластера на уроках русского языка в классах необходимо придерживаться следующих правил:

1. Кластер изображается на доске, в тетради, на чистом листе бумаги. Это зависит от способа организации урока.

2. При создании кластера желательно использовать цветные ручки, карандаши, фломастеры. Это позволяет акцентировать внимание на определенных моментах и образнее представить изучаемое явление.

При составлении кластера необходимо озвучить ученикам, что они должны записывать все возникающие у них идеи и фиксировать их до тех пор, пока они не закончатся. Им нужно попытаться построить больше логических связей и не придерживаться какого-то задуманного плана.

Таким образом, использование приема составления кластера на уроках русского языка способствует актуализации знаний учащихся, обобщению и структурированию материала. Кластер помогает эффективнее запомнить теоретический материал по любой теме, проявить творческие способности и креативность.

Уроки с применением метода кластера дают ребятам возможность проявить себя, высказать свое видение вопроса, дают свободу творческой деятельности. В целом нетрадиционные технологии, используемые в образовательном процессе, повышают мотивацию учащихся, формируют обстановку сотрудничества и воспитывают в детях чувство собственного достоинства, дарят им ощущение творческой свободы.

Разнообразные приемы, методы, технологии – это не самоцель. Важен результат. Педагог должен оценивать свои успехи успехами своих учеников. Нетрадиционные педагогические технологии повышают мотивацию обучения и интерес детей, формируют обстановку творческого сотрудничества и конкуренции, воспитывают в детях чувство собственного достоинства и уважение к различиям, дают им ощущение творческой свободы и, самое главное, приносят радость.

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**К ВОПРОСУ ОБ ОБЫЧАЯХ И ОБРЯДАХ, В КОТОРЫХ
ПРИНИМАЮТ УЧАСТИЕ ТОЛЬКО ЖЕНЩИНЫ (НА ПРИМЕРЕ
ФЕРГАНСКОЙ ДОЛИНЫ)**

Аннотация. В статье рассматриваются обычаи и обряды, которые участвуют только женщины. Автор пришел к выводу о том, что корни этих обрядов исходят из периода матриархата и помогает определить историю отношения к женщинам.

Ключевые слова. Женщина, обычай, обряд, матриархат, инициация, Мушкулькушод, Бусешанбе, ашшурлик, рукишон, бешиктуй, ок кийди.

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**TO THE QUESTION ABOUT CUSTOMS AND RITUALS, IN WHICH
WOMEN ONLY TAKE PART (ON THE EXAMPLE OF THE
FERGHANA VALLEY)**

Abstract: The article deals with customs and rites which participated only women. The author concluded that the roots of these rites come from the period of matriarchy and helps to determine the history of attitudes to women.

Key words: Woman, custom, rite, matriarchate, initiation, Mushkulkushod, Buseschanbe, ashurlik, rukishon, besiktuy, ok kiydi.

Каждый народ имеет своеобразные традиции, обычаи и обряды. Они свидетельствуют об их образе жизни, стремлениях и истории. Таким образом, обычаи и обряды, в которых принимают участие только женщины дают нам возможность определить отношение к женщинам. Их корень восходит от верхнепалеолитской эры, ко времени формирования материнского рода. В истории человечества первый этап родового общества называется матриархат и в период бронзы он сменился патриархатом. Традиции, обычаи и обряды этого периода исследуются сравнительным методом, т.е. сравнивая данные, которые получены во время полевого исследования. А также историк анализирует пережитки матриархата. Например, у уахабах, в степных племенах Центрального

Омана, женщина до сих пор является главарем семьи. А этнологический термин аванкулат свидетельствует о влиянии сильного статуса матери к общественным отношениям. Известный исследователь М.Косвен считает его особым видом, которое появилось в этапе смены матриархата с патриархатом. Нашу точку зрения доказывают следующие слова художника аборигена Дика Рафси из Австралии: «Братья моей матери являются моими дядями и они ответственны за мою подготовку инициации и воспитания».

Обряд инициации до сих пор существующий у народов Австралии и Океании поможет нам давать вывод об обычаях и обрядах рассуждаемое нами. Он проводится со стороны мужских союзов и разединяет мальчика от матери, в общем, женщин и вовлекает его в мир мужчин. По мнению некоторых исследователей, появление «мужских союзов» считается своеобразным оружием против господства материнского рода и предусматривает переход в патриархат. Если мы представим это сведение наоборот, можно считать, что обряды, в которых участвуют только женщины, появились против власти отцовского рода. Потому что в Либерии и Судане, регионах, в которых существует патриархат, обнаружены тайные союзы женщин. Там пожилые женщины учили и проводили обряды. Но мы не имеем ввиду, что проведение обрядов, которые участвуют только женщины, означает возвращение к матриархату.

Первые свидетельства об обрядах такого типа встречаются в произведениях Геродота: «В древнем Египте проводили обряд в честь Диониса. В нем участвующие женщины пели песни в честь бога, а в их руках было кукла». А в Афинах, в городе Древней Греции, праздновали панафинейские праздники в честь Афины и в нем женщины проводили демонстрацию. Эти обряды появились в патриархальном периоде и дают нам возможность сказать, что они являются результатами стремлений женщин за сохранение своих мест в условиях патриархата.

В Узбекистане, в частности, в Ферганской долине проводятся многие обряды, в которых участвуют только женщины. Например, Мушкулькушод, Бусешанбе, ашшурлик, сеп яйди, сеп йигды, чымылдык узды, рукишон, бешиктуй, ок кийди и др. Религиозные верования общества повлияют на её социальную жизнь. Таким образом, представления о богах формируют стереотипы связанными с самим обществом. Анализируя матриархальную и патриархальную культуру, можно доказать эту мысль. В мировой мифологии Богиня-мать является ведущим образом женского божества. Самые первоначальные сведения о существовании культа Богини-матери – это статуэтки верхнепалеолитского периода. Когда главная роль переходило в руки мужского божества, формировались иные традиции и иные отношения к образу женского божества. Значит, появление образов мужских богов и их вхождение на

главное место происходило в начале патриархального периода. С помощью обращение к верованиям народов можно представить развитие женского мира в условиях патриархата. Даже отрицающие теорию матриархата признают, что в первобытном обществе существовали отдельные обряды, религиозно-магические культы и тайные языки женщин и мужчин.

Говоря о верованиях наших предков, надо подчеркнуть, что согдийцы и бактрийцы поклонялись Нане или Анахите, богине Матери-природы. Она изображалась в облике красивой девушки. Исследователь М.Наимов считает, что обряд «Суст хотин» является символом Анахиты и проводилось в её честь. Он пришел к выводу, что этот обряд появился в период матриархата. Ученые считают, что вышеупомянутый обряд является знаком тюркского матриархата. Тюркские народы исторически имели свои женские божества и культы. А у мужских богов были мать или жена. Например, у Улгена, главного бога у алтайцев, были мать Таз-каан и жена Чаашин.

В верованиях тюркйцев имеет важное место образ Умай-она. Термин Умай упоминается в древних тюрко-рунических надписях. По мифам, Умай изображена в облике женщины и она была покровительницей начало земли и плодородия. Когда наступил патриархальный период женщины-богини превратились покровительницей женщин. Например, в Хорезме Амбар она, Джибек у казахов, Бечура у казанских татаров и башкирцев, Ондархон хотун у якутцев и др. Со временем обряды, которые посвящены женским божествам проводились в честь их покровительниц и в них участвовали только женщины. А это привело к формированию женского мира. Этот мир имеет свои законы, правил, обычаи и традиции, приближение к нему представителей иного пола категорически запрещено. Причинами появлений женского мира являются совместимость потребностей и всеобщность мировоззрений. Если мы будем применять эти представления на нашу тему, то обряды вышеупомянутого типа являются попыткой женщин за сохранение своего места в патриархальном обществе. Мы можем аргументировать нашу точку зрения в примере «атала оши», обряд которое проводится в Узбекистане (в частности, в кишлаках Октош и Нанай (Наманганский область Янгикурганский район) и Киргизстане (в частности, в кишлаках Падша ата и Караван). Пищи приготовленные во время обряда запрещаются давать мужчинам, даже женщинам кормящие ребенка мужского пола.

Кроме этого существуют обычаи связанные со свадьбами и похоронами, в которых участвуют только женщины. На наш взгляд их появление связано с развитием женского мира в патриархальном обществе. Доказательствами когда-то существований матриархата в Центральном Азии и сохранений его пережитков до нашего времени

являются именно обычаи связанные со свадьбой: обычай избегания и тайные посещения невесты женихом. Однако эти обычаи широко распространены среди кочевых народов-у киргизов, казахов, хорезмийцев, жителей живущие в южной части Узбекистана. А в свадьбах у узбеков Ферганской долины существуют иные образы таких обычаев. Например, сеп яйди, сеп йигди, лачак солди, узук такди, чимилдик узди и др. Они в качестве пережитков материнского рода свидетельствуют о следах обычаев тех времен. Эти обряды не проводятся в вышеуказанных регионах, как в Сурхандарьинской и Хорезмийской оазисов, а это объясняется различием социального строя. Народы, у которых скотоводство является основным типом хозяйства живут традиционным патриархальном строе. Поэтому у них до сих пор сохранилось калым, обычай, которое является следом покупкой женщин. А последняя появилось в период перехода в патриархат е выражает в себе компенсирование рабочего сила рода, когда женщина выйдет замуж. А те обряды и обычаи выше указанные нами широко проводятся среди народов занимающими земледелием, следовательно, среди оседлого население. По нашему, они прошли данный период и сейчас живут в новом, качественно измененном социальном строе, т.е. в этом строе патриархальные отношения уже полностью установлены, калым потерял свой настоящую значение и семейно-патриархальные традиции не сохранились в целом.

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НАЦИОНАЛЬНЫЕ ОСНОВЫ ОБЕСПЕЧЕНИЯ ИДЕОЛОГИЧЕСКОГО ЕДИНСТВА В ОБЩЕСТВЕ

Аннотация: В статье анализируются национальные основы обеспечения идеологического единства в обществе.

Ключевые слова: Идея, идеология, идеологияческое объединение.

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THE NATIONAL BASIS FOR ENSURING IDEOLOGICAL UNITY IN SOCIETY

Annotation: The article analyzes the national foundations of ensuring ideological unity in society.

Key words: idea, ideology, ideological association.

Изменения в мировом геополитическом пространстве, охват глобальных процессов и стремительное развитие современных информационных технологий сделали резкий поворот в истории стран на земле. Человечество живет в совершенно другой среде, где не соблюдаются новые требования и потребности, принимаются риски и угрозы.

Как отмечается в указе президента Республики Узбекистан Шавката Мирзиёева от 7 февраля 2017 года "О стратегии действий по дальнейшему развитию Республики Узбекистан на 2017-2021 годы": "При углубленном анализе пути развития нашей страны, текущая конъюнктура мирового рынка кардинально меняется, конкуренция растет в условиях глобализации".

Такие процессы, интенсивно протекающие в глобальном масштабе, серьезно затрагивают все аспекты общественной жизни, в том числе духовную и образовательную сферы. Анализ печальных событий, произошедших в различных регионах и странах мира за последние годы,

показывает, что средства массовой информации, современные информационные технологии, включая интернет-систему, социальные сети и электронные издания, во многих случаях, в руках некоторых деструктивных сил, становятся удобным и быстрым средством распространения различных ложных, вредоносных идей и идеологий. В таких сложных условиях сохранение национальных и общечеловеческих ценностей, укрепление независимости, поддержание социально-экономической стабильности остается одной из приоритетных задач, стоящих перед каждым государством.

Как мобилизующая сила общества, Национальная идея, которая была духовной основой народа, сыграла важную роль в этом процессе. Как справедливо отметил президент Узбекистана Шавкат Мирзиёев в своем послании Олий Мажлису 22 декабря 2017 года: "Очень важно сформулировать государственную программу инновационного обновления, подготовить новое поколение кадров, новый класс инвесторов, которые будут эффективно использовать инновации и инвестиции. Для этого нам нужна сильная национальная идея, национальная программа технологического развития Узбекистана и модернизации внутреннего рынка. Эта программа должна позволить нам быстро вывести Узбекистан в число наиболее развитых стран мира".

В процессе масштабных реформ и обновлений, проводимых на новом этапе развития Узбекистана, развитие Национальной идеи становится одной из актуальных задач повестки дня. Негативные последствия глобальных процессов, происходящих в мире, масштабы новых идеологических рисков и угроз повышают значимость этого вопроса. Национальная идея выражает общую цель общества как фактор влияния, который глубоко проникает в жизнь человека, народа и общества. С этой точки зрения, на современном этапе развития Узбекистана идея национального возрождения – подъем национального подъема – становится главной идеей. Главная задача идеи национального подъема – добиться вхождения Узбекистана в число 50 развитых демократических стран мира до 2030 года; добиться радикального повышения уровня жизни людей путем внедрения экономических мер, способных обеспечить высокий уровень качества жизни. Возвышение народов в мировой истории началось с их духовного, идеологического объединения. Они успешно прошли сложные испытания на основе национальной идеи. Национальная идея мобилизовала их на великие цели, повысив их верность, духовность и культуру Родине.

В развитых демократических странах Национальная идея заложена в вековые национальные ценности и особенности народов в качестве движущей силы развития. Его мощное идеологическое влияние объединило население страны в целом. Поэтому на современном новом этапе развития Узбекистана уникальная национальная идея нашего

многонационального народа воплощает в себе не только духовные, образовательные и нравственные аспекты положительного мирового опыта, но и значительные достижения в социально-политической и экономической сферах, включая развитие потенциала личности и развитие человеческого капитала. Согласно урокам истории, в истории каждого общества будет такой период отклонений, что для судьбы народов, идущих по пути прогресса, приоритетные принципы, присущие определенному этапу развития, а также определение неотложных задач, станут насущной необходимостью. Сегодняшний период - это период восстановления прежней национальной государственности, возрастания на пути независимого развития, национального подъема от национального возрождения - нынешний этап развития Узбекистана определяет приоритетные направления и неотложные задачи, дальнейшее углубление демократических реформ и развитие гражданского общества, определяя задачи по включению страны в ряды мирового сообщества.

Как отметил президент Республики Узбекистан Шавкат Мирзиёев в своем послании Олий Мажлису 28 декабря 2018 года: "Нам необходимо выработать национальную идею, которая станет для нас источником силы в выполнении поставленных перед нами огромных задач. В частности, нам необходимо понимать нашу национальную идентичность, изучать древнюю и богатую историю нашей Родины, проводить исследования в этой связи, всесторонне поддерживать деятельность ученых гуманитарной сферы. Оценка, данная прошлому, обязательно должна быть объективной и, самое главное, свободной от различных идеологических взглядов".

Национальная идея - это важнейшая система понятий и принципов, которая играет важную роль во все времена, независимо от национальности, языка и религии, отражает благородные устремления, основополагающие интересы членов общества и объединяет, мобилизует и развивает таким образом.

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АРТ-ТЕРАПИЯ В СИСТЕМЕ ПОМОЩИ ДЕТЯМ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ И ИХ СЕМЬЯМ

Аннотация: в статье анализируются возможности использования метода коррекции и развития посредством организации художественного творчества детей с ограниченными возможностями здоровья.

Ключевые слова: коррекционная педагогика, дети с ограниченными возможностями здоровья, арт-терапия, социальная адаптация.

Avdonina E.

ART THERAPY IN THE SYSTEM OF ASSISTANCE TO CHILDREN WITH DISABILITIES AND THEIR FAMILIES

Abstract: the article analyzes the possibilities of using the method of correction and development through the organization of artistic creativity of children with disabilities.

Keywords: correctional pedagogy, children with disabilities, art therapy, social adaptation.

Арт-терапия – это метод развития и коррекции посредством художественного творчества. Термин «арт-терапия» изначально использовался в сороковые годы двадцатого столетия в западноевропейских странах, представляя собой психотерапевтическое направление, в котором основным методом лечения выступает занятие изобразительным искусством. Методологическую основу арт-терапевтического направления в психологии заложили такие известные психотерапевты и психологи, как Д. Байере, Т. Боронска, Д. Вудз, К. Дрюкер, Т. Дэлли, Д. Калманович, А. Копытин, Э. Крамер, К. Кейз, М. Либманн, Б. Ллойд, П. Лузатто, С. Льюис, М. Мауро, Д. Мерфи, О. Постальчук, К. Тисдейла, Д. Энли. Основываясь на гуманистическом подходе, арт-терапия преследует единую цель – гармоничное развитие человека, расширение возможностей его социальной адаптации с помощью искусства.

Арт-терапия позволяет решать сложнейшие психологические проблемы, находить и использовать внутренние ресурсы человека, избавиться от накопившегося стресса.

Применительно к специальному образованию арт-терапию следует рассматривать как синтез нескольких областей научного знания (медицины, искусства и психологии), а в лечебной и психокоррекционной практике - как совокупность методик, которые построены на применении разных видов искусства в своеобразной символической форме и которые позволяют при помощи стимулирования художественно-творческих (креативных) проявлений ребенка с проблемами осуществить коррекцию нарушений психоэмоциональных и психосоматических процессов и отклонений в личностном развитии.

Особую ценность арт-терапевтическая работа может иметь для взрослых и детей, которые испытывают те или иные затруднения в вербализации своих переживаний, к примеру, из-за речевых нарушений, малоконтактности или аутизма, а также сложности этих переживаний и их «невыразимости» (у лиц с посттравматическим стрессовым расстройством). Это вовсе не означает, что арт-терапия не способна быть успешной в работе с лицами, имеющими хорошо развитую способность к вербальному общению – для них изобразительная деятельность может являться альтернативным «языком», более выразительным и точным, чем слова. Дети чаще всего испытывают определенные затруднения в вербализации своих проблем и переживаний, невербальная экспрессия для них более естественна.

Сущность арт-терапии заключается в коррекционном и терапевтическом воздействии искусства, которое проявляется в актуализации переживаний и выведении их во внешнюю форму через продукт художественной деятельности; реконструировании психотравмирующей ситуации с помощью художественно-творческой деятельности; актуализации креативных потребностей и их творческом самовыражении, создании новых, эмоционально позитивных переживаний, их накоплений.

В качестве функций арт-терапии принято выделять:

- катарсическую – очищающую, освобождающую от негативных состояний;
- регулятивную – состоящую в снятии нервно-психического напряжения, моделировании положительного психоэмоционального состояния, регуляции психосоматических процессов;
- коммуникативно-рефлексивную – обеспечивающую коррекцию нарушений общения, формирование адекватного межличностного поведения, самооценки.

Практически каждый человек (вне зависимости от своего возраста, социального положения и культурного опыта) может участвовать в арт-терапевтической работе, не требующей от него значительных художественных навыков или повышенных способностей к изобразительной деятельности. Каждый человек, будучи ребенком, лепил,

рисовал, играл, в силу чего метод арт-терапии практически не имеет возрастных ограничений в использовании. Многие специалисты отмечают преимущества метода арт-терапии перед другими психокоррекционными методами.

Арт-терапия выступает преимущественно средством невербального общения, что делает ее особенно ценной для тех, кто недостаточно хорошо владеет речью, затрудняется в словесном описании своих переживаний или, наоборот, слишком связан с речевым общением.

Символическая речь является одной из основ изобразительного искусства, позволяет человеку зачастую более точно выразить свои переживания, по-новому взглянуть на ситуацию и житейские проблемы и найти, благодаря этому, путь к их решению.

Арт-терапия во многих случаях позволяет обходить «цензуру сознания», поэтому представляет уникальную возможность для исследования бессознательных процессов, выражения и актуализации латентных идей и состояний, тех социальных ролей и форм поведения, которые находятся в «вытесненном» виде, либо слабо проявлены в повседневной жизни.

Арт-терапия имеет «инсайт-ориентированный» характер, является средством свободного самовыражения и самопознания. Она предполагает атмосферу доверия, высокой терпимости и внимания к внутреннему миру человека. Арт-терапия работает с продуктами творчества самого клиента (его рисунки, текстовые работы и т.д.) и с готовыми уже произведениями искусства (картины, скульптуры, книги, продукция киноискусства).

Продукты изобразительного творчества являются объективным свидетельством настроений и мыслей человека, что позволяет использовать их для ретроспективной, динамической оценки состояния, проведения соответствующих исследований и сопоставлений.

Арт-терапия основана на мобилизации творческого потенциала человека, внутренних механизмов исцеления и саморегуляции. Она отвечает фундаментальной потребности в самоактуализации: раскрытие широкого спектра возможностей человека и утверждение им своего неповторимого и индивидуального способа бытия в мире. Арттерапевтическая работа вызывает у людей положительные эмоции, помогает преодолеть безынициативность и апатию, сформировать более активную жизненную позицию. В отличие от занятий, направленных на систематическое обучение какому-либо искусству, занятия арт-терапией носят спонтанный характер и направлены не на результат, а на сам творческий процесс. Состояние свободного творчества дает эмоциональную разрядку, возможность самовыражения и просто доставляет огромное удовольствие всем участникам процесса.

В целом же можно сказать, что метод арт-терапии базируется на «переключении» активности полушарий головного мозга: левое

полушарие – это своеобразный цензор, разум, сознание, которое чаще всего не пропускает наружу искренние чувства, подавляя их. Правое же полушарие, активизирующееся в ходе творческой деятельности, запускает бессознательные процессы, открывающие путь к выражению подлинных переживаний. В результате арттерапевтических занятий полушария начинают «дружно» работать вместе, и работа эта направлена на осознание и исправление внутренних, бессознательных проблем: комплексов, страхов «зажимов» и т.п. Все вышесказанное дает основание использовать арт-терапевтические методики при работе над такой сложной задачей, как поддержка семей, которые воспитывают детей с ограниченными возможностями здоровья. Психологические проблемы в этих семьях связаны с переживаниями по поводу заболевания ребенка, трудностями в общении с ребенком, отсутствием сочувствия и понимания со стороны окружающих. Из-за необходимости длительной и сложной реабилитации, требующей много сил и времени, во взаимоотношениях родителей подчас нарастает напряжение, и возникают различного рода конфликты. Кроме того, ситуация может усугубляться тем, что кто-то из родителей бывает вынужден отказаться от реализации своих профессиональных планов, бросив работу или же изменив ее характер для того, чтобы больше времени уделять своему ребенку. Все это делает психологическую поддержку таких семей достаточно непростой, но чрезвычайно актуальной задачей.

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ТРАНСПОРТНАЯ СИСТЕМА КАК ИНСТРУМЕНТ ПОВЫШЕНИЕ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ РЕГИОНА

Аннотация. В статье актуализированы вопросы влияния транспортной системы на экономическую безопасность региона. Проведен анализ выполнения транспортной работы автомобильным транспортом, эффективность который зависит от множества факторов, влияния которых определяется через анализ и выявления.

Ключевые слова: экономическая безопасность, транспортная система региона, оценка уровня экономической безопасности, транспортное предприятие, стратегия экономической безопасности.

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TRANSPORTATION SYSTEM AS TOOL IMPROVING THE ECONOMIC SECURITY OF THE REGION

Annotation. In the article, the questions of the influence of the transport system on the economic security of the region are updated. The analysis of the performance of transport work by road transport is carried out, the effectiveness of which depends on many factors, the influence of which is determined through analysis and identification.

Key words: economic security, transport system of the region, assessment of the level of economic security, transport enterprise, strategy of economic security.

Одним из ключевых элементов инфраструктурного комплекса региона является транспортная система (ТС), которая формирует условия для устойчивого развития и обеспечения экономической безопасности региона (ЭБР).

Устойчивое развитие региональной ТС побуждает субъектов хозяйственной деятельности (в основном транспортные предприятия), вне зависимости от форм собственности (в целях поддержания конкурентоспособности предоставляемых услуг) формированию и внедрению прогрессивных инновационных технологий в хозяйственную деятельность.

Развития интеграционных процессов в мировом масштабе, повлияло на состояние ЭБ большинства стран и регионов, не одно государство не может существовать обособленно, отдельно взятое государство тем или иным способом вовлекается глобализационные процессы, в этих условиях ТС мезоуровня выступает в качестве фактора обеспечения ЭБР и вектором развития социально-экономических процессов, выполняя эти задачи посредством приспособления (своего рода адаптации) глобальных транспортно-логистических процессов к специфическим условиям региона, в свою очередь региональные транспортно-логистические процессы к глобальным требованиям.

Опыт межрегионального взаимодействия и интеграции показывает, что рамки каждого конкретного региона оказываются узкими для развития экономических процессов, так как свободное движение экономических ресурсов становится на сегодняшний день одной из основных предпосылок успешного развития региональных экономик.

Обеспечение ЭБР определяется наличием определенных ресурсов, свободное движение которых зависит от эффективности функционирования ТС, практика международного сотрудничества и интеграции, а также межрегионального взаимодействия показывает, что рамки отдельно взятого региона оказываются узкими для развития экономических процессов. В связи с этим теряет свою актуальность традиционная модель обособленного функционирования и развития регионов.

Региональная ТС в этих условиях является синтезирующим фактором взаимодействия между субъектами хозяйственной деятельности как микроуровня так и макроуровня. В целях обеспечения ЭБР, а так же удовлетворения потребностей субъектов хозяйственной деятельности различных уровней, будь это микро-, мезо- и макроуровней в транспортных услугах, в рамках региональной ТС протекают интеграционные процессы и взаимодействуют различные ресурсы, такие как: природных, финансовых, трудовых и технических и т.д.

Региональная ТС в современных быстро меняющихся условиях, не может эффективно функционировать без динамичного процесса развития и самосовершенствования.

В то же время, для обеспечения ЭБР ТС должна обладать такими свойствами которые бы обеспечивали стабильность и устойчивость функционирования в условиях внешних и внутренних вызов и угроз.

Сущность и содержание региональной ТС проявляется через ее функции, к которым относятся:

- удовлетворение региональной экономики качественными транспортными услугами;
- обеспечение отраслей народного хозяйства инфраструктурными объектами ТС;
- ускорение экономического оборота товаров и услуг;
- обеспечение эффективного взаимодействия между регионами и различными видами транспорта;
- стимулирование социально- экономического развития регионов.

При прочих равных условиях развития ТС и обеспечение ЭБР находятся в непрерывном цикле взаимодействия и взаимовлияния. Так, ускорение темпов развития ТС неизбежно приводит к росту темпов развития экономики, которое в свою очередь отражается на дальнейшем развитии ТС. Соответственно, чем выше объем инвестиций в развитие транспортной отрасли, тем выше темпы развития экономики, и наоборот.

ТС Согдийской области (СО), а так же транспортный комплекс Республики Таджикистана (РТ) тесно интегрирован в глобальные экономические процессы. Согласно исследованиям Всемирного банка³⁸ рост на один процентный пункт ВВП приведёт к увеличению грузооборота на 1 млрд.ткм.

СО расположена в северной части РТ и обладает огромным природно-ресурсным потенциалом. Область состоит из двух природно-экономических зон - Северной и Зеравшанской. По территории области проходят все системы жизнеобеспечения Ферганской долины. Это железные дороги, межреспубликанский газопровод, высоковольтные линии электропередачи и дорога межгосударственного значения. Площадь территории СО – 25,2 тыс. км². Население – 2657 тыс. чел. Плотность населения – 105,4 чел. на 1 км². Наиболее крупные города: Канибадам – 269,6 тыс. чел., Истаравшан – 267,9 тыс. чел., Педжикент – 297 тыс. чел., Худжанд – 181,7 тыс. чел [2³⁹].

СО РТ, как одна из развитых территорий страны, достигшая положительных результатов за последние три десятилетия, привлекает значительный интерес отечественных и зарубежных инвесторов и бизнес структур. Объем ВРП в 2018 году составил 18343,8 млн сомони и этот показатель возрос в три раза по сравнению с 2009 годом (рисунок 1).

³⁸ About LPI, 2016 [Электронный ре' сурс]. URL: <http://lpi.worldbank.org/about> (дата обращения: 20.05.2021)

³⁹ Статистический ежегодник Согдийской области. - Худжанд: Главное управление Агентства по статистике при Президенте Республики Таджикистан в Согдийской области, 2019. – 340 с.

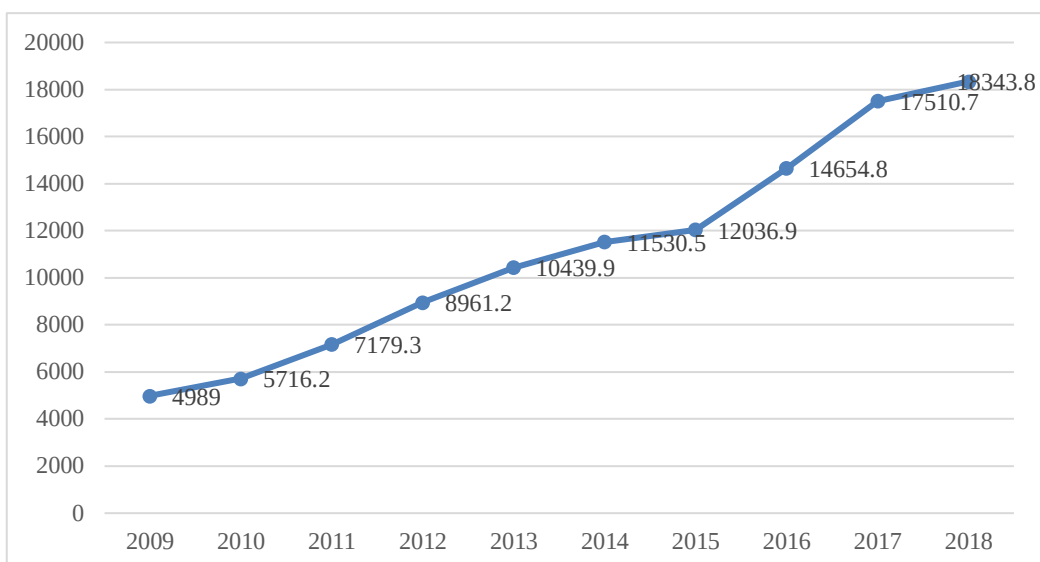


Рис. 1. Динамика ВРП СО по 2009-2018 года, тыс. сомони.

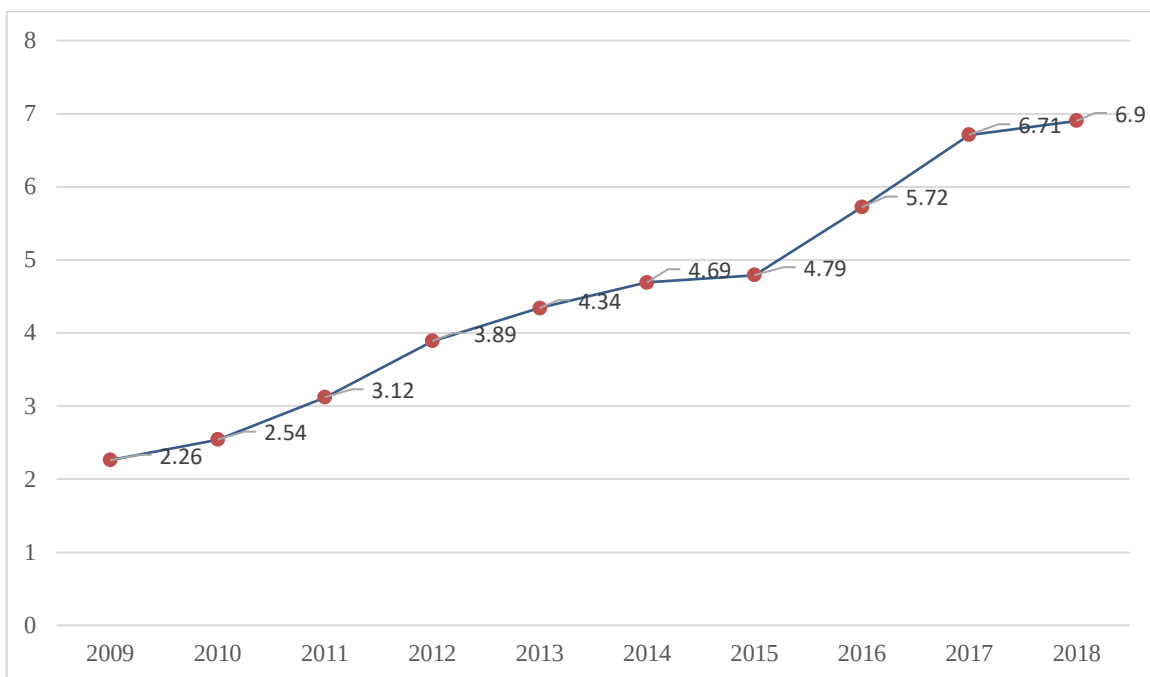


Рис. 2. Динамика ВРП и на душу населения СО по 2009-2018 года, тыс. сомони.

Источник: Статистический ежегодник Согдийской области. - Худжанд: Главное управление Агентства по статистике при Президенте Республики Таджикистан в Согдийской области, 2019. – 340 с.

Для сравнения уровней социально-экономического развития регионов целесообразно использовать индикатор «ВРП на душу населения», который исчисляется путем деления ВРП на численность населения соответствующего региона. ВВП РТ в 2018 году составило 71059,2 млн. сомони, население страны за этот же год 8,93 млн. человек. Пороговое значение показателя (7957,3 сомони) определено делением

соответствующего порогового значения ВВП на количество населения РТ и представлено в ценах 2018 года [2].

В показателях ВРП СО немаловажное значение имеет обрабатывающая промышленность, где наблюдается рост в два раза за анализируемый период. Так, если в 2013 году пищевая промышленность составляла 73,3%, тогда как легкая промышленность составляет 26,6% по промышленности в целом, то в 2018 году этот показатель по пищевой промышленности приравнился 42,6%, тогда как легкая промышленность увеличилась до 57,2%. Следовательно за 5 лет наблюдается рост легкой промышленности в два раза. Добыча неэнергетических материалов тоже имеет немаловажное значение по темпу роста и по удельному весу. Анализ статистических данных показывает положительное значение во всех сферах народного хозяйства [2].

Объем произведенной продукции обрабатывающей промышленности в 2017 году составляет 56,4% от всего объема производства промышленной продукции, из которого – продукты питания и напитки составляют 42,6% и текстильные, швейные изделия 57,4% от общего объема производства продукции. Значительный интерес представляет пищевая сфера переработки продуктов, возросшая за год в два раза. В добывающей сфере промышленной отрасли, которая в 2017 году составила 40,2% от общего объема произведенной промышленной продукции, за год возросла на 61% от показателей 2016 года, которая равнялась 2506,8 млн сомони [2].

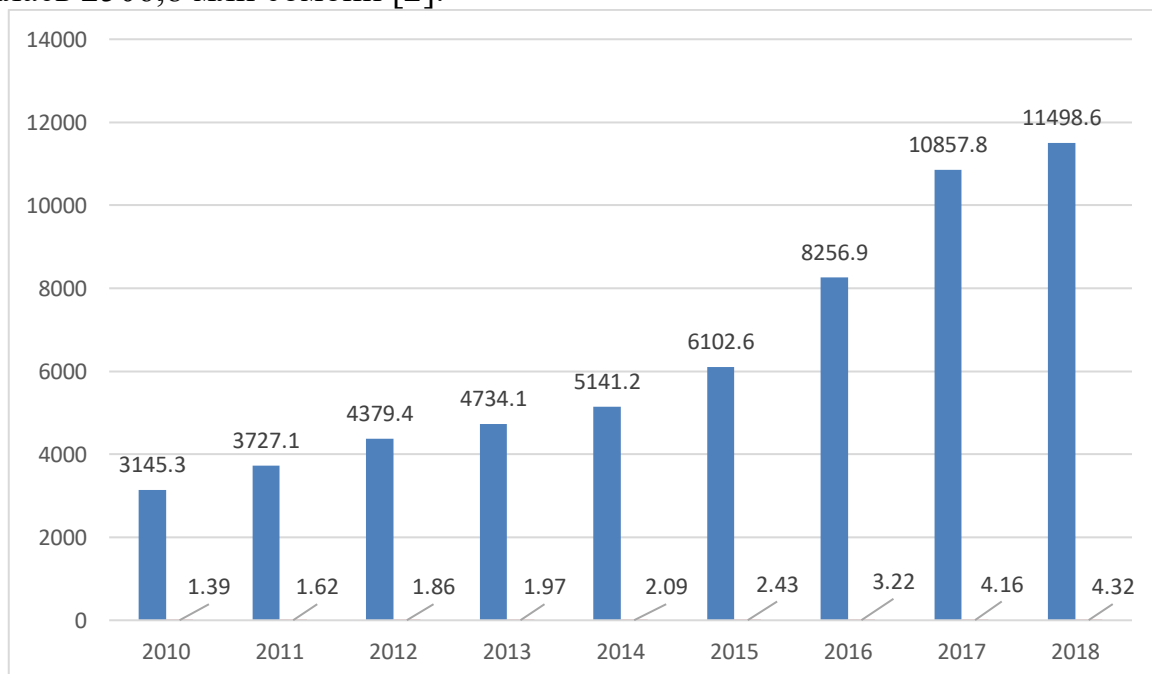


Рис. 3. Динамика объема и на душу населения промышленной продукции СО за 2010-2018 гг. (млн. сомони в ценах 2018 года)

Значительный износ основных фондов в промышленности представляет угрозу промышленной безопасности регионов РТ. С одной стороны, изношенное оборудование не позволяет проводить модернизацию экономики, препятствует ее инновационному развитию. С другой стороны, высокая степень износа основных фондов делает более вероятными аварии и техногенные катастрофы, частота которых в последнее время существенно возросла и негативно сказывается на качестве выпускаемой продукции.

Таблица 1 – Динамика степени износа основных фондов по видам экономической деятельности в СО

Основные фонды по видам экономической деятельности	Степень износа, %		
	2015	2016	2017
Основные фонды, всего:	50,1	49,6	46,6
- сельское хозяйство, охота, и лесное хозяйство	38,7	37,7	40,7
- добыча полезных ископаемых	44,3	46,8	55,0
- обрабатывающие производства	44,2	43,8	43,4
- производство и распределение электроэнергии, газа и воды	53,6	52,8	21,0
- строительство	48,6	46,0	41,6
- оптовая и розничная торговля, ремонт автотранспортных средств, мотоциклов, бытовых изделий и предметов личного пользования	64,7	65,4	68,3
- транспорт и связь	36,0	36,5	41,9

Источник: Статистический ежегодник Согдийской области 2018 // Главное управление Агентства по статистике при Президенте РТ – 2018. – С.189

Согласно данным национального банка РТ для целей учета и таможенных платежей установил на 31.12.2018 официальные курс доллара США к сомони РТ – 9,4296 сомони к 1 доллару. Согласно данным статистики объем импорта промышленных товаров в Согдийскую область в 2018 году составил 296243,4 тыс. долл. – данный показатели в национальной валюте составил 2793,4 млн. сомони. Объем промышленной продукции Согдийской области составил 11498,6 млн. сомони [2].

Объем импорта промышленных товаров в структуре промышленной продукции составляет 24,2 %. Е. С. Митяков [3⁴⁰] в своей работе предлагает пороговый уровень данного показателя на отметке в 20 %.

В СО функционируют 63475 ед. сельхозпредприятий, что составляет 38,5 % общего количества по республике (164632 ед.)⁴¹. В экономике

⁴⁰ Митяков Е. С. Развитие методологии и инструментов мониторинга экономической безопасности регионов России //Нижний Новгород. – 2018. – С. 360.

⁴¹ Статистический ежегодник Согдийской области 2018 // Главное управление Агентства по статистике при Президенте РТ – 2018. – С.189

региона эффективно функционируют хозяйствующие субъекты различных форм, в которых занята основная часть активного населения.

По интегральному индексу глобальной конкурентоспособности в 2019 г. РТ занимал 104 место из 141 стран,⁴² охваченных Всемирным экономическим форумом, что доказывает необеспеченность страны продовольствием.

Анализ перевозки грузов автомобильным транспортом в региональном разрезе показал, что лишь СО показала отрицательную динамику, 2019 год автомобильным транспортом в Согдийской области перевезено 22487,2 тонн грузов, что составляет 28,2 % от общего количество перевезенных грузов по РТ.

Таблица 2 - Перевозка грузов автомобильным транспортом (тыс. тонн)

Показатели	2014	2015	2016	2017	2018	2019	2019 г. к 2014 г., %
Всего	67600,9	68304,1	78610,5	79482,5	84257,6	79594,7	117,7
ГБАО	592,2	507,3	578,9	676,3	796,7	753,5	127,2
Согдийская область	25361,6	21745,8	23114,0	22306,8	23947,9	22487,2	88,6
Хатлонская область	18901,5	23816,7	25017,3	23798,7	24597,6	25341,8	134,07
г. Душанбе	7583,2	8049,4	8725,3	8178,1	8298,5	8828,6	116,4
РРП	15162,4	14184,9	21175	24522,6	26616,9	22183,6	146,3

Источник: Статистический сборник. Транспорт и связь Республики Таджикистан. Душанбе. 2020 – 32 с.

Положительная динамика перевозки грузов автомобильным транспортом наблюдается в РРП (+46,3%), Хатлонской области (+34%) и ГБАО (+27,2%).

Формирование единой ТС и развитие экспорта транспортных услуг путем интеграции ТС региона в мировую ТС на основе международных транспортных коридоров обеспечит интенсификацию процессов региональной экономической интеграции, продвижение национальных товаров и услуг на мировые рынки, удовлетворение потребностей экономики и общества в качественных и конкурентоспособных транспортных услугах.

Объём валовой продукции сельского хозяйства во всех категориях хозяйств региона в 2017 году составил 7116,4 млн. сомони (в сопоставимых ценах). По сравнению с 2016 годом он увеличился на 7,0%, в том числе объём производства сельскохозяйственных культур составил

⁴² Рейтинг стран мира по индексу глобальной конкурентоспособности. Электронный ресурс: <https://gtmarket.ru/ratings/global-competitiveness-index>. Дата обращения: 29.09.2020.

5321,3 млн. сомони. А объём продукции животноводства составляет 1795,1 млн. сомони, что на 2,9% больше, чем в 2016 году.

ТС СО долгие годы развивается бессистемно, следствием чего является ее дискретность и рассогласованность составляющих элементов [7].

В этих условиях, особое значение уделяется изучению современного состояния инфраструктуры транспорта и рынка логистических услуг в РТ. По данным Всемирного банка на 2018 г., Республика РТ по уровню развития логистики находится на 134-м месте среды 160 стран.

Развитие ТС целью обеспечение ЭБР выражается в:

- вовлеченности различных регионов в ТС страны;
- доступности природных ресурсов и производственных мощностей;
- пространственном развитии страны.

Государство в свою очередь должно влиять на развитие ТС посредством осуществления инвестиций в инфраструктуру, создания благоприятных условий для привлечения частных инвестиций, развития общественного транспорта, а также управления транспортными потоками.

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НЕКОТОРЫЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ КОМПОЗИЦИОННЫХ МАТЕРИАЛОВ НА ОСНОВЕ ТЕРМОПЛАСТОВ

Аннотация: Специфические условия эксплуатации изделий из термопластичных материалов обуславливают необходимость целевого модифицирования полимерных связующих, которое снижает характерные недостатки термопластов и усиливает их достоинства.

В статье исследованы некоторые аспекты использования композиционных материалов на основе термопластов. Наиболее эффективными модификаторами полимерных матриц, с точки зрения повышения их параметров деформационно-прочностных и триботехнических характеристик, являются компоненты, которые препятствуют развитию процессов термоокислительной деструкции и трибокрекинга. На наш взгляд, сформированные требования к функциональным композиционным материалам на основе термопластов могут быть обеспечены при реализации основных методологических принципов, состоящих в повышении устойчивости к воздействию термоокислительных и эксплуатационных сред и старению.

Ключевые слова: термопласты, полимерные композиты, модификаторы полимерных матриц, триботехнические характеристики, полимерные смеси.

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SOME ASPECTS OF USING COMPOSITE MATERIALS BASED ON THERMOPLASTES

Abstract: The specific operating conditions of products made of thermoplastic materials necessitate targeted modification of polymer binders, which reduces the characteristic disadvantages of thermoplastics and enhances their advantages.

The article examines some aspects of the use of composite materials based on thermoplastics. The most effective modifiers of polymer matrices, from the point of view of increasing their parameters of deformation-strength and tribotechnical characteristics, are components that prevent the development of thermo-oxidative destruction and tribocracking processes.

In our opinion, the formed requirements for functional composite materials based on thermoplastics can be ensured by implementing the basic methodological principles, which consist in increasing the resistance to the effects of thermo-oxidizing and operating environments and aging.

Key words: thermoplastics, polymer composites, modifiers of polymer matrices, tribotechnical characteristics, polymer mixtures.

В последнее время в результате успешного развития химии и физики высокомолекулярных соединений созданы ряд новых полимерных и композиционных материалов с большими разнообразными механическими, теплофизическими и технологическими свойствами. Методологические подходы к созданию композиционных материалов на основе полимерных матриц при наличии общих закономерностей характеризуются рядом специфических особенностей, определяемых режимами эксплуатации изделия, требованиями по технологичности изготовления и экономическими параметрами, влияющими на их конкурентность при сравнении с аналогами.

Анализ литературных, патентных и коммерческих источников показал, что наиболее эффективными модификаторами полимерных матриц, с точки зрения повышения их параметров деформационно-прочностных и триботехнических характеристик, являются компоненты, которые препятствуют развитию процессов термоокислительной деструкции и трибокрекинга. В этом аспекте особый интерес представляют модификаторы, которые активно влияют на параметры характеристик полимерных композитов под действием эксплуатационных факторов в течение длительного периода времени. Одним из перспективных видов модификатора являются высокодисперсные частицы оксидов, силикатов металлов, полученные термолизом органических и неорганических соединений.

Специфические условия эксплуатации изделий из термопластичных материалов обуславливают необходимость целевого модифицирования

полимерных связующих, которое снижает характерные недостатки термопластов и усиливает их достоинства.

Исходя из анализа литературных данных и патентных источников предложены направления, позволяющие модифицировать многотоннажно выпускаемые полимерные материалы с целью повышения параметров их эксплуатационных характеристик путем введения в состав полимерных и олигомерных компонентов.

Нам представляется, что предложенные методы модифицирования эффективны не только при создании триботехнических «антифрикционных» материалов, но и других видов композитов для изготовления изделий с заданными параметрами эксплуатационных характеристик.

Как и отмечалось, в последние десятилетия происходит интенсивное развитие исследований, связанных с получением многокомпонентных многофазных полимерных систем на основе полимерных смесей. Наиболее широко применяют смеси «полимер – полимер», в частности, смесь «эластомер – эластомер», «термопласт – эластомер», смеси термопластов. Успешно применяют материалы на основе смесей полимеров и олигомеров сшивающихся смол. Главной проблемой в технологии смесевых материалов является термодинамическая несовместимость или ограниченная совместимость большинства полимеров друг с другом из-за малой энтропии их смешения и слабого адгезионного взаимодействия в межфазной области. В результате этого совмещаемые компоненты в той или иной степени распадаются на отдельные фазы, имеющие недостаточное адгезионное взаимодействие на границе раздела, что существенно влияет на параметры характеристик изделий, получаемых из композиций.

Стабильный интерес к этому направлению материаловедения возрастает еще и потому, что очень часто в качестве полимерных компонентов для получения смеси используют регенерированные полимеры, существенно снижающие себестоимость изделий из полимерной композиции при сохранении достаточных параметров характеристик эксплуатационных свойств. Согласно мнению авторов работ, полимерные композиты, для создания которых использованы регенерированные материалы, имеют особенности структуры как на микро-, так и макроуровне. Это связано не только с различием параметров эксплуатационных характеристик, но и с проблемой совместимости смесей так называемых «вторичных» материалов. Часто такие смеси выглядят достаточно однородными на макроуровне и практически несовместимы на микроуровне. Характерным проявлением этого структурного аспекта является расслоение материала при воздействии на изделия относительно небольших нагрузок. Вместе с тем, в ряде случаев между компонентами в смеси могут существовать не только механические адгезионные

взаимодействия, но и более глубокое межфазное взаимодействие типа взаимопроникающих сеток.

Главными причинами разрушения полимерно композиционных материалов являются – набухание и растрескивание и отслоения покрытий от субстрата. А причиной набухания, растрескивания и отслоения покрытий является недостаточная адгезионная и когезионная прочность, сплошность покрытия, крупногабаритность кристаллов, а также изменение внутренних напряжений в покрытиях.

Макромолекулы термопластов любого состава содержат активные центры, обусловленные строением молекулярной цепи или особенностями синтеза. Эти центры могут вступать во взаимодействие с различными реагентами, например, с кислородом воздуха. Вследствие этого происходит существенное снижение параметров служебных характеристик изделий из термопластов.

Анализ исследований показывает, что наиболее эффективными модификаторами полимерных связующих, являются компоненты, препятствующие развитию процессов термоокислительной деструкции. Особый интерес в этом аспекте представляют модификаторы, активно влияющие на параметры характеристик полимерных композитов при длительном воздействии эксплуатационных факторов.

Последние десятилетия происходит интенсивное развитие исследований, связанных с получением многокомпонентных полимерных смесей.

Главной проблемой в технологии смесевых материалов является термодинамическая несовместимость большинства полимеров друг с другом из-за малой энтропии их смешения и слабого адгезионного взаимодействия в межфазной области. В результате этого совмещаемые компоненты в композиционном материале распадаются на отдельные фазы, имеющие адгезионное взаимодействие на границе раздела, что существенно влияет на параметры характеристик изделий, получаемых из композиций.

Двухфазные композиты на основе смесей полимеров по структуре можно разделить на два типа: обычные дисперсии и смеси с двумя непрерывными фазами (матричная структура).

Смешение близких по химическому составу и строению компонентов сопровождается структурными изменениями на уровне структурной организации. Эффекты, наблюдаемые при смешении различных по строению молекулярной цепи и химической природе полимеров, обусловлены не внутрифазными превращениями, а на межфазном уровне. Характер изменений определяется размером и совершенством структурных элементов, взаимодействием фаз на границе раздела, а для кристаллизующихся полимеров – фазовым соотношением внутри компонентов.

Параметры характеристик композиционного материала на основе полимер-полимерных систем и его способность к формированию с применением традиционных технологий зависят от качества процесса смешения. Поэтому понимание процессов смешения помогает оптимизировать условия обработки и улучшить параметры, определяющие качество композитов и, соответственно, изделий из них, считать, что смешение может быть распределительным или дисперсионным. Например, морфология (строение) смеси связана с тремя одновременно протекающими конкурирующими процессами: распределительным смешением, дисперсионным смешением и коалесценцией. В зависимости от типа преобладающего процесса возможно образование трех типов смесей:

- гомогенная смесь совместимых полимеров;
- однофазная смесь частично несовместимых полимеров;
- многофазная смесь несовместимых полимеров.

Улучшения совместимости в смесях полимеров можно добиться несколькими методами:

- подбором полимерных пар или модифицированием компонентов для повышения межмолекулярного взаимодействия (например, образование водородных связей);

- проведением химических реакций между компонентами смеси, в процессе совмещения приводящих к получению интерполимера;

- введением в систему низкомолекулярных или высокомолекулярных соединений, усиливающих специфическое межмолекулярное взаимодействие между цепями матричного и легирующего компонентов.

- двухфазные композиты на основе смесей полимеров по структуре можно разделить на два типа: обычные дисперсии (или эмульсии) и смеси с двумя непрерывными фазами (матричная структура) (Рис. 1).

- обычные дисперсии характеризуются образованием одним из компонентов дисперсионной среды, а второй компонент является дисперсной фазой (Рис. 1, а).

Матричная структура характеризуется тем, что обе фазы смеси являются непрерывными и «взаимопереплетенными» (Рис. 1, б). Непрерывность обеих фаз характерна только для высокомолекулярных эмульсий и обусловлена их большой вязкостью.

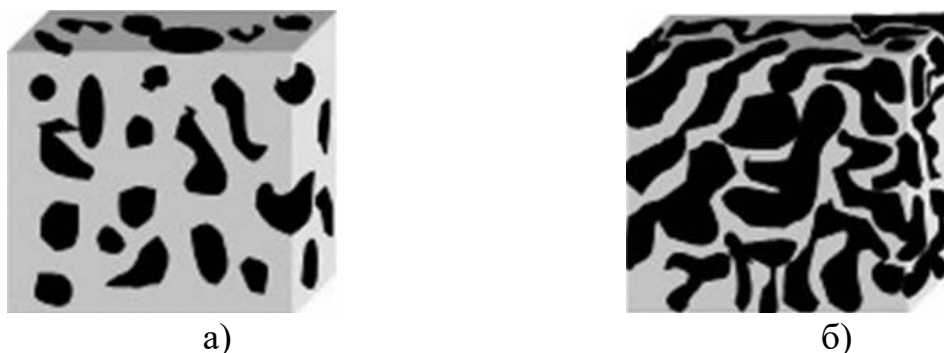


**Рис. 1– Схемы фазовой структуры двухфазных смесей полимеров
а) – обычная дисперсия; б) – структура с двумя непрерывными фазами**

На наш взгляд, сформированные требования к функциональным композиционным материалам на основе термопластов могут быть обеспечены при реализации основных методологических принципов, состоящих в повышении устойчивости к воздействию термоокислительных и эксплуатационных сред и старению.

Предложенные принципы базируются на современных подходах к управлению структурными характеристиками композиционных материалов с использованием различных технологических решений.

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ДИАГНОСТИКА, ТЕЧЕНИЕ И ПРОФИЛАКТИКА ДЕПРЕССИВНЫХ СОСТОЯНИЙ У МОЛОДЕЖИ

Резюме: Депрессия – это опасное психологическое заболевание, которое может возникнуть у ребенка в период взросления. В этот момент очень важно заметить первые признаки: если вовремя не начать лечение, заболевание может перерасти в хроническую форму и проявиться уже во взрослом возрасте с более тяжёлыми последствиями.

В данной статье рассматриваются вопросы возникновения депрессивных состояний у молодежи, их специфика в разном возрасте, профилактика.

Ключевые слова: депрессия, профилактика, молодой возраст, шкала Гамильтона.

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DIAGNOSIS, TREATMENT AND PREVENTION OF DEPRESSIVE STATES IN YOUNG PEOPLE

Resume: Depression is a dangerous psychological disease that can occur in a child during adulthood. At this point, it is very important to notice the first signs: if you do not start treatment in time, the disease can develop into a chronic form and manifest itself in adulthood with more severe consequences.

This article discusses the issues of the occurrence of depressive states in young people, their specificity at different ages, prevention.

Key words: depression, prevention, young age, Hamilton scale.

Актуальность. Депрессия — психиатрическое расстройство, которое характеризуется снижением настроения, потерей способности переживать радость, нарушением мышления и торможением двигательной активности[3].

Депрессия может возникать у людей любого возраста, даже младенцев, но в зависимости от возрастных особенностей течение депрессивных расстройств имеет свои характерные признаки[5,7].

Депрессия является в настоящее время одним из наиболее распространенных аффективных расстройств. Долгие годы детские психиатры отвергали идею возникновения депрессии в детском возрасте[1]. Считалось, что симптомы депрессии являются нормальными и временными проявлениями, присущими определенным стадиям детского развития[8]. Однако депрессия для детей и подростков представляет собой такую же проблему, как и для взрослых.

В настоящее время известно, что сниженное расстройство настроения в детскоподростковом возрасте часто встречающееся, не всегда распознаваемое тяжелое расстройство, распространенность которого постоянно увеличивается и составляет от 20% до 85%[2]. Диагностика депрессии зачастую затруднена из-за крайней изменчивости, неустойчивости и многообразия проявлений, маскированности соматической и вегетативной симптоматикой, влияния множества внешних, средовых факторов. Течение депрессивного расстройства в форме типичной меланхолии, когда диагностика однозначна, а терапевтическая тактика определена, встречается у детей относительно редко[4].

В отличие от взрослых, наиболее яркими симптомами депрессии у молодого человека часто являются раздражительность или чувство гнева, которые могут преобладать над обычными депрессивными проявлениями.

В молодом возрасте человек быстро развивается физически, психически и социально[1,6]. Юный возраст – важный период с точки

зрения развития психического здоровья. Уже у ребенка могут проявиться признаки депрессии, выражающиеся в беспокойстве, самоизоляции и нарушениях поведения. Вероятность депрессивных периодов сильно возрастает в подростковом и последующем за ним возрасте. Подростковому возрасту свойственно переживание сильных чувств, а также уныние и тоскливое настроение.

Необходимо отличать депрессию от характерных для подросткового возраста перепадов настроения[3,5]. В отличие от взрослых, наиболее яркими симптомами депрессии у молодого человека часто являются раздражительность или чувство гнева, которые могут преобладать над обычными депрессивными проявлениями.

К симптомам юношеской депрессии, тем не менее, относится также знакомое взрослым ощущение, что дела, ранее приносившие удовольствие, перестают интересовать[9]. Озаботиться по поводу юношеской депрессии следует тогда, когда поведение молодого человека значительно изменилось в сравнении с прошлым.

Депрессия, по крайней мере, ее диагностика в среде девочек более распространена, чем среди мальчиков. Для находящегося в депрессии подростка или молодого человека чрезвычайно важна социальная поддержка. Хорошие отношения с друзьями и родителями способствуют восстановлению[4,8]. Выявлено, что у большинства страдающих от депрессии молодых людей одновременно наблюдаются какие-либо другие проблемы.

Наиболее распространены употребление наркотических веществ, нарушения внимания и поведения, а также пищевые и тревожные расстройства. Существуют эффективные методы лечения всех перечисленных проблем.

Шкала депрессии Гамильтона для оценки депрессии (англ. Hamilton Rating Scale for Depression); HDRS — клиническое пособие, разработанное в 1960 году М. Гамильтоном (университет Лидса, Великобритания), для количественной оценки состояния пациентов с депрессивными расстройствами до, во время и после лечения (наблюдения клинической динамики)[1].

Помимо широкого использования в клинической практике, данная шкала также используется в клинических испытаниях, в которых она является стандартом для определения эффективности медикаментозных средств в лечении депрессивных расстройств[5]. Заполняется клиницистом, имеющим опыт в оценке психического здоровья.

Цель исследования. Цель исследования состояла в оптимизации шкалы оценки депрессии Гамильтона (НАМ-D) с точки зрения конструктивной валидности диагностических пунктов.

Материалы и методы исследования. Нами проведена психометрическая переработка HAMD с целью улучшения ее диагностических свойств при использовании в популяции г.Андижана.

Исследование проводилось на основе Шкала Гамильтона. Выборка испытуемых включала 150 пациентов с депрессией различной степени тяжести. Оценка конструктивной валидности пунктов проводилась после построения модели шкалы Гамильтона на основе значений индексов соответствия моделированных ответов наблюдаемым ответам испытуемых.

Результаты исследования. Методологическая основа МСР состоит в построении максимально правдоподобной измерительной шкалы на основе вероятностного анализа взаимодействия ответов респондента, диагностических пунктов и суммарной оценки по шкале. Шкалы, созданные на основе МСР, отличаются высокой стабильностью параметров и критериев интерпретации, надежностью и точностью.

В результате переработки HAMD с помощью метрической технологии Раша была создана 10-пунктовая модифицированная шкала оценки депрессии, характеризующаяся достаточной надежностью, включающая 10 валидных пунктов и способная дифференцировать 7 статистически значимых уровней выраженности депрессии. Метрическая система Раша содержит имплицитные методы проверки конструктивной валидности шкалы, основанные на анализе остатков. Чем меньше величина остатков от разности между моделированными и наблюдаемыми вероятностями ответов испытуемых на диагностические пункты, тем выше конструктивная валидность шкалы. Однако для комплексной оценки конструктивной валидности шкал, созданных на основе МСР, актуальный интерес представляет исследование конвергентной и дивергентной валидности. Данные виды валидности имеют непосредственное отношение к объективной проверке конструктивной валидности шкалы. Конвергентная валидность подразумевает связь между оценками по различным шкалам, измеряющим один и тот же конструкт. Дивергентная валидность означает отсутствие связи между шкалами, оценивающими различные конструкты.

В ходе исследования я научилась проводить диагностику, обрабатывать и анализировать полученные данные. В практической части моей работы отражены результаты диагностического исследования и разработаны рекомендации для подростков и их родителей, педагогов по профилактике депрессивных состояний.

Депрессивные состояния в подростковом возрасте опасны по своим последствиям и часто сочетаются с другими проблемами, такими как нарушение пищевого поведения, суицидальное поведение, нервно-психическое напряжение.

Депрессивное состояние - достаточно распространенное явление среди подростков. Я часто встречаю ровесников и ребят помладше, у

которых чаще всего подавленное состояние и плохое настроение. Это и побудило меня узнать больше и лучше понять, что же с ними происходит и что это такое.

Набирая информацию для теоретической части, я узнала много нового для себя. Например, какие симптомы у депрессивного расстройства и что делать, если таковые у подростка имеются.

Практическая же часть помогла мне узнать, есть ли в моём окружении подростки со склонностью к депрессии или же есть ли она у кого-то из них. Это помогло мне лучше узнать о состоянии окружающих меня ребят.

У детей до года, при разлуке с матерью, возникает так называемая анаклитическая депрессия, которая изначально проявляется двигательным беспокойством, плачем, отчаяньем, после этого наступает вялость, нарушение аппетита, похудение, апатия, отказ от игр, нарушение ритма сна, снижение или исчезновение реакции на внешние раздражители, задержка в развитии психики и моторики.

Возрастные особенности депрессивных расстройств детей раннего возраста подразделяют на адинамическую и тревожную депрессии. Симптомами адинамической депрессии является вялость, медлительность, монотонность, а тревожная депрессия проявляется капризностью, плаксивостью, двигательным беспокойством, негативизмом.

Для депрессивных расстройств у детей дошкольного возраста характерны вегетативные и двигательные расстройства, но в то же время, по внешнему виду детей заметно плохое настроение: выражение лица, поза, тихий голос, жалобы на неприятные ощущения в конечностях.

Таблица №1

Причины возникновения депрессий у детей

Факторы возникновения депрессий	Провоцирующие причины
Биологические	● биохимические нарушения, связанные с изменением уровня моноаминов (дефицитом серотонина, норадреналина) в синапсах мозга; ● нарушение суточного ритма расщепления кортизола; ● нарушение циркадного типа секреции нейrogормона мелатонина, ● морфологические изменения в миндалине и фронтальной коре головного мозга.
Генетические	● отягощенная наследственность по аффективной патологии; ● нейромедиаторная недостаточность, уязвимость к хронически стрессам.
Психосоциальные	● недостаток материнской любви; ● отделение от матери в раннем возрасте; ● социальные и экономические перемены;

	●массовые катастрофы; ●острые стрессы: развод родителей, смерть близких, тяжелая болезнь, горе; ●возрастные критические периоды.

Депрессивные расстройства детей младшего школьного возраста проявляются в нарушения поведения: вялости, замкнутости, потери интереса к играм, трудностях в учебе, реже раздражительность, агрессивность, прогулы.

В подростковом возрасте уже проявляется депрессивный аффект, который сочетается с вегетативными расстройствами: нарушениям сна, аппетита, головными болями. У мальчиков часто проявляется раздражительность, у девочек - слезливость, вялость, подавленность. Часто возникают идеи самообвинения и ипохондрия.

Возрастные особенности депрессивных расстройств у лиц пожилого (позднего) возраста связаны с процессом возрастной инволюции. Характерна депрессивная переоценка прошлого (прошлое воспринимается как счастливое и благополучное), боязнь за здоровье и страх перед материальными затруднениями. С возрастом учащаются тревожно-ипохондрические и тревожно-бредовые расстройства, при которых характерно нарушение сна, аппетита изменение массы тела.

Вывод. Оригинальная шкала депрессии Гамильтона при сопоставлении с показателями метода Роршаха характеризуется низкой конвергентной валидностью и сниженной дивергентной валидностью. Низкая конвергентная валидность обусловлена нарушенными монотоническими связями между общей оценкой по шкале и уровнями выраженности депрессии. Признаками низкой конвергентной валидности являются невысокие значения корреляций с показателями депрессии ИСИПМЕР.

Сравнительная оценка корреляционных связей HRSD и HRSDm с показателями ИСИПМЕР обнаружила, что модифицированная на основе МСР шкала Гамильтона имеет достоверное более высокие корреляционные связи с показателями депрессии метода Роршаха.

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СРАВНИТЕЛЬНАЯ АНАЛИЗ НЕГАТИВНЫХ РАССТРОЙСТВ ПРИ ШИЗОФРЕНИИ И ЗАБОЛЕВАНИЙ ШИЗОФРЕНИЧЕСКИХ СПЕКТРАХ

Резюме: Обоснование: теоретические аспекты проблемы негативных расстройств при эндогенно-процессуальной патологии - актуальная исследовательская задача. Если дефект при прогредиентной шизофрении изучен в значительной степени, то структура дефицитарных нарушений при заболеваниях шизофренического спектра нуждается в дальнейшем исследовании.

В данной статье представлено мнение об особенностях негативного синдрома, его возникновении и отвержении, который считается основной симптоматикой при шизофрении.

Ключевые слова: негативная симптоматика, шизофрения, расстройства, прогредиентная форма.

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COMPARATIVE ANALYSIS OF NEGATIVE DISORDERS IN SCHIZOPHRENIA AND SCHIZOPHRENIC SPECTRUM DISEASES

Resume: Rationale: theoretical aspects of the problem of negative disorders in endogenous procedural pathology are an actual research task. If the defect in progressive schizophrenia has been studied to a significant extent, then the structure of deficit disorders in schizophrenic spectrum diseases needs further investigation.

This article presents an opinion on the features of the negative syndrome, its occurrence and rejection, which is considered the main symptomatology in schizophrenia

Key words: negative symptoms, schizophrenia, disorders, progressive form.

Актуальность. Проблема негативных расстройств при шизофрении и заболеваний шизофренических спектрах является недостаточно изучены.

Доля негативных расстройств при всех основных типах течения шизофрении (шубообразная, рекуррентная, непрерывная, исключая параноидную)² составляет 29—40% [2].

При этом негативная симптоматика отличается стойкостью и у 20—40% персистирует после первого эпизода шизофрении [6], а у 16—35% — в течение года по его миновании [5] и у 35% — даже через 2 года после первой госпитализации. Другим аргументом является незавершенность клинического анализа шизофренического дефекта, несмотря на понимание негативной симптоматики как «ключевого домена психопатологии шизофрении» [7].

Современная психопатология негативных расстройств опирается на длительный исторический опыт, заложенный еще в донозологический период. По утверждению J. Jackson, негативные симптомы отражают «выпадение» рефлексов на уровне высших когнитивных, эмоциональных и психологических функций, в то время как позитивные представляют собой «феномен высвобождения» (т.е. они вторичны по отношению к первичным — негативным расстройствам — А.С.) и лишь искажают или гиперболизируют нормальное функционирование.

В рамках концепции, сформулированной Е. Bleuler, также выделяется группа первичных симптомов, сопоставимых по большинству параметров с характеристиками дефицитарных расстройств, приводимых в современных публикациях [1]. Так, в классификациях первичных персистирующих негативных расстройств каждый из первичных

симптомов шизофрении Е. Bleuler получает соответствующее определение: аномальность мышления представлена алогией, амбивалентность (волевая неустойчивость) — апатией/абулией, аффективная неконгруэнтность — уплощенным аффектом, аутизм — асоциальностью.

При этом первичные симптомы (дефицитарные в современном понимании — А.С.) являются, по Е. Bleuler, непосредственным выражением основных свойств эндогенного процесса; вместе с тем все многообразие позитивной психопатологической симптоматики рассматривается в рамках этой модели в качестве аксессуарных (вторичных) расстройств.

Обозначив принципиальные положения, относящиеся к теоретической психопатологии негативных расстройств, обратимся к вопросам, непосредственно связанным с целью настоящего исследования.

Речь идет о вкладе конституциональных характерологических аномалий в структуру дефекта при шизофрении и расстройствах шизофренического спектра [4].

Из приведенной в литературе информации следует, что анализ возможных корреляций структуры дефекта с характерологическими аномалиями на уровне завершенной психопатологической модели до настоящего времени не проводился, и научный поиск в этом направлении представляется перспективным для решения задач предпринятого нами исследования. Но прежде чем перейти к изложению собственного материала, необходимо сформулировать теоретические предпосылки, определившие его направление.

В качестве основы для анализа коморбидности расстройств личности (РЛ) и шизофренического дефекта были выделены несколько психопатологических аспектов проблемы.

Рассмотрение связи РЛ и шизофрении проведено вне рамок традиционной концепции Е. Kretschmer [29], в свете которой эндогенный психоз представляет собой крайнее, «расширенное» проявление темперамента пациента. Соответственно анализ осуществлялся с современных альтернативных позиций [3], позволяющих квалифицировать шизофрению и расстройства шизофренического спектра в качестве независимого от РЛ патологического процесса. Эта позиция нашла отражение и в соответствующих классификациях (МКБ-10, DSM-5).

Сказанное определило отказ от представления о шизоидном/шизотипическом РЛ как единственной характеристике преморбидного склада больных шизофренией в пользу широкого спектра аномалий личности, предрасполагающих к развитию эндогенного процесса [8]. Кроме того, оказалось необходимым пересмотреть положение некоторых авторов [2,6] о том, что РЛ, выступающие в продроме шизофрении, являются промежуточным, «мягким», предшествующим

отчетливой манифестации этапом течения болезни. С нашей точки зрения, РЛ — исключительно конституциональный склад, определяющий преморбид пациента, характеристики которого (т.е. собственно РЛ) трансформируются при воздействии негативных психических расстройств.

Таким образом, состояния, составившие предмет настоящего исследования, правомерно отнести к пространству дефицитарных расстройств, концептуализируемых в ряде современных публикаций в рамках негативной шизофрении.

Цель исследования. Провести концептуальный анализ негативных расстройств при шизофрении и заболеваниях шизофренических спектров.

Результаты исследования. Результаты проведенного исследования свидетельствуют, что такое распределение не случайно, но подчиняется дихотомии базисной симптоматики «общих синдромов». Хотя в соответствии с психометрической оценкой в структуре каждого из рассматриваемых общих синдромов представлены как волевой дефект — абулия/абулия с феноменом зависимости, так и дефект эмоциональный, т.е. обе составляющие, отражающие дихотомическую структуру шизофренического дефекта, распределение этих паттернов негативных расстройств в клиническом пространстве общих синдромов неравномерно.

Анализ имеющейся в нашем распоряжении казуистики позволяет (как уже указывалось выше) предполагать, что ранжирование психопатоподобных расстройств в соответствии с дихотомией базисного дефекта возможно (и осуществимо) не только в пределах одного, отдельно взятого кластера РЛ, но приобретает более универсальный характер и справедливо для распределения всех психопатоподобных расстройств независимо от кластера РЛ, к которому они принадлежат.

Общая структура дефицитарных изменений по типу волевого дефекта, экстраполируемая на все представляющие ее синдромы дефензивного полюса, характеризуется грубым снижением психофизической выносливости (при перекрывании волевых расстройств с астенической симптоматикой) и/или волевой регуляции психической деятельности (апатия-абулия по SANS — $4,3 \pm 0,7$ балла; волевые нарушения по PANSS — $5,1 \pm 0,3$ балла; астения по MFI-20 — $77 \pm 15,3$ балла), с нарастанием пассивности, ведомости и нерешительности, присоединением черт астенического аутизма и зависимости от узкого круга значимых других (снижение коммуникабельности по PANSS — $3,5 \pm 0,5$ балла; отсутствие близких друзей по SPQ-A — $5,6 \pm 0,4$ балла; отношения с коллегами и близкими по SANS — $3,2 \pm 0,2$ балла; избыточная социальная тревожность по SPQ-A — $6,2 \pm 1,3$ балла; пассивная социальная самоизоляция по PANSS — $5,2 \pm 0,4$ балла; межперсональная тревожность по SCL-90-R — $1,5 \pm 0,3$ балла; $p \leq 0,01$). Эмоциональные расстройства в этой группе выражены в незначительной степени и отражают обеднение общего уровня социальной активности (связанное в первую очередь с

астенической симптоматикой, резко заостренными рефлексивными механизмами, а также склонностью пациентов к формированию сенситивных идей отношения) и сужение диапазона эмоциональных привязанностей до границ симбиотических связей с родственниками или супругами (ангедония-асоциальность по SANS — $3,0 \pm 0,2$ балла, уплощенный аффект по SPQ-A — $3,7 \pm 0,4$ балла).

Единая для всех «общих синдромов» экспансивного полюса (с картиной дефекта эмоционального типа) структура дефицитарных изменений на статистически значимой основе отличается (в противовес дефицитарным расстройствам волевого типа) сохранением общего психофизического напора, при котором явления редукции энергетического потенциала проявляются не снижением уровня психической энергии, а его искажением в виде хаотичной, утратившей целенаправленность и волевой контроль деятельности.

Это особенно очевидно при сопоставлении характеристик трудового статуса пациентов с показателями шкал апатоабулических изменений (апатия-абулия по — SANS — $3,6 \pm 0,3$ балла; волевые нарушения по PANSS — $2,7 \pm 1,2$ балла; астения по MFI-20 — $25 \pm 11,2$ балла).

На первый план общих для всей группы негативных расстройств эмоционального типа вступают выраженные изменения собственно эмоциональности (ангедония-асоциальность по SANS — $4,3 \pm 0,2$ балла, уплощенный аффект по SPQ-A — $6,8 \pm 0,4$ балла), проявляющиеся грубым ее обеднением с формированием черт регрессивной синтонности, утратой способности к эмпатии и формированию глубоких эмоциональных привязанностей, патологическим заострением черт рационализма, эгоцентричности и прагматизма (отсутствие близких друзей по SPQ-A — $8,3 \pm 0,4$ балла; снижение коммуникабельности по PANSS — $5,1 \pm 1,2$ балла; отношения с коллегами и близкими по SANS — $4,5 \pm 0,3$ балла; эксцентричное поведение по SPQ-A — $5,7 \pm 1,8$ балла; избыточная социальная тревожность (SPQ-A) — $0,9 \pm 0,2$ балла; межперсональная тревожность по SCL-90 — $0,2 \pm 0,5$ балла; враждебность по SCL-90 — $1,9 \pm 0,3$ балла).

Установлено, что психопатологические проявления дефекта при расстройствах шизофренического спектра представлены дефицитарными симптомокомплексами психопатического регистра (психопатоподобные нарушения), носят ограниченный (циркумскриптный) характер, имеют моносиндромальную структуру, обнаруживаются уже на уровне продромальных расстройств и связаны с преморбидными патохарактерологическими дименсиями.

Определена траектория негативных расстройств при расстройствах шизофренического спектра, характеризующихся ограниченной прогрессивностью, - завершающихся на продромальном этапе либо продромальным, либо фазным течением.

Также обсуждаются аспекты психофармакотерапии негативных расстройств препаратами современных генераций.

Вывод. Таким образом, психопатоподобные симптомокомплексы, выступающие в пространстве «общих синдромов», могут быть квалифицированы в качестве вторичных по отношению к базисным дефицитарным расстройствам.

Соответственно выделение психопатоподобного дефекта как синдромальной (рядоположенной другим) формы негативных расстройств, по данным наших исследований, представляется неправомерным.

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ОСОБЕННОСТИ ИЗМЕНЕНИЯ СОДЕРЖАНИЯ ПРОТЕАЗ И ИНГИБИТОРОВ ПРОТЕАЗ В ХРОНИЧЕСКИХ ГНОЙНЫХ РАНАХ

Резюме: В работе изучались особенности изменения содержания протеаз и ингибиторов протеаз в хронических гнойных ранах. Сделано заключение, что в послеоперационных ранах, показатели общей протеолитической активности и антипротеолитической активности существенно не отличаются, имеется равновесие между протеазами и ингибиторами протеаз, которое предположительно может регулироваться местными механизмами.

В хронических гнойных ранах общая протеолитическая активность значительно выше этого же показателя послеоперационных ран. При этом антипротеолитическая активность значительно ниже общей протеолитической активности, а также ниже антипротеолитической активности послеоперационных ран, что создает выраженное нарушение равновесия между протеазами и ингибиторами протеаз и способствует хронизации воспалительного процесса в гнойных ранах с подключением, как местных, так и системных механизмов регуляции.

Ключевые слова: протеазы, ингибиторы протеаз, послеоперационные раны, хронические гнойные раны, протеолитическая активность, антипротеолитическая активность.

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FEATURES OF CHANGE IN THE CONTENT OF PROTEASES AND PROTEASES INHIBITORS IN CHRONIC PURULENT WOUNDS

Resume: The work studied the features of changes in the content of proteases and protease inhibitors in chronic purulent wounds. It was concluded that in postoperative wounds, the indicators of general proteolytic activity and

antiproteolytic activity do not differ significantly, there is an equilibrium between proteases and protease inhibitors, which can presumably be regulated by local mechanisms. In chronic purulent wounds, the total proteolytic activity is significantly higher than that of postoperative wounds. At the same time, the antiproteolytic activity is significantly lower than the general proteolytic activity, as well as lower than the antiproteolytic activity of postoperative wounds, which creates a pronounced imbalance between proteases and protease inhibitors and the chronicization of the inflammatory process in purulent wounds with the involvement of both local and systemic mechanisms of regulation.

Key words: proteases, protease inhibitors, postoperative wounds, chronic purulent wounds, proteolytic activity, antiproteolytic activity.

Актуальность. Помимо клинических признаков инфекции (например, воспаления, гнойности и боли), для определения раневой инфекции исторически использовалось количество микроорганизмов. Однако все чаще признается, что не только высокий уровень бионагрузки вреден для заживления ран, но и вирулентность вторгающегося микроорганизма и иммунный статус хозяина могут повлиять на клинические исходы. Бактерии, такие как синегнойная палочка, золотистый стафилококк и эпидермальный стафилококк, разработали ряд факторов вирулентности, которые помогают им преодолевать защиту хозяина и размножаться в подлежащих мягких тканях. Более конкретно, бактериальные протеазы являются одним из таких факторов вирулентности, которые участвуют в стимулировании инвазии и разрушения ткани хозяина. Из-за сложности микроорганизмов протеазы могут негативно влиять на раневую среду, что приводит к замедленному заживлению ран. Полученные данные свидетельствуют о том, что протеазы могут играть важную роль в раневых инфекциях, способствовать развитию воспалительной реакции и препятствовать заживлению ран [11].

Бактериальные протеазы, способствуют индукции воспалительной реакции у хозяина. Было обнаружено, что протеазы, продуцируемые бактериями, активируют кининовую систему и разлагают кининогены, что впоследствии вызывает воспалительную реакцию в виде отека, покраснения и боли [9].

Подобно другим иммунологическим факторам, бактериальные протеазы также могут препятствовать фагоцитозу [7], способствуют снижению активности лейкоцитов [6], ингибированию функции нейтрофилов и препятствию хемотаксиса [8].

Бактериальные протеазы могут разрушать ряд биологически важных белков-хозяев, таких как компоненты комплемента C3 и C1q [4], также предотвращать образование C5 путем разрушения C3 [10]. За счет чего

нарушается опсонизация и фагоцитоз нейтрофилов, затрудняется или даже предотвращается [15].

Функция бактериальных протеаз в преодолении иммунной системы хозяина заключается в деградации иммуноглобулина хозяина [16]. Это может быть особенно вредным для хозяина, учитывая роль иммуноглобулинов в распознавании и способствовании нейтрализации вторгающихся микроорганизмов. Различные исследователи сообщили о влиянии протеаз на деградацию иммуноглобулинов, в том числе иммуноглобулина А (IgA) и иммуноглобулина G (IgG) [4].

Протеазы и их ингибиторы способствуют балансу между деградацией и отложением внеклеточного матрикса (ВКМ), создавая равновесие, необходимое для своевременного и скоординированного заживления кожных ран. Однако, когда этот баланс нарушается, раны переходят в хроническое состояние, характеризующееся обильным уровнем протеаз и пониженным уровнем ингибиторов протеаз [13].

Соотношения протеаз и их ингибиторов также использовались в качестве прогностических маркеров прогрессирования раны к заживлению. [14].

Многими исследователями подчеркивается ключевая роль протеаз в заживлении ран. Поэтому необходим контроль экспрессии протеаз в раневой среде и способов, которыми чрезмерная экспрессия и активация протеаз может привести к задержке процесса заживления кожных ран. Будущие исследования должны быть нацелены на изучение способов, с помощью которых протеазы могут быть нацелены в качестве альтернативного терапевтического подхода к лечению ран, а также для оценки преимуществ и недостатков использования раневых жидкостей для оценки прогрессирования раны с точки зрения протеолитической активности [13].

Цель исследования: изучить особенности изменения содержания протеаз и ингибиторов протеаз в хронических гнойных ранах.

Материал и методы. В работе были обследованы в первой группе 12 больных с послеоперационными ранами (контроль) и во второй группе 15 больных с гнойными ранами (опыт). У всех больных в диагнозе отсутствовали сердечнососудистые заболевания, диабет и метаболические изменения. Материал для исследования получали путем сбора смывов стерильным физиологическим раствором с поверхности послеоперационных и гнойных ран.

Общую протеолитическую активность в составе смывов определяли казеинолитическим методом по учету продуктов гидролиза казеина в единицах активности (Ед) по тирозину. Ингибиторную (анти-протеолитическую) активность полученных смывов определяли казеинолитическим тестом, по способности убывания активности 0,01% трипсина и 0,01% папаина, при инкубации их с исследуемыми образцами

смывов по сравнению с образцами смывов с трипсином или папаином без инкубации. Ингибиторную активность выражали в ингибиторных единицах (ИЕд).

С целью степени выраженности протеолиза в ранах рассчитывался индекс протеолиза - соотношения протеолитической активности к антипротеолитической активности (ОПА/АПА).

Полученные данные подвергались статистической обработке с использованием стандартных программ Microsoft Excel 2007 с вычислением средних величин (M), их ошибок (m), а также коэффициента достоверности разности средних величин Стьюдента-Фишера (t).

Результаты и их обсуждение. Полученные данные показали (Рис.), что у пациентов с послеоперационными ранами средний показатель ОПА в составе смывов составлял $31,7 \pm 2,8$ Ед/мл. В тоже время у больных с гнойными ранами этот показатель был достоверно выше, по сравнению с аналогичными результатами послеоперационных ран, и составлял $52,4 \pm 4,8$ Ед/мл ($P < 0,01$). При этом показатель антипротеолитической активности

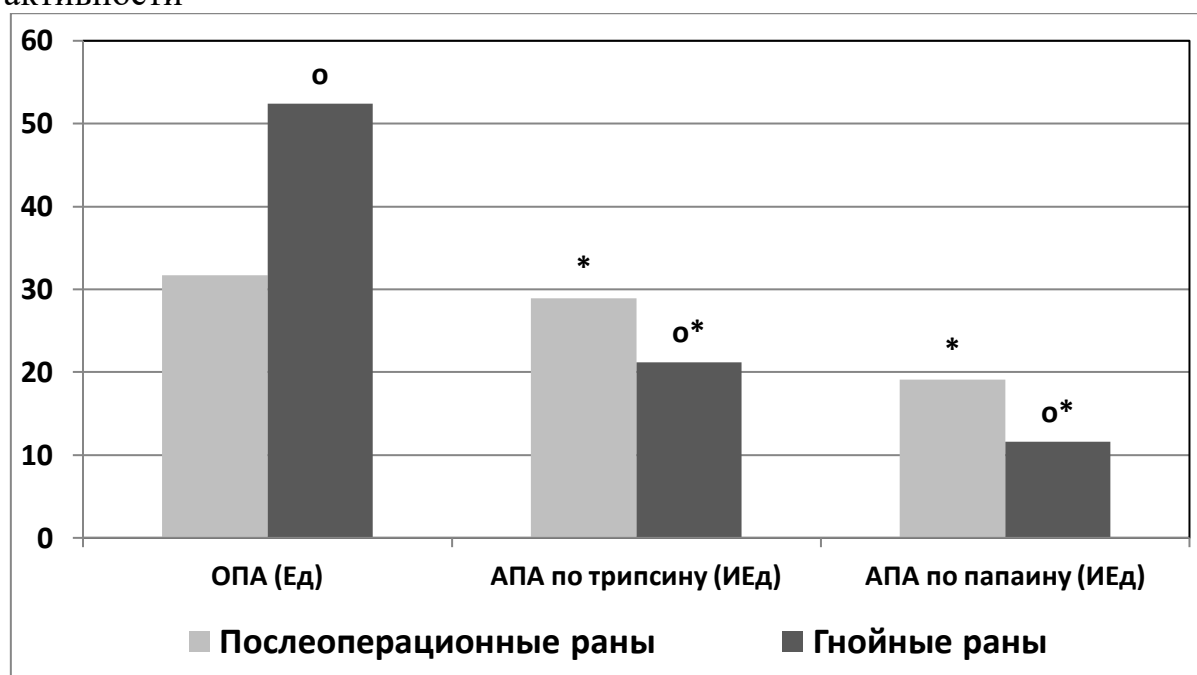


Рисунок. Изменение показателей общей протеолитической активности (ОПА) и антипротеолитической активности (АПА) смывов послеоперационных и гнойных ран.

* - достоверно отличающиеся величины относительно показателей ОПА гнойных ран.

o - достоверно отличающиеся величины относительно соответствующих показателей ОПА послеоперационных ран.

по трипсину в составе смывов послеоперационных ран составлял $28,9 \pm 2,5$ ИЕд/мл, что было не существенно ниже ОПА в смывах

послеоперационных ран, а индекс протеолиза ОПА/АПА по трипсину был также не существенно выше и равен $1,1 \pm 0,1$. У больных с гнойными ранами показатель антипротеолитической активности по трипсину был достоверно ниже по сравнению с аналогичными результатами больных с послеоперационными ранами и составлял $21,2 \pm 1,9$ ИЕд/мл ($P < 0,05$), а также значительно ниже ОПА смывов гнойных ран. С учетом этих данных индекс протеолиза ОПА/АПА по трипсину находился на уровне $2,5 \pm 0,22$, что было значительно выше такого же показателя в составе смывов послеоперационных ран. Результат антипротеолитической активности по папаину в составе смывов послеоперационных ран составлял $19,1 \pm 1,5$ ИЕд/мл, этот показатель был значительно меньше антипротеолитической активности по трипсину, в связи с более низким содержанием ингибиторов протеаз связывающихся с папаином. По этой же причине увеличивался индекс протеолиза ОПА/АПА по папаину и был равен $2,7 \pm 0,24$. В тоже время у больных с гнойными ранами антипротеолитическая активность по папаину была также значительно ниже антипротеолитической активности по трипсину и составляла $11,6 \pm 0,9$ ИЕд/мл ($P < 0,05$), также это проявляется с более низким содержанием ингибиторов протеаз связывающихся с папаином. При этом индекс протеолиза ОПА/АПА при исследовании гнойных ран по папаину был равен 4,5, что было выше индекса протеолиза послеоперационных ран.

Предполагается, что трипсиноподобные сериновые протеазы в раневой среде связываются преимущественно с двумя ингибиторами $\alpha 1$ -ингибитором протеиназ ($\alpha 1$ ИП) и $\alpha 2$ -макроглобулином ($\alpha 2$ М) — принципиально различным образом. Первый полностью инактивирует каталитическую функцию протеаз, а второй лишь ограничивает их способность расщеплять большинство высокомолекулярных субстратов. Кроме того, константа скорости реакции таких протеаз с $\alpha 2$ М в 6 раз выше таковой с $\alpha 1$ ИП, при этом образуется активный комплекс, способный гидролизовать специфические субстраты, что позволяет большей части поступающих в раневую среду энзимов связываться с $\alpha 2$ М. Следует подчеркнуть, что цистеиновые протеиназы (папаин), в отличие от сериновых протеаз, связываются в основном с $\alpha 2$ М, а $\alpha 1$ ИП не играет существенной роли в блокировании активности протеиназ. Эти данные позволили сделать вывод о том, что сериновые и цистеиновые протеиназы, могут осуществлять свою функцию в связанном с $\alpha 2$ М состоянии [1].

Ингибирующая способность трипсина может проявляться существенно за счет низкомолекулярных ингибиторов присутствующих в составе раневого смыва и альфа-1-антитрипсина, а ингибирующая способность папаина за счет высокомолекулярных ингибиторов альфа-1-антитрипсина и альфа 2-макроглобулина. Если учесть, что низкомолекулярным ингибитором, присутствующим в составе раневого смыва может являться секреторный лейкоцитарный ингибитор протеазы,

который локально обеспечивает защиту и обладает выраженной противовоспалительной, антибактериальной и противогрибковой активностью. Тогда снижение ингибирующей активности по трипсину в смыве с выраженными проявлениями воспаления можно объяснить, как выраженную провоспалительную и микробную реакцию, проявляющуюся так же увеличением ОПА за счет снижения этого ингибитора. Увеличение ОПА в составе раневых смывов возможно так же связано с увеличением функциональной активности клеток продуцентов протеаз за счет хронического воспалительного процесса [2, 3].

Что касается ингибирующей способности папаина за счет высокомолекулярных ингибиторов в составе раневых смывов, то основными высокомолекулярными ингибиторами папаина могут являться альфа-1-антитрипсин и альфа 2-макроглобулин, которые вырабатываются печенью и осуществляют тормозное действие на протеазы во всех органах и тканях организма [2, 3]. Поэтому снижение ингибирующей способности папаина в составе раневых смывов можно расценивать как проявление системного характера на воспаление или, возможно, на степень хронизации воспалительного процесса.

Исходя из этого, полученные нами данные антипротеолитической активности по папаину и трипсину можно интерпретировать, следующим образом. В послеоперационных ранах, без выраженных проявлений воспаления, имеется равновесие между протеазами и ингибиторами протеаз, которое регулируется в большей степени местными механизмами. В тоже время в хронических гнойных ранах с выраженным воспалительным процессом, нарушено равновесие между протеазами и ингибиторами протеаз, за счет нарушения местных и системных механизмов.

Выводы. В послеоперационных ранах, показатели общей протеолитической активности и антипротеолитической активности существенно не отличаются, имеется равновесие между протеазами и ингибиторами протеаз, которое предположительно может регулироваться местными механизмами. В хронических гнойных ранах общая протеолитическая активность значительно выше этого же показателя послеоперационных ран. При этом антипротеолитическая активность значительно ниже общей протеолитической активности, а также ниже антипротеолитической активности послеоперационных ран, что создает выраженное нарушение равновесия между протеазами и ингибиторами протеаз и способствует хронизации воспалительного процесса в гнойных ранах с подключением, как местных, так и системных механизмов регуляции.

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ОСОБЕННОСТИ ИЗМЕНЕНИЯ ЦИТОКИНОВ В ХРОНИЧЕСКИХ ГНОЙНЫХ РАНАХ

Аннотация: Целью исследования было изучить особенности изменения содержания цитокинов в хронических гнойных ранах. В смывах послеоперационных и гнойных ран исследовали провоспалительные - интерлейкин-1бета (ИЛ-1бета), фактор некроза опухолей- α (TNF- α), и противовоспалительные - интерлейкин -10 (ИЛ-10), секреторные Ig A, а также трансформирующий фактор роста- β 1 (TGF- β) методом ИФА. Получены следующие результаты: в послеоперационных ранах показатели провоспалительных интерлейкинов были ниже противовоспалительных интерлейкинов и трансформирующего фактора β . В то же время в хронических гнойных ранах отмечалось значительное увеличение провоспалительных интерлейкинов и снижение противовоспалительных интерлейкинов, а также трансформирующего фактора β , по сравнению с таковыми данными послеоперационных ран. Тем самым, создается выраженное нарушение равновесия и отмечается дисбаланс цитокинов провоспалительных и противовоспалительных интерлейкинов. Это способствует снижению заживления и хронизации воспалительного процесса хронических гнойных ран.

Ключевые слова. Цитокины, чистые раны, хронические гнойные раны, провоспалительные интерлейкины, противовоспалительные интерлейкины, заживление ран, воспалительный процесс.

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FEATURES OF CHANGE OF CYTOKINES IN CHRONIC PURULENT WOUNDS

Abstract: The aim of the study was to study the features of changes in the content of cytokines in chronic purulent wounds. In the washings of postoperative and purulent wounds, pro-inflammatory - interleukin-1beta (IL-

1 β), tumor necrosis factor- α (TNF- α), and anti-inflammatory - interleukin-10 (IL-10), secretory Ig A, as well as transforming growth factor - β 1 (TGF- β) by ELISA.

The following results were obtained: in postoperative wounds, the indicators of pro-inflammatory interleukins were lower than anti-inflammatory interleukins and transforming factor β . At the same time, in chronic purulent wounds, there was a significant increase in pro-inflammatory interleukins and a decrease in anti-inflammatory interleukins, as well as transforming factor β , compared with those of postoperative wounds. Thus, a pronounced imbalance is created and an imbalance of cytokines of pro-inflammatory and anti-inflammatory interleukins is noted. This helps to reduce the healing and chronicity of the inflammatory process of chronic purulent wounds.

Key words. Cytokines, clean wounds, chronic purulent wounds, pro-inflammatory interleukins, anti-inflammatory interleukins, wound healing, inflammatory process.

Актуальность. Изучить роль провоспалительных и противовоспалительных цитокинов в активации или подавлении протеаз в раневой среде стремились многие исследователи. Цитокины - это небольшие белки (8-15 кДа), которые включают хемокины, колониестимулирующие факторы (CSF), интерфероны (IFN), интерлейкины (IL) и факторы некроза опухоли (TNF- α) и высвобождаются в ответ на повреждение тканей. Многие функции, выполняемые цитокинами, включают активацию фагоцитарных клеток, противовирусную и антипаразитарную активность, хемотаксис нейтрофилов и Т-клеток, рост колоний макрофагов и пролиферацию В- и Т-клеток. На отложение соединительной ткани во время процесса заживления ран может влиять TNF- α , поскольку этот цитокин влияет на синтез коллагена, матриксные металлопротеиназы (ММП) и тканевых ингибиторов металлопротеиназ (ТИМП) [9]. Были подчеркнуты различия в уровнях провоспалительных цитокинов в раневых жидкостях между острыми и хроническими ранами человека [15].

С другой стороны, IL-1 α , другой воспалительный цитокин, индуцировал продукцию как ММП, так и ТИМП [5]. Эти результаты, однако, варьировались в зависимости от источника используемых фибробластов и концентрации цитокинов, что указывает на более сложный эффект на модуляцию и регуляцию протеазы. Кроме того, [14] обнаружено, что противовоспалительный цитокин IL-10 влияет на активность ММП; Ил-10^{-/-} мыши продемонстрировали повышенную активность ММП, которая, в свою очередь, опосредует усиление индуцированного ишемией ангиогенеза через фактор роста эндотелия сосудов.

Помимо этого, цитокины представляют собой идеальную мишень для бактерий в преодолении иммунной системы хозяина, и было

обнаружено, что ряд бактериальных протеаз способен разрушать цитокины и их рецепторы [10]. Протеазы также могут препятствовать активности ряда цитокинов, а также способны вызывать деградацию цитокинов [13]. Протеазы некоторых грамположительных бактерий, также могут влиять на активность цитокинов, расщеплять предшественник IL-1 с получением биологически активного IL-1, являющегося медиатором воспаления [6]. Было обнаружено, что ряд протеаз разрушает IL-8 [7]. Учитывая, что IL-8 опосредует миграцию и активацию нейтрофилов, это может быть вредным для иммунного ответа хозяина. Протеазы, грамположительных бактерий, также могут нарушать функцию IL-8. Сериновые протеазы бактерий могут модулировать синтез IL-8 [11]

Кроме того функция бактериальных протеаз в преодолении иммунной системы хозяина заключается в деградации иммуноглобулинов хозяина [13]. Это может быть особенно вредным для хозяина, учитывая роль иммуноглобулинов в распознавании и способствовании нейтрализации вторгающихся микроорганизмов [1].

В совокупности все эти данные подчеркивают сложную природу регуляции и модуляции цитокинов и протеаз в раневой среде, что подчеркивает необходимость продолжения исследований с целью их терапевтической коррекции.

Цель исследования: изучить особенности изменения содержания цитокинов в хронических гнойных ранах.

Материал и методы. В работе были обследованы в первой группе 12 больных с послеоперационными ранами (контроль) и во второй группе 15 больных с гнойными ранами (опыт). У всех больных в диагнозе отсутствовали сердечно-сосудистые заболевания, диабет и метаболические изменения. Материал для исследования получали путем сбора смывов стерильным физиологическим раствором с поверхности послеоперационных и гнойных ран.

В составе смывов послеоперационных и гнойных ран исследовали провоспалительные - интерлейкин-1бета (ИЛ-1бета), фактор некроза опухолей- α (TNF- α), и противовоспалительных - интерлейкин -10 (ИЛ-10), методом ИФА с применением тест-систем ЗАО "Вектор-Бест", а также трансформирующего фактора роста- β 1 (TGF- β) методом ИФА с использованием тест-систем «DRG» Германия.

Полученные данные подвергались статистической обработке с использованием стандартных программ Microsoft Excel 2007 с вычислением средних величин (M), их ошибок (m), а также коэффициента достоверности разности средних величин Стьюдента-Фишера (t).

Результаты и их обсуждение. Проведенные исследования выявили, что средний показатель провоспалительного интерлейкина TNF- α в составе смывов послеоперационных ран (контрольной группы) составлял $15,7 \pm 1,2$ пг/мл, при этом в составе смывов гнойных ран (опытной

группы) этот показатель находился на уровне $58,4 \pm 5,4$ пг/мл ($P < 0,01$). Эти результаты показывают, что исследования показателей TNF- α в составе смывов гнойных ран значительно и достоверно были выше аналогичных данных послеоперационных ран (Рис.). В тоже время результат исследования провоспалительного интерлейкина ИЛ-1 в составе смывов послеоперационных ран составлял $31,6 \pm 2,8$ пг/мл, а в составе смывов гнойных ран был равен $112,1 \pm 10,4$ пг/мл ($P < 0,01$). Этот результат так же был достоверно выше подобного показателя послеоперационных ран. Кроме того динамика изменения этого показателя была схожа с изменением сравнительных результатов TNF- α послеоперационных ран и гнойных ран (Рис.).

Помимо этого исследования противовоспалительного ИЛ-10 выявили, что средний показатель этого интерлейкина в составе смывов послеоперационных ран составлял $44,2 \pm 4,1$ пг/мл, а этот же показатель в составе смывов гнойных ран имел значения равные $31,9 \pm 2,9$ пг/мл ($P < 0,05$). Результаты этих исследований также демонстрируют, что показатели исследования ИЛ-10 в составе смывов гнойных ран, по сравнению с провоспалительными интерлейкинами имел обратную зависимость между послеоперационными и гнойными ранами находились достоверно ниже

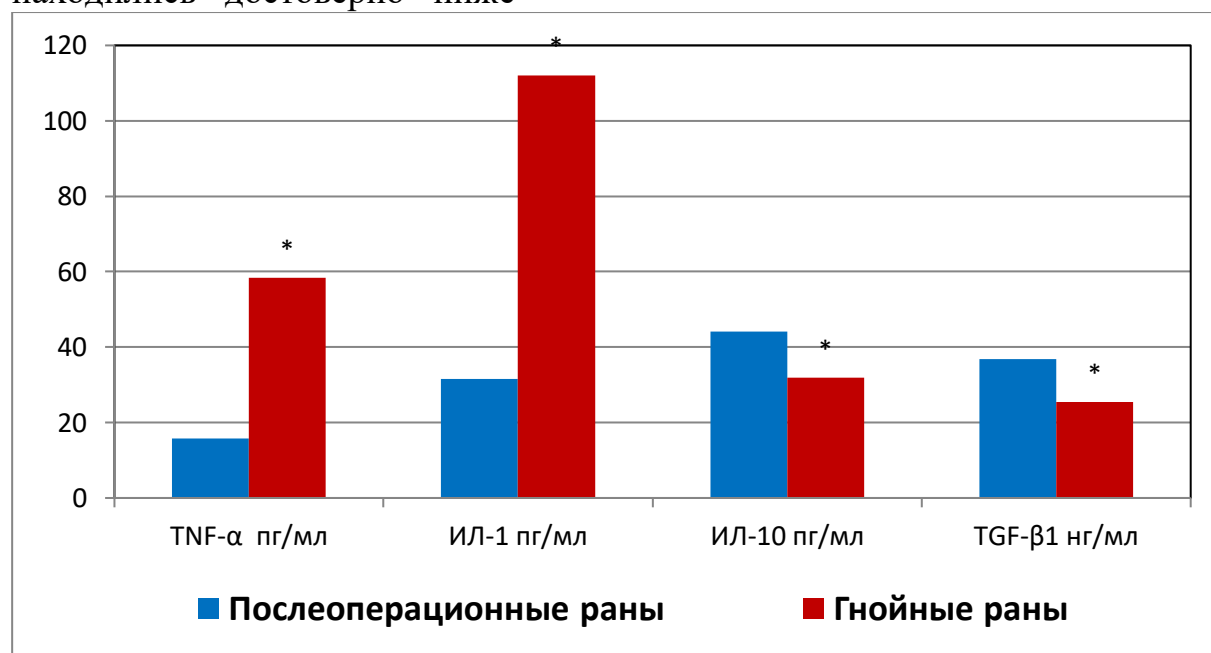


Рисунок. Изменение показателей TGF- $\beta 1$, провоспалительных (TNF- α , ИЛ-1бета) и противовоспалительных (ИЛ-10) интерлейкинов смывов послеоперационных и гнойных ран.

* - достоверно отличающиеся величины относительно показателей послеоперационных ран.

подобных результатов послеоперационных ран (Рис.). Исследование TGF- β имеет важное значение, так как этот цитокин является регулятором

провоспалительных и противовоспалительных интерлейкинов. В результате исследования этого цитокина было установлено, что в составе смывов послеоперационных ран он составлял $36,8 \pm 3,2$ нг/мл. В тоже время этот же показатель в составе смывов гнойных ран был равен $25,5 \pm 2,3$ нг/мл ($P < 0,01$). Из полученных данных исследования TGF- β можно заключить, что этот показатель так же был достоверно ниже подобного показателя послеоперационных ран. Кроме того динамика изменения этого результата была похожа изменению сравнительных результатов противовоспалительного ИЛ-10 интерлейкинов послеоперационных и гнойных ран (Рис.).

В целом полученные данные демонстрируют значительно выраженное увеличение провоспалительных интерлейкинов (ИЛ-1, TNF- α) в составе смывов хронических гнойных ран по сравнению с послеоперационными ранами и достоверное снижение противовоспалительного интерлейкина (ИЛ-10), а также трансформирующего фактора роста- β 1 (TGF- β 1).

Все это показывает, что большие количества IL-1 β и TNF- α вызывают сильную продукцию хемокинов, что, в свою очередь, способствует массивной инфильтрации иммунных клеток, в частности нейтрофильных гранулоцитов. В конечном итоге это приводит к гнойным выделениям, клиническому ключевому признаку хронического гнойного воспаления. Кроме того, IL-1 β и TNF- α усиливают секрецию ряда ферментов, разрушающих матрикс, что не только дополнительно поддерживает инфильтрацию тканевых иммунных клеток, но также способствует разрушению тканей, еще одной важной особенности хронического воспалительного заболевания. Локально продуцируемые IL-1 β и IL-6 также, по-видимому, достигают кровотока и индуцируют продукцию сывороточного амилоида печенью, что отражается в заметно повышенных уровнях этого медиатора острой фазы в крови. Повышенные уровни IL-1 β , TNF- α и сывороточного амилоида в крови являются признаком системного воспаления, которое часто может наблюдаться клинически у пациентов с хроническим воспалительным заболеванием [4].

Было показано, что лечение антителами против TNF- α подавляло избыточное воспаление и увеличивало образование грануляционной ткани, что приводило к ускорению заживления ран. Кроме того, системное введение нейтрализующих антител против TNF- α подавляло образование грануляционной ткани и замедляло заживление ран. Это указывает на то, что эффекты полной потери TNF- α в результате удаления гена и частичной инактивации цитокина нейтрализующим антителом на процесс заживления кожного повреждения различаются. Аналогичное несоответствие было зарегистрировано в других тканях. [2, 8].

Известно, что IL-10 ингибирует инфильтрацию нейтрофилов и макрофагов к месту повреждения. IL-10 также подавляет сверх экспрессию

СС-хемокинов (моноцитарный хемоаттрактантный белок-1, макрофагальный воспалительный белок-1 α) и провоспалительных цитокинов (IL-1 β , IL-6, TNF- α) *in vivo*. Предполагают, что IL-10 может играть важную регулирующую роль в фазовой инфильтрации нейтрофилов и макрофагов, а также в продукции цитокинов при воспалительной реакции заживления кожных ран [12]. Поэтому на основании полученных нами данных, уменьшение IL-10 в составе смывов хронических гнойных ран по сравнению с послеоперационными ранами может являться снижением конкурирующего влияния его на провоспалительные интерлейкины.

TGF- β синтезируют нейтрофилы, это важно для регуляции гуморального и врожденного иммунитета, включая стимуляцию макрофагов и лимфоцитов. Макрофаги продуцируют цитокины, факторы роста и ангиогенные факторы, которые регулируют пролиферацию фибробластов и ангиогенез. Макрофаги также продуцируют IL-1 α , IL-1 β , IL-6, IL-12 и TNF- α , которые важны для усиления воспаления, и стимулируют хемокины, которые вызывают рекрутирование лейкоцитов и стволовых клеток. Уменьшение экспрессии TGF- β 1, снижение миграции и пролиферации кератиноцитов и усиление апоптоза кератиноцитов, что приводит к нарушению реэпителизации ран. TGF- β также привлекает макрофагов и фибробластов к участкам раны для улучшения заживления [3]. На основании этих данных можно предположить, что снижение TGF- β 1 в хронических гнойных ранах может способствовать снижению привлечения макрофагов и фибробластов к участкам раны и тем самым ухудшению заживления хронических гнойных ран.

Выводы. В послеоперационных ранах показатели провоспалительных интерлейкинов были ниже противовоспалительных интерлейкинов и трансформирующего фактора β . В тоже время в хронических гнойных ранах отмечалось значительное увеличение провоспалительных интерлейкинов и снижение противовоспалительных интерлейкинов, а также трансформирующего фактора β , по сравнению с таковыми данными послеоперационных ран. Тем самым, создается выраженное нарушение равновесия и отмечается дисбаланс цитокинов провоспалительных и противовоспалительных интерлейкинов. Это способствует снижению заживления и хронизации воспалительного процесса хронических гнойных ран.

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ЎРТА АСР ШАРҚ АЛЛОМАЛАРИНИНГ МУСИҚИЙ ҚАРАШЛАРИ

Аннотация. Мақолада Ўрта Осиё халқларининг бизгача етиб келган муסיқий-шеърый анъаналари, афсонавий қаҳрамонлари, Шарқ қомусий мутафаккирларининг илмий-тарбиявий асарлари, муסיқий жанрлари ҳақида маълумот берилган.

Калит сўзлар: муסיқа, созанда, санъат, афсона, қўшиқ, чолғу, оҳанг, куй, синкрет.

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MUSICAL VIEWS OF MEDIEVAL EASTERN SCHDARS

Abstract. The article gives information about music of Central Asia poetic traditions, legendary heroes, scientific and educational works of eastern schools, musical genres, which have reached to us.

Keywords: music, musician, art, myth, song, musical instrument, harmony, tune, sinkretic.

Мамлакатимиз мустақилликка эришгандан сўнг, ўзбек халқи ўзининг қадимий тарихини, қадриятларини ҳамда бобокалонларининг яратган

асарларини ўрганишга кенг имкониятлар эшиги очилди, десак муболаға бўлмайди. Хусусан, Президентимиз Ш.М. Мирзиёев томонидан олиб борилаётган кенг кўламли ислохотлар натижасида бир қатор фестивалъ ва кўриктанловларнинг ўтказилиши ўзбек халқининг мусиқа санъатига бўлган эътиборнинг кучайганлигидан далолат беради.

“Халқаро бахшичилик санъати” ва “Буюк ипак йўли” халқаро фольклор мусиқа фестивали, Самарқанд шаҳрида мунтазам ўтказиб келинаётган “Шарқ тароналари” халқаро мусиқа фестиваллари бунга мисол бўлади. Шунингдек, давлатимиз раҳбарининг 2018 йил 28 ноябрдаги “Ўзбекистон Республикасида миллий маданиятни янада ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПҚ-4038-сон қарорига мувофиқ, “Халқ чолғулари ижрочилари”, Мукаррама Турғунбоева номидаги “Миллий рақс ижрочилари”, Ю.Ражабий номидаги “Ёш мақом ижрочилари” республика кўрик-танловларини анъанавий тарзда ўтказилиши бугунги кунда етишиб келаётган ёш созанда ва хонандалар, яъни, санъат аҳлининг ниҳоллари учун очиб берилаётган кенг имкониятлардан биридир.

Шу ўринда таъкидлаб ўтиш жоизки, Президентимиз Шавкат Мирзиёев «Халқаро бахшичилик санъати» фестивалининг очилиш маросимида нутқ сўзлар экан, бугунги кунда бажаришимиз лозим бўлган вазифаларга алоҳида тўхталиб:

“Хусусан, бахшичилик соҳасида шаклланган ижодий мактаблар, “устоз – шогирд” анъаналарини қайта тиклаш ва ривожлантириш, бахши-шоирлар, фольклоршунос олимлар, ўқитувчи ва мутахассисларнинг ижодий ва илмий фаолиятини ҳар томонлама рағбатлантириш, маданият ва санъат муассасалари қошида бахшичилик тўғараклари ташкил этиш, бахши-шоирлар ижодига кенг йўл очиб бериш, тўй-томошалар, турли байрам ва маданий тадбирларда уларнинг доимий иштирокини таъминлаш, шу йўналишда халқаро ҳамкорликни кучайтириш, ўзаро тажриба алмашишни йўлга қўйиш, бахшичилик санъатини кенг тарғиб этиш учун ахборот-коммуникация технологияларидан, телевидение ва Интернет имкониятларидан самарали фойдаланиш, фольклор асарларининг аудио ва видео вариантларини кўпайтириш мақсадга мувофиқдир” деган эдилар.

Ҳақиқатдан ҳам ўтган давр мобайнидаги тарихга назар солар эканмиз, нафақат тиббиёт, архитектура, маданият соҳаларида эришилган ютуқларнинг кўплигига балки, халқ оғзаки ижодига ҳам катта эътибор қаратилганлигининг гувоҳи бўламиз. Мусиқа ва адабиёт инсон умрининг ажралмас бир қисми бўлиб, аجدодларимиз асарларини мутолаа қилиш кўплаб мусикий-шеърый ижод намуналари билан танишишга, уларни ўрганишга ёрдам беради. Жумладан, Абу Наср Форобий, Аҳмад ал-Фарғоний, Абу Али ибн Сино, Абдурахмон Жомий, Алишер Навоий, Нажмиддин Кавкабий, Дарвиш Али Чангий каби буюк алломаларнинг

кўплаб рисоаларида созандалик санъати, мусиқа илми тўғрисида адабиётларда кўплаб маълумотлар баён этилган.

Маълумки, Ўрта Осиё халқларининг мусиқа санъати ва шеърини бир-биридан ажралмаган ҳолда (синкретик) юзага келган бўлиб, эрамизгача бўлган I минг йилликка тўғри келади. Бу эса ўз навбатида энг қадимий оғзаки мусиқий-шеърини ижод намуналарида келтирилган қаҳрамонлик ва улар ҳақидаги халқ достонлари, қўшиқлар ва поэмалар мажмуи билан характерланади. Жумладан, Широқ, Рустам, Сиёвуш каби афсона ва қўшиқларни бунга ЎзДСМИ хабарлари — 2019/3(11) 61 мисол қилиб келтириш мумкин.

Шунингдек, асрлар давомида авлодданавлодга ўтиб келаётган “Авесто” китобида ҳам аждодларимизнинг ижтимоий ҳаёти, маънавий дунёси ҳақида кўплаб маълумотлар берилган. Ушбу тарихий асарнинг мазмун-моҳиятида яккахудолик, инсонпарварлик, меҳр-шафқат, меҳнадсеварлик, юртпарварлик ғоялари тараннум этилган бўлиб, ёш авлоднинг маънавиятини тарбиялашда, яратувчанлик ва бунёдкорлигини шакллантиришда хизмат қилувчи энг муҳим манбалардан бири десак, муболаға бўлмайди. Филология фанлари доктори, профессор Қ.Содиқовнинг “Шарқ классик филологияси” деб номланган илк тўпламида маросимларда ижро этиладиган қўшиқлар ҳақида қуйидагича маълумотлар келтирилган. “Мовароуннаҳр ва Хуросондаги исломгача бўлган динлар қаторида Кушон (I – IV асрлар) ва Эфталитлар (V – VI аср ўрталари) давлатлари даврида четдан кириб келганбудда ва христиан динлари мусиқа билан бевосита боғлиқ бўлса-да, аммо ватани Хоразм ҳисобланган.

Муқаддас китобнинг энг қадимий қисмларидан “Ясна” аталмиш 17-боби “Готлар”– “Гимнлар” деб номланган. Улар турли маросимларда ижро этиладиган қўшиқларни ўз ичига олади. Қўшиқларни ижро этиш, дуоларни ўқиш, ибодат давомида овозни идора этиш ва ижронинг таъсир кучини ошириш йўллари Зардушт мисолида кўрсатилади. Масалан, “Заратуштра (Зардушт) бола туғилган заҳоти шеърини дуоларни тўрт марта тўхтаб-тўхтаб, ҳар гал овозини баландроқ кўтариб ўқиган”. [1.–Б.41] Шуниси диққатга сазоворки, “Авесто”нинг ўзи ҳам, унинг шарҳлари (Зенд) ҳам милоднинг VI асригача тўлалигича оғзаки сақланиб келинган. Жумладан, “Авесто” нинг “Готлари” мусиқа жўрлигида ижро этилиб, дуолар ўз вақтида лозим мутаносиблик (гармония) билан ва муайян пардаларда (регистр), овозларнинг зарур оҳанглари ва пардаларни тўла сақлаган ҳолда қуйланиши талаб қилинган” [2.–Б.15].

Шу ҳолда авлодданавлодга оғзаки ўтиб келган. Уларнинг муайян овоз оҳанглирига эга эканлиги, яъни “қўшиқоналиги” кўп асрлар жараёнида оғзаки сақланиб қолишига ўзига хос кафолат бўлиб хизмат қилди [3.–Б.36] ва бу оҳанглар асрлар оша яшаб келди”. Турк хоқонлиги (IV – IX асрлар) даврида туркий ҳамда маҳаллий шарқий эроний халқлар

аралашуви натижасида туркийлар муסיкий ҳаётининг айрим элементларини ўзлаштириш жараёнлари юз берган.

Жумладан, туркий халқларнинг кўплаб эпик ривоятлари Ўрта Осиё халқлари эпосларининг шаклланишига таъсир кўрсатган. Эҳтимол, туркий кўшиқ-ўзанлардан ўзбек бахшилари кўшиқчилик – поэтик ижодда уларнинг таъсирчан усуллариини ўзлаштириб олган бўлишлари мумкин, бу ўзбек фольклорининг хилма-хиллигида, унинг мелодик, соз-оҳангдорлик, айниқса, ритмик оҳангдорлигининг бойлигида кўзга ташланади. VII – VIII асрларда маҳаллий муסיкий-поэтик анъаналар муҳимлашади, оғзаки анъанадаги халқ ҳамда профессионал муסיқа шакллари юзага келади. Барбад (VI – VII) ижоди худди шу даврларга тўғри келади.

У Ўрта Осиёнинг дастлабки бастакорларидан бири бўлиб, унинг номи ҳаётлигидаёқ афсонага айланиб кетган эди. У ўзида кўшиқчи, муסיқага ҳамда юқори бадииятга эга бўлган асарлар муаллифи каби хислатларини мужассамлаштирган эди. Барбад ижоди ҳамда ижрочилик маҳорати шу даражада етук эдики, уни “Ўрта Осиё булбули” деб улуғланган. Эҳтимол, шу сабаб бўлган бўлса керак, ҳар қандай ҳукмдор ўз саройида Барбаднинг ташрифидан мамнун бўлган. У Эрон шоҳи Хусрав II Парвиз саройида энг кўп муддат хизмат қилган. Етук ижодий ва ижрочилик қобилиятига эга бўлган муסיқачи Барбад санъати Яқин ва Ўрта Шарқда жуда машҳур бўлган. Унинг фаолияти Дақиқий ва Фирдавсий, Низомий ва Алишер Навоий томонидан ниҳоятда самимий ва лирик оҳангларда куйланган.

Барбаднинг бадиҳагўй санъаткорлиги, айниқса, Низомийнинг “Хусрав ва Ширин” достонида қисман бўлса-да маълумотлар берилган [4.–С.7]. Сомонийлар ҳукмронлиги даврида (IX – X асрлар) хўжалик ва маданий ривож асосида ҳукмдорлар саройида адабиёт ҳамда муסיқа санъати ривож топади. Сарой шоирлари ва муסיқачилари ижодида ҳукмдорни улуғловчи қасида, кенг тарқалади. Унинг кириш қисми (насиб) бўлиб, муסיкий чолғу билан, аммо алоҳида хос кечаларда мустақил равишда ҳам ижро этилган. Кейинчалик мустақил ва машҳур жанрга айланган муסיкий-шеърый санъатнинг гўзал шакли – ғазал келиб чиқишига кўра насибга, яъни, лирик муқаддимага боғланади. У даврда ғазални ижро этувчи муסיқачи “мутриб” дейилган. Мадҳ характеридаги муסיкий-поэтик асарлар билан бирга илғор ижтимоий қараш ва кайфиятларни акс эттирувчи кўшиқлар ҳам яратилган. Ўрта Осиё халқлари ҳаётида муסיқанинг беқиёс ўрни ва аҳамиятини муסיқа фанига асос қўйган Шарқ қомусий мутафаккирлари чуқур англаб етишган.

Шахсий ва жамоавий ижоднинг ўрни, таъсири, поэзия ва муסיқанинг бир-бири билан табиий омукталашиш жараёнларига оид муаммоларни дастлаб ҳар томонлама ишлаб чиққан олимлар Абу Наср Форобий (837-950) ва Абу Али ибн Синолар (980-1037) эди. Шу жумладан, муסיқа оғзаки касбий ижод масалалари “Шарқ муסיқа назариясига оид бирмунча жиддий

асарлар яратган Форобий илмий меросида муҳим ўрин тутди. Унинг асарлари орасида “Китоб фи ихсо ал-ийқоъ” (“Ритмлар туркумлари ҳақида китоб”), “Китоб фин накра музофа илал-ийқоъ” (“Ритм билан боғланган оҳанглар ҳақидаги китоб”) алоҳида ўрин тутди. Муסיқий-иждодий жараён “Китоб ул-мусиқа алкабир” (“Мусиқа ҳақида катта китоб”), “Калом фи-л мусиқий” (“Мусиқа ҳақида ўйлар”), фундаментал тадқиқот “Китоб фи ихсо ал-улум ва ат-таъриф” (“Илмларнинг келиб чиқиши ва таснифи”) асарларида бош муаммо сифатида ўрганилган.

Форобий музикани уч турга ажратади: лаззат етказадиган, ҳис-ҳаяжон ифодаловчи ва тасаввур уйғотувчи. Айни пайтда Форобий “уч хусусиятнинг барчасига эга бўлган мусиқа, шубҳасиз, нисбатан етук бўлади. Бундай мусиқа фақат вокал бўлиши мумкин”, деган эди.

Интервалларнинг жойлашиши, ҳар бир оҳангнинг ўзига хос жаранги билан ажралиб туради. Бири соф мажор, иккинчиси соф минор, учинчиси “минорга яқинлашгандек”, аммо яна бир куй борки, унда мажор ва минор ажратиб бўлмайди. Назаримда, Алишер Навоийнинг беш достони худди ана шундай жаранглайди” [9.–С.284]. Машҳур мусиқашунос олим фаразлари, сўзсиз, асоссиз эмас, зеро, буюк шоирнинг поэтик меросидаги мусиқийлик, унинг мусиқий ижод моҳияти ҳақидаги тушунчалари ўз давридаги мусиқа чолғулари ва мусиқа амалиёти ҳақидаги эслатмалар доирасидан жуда узоқларга чиқиб кетган.

Алишер Навоий мусиқий ижодга чуқур илмий-бадий тавсиф беради. Халқ ҳамда оғзаки профессионал ижод муаммолари шоирни, айниқса, умрининг сўнгги пайтларида кўпроқ қизиқтирган. Бу борада “Мажолис ун-нафоис” (1491й), “Мезон ул-авзон” (1402 йилдан сўнг), “Ҳолати Паҳлавон Муҳаммад” (1493 йилдан сўнг), “Маҳбуб ул-қулуб” (1500-1501) ва бошқа фундаментал асарларда маълумотлар мавжуд. Шарқ фанининг буюк икки арбоби: Форобий ва Ибн Сино каби Алишер Навоий ҳам музикани чолғу ва ашулага бўлади, табиийки, бунда устунликни кейингисига беради, зеро, у сўз ва мусиқий фикрни синтезлаштирган ҳолда, янада таъсирлироқ кучга эга бўлади. Мусиқа назарияси ва тарихидан, бастакорлар санъатидан яхши хабардор бўлган ҳамда ўзининг вокал (нақши) чолғу ва (пешравлар) асарларини яратган.

Алишер Навоий ўз поэтик иждодида мусиқий ижод таъсирини сезмаслиги мумкин эмас эди. Мусиқий ижоднинг нисбатан мураккаб муаммоларини ҳал қилишга уринган йирик олимлардан яна бири Мавлоно Нажмиддин Кавкаби Бухорий (1532 йилда ўлдирилган) эди. Кўп қиррали истеъдод эгаси сифатида у шоир ва олим, созанда, ижрочи ва бастакор бўлиб танилди. Фаннинг кўп тармоқларини қамраб олган илмий ишлари орасида унинг мусиқа назарияси, ритмика ва қофияга оид тадқиқотлари ҳам мавжуд. Айниқса, унинг Бухоро мақомлари асосида мусиқа ва сўз уйғунлиги ҳақидаги тадқиқоти алоҳида аҳамиятга эгадир. Бу кўп йиллик илмий изланишлар натижада унинг “Мусиқа ҳақида рисола”,

“Куйларининг турлари” [10.–С.63] сингари асарлари яратилди. Ўрта асрлардаги мусикий рисолаларда мусикий ритм икки қисмга, яъни чолғу ҳамда ашулага бўлиб ўрганилган бўлиб, унинг таълимоти шеърят олами билан узвий боғланган ҳолда олиб борилган.

Ёшларимизнинг маънавияти қанчалар етук, ҳар томонлама гўзал бўлса, келажаги буюк юртимиз ҳам кўркам ва ўзга мамлакатлар олдида ўз таровати, санъати билан шу қадар ҳурмат-эътиборга эга бўлади. Ўтган давр мобайнида Шарқ мутафаккирлари томонидан илгари сурилган қарашлар, ғоялар нафақат ёшларнинг онги ва қалбига маънавий озуқа беради, балки, уларнинг маънавий-ахлоқий оламини тарбиялайди, миллий ва умуминсоний қадриятларга бўлган қизиқишларини оширади.

Шунингдек, Шарқ мутафаккирларининг ижодий фаолиятидаги таълим-тарбияга оид ёндашувларни, қарашларни ёш авлоднинг онгига сингдириш усуллари ва воситаларини билиш ҳамда тўғри фойдаланиш зарур. Шунда биз мақсадимизга еришамиз ва бой меъросимиздан унумли фойдалана оламиз.

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ТАЪЛИМ-ТАРБИЯ ЖАРАЁНИДА ЁШЛАРНИНГ ДЕМОКРАТИК ҚАДРИЯТЛАР ТИЗИМИГА АКСИОЛОГИК МУНОСАБАТИНИ РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ

Аннотация: Ушбу мақолада таълим-тарбия жараёнида ёшларнинг демократик қадриятлар тизимиغا аксиологик муносабатини ривожлантириш истиқболлари ҳақида маълумотлар берилган.

Калит сўзлар: таълим-тарбия, демократик қадриятлар, аксиологик муносабат, фуқаролик жамияти, маҳалла институти, умуминсоний қадриятлар.

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PROSPECTS FOR THE FORMATION OF THE AXIOLOGICAL ATTITUDE OF YOUNG PEOPLE TO THE SYSTEM OF DEMOCRATIC VALUES IN THE EDUCATIONAL PROCESS

Annotation: This article provides information on the sociological nature of the development of the axiological attitude of young people to the system of democratic norms in the educational system.

Keywords: education, democratic values, axiological attitudes, civil society, the institution of the neighborhood, universal values.

Жамиятимиз ривожининг ҳозирги босқичида ёшларнинг демократик жараёнларга аксиологик муносабати уларнинг ўз актив ҳаётий позициясини онгли ва ижодий равишда амалга оширишидан иборатдир. Бундай позиция- юртимизда озод ва обод Ватан, эркин ва фаровон ҳаёт қуриши сиёсатининг моҳиятини билишни, ижтимоий ҳодисаларга теран муносабатни, жамият тараққиётининг устувор вазифаларини чуқур ўрганишни, яъни назария билан амалиётни моҳирона қўшиб олиб боришни, меҳнатга фаол муносабатни, юксак эътиқод ва ахлоқий фазилатларни намоён этишни англатади. Мамлакат ҳаётини такомиллаштиришда, соғлом турмуш тарзини қарор топтиришда, инсон омилини фаоллаштиришда олий ўқув юртлари олдида ниҳоятда катта ва масъулиятли вазифалар қўйилган.

Олий ўқув юртлари иқтисодий, социал ва маънавий тараққиётимизга катта таъсир кўрсатади. Энг муҳими талаба-ёшларда янгича дунёқарашни, юксак маънавиятни шакллантириш, уларни Ватанга садоқат, сиёсий ҳушёрлик, бузғунчи ғояларга мурасасизлик руҳида тарбиялашда ижтимоий фанларнинг роли беқиёсдир. Жамиятнинг ижтимоий гуруҳи бўлган талаба ёшлар фаоллиги жамиятимиз аъзоларига хос фаолликнинг ҳамма хусусиятларини ўзида акс эттиради.

Ёшларнинг демократик жараёнларга аксиологик муносабати, аввало, миллий қадриятлар таъсирида шаклланади. Зеро, оила, мактаб, маҳалла бу жараённинг тамал тошини қўяди. Бу эса улар фаоллигини ошириш, талаба ёшларда миллий қадриятларга содиқлик туйғусини тарбиялашга хизмат қилади.

Таълим-тарбия жараёнида ёшларнинг демократик қадриятлар тизимида аксиологик муносабатини ривожлантиришга йўналтирилган ўқув-тарбия жараёни самарадорлигини таъминлаш учун қатор чоратadbирларни амалга ошириш мақсадга мувофиқдир. Фуқаролик жамияти ўзига хос модел бўлиб, унинг асосини фуқаролик позициясига эга бўлган шахс ташкил этади. Шунинг учун ҳам бундай субъектлар бир томондан ушбу жамиятга нисбатан юқори даражадаги шахсий мустақилликка эга бўлиши лозим.

Барча даврларда талаба-ёшлар жамият аъзоларининг интеллектуал жиҳатдан ривожланган, тараққийпарвар, ижодкор, илғор қисми ҳисобланган. Ижтимоий, сиёсий мустақиллик ва жамият ривожланишида маънавий-ахлоқий тарбияга оид муайян билим, кўникмаларни шакллантиришда, юқори малакали мутахассисларни тайёрлаш ҳар доим алоҳида аҳамиятга эга бўлган. Бундай ёндашув Ўзбекистон Республикасининг «Таълим тўғрисида»ги Қонуни ҳамда “Кадрлар тайёрлаш миллий дастури”да ҳам ўз ифодасини топган. Шундан келиб чиққан ҳолда, бугунги кунда таълим тушунчаси остида ўқув-тарбия жараёни тушунилади. Бу тизимда ўқувчи ҳамда талаба-ёшларнинг маънавий-ахлоқий тарбиясига истикболли йўналиш сифатида қаралмоқда.

Таълим-тарбия жараёнида ёшларнинг демократик қадриятлар тизимига аксиологик муносабатини ривожлантириш, уларда юксак маънавиятлилик, ҳуқуқий меъёрлар ва қонунларга ҳурмат туйғусини шакллантириш ушбу жараённинг асосий вазифаларидан ҳисобланади.

Бугунги кунда инновацион педагогик технологияларнинг назарий асосларини ўрганиш ва уларни амалиётга тадбиқ этиш зарурати шунинг учун асосий муаммо бўлиб қолмоқдаки, анъанавий ўқитиш тизимлари ўз фаоллигини биров йўқотди, куруқ сўзлар ёрдамида ўқитиш яхши натижа бермай қолди. Педагогикада инновация, инновацион фаолият, инновацион педагогика, таълимда инновацион жараёнларни бошқариш каби тушунчалар XX асрнинг 60-йилларида дастлаб АҚШ ва Ғарбий Европа мамлакатларида «таълим технологияси» тушунчаси эътироф этилган вақтда пайдо бўлди. Бу тушунчаларнинг пайдо бўлиши ва инновацион таълим назариясининг яратилиши тўғрисида маълумот берувчи манбалар таҳлили шуни кўрсатадики, бу тушунчалар таълим тизимига янгиликларни, педагогик технологияларни киритиш орқали талаба-ёшларнинг креатив қобилиятларини шакллантириш, таълим самарадорлигини ошириш, шахс ижтимоийлашувини таъминлаш, бу борада муайян муваффақиятларга эришиш учун таълим жараёнида ўқувчи-талабага дўстона муносабатларни шакллантиришга уриниш натижасида вужудга келди.

Педагогик инновацияларнинг мазмуни, уни қўллаш методларини бўлажак ўқитувчилар тажрибасига сингдириш муҳим аҳамиятга эга. Таълим муассасаси ҳаётига педагогик инновацияларни кенг қўламда олиб кириш учун унда янгилик муҳитини яратиш, муайян ахлоқий-психологик ҳолатни шакллантириш, ташкилий, методик, психологик характердаги чора-тадбирларни қўллаш талаб этилади. Шу мақсадда бўлажак ўқитувчиларнинг креатив функцияларини ривожлантириш, уларни педагогик инновациялар билан изчил қуроллантириб бориш, инновацион усулларни таҳлил ва татбиқ қилишга ўргатиш вазифасини қўйиш лозим.

Олий таълим муассасасида инновацион муҳитни вужудга келтирмаслик бўлажак ўқитувчиларни тайёрлаш сифатига ҳам кескин таъсир кўрсатади. Бу эса, ўз навбатида, улардаги ижодкорлик, яратувчиликнинг ривожланмаслигига, сўниб боришига сабаб бўлади. Ёш ўқитувчиларнинг инновацияларни изчил ўзлаштирганликлари сабабли педагогик жамоадаги қулай муҳитда фаолият кўрсатаётган ўқитувчилар орасидаги карама-қаршиликлар даражаси пасайиб, касбий фаолиятдаги эски қолиплар бартараф этилади. Таълим муассасасидаги инновацион муҳитда ўқитувчининг янгиликка бўлган муносабати яққол намоён бўлади.

Ўзбекистонда муаллифлар томонидан олиб борилган тадқиқотлар шуни кўрсатадики, эркин, маърифатли ва демократик давлат фуқоролари қуйидаги ижтимоий сифатларга эга бўлиши керак:

– Ақлли- мустақил фикр юрита оладиган;

- Одобли- миллатимиз тўплаган барча фазилатларга эга;
- Меҳнатсевар- меҳнат кишининг ижтимоий эҳтиёжига айланганлиги;
- Билимли - диний, дунёвий ва фазовий билимларни кўп ва чуқур эгаллаб олиб, уларни ҳаётда қўллай олиши;
- Соғлом - жисмоний, рухий ва ижтимоий саломат;
- Миллий ғурурга эга - аجدодларимизнинг моддий ва маънавий меросини эгаллаб, улар билан фахрланувчи ва уларни бойитишга ҳисса қўшувчи;
- Ватанпарвар - Ватан учун, ҳалқ учун фидокорона меҳнат қилувчи, уларни муҳофаза қила оловчи ва зарур бўлса улар учун жонини қурбон қилувчи;
- Инсонпарвар - инсон зотиға фақат яхшиликлар уловчи ва улар учун эзгу ишлар қилувчи;
- Жасур ва шижоатли - ҳар бир ишға мардона киришиб, уни шижоат билан охириға етказувчи.

Бу ўнта ижтимоий сифат жамият эҳтиёжларидан келиб чиққан давлат буюртмаси бўлиб, таълим соҳасида фаолият кўрсатаётган ҳар бир инсон улардан умумий методологик асос сифатида фойдаланиши керак. Бу умумсоҳавий методологиянинг биринчи қисми ҳисобланади.

Талаба-ёшларда шакллантирилган мазкур сифатлар Ўзбекистон жамиятидаги сиёсий, иқтисодий ҳолат ҳақидаги турли-туман нуқтаи назарларни бир-бири билан яқинлаштиради. Бунинг натижасида талаба-ёшлар жамият тараққиётига муносиб ҳисса қўшиш имкониятига эга бўладилар. Ўзбекистонда фуқаролик жамияти қуриш жараёнида шахс, давлат ва жамиятнинг сиёсиймиллий хавфсизлигини таъминлаш муҳим аҳамиятга эга. Бунда Ўзбекистон давлатининг миллий барқарорлигини таъминлаш вазифаси устувор ўрин эгаллайди.

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КОРРОЗИЯ И ЕЕ ПОСЛЕДСТВИЯ В ОБЩЕМ ИЗНОСЕ ДЛЯ СЕЛЬХОЗТЕХНИКИ

Аннотация: В последние годы сельское хозяйство Узбекистана делает ставку на полную механизацию посевных, культивационных и уборочных работ. Приобретается дорогая импортная техника. А как эта техника используется, как хранится, сколько лет будет служить дехканам? Раньше практиковалась списание техники через 6-7 лет пребывания в хозяйстве. В настоящее время за этот срок технике себя не окупить. Одна из причин подверженность техники коррозии.

В данной статье рассматриваются причины и последствия коррозии, предлагается способы продления срока их службы.

Ключевые слова: коррозия, техника, цепная передача, сохраняемость, ингибитор коррозии, смазки, износ.

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CORROSION AND ITS CONSEQUENCES IN GENERAL WEAR FOR AGRICULTURAL MACHINERY

Annotation: In recent years, the agriculture of Uzbekistan has relied on the complete mechanization of sowing, cultivation and harvesting operations.

Expensive imported equipment is purchased. And how is this technique used, how is it stored, how many years will it serve the farmers? Previously, it was practiced to write off equipment after 6-7 years of being on the farm. At the present time, the equipment cannot pay for itself during this period. One of the reasons is the susceptibility of technology to corrosion. This article discusses the causes and consequences of corrosion, suggests ways to extend their service life.

Key words: corrosion, technology, chain transmission, preservation, corrosion inhibitor, lubricants, wear.

Сельскохозяйственное производство занимает основное место в экономике Центральноазиатского региона. Несмотря на преобладающую роль хлопководства, в последние годы в регионе интенсивными темпами развивается также овощеводство, зерноводство, садоводство и переработка выращенной сельхозпродукции.

Например, в Узбекистане образованы множество специализированных сельскохозяйственных кластеров, где каждый вид выращиваемой культуры перерабатывается до конечной продукции.

Сельскохозяйственная техника подвержена коррозии во всех климатических условиях, в том числе в условиях жаркой климатической зоны Центральной Азии. Большие перепады температуры в течение суток, часто наблюдаемое в Узбекистане, способствует образованию застойных зон влажного воздуха в скрытых полостях и зазорах между деталями, которые провоцируют начало коррозионных процессов.

Усиливает коррозию содержащиеся в воздухе агрессивные частицы пыли, минеральных удобрений и солей, попадающие в эти полости воздухом. Образовавшийся слой ржавчины, при первых запусках техники в 1,5-2,0 раза усиливает темп общего износа.

Самостоятельность этих кластеров привело к тому, что на этих кластерах сосредоточены основные виды техники и технологического оборудования. Специализированность большинства видов техники приводит к сезонностью их эксплуатации и длительным межсезонным простоям.

Нами было изучено состояние техники визуально, с выездом на сельхоз кластеры, анкетировано специалистов по эксплуатации и хранению техники, снимали узлы и смазывали разными составами, в том числе, вновь разработанными.

Лабораторные исследования, проводили в соответствии ГОСТ 9054 (защитные свойства) и ГОСТ 9490 (противоизносные свойства)

Государственные стандарты на хранение техники требуют кратковременную и длительную консервацию, однако из-за технологических сложностей и отсутствием необходимых материалов они не соблюдаются. Нами изучены выполнения требований ГОСТ 7751-2009 "Техника, используемая в сельском хозяйстве. Правила хранения".

С составных частей уборочных комбайнов не удалены грязи и остатки растений, ножи режущих аппаратов не сняты с мест, техника хранится на открытых площадках без какой-либо антикоррозионной обработки. Такое же положение у почвообрабатывающих, посевных и др. машин. Почти у всей техники сильно проржавели цепные передачи, стальные тросы, ножи и отвалы плугов.

Опрос работников сельхозпредприятий показал их недостаточную осведомленность о процессах консервации и защитных материалов. Большинство механиков хозяйств считают, что товарные масла и смазки могут защищать механизмы от коррозии, а некоторые считают полезным использование для наружной консервации отработанных нефтепродуктов.

Однако исследованиями установлено, что штатные или постоянно применяемые рабочие нефтепродукты и технические жидкости не обладают достаточными защитными свойствами, а после некоторого периода их использования они фактически не могут тормозить начавшийся коррозионные процессы.

В этом наглядно можно убедиться на примере цепных передач, которые широко применяются практически во всех сельхозмашинах и технологических оборудовании. Смазка втулочно-роликового узла возможно только жидкими маслами. Наружные открытые цепные передачи не имеют такую возможность. Для их смазки чаще всего используют традиционные марки смазок, такие как солидол и литол. При этом внутренние поверхности втулок и роликов остаются без смазки, эти смазки не могут проникать в зазоры.

На рис.1. представлен примерное соотношение марок смазочных материалов применяемых для открытых цепных передач сельскохозяйственной техники.

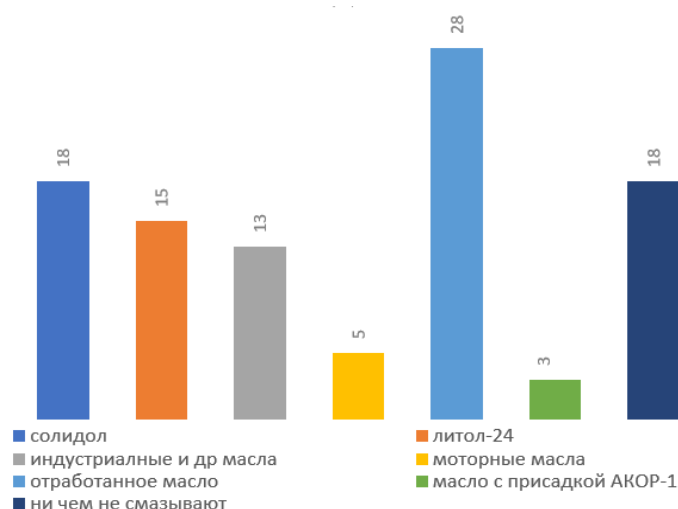


Рис.2. Доля смазочных материалов, применяемых для открытых цепных передач (результаты опроса в %)

По результатам опроса (рис.2) нами были отобраны шесть марок смазочных материалов и они подвергались лабораторным исследованиям. Оценивали не только защитные свойства, но и основные эксплуатационные показатели: противоизносные свойства, коллоидная стабильность, температура каплепадения, водовытесняющие свойства согласно ГОСТам и общепринятым и методами (таблица 1).

Таблица 1.

Результаты исследования основных показателей смазочных материалов

Показатели смазочных материалов 5% в масла И-20	Солидол (обр.1)	Литол-24 (обр.2)	Свежие моторные масла (обр.3)	И-20 (обр.4)	Отработанные масла (обр.5)	Рабочее-консервационная смазка (обр.6)
Защитные свойства (ГОСТ 9054):% поверхности пораженной коррозией, сталь 10						
В термовлагокамере Г-4, 600 час	26	6	40	66	30	4
При погружении морскую воду 300 час	24	10	4	28	75	3
Водовытеснение.(5%, в масле И-20А) диаметр круга освобожденного от воды, мм через 5 мин.	6	22	10	8	18	80
Проникающая способность в микро за-зоре , мм за 24 часа	4	12	16	10	15	40
Пропытывающая способность (окись железа), мм	3	5	12	12	14	20
Противоизносные свойства на четырехшариковой машина трения (ГОСТ 9490-75), диаметр пятна износа, мм	0,9	0,52	0,4	0,98	0,8	0,5
Для шаров предварительно подверженных коррозии, диаметр пятна износа	1,42	0,71	0,62	1,24	1,7	0,75

Известно, что общий износ любого механизма складывается как сумма отдельных видов износа.

Нами были изучены состояние цепей оставшийся на технике в период хранения и аналогичных новых цепей. За 3 часа проработки удлинения 10 – звеньев старых цепей превысил показатели износа новых цепей в 2,2 раза. Это подтверждает наши предположение о роли коррозии,

и объясняет причину ежегодной покупки огромного количества цепей в качестве запчастей.

Одним из наиболее доступных способов защиты от коррозионно-механического износа таких узлов является применение рабоче-консервационных смазочных материалов, защищающие поверхности от коррозии и последующего ускоренного механического износа.

Это обеспечивается за счет обоснованно подобранным компонентам смазочного материала, которые благодаря разностей энергии взаимодействия, вытесняют с поверхности влагу, образуя на ее месте прочные, тонкие хемосорбционные и адсорбционные слои.

Такие материалы должны обладать наряду с защитными, антифрикционными свойствами, устойчивостью к воздействию атмосферных осадков, солнечной радиации и высоких температур.

Для предотвращения коррозии металлов используют антикоррозийные присадки, главным образом содержащие органические соединения. В их молекулы входят сера, фосфор или оба этих элемента. Они способны образовывать на поверхности металла защитные пленки, защищая различные детали от коррозии.

Широкое использование в борьбе с коррозионно-механическим износом, в том числе с фреттинг-коррозией, смазочных материалов с кальциевой солью сульфоалкенилтарной кислоты объясняется их хорошими смазывающими свойствами.

Таким образом, для создания рабоче-консервационных смазочных материалов могут быть использованы только те маслорастворимые ингибиторы коррозии, которые не ухудшают их остальные эксплуатационные свойства.

С целью создания рабоче – консервационных материалов в качестве ингибитора коррозии выбран кальциевую соль сульфоалкенилтарной кислоты и добавляли его в количестве 5%. Нами были изучены износ деталей подверженные предварительной коррозии. Результаты испытания на четырех шариковой машине трения показали, что предварительно подверженных коррозии детали изнашивались в 1,5-1,8 раза больше. Этому способствовало по- видимому, снижение усталостной прочности поверхности металла из – за коррозионных поражений, а также воздействие частиц ржавчины как абразивный элемент между трущимися деталями.

Композиция таких ингибиторов способствует проникновению в микроразоры, вытеснению влаги с поверхности металла, образованию на поверхности хемосорбционных и адсорбционных слоев, прочно защищающие металл от коррозии. Применение рабоче – консервационных материалов, продлевает срок службы техники, сокращает трудоемкости консервационных работ, позволяет экономит

значительные средства и как следствие снижает себестоимость любого вида производимой продукции.

Испытанный новый маслорастворимый ингибитор сульфатного типа значительно усилило не только защитные свойства масла, но благодаря её поверхностной активности снизил темпы износа в 1,5-2,0 раза.

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ИССЛЕДОВАНИЯ ПРИЧИНЫ ЗАГРЯНЕНИЯ СМАЗОЧНЫХ МАТЕРИАЛОВ ПРИМЕНЯЕМЫХ В ДВИГАТЕЛЯХ ТРАНСПОРТНЫХ СРЕДСТВ

Аннотация: Работающее масло непрерывно изменяется под воздействием высокой температуры, окисляющей среды, внешних загрязнений, катализаторов (продуктов износа металлических поверхностей) и других факторов. В статье рассмотрено причины загрязнения смазочных материалов применяемых в двигателях транспортных средств. Исследования загрязненности смазочных масел при эксплуатации транспортных средств в условиях жаркого климата и высокой запыленности воздуха показывают, что смазочные материалы интенсивно загрязняются механическими примесями, водой, топливом и продуктами органического происхождения, что приводит к преждевременному старению масла.

В процессе эксплуатации, в жаркое время, особенно в условиях высокой запыленности воздуха и дорог необходимо следить за изменением вязкости масла. Нами было проведено анализ моторных масел М-10В2 и присадки алкилсалицилат кальция.

Исследования показывают что, добавление присадки уменьшают процесс износа поршневых колец на 3-4%, также увеличение коэффициента полезного действия на 1%, которое приводит к увеличению мощности двигателя примерно на 4%.

Ключевые слова: окисление, загрязнение, моторные масла, присадки, механические примеси, старение масла, вязкость.

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RESEARCH OF THE CAUSE OF CONTAMINATION OF
LUBRICANTS USED IN ENGINES VEHICLE

Annotation: Operating oil is constantly changing under the influence of high temperature, oxidizing environment, external contamination, catalysts (wear products of metal surfaces) and other factors. The article discusses the causes of contamination of lubricants used in vehicle engines. Studies of the contamination of lubricating oils during operation of vehicles in hot climates and high dusty air show that lubricants are intensively contaminated with mechanical impurities, water, fuel and organic products, which leads to premature aging of the oil.

During operation, in hot weather, especially in conditions of high dustiness of the air and roads, it is necessary to monitor the change in oil viscosity. We analyzed M-10B2 motor oils and calcium alkyl salicinate additives.

Studies show that the addition of an additive reduces the process of piston ring wear by 3-4%, as well as an increase in efficiency by 1%, which leads to an increase in engine power by about 4%.

Key words: oxidation, pollution, engine oils, additives, mechanical impurities, oil aging, viscosity.

В транспортных средствах насчитывается огромное число сопряженных деталей в узлах, системах и механизмах, которые при работе совершают скоростные вращательные и возвратно-поступательные движения или сочетают их сложную сопряженную совокупность. Удельные нагрузки на детали достигают максимальных показателей, что естественно ведет к их износам, а в комплексе к износу всего транспортного средства.

Работающее масло непрерывно изменяется под воздействием высокой температуры, окисляющей среды, внешних загрязнений, катализаторов (продуктов износа металлических поверхностей) и других факторов.

Исследования загрязненности смазочных масел при эксплуатации транспортных средств в условиях жаркого климата и высокой запыленности воздуха показывают, что смазочные материалы интенсивно загрязняются механическими примесями, водой, топливом и продуктами органического происхождения, что приводит к преждевременному старению масла.

В процессе работы узлы и детали двигателей загрязняются различными отложениями. Процесс образования отложений связан с термо-окислительными превращениями продуктов неполного сгорания топлива и компонентов масла. Эти превращения протекают как в объеме

масла, так и в его тонком слое на нагретой металлической поверхности. Главной причиной, ведущей к образованию высокотемпературных отложений в двигателях, являются окислительные процессы, протекающие в объеме масла и на металлической поверхности. Такие отложения отрицательно влияют на надежность, экономичность и долговечность работы двигателя и в свою очередь может вызвать:

- закоксовывание поршневых колец, их пригорание и полную потерю подвижности (заклинивание в канавках поршня)
- повышение температуры из-за ухудшения теплоотвода
- заклинивание клапанов в направляющих втулках
- прогар клапанов
- уменьшение проходного сечения впускного и выпускного трактов
- загрязнение стенок маслоприемников насосов, фильтров и масляных каналов системы смазки, дренажных отверстий в маслоотъемных кольцах и поршне
- повышение вязкости масла и коррозионный износ деталей цилиндропоршневой группы
- повышенную коррозию подшипниковых сплавов и железосодержащих деталей
- абразивное изнашивание деталей твердыми частицами загрязняющих примесей.

Стойкость масла против окисления кислородом воздуха является одним из важнейших факторов, определяющих поведение масла в узлах трения во время эксплуатации.

Окисление приводит к образованию лаковых и углистых отложений (особенно на горячих поверхностях, таких как поршень и поршневые кольца), низкотемпературных отложений — шламов, к коррозии и разрушению металлов, например, вкладышей подшипников образующимися кислыми продуктами. И хотя в покое масло на нагретых деталях находится значительно меньше времени, чем в потоке, окисление масла в статических условиях в ряде случаев оказывает существенное влияние на лакообразование в двигателе. Отложение лака вызывает пригорание поршневых колец и перегрев деталей, на которых образовались эти отложения. Все это приводит к уменьшению мощности двигателя, быстрейшему его износу и увеличивает расход масла.

Не представляется возможным детально изучить и проследить всё многообразие и многостадийные превращения всех составных частей исходного масла. Поэтому обычно всю совокупность процессов старения дизельных масел, работающих в смазочных системах дизелей, условно делят на несколько основных интегрально оцениваемых процессов. К ним относятся:

- окисление;
- испарение;

- термическое или термоокислительное разложение углеводородов, составляющих основу масла;
- загрязнение продуктами сгорания топлива и масла, пылью, продуктами износа;
- расход присадок или истощение их действия вследствие нейтрализации неорганических кислот, термического разложения, уноса из работающего масла в отложения на масляных фильтрах, химических реакций взаимодействия с продуктами окисления масла и топлива и т.п.;
- обводнение масла в результате конденсации воды и газов, прорывающихся в картер, или нарушения герметичности системы охлаждения;
- разжижение масла топливом из-за неисправностей топливного насоса высокого давления, форсунок, нарушения герметичности системы подвода топлива или длительной работы на режиме холостого хода.

Результаты спектрального анализа (элементного состава) активных элементов и загрязнений представлен в таблице.

**Элементный состав загрязнений смазочных материалов
при работе двигателя**

Наименование элемента	В отработанном масле, %	В очищенном масле, %
Железо (Fe)	0,07	0,0006
Свинец (Pb)	0,077	0,00021
Хром (Cr)	0,001	0,00001
Медь (Cu)	0,002	0,00019
Магний (Mg)	0,0025	0,0003
Алюминий (Al)	0,022	0,0001
Кремний (Si)	0,06	0,0004

Анализы показывают, что в отработанном масле в основном содержатся продукты износа, атмосферная пыль и продукты отработавшихся присадок в виде железа (Fe), цинка (Zn), свинца (Pb), хрома (Cr), магния (Mg), меди (Cu), кальция (Ca) и бария (Ba). Из таблицы видно, что активные элементы в отработанном масле почти на 40 – 45% меньше нормы.

Для обеспечения минимального износа деталей лучше использовать масла большей вязкости. Однако такое увеличение вязкости особенно для двигателей, не прогретых до рабочей температуры, вызывает пусковой износ, и ухудшение топливно-экономических показателей.

Переход на применение маловязких масел прежде всего, вызвано тем, что при изготовлении современных двигателей используется нанотехнологии, отклонение размеров деталей незначительно и соответственно зазоры между трущимися деталями минимальные. Более вязкие, в том числе средневязкие масла в пусковой период не могут

проникать во все зазоры и в результате этого в течение в несколько секунд происходит сухое трение и максимальный износ. В процессе эксплуатации, в жаркое время, особенно в условиях высокой запыленности воздуха и дорог необходимо следить за изменением вязкости масла. Исследования проведенными нами, а также ряды авторов, показало относительно быстрого загущения масел в летний период т.е. именно в жаркие и сухие дни, когда запыленность воздуха вблизи дорог увеличивается в несколько раз.

Нами было проведено анализ моторных масел М-10В₂ и присадки алкилсалицилат кальция. После введения в масло такой концентрации присадки нами наблюдалось за её растворением.

Определив растворение присадок в моторное масло и присадку алкилсалицилат кальция нами было определено изменение вязкости моторного масла для различной концентрации присадок (рис.1).



Рис 1. Изменение вязкости моторного масла для различной концентрации присадок

По результатам лабораторных исследований предлагаем добавление присадки в моторное масло 9%, что дал положительный результат: повысилось щелочное число до 6; а температура вспышки поднялась до 224⁰С. Повышение концентрации в дальнейшем приводит к увеличению вязкости (Рис.1). Исследования показывают что, добавление присадки уменьшают процесс износа поршневых колец на 3-4%, также увеличение коэффициента полезного действия на 1%, которое приводит к увеличению мощности двигателя примерно на 4%.

В дальнейшем эти масла могут быть допущены на следующий этап – к эксплуатационным испытаниям на специальной технике.

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ФАКТОРЫ, ВЛИЯЮЩИЕ НА ИЗМЕНЕНИЯ СВОЙСТВ ЖИДКОСТЕЙ В ПРОЦЕССЕ РАБОТЫ АВТОМОБИЛЬНЫХ АМОРТИЗАТОРОВ

Аннотация: Главной причиной, ведущей к образованию отложения амортизаторных жидкостей являются окислительные процессы, протекающие в объеме жидкости и на металлической поверхности. Эти отложения отрицательно влияют на надежность, экономичность и долговечность работы амортизатора.

Целью данной работы является изучение изменения эксплуатационных свойств амортизаторных жидкостей и влияние их на работу. Качество амортизаторных жидкостей значительно влияет на надежность работы амортизатора. Согласно исследованиям 70% отказов систем возникает из-за состояния жидкостей. Из них: 40% имеют непосредственное отношение к эксплуатационным качествам жидкостей, 60% связаны с чистотой.

Ключевые слова: амортизаторные жидкости, эксплуатационные свойства, надежность, амортизаторы, окислительные процессы, вязкость.

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FACTORS INFLUENCING CHANGES IN PROPERTIES OF LIQUIDS DURING THE OPERATION OF AUTOMOTIVE SHOCK ABSORBERS

Annotation: The main reason leading to the formation of deposits of shock-absorbing fluids is oxidation processes occurring in the volume of the fluid and on the metal surface. These deposits negatively affect the reliability, efficiency and durability of the shock absorber.

The purpose of this work is to study changes in the operational properties of shock absorber fluids and their effect on operation. The quality of shock absorber fluids significantly affects the reliability of the shock absorber. According to research, 70% of system failures are due to the state of fluids. Of these: 40% are directly related to the performance of fluids, 60% are related to purity.

Key words: shock absorber fluids, operational properties, reliability, shock absorbers, oxidation processes, viscosity.

В настоящее время автомобильный парк страны с каждым годом увеличивается. Автомобильными заводами республики выпускаются самые современные автомобили, для эксплуатации которых необходимы соответственно высококачественные масла.

Развитие автомобильной промышленности ставило задачи перед различными областями промышленности, а также науки и техники, без продукции которых немислима работа любого автомобиля.

Эффективность и надежность эксплуатации техники различного назначения зависит не только от ее конструктивных и технологических особенностей, но и в значительной степени от того, насколько правильно подобраны специальные смазочные материалы.

Амортизаторы, установленные на автомобилях, предназначены для гашения колебаний кузова на упругих элементах подвески, они делают ход автомобиля плавным даже при движении по бездорожью. Амортизаторные жидкости являются рабочей средой в гидравлических амортизаторах рычажно-кулачкового и телескопического типа, а также в телескопических стойках.

Основным показателем амортизаторных жидкостей является кинематическая вязкость при положительных и отрицательных температурах. Так, при температуре минус 20⁰С вязкость не должна превышать 800 мм²/с. При более высокой вязкости работа амортизатора резко ухудшается и происходит блокировка подвески.

Качество амортизаторных жидкостей значительно влияет на надежность работы амортизатора. Согласно исследованиям 70% отказов систем возникает из-за состояния жидкостей. Из них: 40% имеют непосредственное отношение к эксплуатационным качествам жидкостей, 60% связаны с чистотой.

В процессе эксплуатации в амортизаторах жидкость нагревается и интенсивно перемешивается с воздухом. Основные условия работы амортизаторов характеризуется: широким колебанием температуры

окружающего воздуха, передачей больших усилий и воздействием высоких удельных нагрузок в насосах, запыленностью и влажностью окружающего воздуха.

Под воздействием высоких температур, кислородом воздуха и конденсирующейся воды, каталитического действия металлов резко изменяется химический состав жидкости и их эксплуатационные свойства. Это приводит к увеличению вязкости масла и к накоплению в нем продуктов окисления. В жидкости накапливаются низкомолекулярные и высокомолекулярные кислоты, альдегиды, кетоны, фенолы, лактоны. Все это ведет к увеличению затрат энергии на привод.

Амортизаторные жидкости должны обладать хорошими смазывающими свойствами, обеспечивая достаточную износостойкость амортизаторов, не должны быть склонны к пенообразованию, т. к. это снижает энергоемкость амортизаторов и нарушает условия смазывания пар трения.

Также важными характеристиками амортизаторных жидкостей являются стабильность против окисления, механическая стабильность, испаряемость и совместимость с резиновыми уплотнениями.

Для оценки изменения качества работавших амортизаторной жидкости применяют обобщающие коэффициенты, которые рассчитываются на основе показателей их свойств: вязкостно-температурных, противоизносных и противозадирных, кислотному и щелочному числу, содержанию механических примесей и воды, концентрации активных элементов присадок и продуктов износа металлов. Поскольку к настоящему времени накоплено недостаточно данных по изменению основных физико-химических и эксплуатационных показателей качества трансмиссионных масел в процессе их эксплуатации в агрегатах грузовых автомобилей, а также обосновании полученных экспериментальных зависимостей, дальнейшие исследования в этой области приобретают особую актуальность.

Главной причиной, ведущей к образованию отложения амортизаторных жидкостей являются окислительные процессы, протекающие в объеме жидкости и на металлической поверхности. Эти отложения отрицательно влияют на надежность, экономичность и долговечность работы амортизатора.

В гидравлических амортизаторах автомобилей иногда применяют нефтяные дистиллятные масла (веретенное АУ, гидравлическое АУП) и смеси масел турбинного и трансформаторного (1:1). Однако эти масла и масло смеси обладают неудовлетворительными вязкостно-температурными свойствами в области отрицательных температур и недостаточной термо-окислительной стабильностью.

В гидравлических лопастных амортизаторах гусеничных машин в качестве амортизаторных жидкостей часто применяют загущенные

трансмиссионные масла ТСп-10, смеси ТСЗп-8 с М-16В2 (МТ-16П) или М-16В2 (М-16ИХП-3). В качестве амортизаторных жидкостей находят ограниченное применение также спиртоглицериновая смесь 90/10 (90 % глицерина и 10 % спирта) в амортизаторах гусеничных машин и спиртоводоглицериновая жидкость АМ-70/10 (70 % глицерина, 20 % этилового спирта, 10 % воды).

С одной стороны, чем больше вязкость масла при рабочей температуре, тем лучше уплотняются узлы трения, тем более прочную смазочную пленку оно создает. С другой стороны, чем выше вязкость, тем тяжелее провернуть детали в густом масле и тем труднее прокачивать его. Поэтому при прочих равных, чем гуще масло, тем больше потери на трение, тем меньшую мощность развивает двигатель и тем больше он расходует топливо. При низкой вязкости масла и увеличении нагрузки в узле трения может разрушиться масляная пленка, что приведет к росту износа деталей поршне-цилиндровой группы автомобильных амортизаторов.

Использование жидкостей с вязкостью при температуре 100°С равной 1,4 мм²/с вместо 5,1 мм²/с на 6-8 % улучшает динамические характеристики автомобиля, а также способствует экономии топлива. Наибольший КПД амортизаторов обеспечивается при вязкости масла не выше 22 мм²/с при температуре 40°С.

Таким образом, предлагаем использовать амортизаторных жидкостей с вязкостью не выше 22 мм²/с при температуре 40°С.

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ДОСТИЖЕНИЯ В ПРОТИВОДЕЙСТВИИ КОРРУПЦИИ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация: В статье проанализированы многочисленные опасности для коррупции в системе высшего образования в условиях современных процессов глобализации. Установленные законы против коррупции в последние годы в Узбекистане. Государственные меры для борьбы против коррупционных действий в системе высшего образования.

Ключевые слова: коррупция, законы, борьба против коррупции, высшее образование, студенты, электронные государственные услуги.

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ACHIEVEMENTS IN ANTI-CORRUPTION IN HIGHER EDUCATION

Resume: The article analyzes the numerous threats to corruption in the system of higher education in the context of modern processes of globalization. Established laws against corruption in recent years in Uzbekistan. State measures to combat corruption in the higher education system.

Key words: corruption, laws, fight against corruption, higher education, students, electronic government services.

Роль образование в развитии нации и государства очень важна. Любое развитие зависит от уровня знаний людей, потенциала коллектива, достижений ученых. В системе образования формируются потенциальные, опытные кадры, специалисты. В первые годы независимости в системе высшего образования Узбекистана начались реформы. Однако ожидаемые результаты этих реформ не принесли необходимых результатов. Одна из основных причин этого - растущая коррупция в системе.

Современная система высшего образования в Узбекистане сформировалась во времена бывшего Советского Союза и сохраняет свои положительные и отрицательные черты. В результате, в этой системе возникли коррупционные схемы. Самым распространенным и основным объектом коррупции был процесс приема абитуриентов в систему высшего образования. Этому есть ряд причин, во-первых, человеческий фактор, сила субъективных методов воздействия, неэффективность механизма отбора, во-вторых, очень низкий уровень охвата выпускников, то есть ограниченное количество мест. Вступительные экзамены в высшие

учебные заведения проводили его специалисты. Именно эта ситуация привела к росту на данном этапе коррупции, знакомства, взяточничества. Сложившаяся в советское время ситуация негативно сказывалась вплоть до последующих лет.

После обретения независимости на основе формирования современной образовательной структуры в Узбекистане уделялось внимание процессу просвещения нашего народа, прежде всего, научному мировоззрению, новому мышлению, овладению секретами экономической, политической и политической жизни. Осуществление этой работы было обозначено - задачей интеллигенции. С этой целью Правительство республики начало реформы в сфере образования.

Коррупция, как вредитель развития страны, тормозит ее развитие. В последние годы независимости проделана значительная работа по борьбе с коррупцией. Примеры включают изменения в управлении коммунальными предприятиями, реформы в банковском секторе, обращения граждан к правительству и должностным лицам и так далее. Те, кто никогда не видел и не слышал о проблеме обмена части зарплаты по пластиковой карте на наличные, могут подумать, что это «сказка», если вы им об этом расскажете. Без преувеличения можно сказать, что система высшего образования была одной из областей, где были ускорены антикоррупционные реформы.

Одним из ключевых изменений в противодействии коррупции в системе высшего образования стало увеличение квот приема в высшие учебные заведения. Начиная с 2017/2018 учебного года прием выпускников высших учебных заведений постепенно увеличивается с каждым годом.

Увеличение квот на поступление в высшие учебные заведения расширит возможности для самообразования и положительно скажется на сокращении числа желающих получить нелегальное образование и совершать коррупционные действия. Если быть более точным, это повышает уверенность в себе кандидатов, которые колеблются и задаются вопросом, что произойдет.

Еще одно изменение было внесено в 2017 году, чтобы предотвратить коррупцию при приеме в высшие учебные заведения. Одновременно был введен механизм приема абитуриентов, не набравших квоту, путем внесения оплаты по повышенному контракту. В предыдущие годы, из-за неуплаты некоторыми абитуриентами были рекомендованы приёмы на вакантное место на основе последовательности баллов. Это, в свою очередь, создавало коррупционные ситуации со стороны недобросовестных лиц. Теперь есть возможность поступать на дополнительные места в соответствии с определёнными порядками законом.

Одной из основных антикоррупционных мер было положение конца деятельности нелегальных «помощников» абитуриентов в процессе тестирования. Для этого с 2018 года испытания будут проводиться в специально подготовленных больших павильонах, прозрачных залах. Также был введен порядок мониторинга экзаменационного процесса онлайн и на телевидении, усилен общественный контроль. Абитуриенты имели возможность узнать результаты своих тестов за один день.

Раньше хотя некоторые одаренные абитуриенты получили высокие баллы из-за очень высоких баллов при поступлении в востребованные направления обучения, возможность стать студентом часто была ограничена. На практике было внедрено важное нововведение, чтобы повысить шансы хорошо осведомленных и стремящихся абитуриентов стать студентами. С 2019 года абитуриенты имеют право подавать заявки по нескольким направлениям. Это, в свою очередь, создаёт условия для образованных абитуриентов поступить в одно из направлений. В настоящее время каждый абитуриент имеет право выбрать до пяти направлений, специфичных для комплекса предметов по экзамену.

С 2019 года Правительство республики уделяет особое внимание совершенствованию механизмов противодействия коррупции в сфере высшего образования. В соответствии Указом Президента Республики Узбекистан от 27 мая 2019 года «О мерах по дальнейшему совершенствованию системы противодействия коррупции в Республике Узбекистан» с 1 августа 2019 года в качестве эксперимента обозначена задача по организации реализации проекта «Сектор без коррупции» в сфере капитального строительства и образования с привлечением общественности, ведущих экспертов, а также зарубежных экспертов.

Пандемия коронавируса по-разному повлияла на нашу жизнь. Интернет также широко начал использоваться в системе образования как в системе обслуживания и торговли. В государственных образовательных учреждениях также внедрены онлайн занятия и дистанционное обучение. Подача документов тоже переведена полностью на онлайн-форму. Эти изменения, в свою очередь, устранили многие бюрократические препоны и коррупцию. Прекращено излишнее оформление документов и обеспечена прозрачность процесса подачи заявок. Эта реформа создала следующие возможности для населения: во-первых, платформа работает круглосуточно, заявитель может подать заявку в любое время; во-вторых, вам не нужно идти в какое-либо учреждение, чтобы подать заявление, у вас есть возможность подать заявление откуда угодно; в-третьих, не требуется много лишних документов (справка о здоровье, о военной службе, справки о работе и проживании, копии паспортов, фото); в-четвертых, те, кто находится в отдаленных районах, могут не приехать в столицу или региональные центры, могут сдавать тесты на территории по своему выбору.

Независимость Узбекистана позволила ему, в том числе, самостоятельно проводить реформы в системе образования. В нашей стране создано много высших учебных заведений. Все это было сделано благодаря независимости.

Для дальнейшего развития Узбекистана, повышения его авторитета в мировом сообществе, как сказал Президент, для создания основы «третьего ренессанса», мы должны быть нетерпимы к любым формам коррупции в системе высшего образования. Последствия негативного развития образования одинаковы для всех. Недостойный педагог обучает необразованного студента, неквалифицированный врач не может победить болезнь, а здания и сооружения, построенные необразованным архитектором, скоро рухнут. Поэтому мы должны занять активную гражданскую позицию в поддержку реформ, проводимых государством, реализовать их и предупредить окружающих, чтобы они не оставались равнодушными.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ПРОЦЕССА РАЗВИТИЯ ИССЛЕДОВАТЕЛЬСКОГО МЫШЛЕНИЯ МАГИСТРАНТОВ

Аннотация: В статье рассмотрена сущность понятия «исследовательское мышление» и сформулировано его рабочее определение. Особое внимание уделяется выявлению психолого-педагогических основ развития исследовательского мышления будущих учителей, учет которых будет способствовать повышению эффективности рассматриваемого процесса.

Ключевые слова: исследовательское мышление, исследовательская деятельность, учителя, студенты, психолого-педагогические основы.

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PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF THE PROCESS OF DEVELOPMENT OF RESEARCH THINKING OF MASTER'S STUDENTS

Annotation: The article examines the essence of the concept of "research thinking" and formulates its working definition. Particular attention is paid to identifying the psychological and pedagogical foundations for the development of research thinking of future teachers, the account of which will help to increase the effectiveness of the process under consideration.

Key words: Research thinking, research activity, teachers, students, psychological and pedagogical foundations.

В настоящее время опыт исследовательской работы специалистов востребован во многих компаниях, работающих в области технологий, производства и анализа данных. Основным направлением развития общественного труда на современном этапе является его интеллектуализация. Это проявляется в увеличении числа специалистов, занимающихся интеллектуальным трудом, и указывает на

востребованность экспертного исследовательского опыта во многих областях современной жизни. Следовательно, в высшей школе необходимо развивать адаптивное и гибкое исследовательское мышление магистрантов. Такие способности, как нестандартное мышление, делать неожиданные выводы, в будущем могут пригодиться во многих сферах. Формирование высококвалифицированных выпускников вузов с культурой мышления как важнейшей предпосылкой развития исследовательского мышления является одним из стратегических ориентиров модернизации высшего образования. При этом особое внимание следует уделять развитию исследовательского мышления будущих учителей. Формирование высококвалифицированных специалистов с передовым исследовательским мышлением - одно из условий эффективного решения такой актуальной проблемы, как повышение качества образования.

Различные аспекты мышления исследованы и раскрыты в трудах Б.Г. Ананьев, Л. Выгодский, П.Я. Гальперин, В. Давыдов, А. Леонтьев, Ге. Пиаже, С. Рубинштейн, Д. Эльконин и др. Они установили, что мышление осуществляется в таких интеллектуальных операциях, как анализ и синтез, идентификация и различение, абстракция и обобщение и др. Дж. Дьюи (Dewey, 1920) отмечал важность исследовательской составляющей в мышлении. Он заявил, что первая отличительная черта исследовательского мышления состоит в том, что оно исходит из фактов и представляет собой быстрое исследование, охватывающее широкую область наблюдения за реальностью. Он акцентировал внимание на том, что он помогает человеку в исследовании мира и исследовательском решении жизненно важных задач. А.Ф. Ануфриев (Ануфриев, 2015) пишет, что исследовательское мышление направлено на решение теоретических и эмпирических задач, которые помогают получить такие данные, которые не могут быть использованы на практике в ближайшем будущем, но представляют ценность для науки, поскольку открывают перспективы ее дальнейшего изучения. . Исходя из этого, можно сказать, что исследовательское мышление связано с накоплением фактов, перспективных для науки на современном этапе развития общества.

В настоящее время значительно повысились требования к деятельности и личности учителя. Они становятся все более интеллектуальными по своей природе, что требует развития у будущих учителей не только теоретического, но и исследовательского мышления. В этом отношении, что не случайно, К. Мердок (Murdoch, 2014) предлагает определение такого понятия как «учитель-исследователь». «владеющий» навыками мышления высшего порядка ». Она акцентирует внимание на том, что учитель должен мыслить критически (или конвергентно), творчески (или дивергентно), рефлексивно (или метакогнитивно) (Kruse, 2009).

Сформулированные разными учеными определения понятия «исследовательское мышление» позволили выявить следующие признаки, характеризующие его: наличие проблемы и умение сформулировать ее суть; рефлексивные, критические, творческие, логические, теоретические способности мышления; умение и готовность определять новизну и находить противоречие (проблему); умение накапливать информацию; способность к творческой и продуктивной, речевой и другим видам деятельности; умение делать различные предположения (гипотезы), строить доказательства; способность к исследовательской деятельности и др.

Анализ трактовок понятия «исследовательское мышление» и выявление его признаков позволяет сформулировать рабочее определение его автора: «исследовательское мышление - это интегративный процесс, сочетающий в себе черты различных типов мышления и психических процессов (воображение, фантазия) и являющийся характеризуется как культура мышления, ориентированная на решение определенной проблемы или достижение конкретной цели, накопление, синтез знаний и формулирование новых концепций в процессе познавательной деятельности».

Невозможно получить желаемые результаты без активного включения учителя в качестве непосредственного его участника в процесс модернизации системы общего среднего образования. Для того, чтобы учитель активно занимался поиском общих закономерностей, определяющих причинно-следственные связи между различными учебными фактами и явлениями и влияющих на них, необходимо развивать исследовательское мышление. В связи с этим важно рассмотреть психолого-педагогические основы его развития у студентов, будущих учителей. Б.Г. Ананьев (Ананьев, 1974) считает, что период жизни от 17 до 25 лет важен как завершающий этап становления личности и основной этап профессионализации. Высокий уровень развития мышления свидетельствует о высоком потенциале студента, способности человека не только воспринимать и фиксировать информацию, но и активно ее дорабатывать для решения различных задач, что особенно важно навыку в развитии исследовательского мышления.

Согласно теории деятельности, мышление развивается только в процессе осуществления соответствующего вида деятельности. Из. Леонтьева (Леонтьев, 1983) деятельность в ее исходной форме - это чувственная практическая деятельность, в ходе которой люди вступают в непосредственный контакт с объектами мира, находятся под их сопротивлением и воздействуют на них. Таким образом, исследовательское мышление может развиваться только в том случае, если студенты вовлечены в исследовательскую деятельность. А.Н. Леонтьев (Леонтьев, 1975) считает, что как умственная деятельность, так и

практическая деятельность осуществляется посредством практических операций, т. е. Способов выполнения действия, что в последствии называется теоретической деятельностью, связанной с теоретическим мышлением. Теоретическое мышление имеет практически неограниченный потенциал проникновения в реальность. Осуществляется в процессе выделения и анализа основного противоречия изучаемой ситуации или решаемой задачи. Он основан на анализе внутренних характеристик изучаемых явлений. Это позволяет мысленно изменить объект исследования и изучить его в полной мере, раскрывая внутренние характеристики и отношения (Карпенко, Петровский, Ярошевский, 1998). Эти особенности, отражающие сущность теоретического мышления, следует учитывать при организации учебно-воспитательного процесса таким образом, чтобы он удовлетворял потребности студентов в глубоком постижении сущности изучаемых ими процессов и явлений.

Личностные особенности студентов интенсивно формируются в студенческом возрасте. Они способствуют развитию исследовательского мышления, поскольку придают уверенность, уменьшают страх, чтобы он казался странным и необычным, поддерживают интерес к воображению и созданию планов на будущее. Говоря о личностных особенностях студентов, важно учитывать и профессиональные способности, которые, по мнению П.И. Пидкасисты (Пидкасисты, Фридман, Гарунов, 1999) представляют собой совокупность индивидуально-психологических качеств личности человека. Этот набор достаточно стойкий, но изменяющийся под воздействием воспитания и обучения, что обеспечивает успешность обучения определенной трудовой или умственной деятельности, ее выполнение и совершенствование. К ним относятся, например, сила воли, которая играет довольно важную роль в развитии исследовательского мышления. Это связано с тем, что исследовательское мышление развивается в процессе исследовательской деятельности, которая общепризнана как сложная наукоемкая деятельность человека, часто вызывающая интеллектуальные трудности, преодоление которых невозможно без приложения волевых усилий.

Еще одним личностным качеством, значимым для развития исследовательского мышления успешных будущих учителей, является определенность их профессиональных намерений и сознательное участие в рассматриваемом процессе, что выражается в мотивации студентов. Студенты, заинтересованные в развитии исследовательского мышления, обладают такими характеристиками, как чувствительность и эмоциональная реактивность, подвижность нервных процессов, выносливость к непрерывной и интенсивной работе.

Подводя итог, статья - это особый тип культуры мышления, формирующийся в процессе целенаправленной познавательной деятельности. Исследовательское мышление учителя увеличивает его

самостоятельность в решении непрерывно и стихийно возникающих профессиональных задач. Помогает учителю системно видеть проблему, решать задачи нестандартного характера и высокого уровня сложности. Для повышения эффективности процесса развития исследовательского мышления необходимо знать психологические особенности студенческого возраста и учитывать их при профессиональной подготовке будущих учителей.

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НАЛОГОВЫЙ КОНТРОЛЬ, ЕГО ЗНАЧЕНИЕ И РОЛЬ В УПРАВЛЕНИИ ТЕРРИТОРИЕЙ

Аннотация: Данная статья посвящена вопросам определения налогового контроля, его значению и роли в управлении территорией. Рассмотрены функции, цели и сущность налогового контроля.

Ключевые слова: налоговый контроль, функции налогового контроля, цели налогового контроля.

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TAX CONTROL, ITS SIGNIFICANCE AND ROLE IN THE MANAGEMENT OF THE TERRITORY

Abstract: This article is devoted to the definition of tax control, its significance and role in the management of the territory. The functions, goals and essence of tax control are considered.

Keywords: tax control, functions of tax control, objectives of tax control.

В современной научной литературе существует множество трактовок налогового контроля. Так, для сравнения следует привести ряд наиболее часто встречающихся определений, даваемых этому виду контрольной деятельности российскими учеными

А. В. Брызгалин в «Большом экономическом словаре» рассматривает налоговый контроль как установленная законодательством совокупность приемов и способов руководства компетентных органов, обеспечивающих соблюдение налогового законодательства и правильность исчисления, полноту и своевременность внесения налога в бюджет или внебюджетный фонд[1]. По мнению А. Т. Щербинина, «налоговый контроль следует рассматривать в организационном, методическом и технических аспектах. Первый из них представляет собой выбор форм контроля, состав его субъектов и объектов; второй охватывает методы осуществления контрольных действий; третий раскрывает совокупность приёмов

проверок»[2]. Таким образом, налоговый контроль представляет собой систему взаимосвязанных между собой элементов.

Налоговый контроль в широком смысле трактуется как комплекс мероприятий, реализуемых государством для гарантии финансовой безопасности. В узком смысле налоговый контроль подразумевает меры борьбы с индивидуальными предпринимателями, которые уклоняются от уплаты налогов. Такие меры дают возможность не только обеспечивать законность в системе налогообложения, но и способны контролировать хозяйственную деятельность индивидуальных предпринимателей на различных этапах.

В результате исследования основных определений и трактовок налогового контроля можно сформулировать вывод, что налоговый контроль рассматривается авторами в трех направлениях, а именно как:

- особый вид деятельности уполномоченных государственных органов власти по обеспечению соблюдения предписаний правовых актов по налогам и сборам;
- механизм действий, приемов, операций и способов проверки соблюдения правовых актов по налогам и сборам;
- система организационных, методических, технических аспектов.

Исходя из вышесказанного, можно дать следующее определение налогового контроля. Налоговый контроль - специализированный финансовый контроль со стороны государственных органов за соблюдением налогового законодательства, правильностью исчисления, полнотой и своевременностью уплаты налогов и других обязательных платежей юридическими и физическими лицами, проводимый посредством налоговых проверок; получения объяснений налогоплательщиков, налоговых агентов и плательщиков сборов; проверки данных учета и отчетности; осмотра помещений и территорий, используемых для извлечения дохода (прибыли) и в иных формах, предусмотренных НК РФ.

Сущность налогового контроля отражают его функции. Их исследованию посвящали свои труды многие авторы. Изучив различные подходы, выделяют следующие функции налогового контроля:

- фискальная функция;
- конституционная функция;
- координирующая функция;
- правовая функция;
- межотраслевая функция;
- внешнеэкономическая функция[3].

Кроме указанных функций, также выделяют защитную функцию налогового контроля, так как при проведении соответствующих мероприятий осуществляется защита доходной части бюджета государства и прав граждан. Например, налоговый контроль позволяет выявить случаи

нарушения налогового законодательства работодателем, что способствует увеличению заработной платы работников за счет выявления схем выплаты так называемой «серой» заработной платы и, следовательно, повышению пенсионных отчислений.

Основными целями налогового контроля в соответствии с определением, данным в НК РФ являются:

- выявление налоговых правонарушений;
- обеспечение неотвратимости привлечения к ответственности за налоговые правонарушения.

В качестве задач, которые необходимо решить для достижения этих целей выступают:

- проведение проверок за правильностью исчисления и уплаты налогов;
- предупреждение налоговых правонарушений;
- обеспечение возмещения ущерба, нанесенного государству в результате неисполнения налогоплательщиками (налоговыми агентами) своих обязанностей[4].

Налоговый контроль включает в себя следующее содержание:

- проверку выполнения налогоплательщиками обязанности по уплате налогов и сборов;
- проверку постановки организациями и индивидуальными предпринимателями постановки на налоговый учет;
- проверку правильности ведения учета доходов, расходов и объектов налогообложения лицами, осуществляющими предпринимательскую деятельность;
- проверку своевременности представления налоговых деклараций субъектами предпринимательской деятельности;
- проверку налоговых агентов, по исполнению ими своих обязанностей по исчислению, удержанию и перечислению налогов в соответствующий бюджет;
- проверку правильности применения субъектами предпринимательской деятельности контрольно-кассовой техники при осуществлению денежных расчетов с населением;
- проверку соблюдения банками своих обязанностей по соблюдению налогового законодательства, а также проверку своевременности и правильности проведения ими платежных поручений по уплате налогов и сборов налогоплательщиками и инкассовых поручений налоговых органов о списании со счетов организаций и индивидуальных предпринимателей налогов и пеней;
- предупреждение и пресечение налоговых правонарушений налогоплательщиками;
- выявление лиц совершивших налоговое правонарушение и привлечение их к ответственности.

Таким образом, в настоящее время налоговый контроль является самым необходимым и распространенным методом осуществления надзора органами государственной власти за исполнением обязанностей налогоплательщиков по своевременной уплате налогов в бюджет государства. Правильное и своевременное исчисление налогов в бюджет страны является главной задачей налогового контроля. Особенность современного налогового контроля в рыночной экономике страны, заключается в том, что современный налоговый контроль является составной частью финансового и государственного контроля в целом.

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ПРИНЦИПЫ, ФОРМЫ И МЕТОДЫ НАЛОГОВОГО КОНТРОЛЯ

Аннотация: В статье проведена систематизация налогового контроля по всем формам и методам. Также систематизированы принципы осуществления налогового контроля в России.

Ключевые слова: налоговый контроль, формы налогового контроля, принципы налогового контроля, методы налогового контроля.

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PRINCIPLES, FORMS AND METHODS OF TAX CONTROL

Abstract: The article systematizes tax control in all forms and methods. The principles of tax control in Russia are also systematized.

Keywords: tax control, forms of tax control, principles of tax control, methods of tax control.

Налоговый контроль имеет специфические черты, отличающий его от других направлений контрольной деятельности государства, который заключается в особенностях его предмета, состава и объектов контроля.



Рисунок 1 – Элементы налогового контроля

Предметом налогового контроля выступают налоговые правоотношения, возникающие между государством и налогоплательщиками по поводу полноты и своевременности уплаты налогов и сборов в бюджеты разного уровня. Кроме того, предметом

налогового контроля является правильность ведения налогоплательщиками первичных документов налогового и бухгалтерского учета, а также их достоверность[1].

Субъектами налогового контроля выступают налоговые органы, к которым относится Федеральная налоговая служба и налоговые инспекции. Непосредственно реализуют налоговый контроль должностные лица налоговых органов в пределах своих компетенций определенных налоговым кодексом как обязанности налоговых органов.

Объект налогового контроля - это совокупность налогоплательщиков, плательщиков страховых взносов и налоговых агентов, к которым относятся организации и физические лица[1].

Субъекты налогового контроля при осуществлении ими контрольных мероприятий в сфере налогообложения должны руководствоваться определенными принципами. Основные принципы, на которых основывается налоговый контроль в Российской Федерации, систематизированы на рисунке 2.



Рисунок 2 – Основные принципы налогового контроля

Формы проведения налогового контроля могут быть следующими:

- налоговые проверки, которые подразделяются на камеральные и выездные;
- получение объяснений - может осуществляться по любым вопросам касательно налоговой отчетности, документов и т.п.;
- проверка данных учета и отчетности - проводится в отношении документов налогового и бухгалтерского учета;
- инвентаризация - одна из форм налогового контроля, применяемая во время выездных проверок;
- осмотр территории, помещений, документов и предметов, имеющих отношение к получению налогоплательщиком дохода;
- мониторинг - относительно новое понятие и форма налогового контроля, с 2015 года применяемая только к крупным налогоплательщикам.

Для каждой формы налогового контроля характерны, конкретно свои методы. Формирование которых происходит за счет совокупности следующих способов, процедур и приемов органов, осуществляющих контроль:

- общенаучные методические приемы исследования – это анализ, индукция, дедукция, аналогия, моделирование и так далее;
- собственные приемы такие, как инвентаризация, контрольные замеры работ, формальная и арифметические проверки, встречающая проверка;
- специфические приемы смежных экономических наук, такие, например, как экономический анализ, метод теории вероятностей и математической статистики;
- выборочная проверка документов[2].

В научной литературе существует множество подходов к определению понятия «метод налогового контроля» путем классификации всей совокупности общеизвестных и применяемых при контроле методов.

Таблица 1 – Трактовки термина «метод налогового контроля»

Автор	Определение понятия
А.В. Брызгалин[3]	Прогноз, предупреждение, пресечение и восстановление, а затем применение карательных санкций для общей и частной превенции возможных в будущем нарушений
Ю.Ф. Кваша[4]	Формальная, арифметическая и нормативная проверка, а также встречающая проверка и метод взаимного контроля
Н.А. Щевелева[5]	Визуальный осмотр, арифметическая и формальная проверка документов, сопоставление данных, выборочные и сквозные методы проверок
А.С. Кормилицын[6]	Три основные группы методов налогового контроля – общенаучные, специальные методы и методы воздействия

Исходя из выше перечисленного, можно выделить следующие основные методы налогового контроля (рисунок 3).



Рисунок 3 – Методы налогового контроля

На основании проведенного анализа научных источников можно сделать вывод о том, что первоочередной задачей налогового контроля, должно быть совершенствование наиболее применяемого в работе налоговых органов, документального метода. Как показывает практика, большинство нарушений налогового законодательства происходит путем уклонения налогоплательщиков от уплаты налогов, неведения бухгалтерского учета или же введение его с явными нарушениями. Что не дает в полной мере определить размер налогооблагаемой базы, поэтому для усовершенствования данного метода, необходимо увеличение налоговых проверок совместно с органами налоговой полиции, что позволит повысить результативность выявления нарушений налогового законодательства.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ СТРАТЕГИЧЕСКОГО ПЛАНИРОВАНИЯ

Аннотация. В статье приведены теоретические основы планирования, также были раскрыты общие понятия планирования и стратегического планирования. Были обозначены цели, задачи, функции стратегического планирования, определена миссия стратегического планирования на предприятии.

Ключевые слова: определяется, сущность стратегического планирования, цель планирования, функции управления, понятие планирования, миссия предприятия, долгосрочный стратегический план, задачи стратегического планирования.

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THEORETICAL FOUNDATIONS OF STRATEGIC PLANNING

Annotation. The article provides the theoretical foundations of planning, and also revealed the general concepts of planning and strategic planning. The goals, objectives, functions of strategic planning were identified, the mission of strategic planning at the enterprise was determined.

Keywords: defines the essence of strategic planning, the purpose of planning, management functions, the concept of planning, the mission of the enterprise, a long-term strategic plan, tasks of strategic planning.

Термин «стратегическое планирование» появился на стыке 1960–70-х гг. для того, чтобы внести различия между текущим планированием на уровне производства и планированием, осуществляемом на высшем уровне. Необходимость такого различия диктовалась переходом к новой модели развития организации в условиях меняющейся среды, обеспечения ее эффективной и устойчивой работы [2].

Стратегическое планирование сменило долгосрочное. Стратегическое планирование организации стало включать в себя следующие аспекты: экономические, политические и социальные факторы, потребности покупателей, действия конкурентов, наукотехнологические изменения и т.д. Как отмечал И. Ансофф: «Стратегическое планирование как логический, аналитический процесс определения будущего положения фирмы в зависимости от внешних условий деятельности было разработано фирмами, которые стремились повернуть вспять процесс замедления роста и морального устаревания техники и технологии.

Само по себе оно не гарантирует успеха. Его задача состоит в обеспечении нововведений и изменений для адекватной реакции на изменения во внешней среде» [1].

План предприятия – комплекс, модель системы мероприятий, которые предусматривают сбалансированное управление, грамотное взаимодействие всех видов ресурсов, объемов, сроков, последовательность выполнения и методы работ по производству и реализации продукции. Планирование — это умение предвидеть цели организации, результаты ее деятельности и ресурсы, необходимые для достижения определенных целей.

Стратегическое планирование можно рассматривать как динамическую совокупность шести взаимосвязанных управленческих процессов, логически вытекающих один из другого. В то же время существует устойчивая обратная связь и влияние каждого процесса на остальные. На рис. 1. представлена принципиальная схема процесса стратегического планирования.

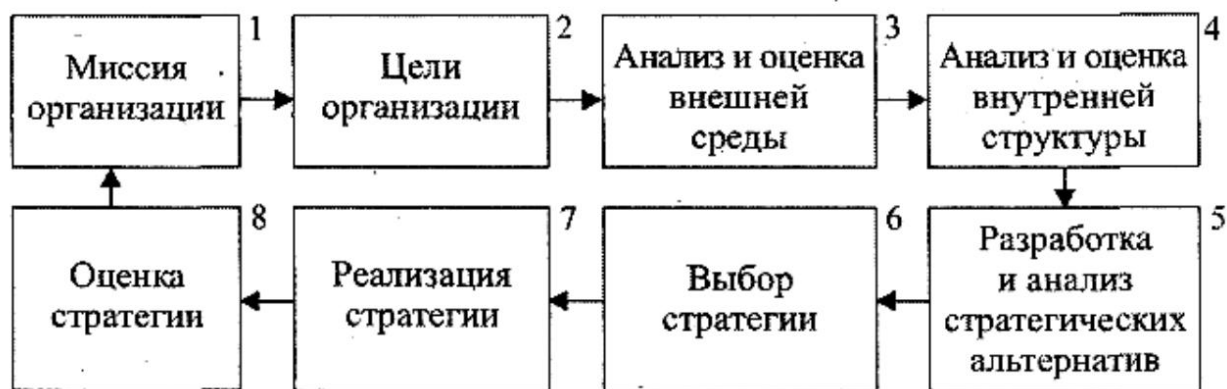


Рисунок 1 – Процесс стратегического планирования на предприятии

Примечание – составлено автором

Процесс планирования помогает переосмыслить собственный бизнес. Процесс стратегического планирования состоит из восьми взаимосвязанных этапов. Этот процесс является непрерывным. Ключевую роль в решении стратегических задач организации играет стратегическое планирование, под которым понимается процесс разработки и поддержания стратегического равновесия между целями и возможностями организации в изменяющихся рыночных условиях [4].

Цель стратегического планирования — определить наиболее перспективные направления деятельности организации, обеспечивающие ее рост и процветание. За рубежом этот термин был введен, чтобы отличить данное понятие от долгосрочного планирования и отразить отличие планирования, осуществляемого на уровне управления организацией в целом или ее самостоятельных хозяйственных единиц, от планирования на более низких уровнях управления. Стратегическое планирование является составной частью более широкого понятия «стратегическое управление». В управлении обычно выделяют четыре его обобщенные функции — планирование, организацию, мотивацию и контроль. В каждой из них, когда речь идет о стратегическом управлении, в большей или меньшей степени представлена стратегическая ориентация. Но в наибольшей степени это касается планирования, в котором выделяют особый его вид — стратегическое планирование.

Стратегическое планирование задает перспективные направления развития предприятия, определяет основные виды его деятельности, позволяет увязать в единую систему маркетинговую, проектную, производственную и финансовую деятельность. Стратегический план обеспечивает адаптацию предприятия к внешней среде, к распределению ресурсов и внутреннюю координацию деятельности с целью выявления сильных и слабых сторон. Стратегический план на крупных предприятиях, как правило, долгосрочный. Но временной период стратегического плана для разных предприятий может быть различным и то, что является

долгосрочным для одного предприятия, может быть краткосрочным для другого. Стратегическое планирование на предприятиях должно быть направлено на их долгосрочное развитие, достижение высоких темпов экономического роста. Развитие – это процесс, в котором увеличиваются возможности и желания предприятия удовлетворять свои желания и потребности потребителей. Таким образом, стратегическое планирование призвано обеспечить необходимый экономический рост и желаемый уровень развития предприятия на предстоящий долгосрочный период [5].

В стратегическом планировании важную роль играет государственное регулирование экономической политики, обоснование перспективных направлений развития всей рыночной системы. Первым и самым ответственным решением при стратегическом планировании является выбор миссии и целей предприятия. Миссия раскрывает смысл существования предприятия, в котором проявляются отличия данного предприятия от ему подобных. Другими словами, миссия – это главная цель предприятия. Миссия и цели – служат ориентиром для всех последующих этапов планирования и одновременно накладывают определенные ограничения на направление деятельности предприятия при анализе альтернатив развития. Миссия предприятия может состоять в завоевании рынка сбыта продукции, в географическом или продуктовом расширении рынка, в повышении качества продукции при снижении цен на нее и т.д. Цели бывают долгосрочными, среднесрочными и краткосрочными. Они формируются и устанавливаются в рамках миссии и в ее развитии. При этом цели являются задающей частью стратегического планирования.

Процесс стратегического планирования на предприятии включает в себя осуществление следующих взаимосвязанных функций: 1) определение долгосрочной стратегии, основных целей и задач развития предприятия; 2) создание стратегических хозяйственных подразделений на предприятии; 3) обоснование и уточнение основных целей проведения маркетинговых исследований рынка; 4) осуществление ситуационного анализа и выбор направления экономического развития предприятия; 5) разработка основной стратегии маркетинга и укрупненное планирование производства продукции; 6) выбор тактики и уточненное планирование способов и средств достижения поставленных задач [6].

Плановые службы предлагают каждому подразделению варианты первоначальных показателей валовой и нераспределенной (чистой) прибыли на долгосрочный период. После их рассмотрения подразделения выдвигают свои предложения и, тем самым, создаются необходимые предпосылки для выработки общих целей стратегического планирования.

В утвержденных планах предусматриваются общие цели предприятия, его место на рынке, организационная структура управления, финансовые результаты и т.д. Таким образом, основная задача

стратегического планирования на предприятиях состоит в обосновании важнейших целей и выработке правильной стратегии долгосрочного развития [3].

В современной теории планирования принято выделять восемь основных сфер деятельности, в границах которых каждое предприятие определяет свои главные цели. Этими сферами являются положение предприятия на рынке, инновационная деятельность, уровень производительности, наличие производственных ресурсов, степень стабильности, система управления, профессионализм персонала и социальная ответственность.

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МЕТОДЫ ОЦЕНКИ РИСКОВ

*Аннотация. Статья посвящена обзору методик оценки рисков.
Ключевые слова: методика, риски, анализ чувствительности.*

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RISK ASSESSMENT METHODS ABSTRACT

Annotation. The article is devoted to an overview of risk assessment techniques.

Keywords: technique, risks, sensitivity analysis.

Оценка рисков позволяет организации учитывать, в какой степени события могут оказать влияние на достижение ее целей. Оценка риска состоит из идентификации риска, его анализа и сравнительной оценки риска. Для этого используются количественные или качественные методы оценки, либо их сочетание. Методы качественной оценки часто используются в случаях невозможности количественного определения рисков, а также в случаях, когда достаточно надежные данные, требуемые для количественной оценки, либо нельзя получить, либо получение и анализ таких данных оказываются слишком дорогостоящими.

Методы количественной оценки, как правило, требуют большей точности и используются в отношении более сложных и комплексных видов деятельности в дополнение к качественным методам. Качественные методы являются наиболее подходящими в отношении рисков, данными об истории проявления и частоте изменчивости которых располагает организация и которые, вследствие этого, можно надежно спрогнозировать. К основным методам оценки рисков можно отнести следующие.

Мозговой штурм Метод «мозгового штурма» (brainstorming) – это метод коллективной генерации идей, применяемый при решении ряда

задач, требующих нетривиальных подходов. Относится к методам экспертных оценок, так как предполагает участие группы лиц, являющихся специалистами в определенной области. Как правило, участниками «мозговых штурмов», проводимых для целей управления рисками, выступают представители топ-менеджмента, хотя возможно привлечение экспертов, особенно при идентификации и оценке специфических рисков. Рекомендуемое количество участников – 8-10 человек. Малое число участников может привести к вялости дискуссии и низкой эффективности процесса, большое – к сложностям регулирования дискуссии и фиксации идей. «Мозговой штурм» может быть использован в сочетании с другими методами оценки рисков, или самостоятельно как метод стимулирования креативного мышления на любом этапе процесса управления рисками [2].

Структурированные или частично структурированные интервью представляет собой риск-интервью – опрос владельцев рисков с целью выявления и оценки рисков, входящих в сферу их компетенции. Метод является одним из наиболее понятных и доступных, но, тем не менее, достаточно сложным в применении. Структурированные и частично структурированные интервью полезны в ситуациях, когда трудно собрать людей для обсуждения или, когда свободное обсуждение в группе невозможно. Данные виды интервью чаще всего используют как часть процесса анализа риска для идентификации опасностей или оценки эффективности средств управления. Структурированные и частично структурированные интервью могут быть использованы при сборе входных данных для оценки риска причастными сторонами. Структурированное риск-интервью – это опрос, проводимый с помощью специально разработанной анкеты. Вопросы, не включенные в анкету или опросный лист, не задаются. Вопросы в основном закрытого типа. Полуструктурированное риск-интервью содержит перечень вопросов для ответов в свободной форме либо список тем, которые необходимо охватить. Порядок вопросов может быть заданным или произвольным. Неструктурированное риск-интервью – свободная беседа на заданную тему. Может использоваться на начальных этапах построения системы управления рисками, для определения контекста и знакомства с организацией [4].

Метод Дельфи Метод Дельфи – процедура, предназначенная для получения согласованного мнения группы экспертов. В процессе управления рисками может применяться для идентификации и оценки рисков, когда требуется обоснованная и согласованная экспертная оценка. Экспертная оценка – это не частное мнение профессионала в определенной области, а результат, полученный с применением формальной процедуры, позволяющей не только получить единое мнение целой группы экспертов, но и вычислить степень согласованности отдельных точек зрения. Метод Дельфи – самая распространенная и известная из таких процедур. Общая

схема проведения экспертизы по методу Дельфи состоит в следующем. На первом туре эксперты дают ответы на поставленные вопросы, как правило, без аргументации. Ответы обрабатываются, определяются их статистические характеристики (средняя, среднеквадратическое отклонение, крайние значения ответов) и результаты обработки сообщаются экспертам. После этого проводится второй тур опроса, в ходе которого эксперты должны объяснить, почему они изменили или не изменили своего мнения. Данные обработки результатов второго тура опроса и аргументация ответов с сохранением анонимности снова сообщаются экспертам перед проведением третьего тура опроса. Последующие туры проводятся по такой же схеме. Подобная организация экспертизы позволяет экспертам учесть в своих ответах новые для них обстоятельства и в то же время избавляет их от какого бы то ни было давления при отстаивании своей позиции.

Контрольные листы Контрольные листы – это списки опасностей, рисков и сбоев в управлении. Они составляются на основе опыта работы, либо как результат предшествующей оценки рисков, либо по результатам сбоев, которые случались раньше. Контрольные списки могут применяться для идентификации опасностей и рисков, или для оценки эффективности управления рисками. Они могут являться дополнением другого метода оценки рисков, и наиболее полезны для проверки, все ли было охвачено при применении более творческих методик, выявляющих новые проблемы (например, для определения, все ли риски были идентифицированы в процессе «мозгового штурма», не выпали ли из рассмотрения «стандартные» риски при поиске рисков новых) [5].

Метод анализа воздействия на бизнес (BIA) позволяет исследовать, как ключевые виды отказов/нарушений/разрушений могут повлиять на ключевые виды деятельности и процессы организации, а также идентифицировать и количественно определить необходимые возможности для управления организацией в этих условиях. Процесс метода BIA обеспечивает согласование и понимание:

- идентификации и критичности ключевых бизнес-процессов, функций, связанных ресурсов и ключевых взаимосвязей, существующих в организации;
- влияния отказов/нарушений/разрушений на возможности организации достигать установленных целей бизнеса;
- необходимых возможностей управления воздействием отказов/нарушений/разрушений и восстановлением нормального хода деятельности организации.

Метод Value at Risk (Var) Var – это выраженная в денежных единицах оценка величины, которую не превысят ожидаемые в течение данного периода времени потери с заданной вероятностью. Для точного вычисления необходимо знать функции распределения портфельной

прибыли в течение определенного временного промежутка. Чаще всего вычисление величины VaR осуществляется для периода от одного до десяти дней. При этом уровень достоверности очень высок – до 99%.

Анализ чувствительности сводится к исследованию зависимости некоторого результирующего показателя от вариации значений показателей, участвующих в его определении. Иными словами, этот метод позволяет получить ответы на вопросы вида: что будет с результирующей величиной, если изменится значение некоторой исходной величины. Например, анализ чувствительности применяется в исследовании влияния изменения основных параметров проекта на его экономическую эффективность и в расчёте критических значений этих параметров [3].

Анализ чувствительности проводится для определения степени влияния варьируемых факторов на финансовый результат проекта, который характеризует рассмотренные выше показатели эффективности инвестиций. В качестве варьируемых можно принять следующие факторы: уровень инфляции, ставки налогов, объем инвестиций, задержки платежей, потери при продажах, прямые издержки, отсрочки оплаты прямых издержек, общие издержки, заработная плата персонала, ставки по депозитам и по кредитам, ставка дисконтирования. В процессе анализа чувствительности может изменяться в определенном диапазоне значение одного из варьируемых факторов при фиксированных значениях остальных и определяется зависимость показателей эффективности от этих изменений. Максимальный диапазон изменений лежит в пределах от -100% до +100%.

Сценарный анализ, основной принцип действия данного метода заключается в моделировании возможных ситуаций и последующей количественной оценке рисков на основе выводов, сделанных по результатам моделирования, т.е. какая-либо конкретная ситуация сравнивается с другой (обычно выборы «плохих» и «хороших» обстоятельств сравниваются с наиболее вероятными обстоятельствами). Он позволяет оценить потенциальное одновременное воздействие ряда факторов риска на деятельность организации в случае наступления экстремального, но вместе с тем вероятного события. Анализ начинается с оценки базового случая (наиболее вероятные значения входящих переменных), затем подбираются показатели, характерные для «плохого» стечения обстоятельств (высокие переменные затраты и т.д.) и для «хорошего». При этом отклонения параметров рассчитываются с учетом корреляции между ними [1].

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УПРАВЛЕНЧЕСКИЙ АНАЛИЗ КАК ИНФОРМАЦИОННАЯ БАЗА ТЕКУЩЕГО КОНТРОЛЯ ЗАТРАТ В СТРОИТЕЛЬСТВЕ

В данной статье рассмотрено назначение управленческого анализа как одного из инструментов, направленных на осуществление контроля затрат в строительстве.

Ключевые слова: строительство, строительно-монтажные работы, управленческий анализ, информационное обеспечение учетно-аналитической деятельности, контроль затрат.

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MANAGEMENT ANALYSIS AS AN INFORMATION BASE OF CURRENT COST CONTROL IN CONSTRUCTION

This article discusses the purpose of management analysis as one of the tools aimed at controlling costs in construction.

Key words: construction, construction and installation work, management analysis, information support for accounting and analytical activities, cost control.

Строительство выделено в самостоятельную отрасль экономики, которая описывается целым рядом взаимодействий, возникающих между его субъектами: заказчиками, инвесторами, застройщиком, подрядчиком, проектировщиком и пр. Современные реалии рыночной экономики приводят к сложностям в организации процесса управления предприятием строительной отрасли.

Отрасль строительства имеет целый ряд особенностей, которые непосредственно отражаются на организации управленческого учета и его анализа. К ним, в первую очередь, относятся:

— обязательная стационарность, полная территориальная закреплённость строительных объектов, которые дают возможность осуществить разграничение конечных результатов. В итоге учет затрат на таких предприятиях осуществляется по центрам ответственности;

– высокий уровень подвижности производственных и трудовых ресурсов, что приводит к решению задачи косвенного распределения большой доли расходов на осуществление производственной деятельности;

– большой по срокам производственный цикл, а также четкая система последовательного выполнения строительно-монтажных работ, что приводит к обязательному определению величины себестоимости по отдельным категориям строительно-монтажных работ;

– высокий показатель трудоемкости и капиталоемкости выполненных работ, что сказывается на росте показателя амортизации, а также транспортно-заготовительных расходов, включенных в себестоимость продукции;

– приравнивание спроса к индивидуальному, а также довольно ограниченные возможности по его унификации и стандартизации.

Важнейшими задачами, которые ставятся в процессе анализа деятельности строительной организации, следует назвать:

– проведение контроля за показателями выполнения плана, а также величиной объемов строительно-монтажных работ предприятия;

– исследование целого ряда факторов, которые оказывают существенное воздействие на размер и состав выполняемых строительно-монтажных работ, а также на уровень себестоимости всей продукции строительной отрасли;

– расчет резервов, которые можно будет направить на рост показателей строительно-монтажных работ, а также разработка целого ряда мероприятий, способствующих по их освоению.

Управленческий анализ проводят, используя следующие информационные документы:

– бизнес-план строительной организации, планы-графики выполнения работ;

– договоры подряда, а также субподряда, проектно-сметная документация;

– статистическая отчетность по форме №1-кс «Отчет о выполнении подрядных работ»;

– акты, а также справки приемки этапов и объемов работ, журналы учета выполненных работ, акты рабочих и государственных приемочных комиссий, отчеты о затратах на производство и реализацию продукции, отчеты о расходе основных строительных материалов в сопоставлении с производственными нормами, данные журнала- ордера №10, ведомости №10 и т.д. [1].

Схема процесса контроля затрат в строительной организации представлена на рисунке 1.

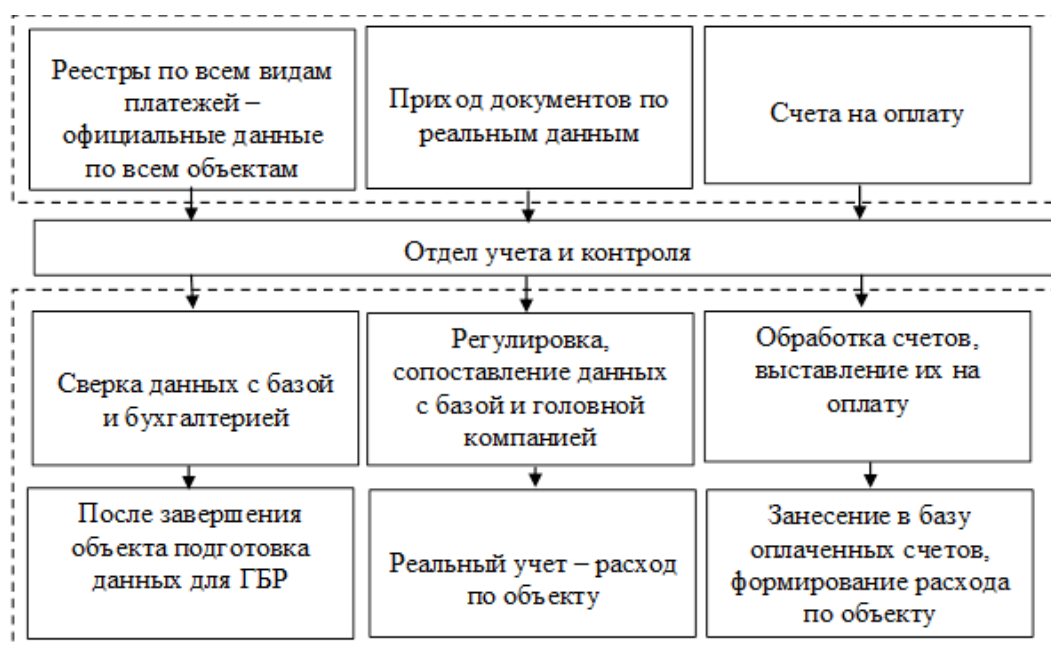


Рисунок 1 – Схема организации контроля затрат в строительной организации

Осуществление контроля затрат в строительной отрасли должно включать в себя следующие документы:

- смета затрат;
- документы по учету выполнения строительных работ, а также всевозможные договоры;
- план-график, который будет отвечать за своевременность, а также контроль и анализ всех расходов строительной компании, что даст возможность осуществлять своевременную оплату по выставленным счетам, кроме того, позволяет отследить количество и сроки всех строительных работ, выполняемых предприятием [2].

Сметой признается документ, который утверждается заказчиком и исполнителем. В нем собран перечень работ, которые необходимо выполнить. Кроме того, отражается список материалов, необходимых для строительства, и в каком количестве они необходимы. На основании сметы проводится расчет конечной стоимости строительного объекта. Для того, чтобы работа с документами была более простой, необходимо всю информацию разделить на ряд последовательных этапов. Например, в какое время нужно провести оплату, а также сроки, в течение которых будет выполнен тот или иной этап строительной деятельности. Сметы могут быть различными, иметь различную структуру и форму, однако их суть остается неизменной (рисунок 2).

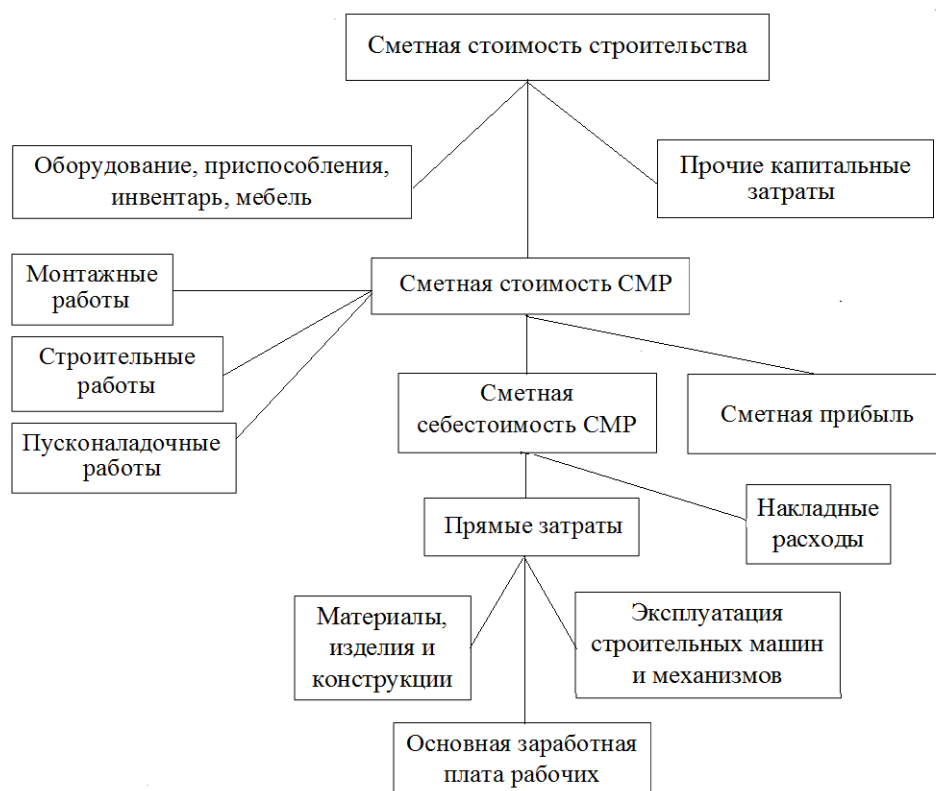


Рисунок 2 – Сметная стоимость строительно-монтажных работ

Основными экономическими показателями для контроля затрат и расходов являются:

- рентабельность затрат (Return on Cost of Sales, ROCS);
- рентабельность активов (Return on assets, ROA);
- затратноотдача;
- затратоемкость и многие другие [3].

Самыми эффективными показателями считаются: рентабельность затрат и рентабельность активов. Данные показатели используются для оценки эффективности израсходованных средств.

Коэффициент, который показывает количество дохода с одного потраченного рубля, называется «Рентабельность затрат» с англ. Return on Cost of Sales, (ROCS). Этот показатель рассчитывается как соотношение чистой прибыли к совокупной сумме затрат на создание и реализацию товаров, продукции и услуг. Он помогает понять, сколько организация зарабатывает, продав или изготовив определенный вид продукции.

Рентабельность активов с англ. Return on assets, (ROA) – финансовый показатель, показывающий эффективность использования активов организации. Рентабельность активов характеризует прибыль, которую организация получает с каждого рубля, потраченного на формирование активов.

С помощью этих показателей можно прогнозировать риски налоговых проверок. Критерии самостоятельной оценки рисков для налогоплательщиков установлены в приказе ФНС России от 30.05.2007 №ММ-3-06/333@ «Об утверждении Концепции системы планирования выездных налоговых проверок». Значительное отклонение уровня рентабельности по данным бухгалтерского учета от данных статистики является одним из критериев.

Для более детального контроля затрат можно использовать формулу расчета рентабельности затрат, где в качестве прибыли используется валовая прибыль или прибыль от продаж, а затраты – себестоимость, управленческие, коммерческие или другие виды затрат.

Таким образом, управление процессами контроля затрат и расходов в организации является важным фактором, влияющим на формирование результатов хозяйственной деятельности организации. Собственнику компании и директорам для принятия правильных, оперативных управленческих решений необходимо контролировать свои затраты и расходы. Контролируя и анализируя затраты, можно делать выводы о целесообразности затрат. Анализ и контроль затрат дает возможность контроля установления цен. Анализируя затраты, можно упростить принятие решений по ближайшей перспективе развития организации. Регулярный контроль расходов позволит планировать уровень прибыли и оптимизировать бизнес-процессы в организации. В роли ключевой цели контроля затрат в строительстве выступает предоставление полного перечня информации, касающейся затрат строительной документации. Если на предприятии грамотно организован учет и анализ затрат, то это позволит владеть информацией на всех стадиях строительства. Кроме того, контроль затрат в строительстве дает возможность эффективно управлять, а также координировать работу строительной компании.

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ПЛАТЁЖНЫЕ СИСТЕМЫ ЧЕРЕЗ ИНТЕРНЕТ. БЕЗОПАСНОСТЬ ДАННЫХ

Аннотация: в статье рассмотрены основные аспекты платёжных систем через интернет для бизнеса и для покупателей. Безопасность данных, которые пользователи оставляют в интернете при онлайн покупках

Ключевые слова: платёжная система, безопасность данных, кредитные карты, цифровая валюта.

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PAYMENT SYSTEMS VIA THE INTERNET. DATA SECURITY

Annotation: the article discusses the main aspects of the payment system via the Internet for business and for buyers. Security of data that users leave on the Internet when shopping online

Keywords: payment system, data security, credit cards, digital currency.

Системы интернет-платежей относятся к различным методам, с помощью которых частные лица и компании, ведущие бизнес онлайн, собирают деньги со своих клиентов в обмен на товары и услуги, которые

они предоставляют. Для онлайн-покупок существует множество различных форм оплаты, и все больше их постоянно разрабатывается. В конце концов, в наилучших интересах как потребителей, так и продавцов сделать электронную торговлю как можно более безопасной и простой

Клиенты, которые физически посещают торговые заведения, могут выбирать из множества способов оплаты, включая наличные, чеки, кредитные и дебетовые карты. Клиенты, которые совершают покупки в Интернете, начинают ожидать, что онлайн-торговцы будут предлагать такое же разнообразие и удобство в условиях оплаты. Кредитные карты остаются наиболее распространенной формой оплаты онлайн-покупок, хотя возможности расширились и включают цифровые наличные, смарт-карты, электронные чеки и другие технологии.

Возможно, самая большая проблема, затрагивающая системы онлайн—платежей—как с точки зрения продавцов, так и с точки зрения покупателей, - это обеспечение безопасности финансовой информации, передаваемой через Интернет. Опрос, проведенный Visa, показал, что 91 процент потребителей были обеспокоены конфиденциальностью и безопасностью в Интернете

ВАРИАНТЫ ОНЛАЙН-ПЛАТЕЖЕЙ

КРЕДИТНЫЕ КАРТЫ

Кредитные карты оставались наиболее распространенным средством онлайн - платежей. Они также были одними из самых простых способов оплаты как для потребителей, так и для продавцов. С точки зрения потребителя, для заказа товаров через Интернет требовалось только ввести номер кредитной карты и дату истечения срока действия в соответствующие поля на веб-сайте продавца. Многие потребители чувствовали большую уверенность в онлайн-транзакциях, когда они использовали кредитную карту, зная, что третья сторона (кредитная карта компания или банк-эмитент) были вовлечены и могли бы помочь защитить их от мошенничества.

ЦИФРОВЫЕ НАЛИЧНЫЕ

Цифровые наличные – это форма электронной валюты, которая функционирует аналогично дебетовой карте. Клиенты могут переводить деньги со сберегательных и расчетных счетов на онлайн-кассовый счет, с которого они снимают средства для совершения покупок через Интернет. Эта форма оплаты особенно хорошо подходит для покупок небольших, недорогих товаров. Кроме того, он предлагает потребителям анонимность при совершении покупок, аналогичную использованию реальных наличных денег. Основная технология, используемая в операциях с цифровыми денежными средствами, заключается в шифрование с открытым ключом. Цифровые подписи используются для аутентификации банка, выпустившего банкноту, и отдельного пользователя компьютера, который тратит деньги.

Защищенные третьи стороны и онлайн-банки

Банки традиционно неохотно ведут бизнес в Интернете из-за предполагаемых рисков безопасности. Но банки начали предлагать все большее количество услуг онлайн в ответ на запросы клиентов. Защищенными третьими сторонами могут быть банки или другие учреждения, которые выступают в качестве посредников в финансовых операциях между продавцами и клиентами. Для малого бизнеса проведение транзакций через защищенную третью сторону устраняет необходимость и затраты на создание защищенного веб-сайта. Безопасный третий стороны также обеспечивают потребителям дополнительную защиту от мошенничества, поскольку торговцы никогда не обрабатывают номера своих кредитных карт."

Усилия по обеспечению безопасности

Безопасность остается главной проблемой в системах онлайн-платежей, особенно при использовании кредитных карт для покупок, совершаемых через Интернет. Хотя в сообщениях СМИ, как правило, основное внимание уделяется влиянию нарушений безопасности на потребителей, мошенничество с кредитными картами также влияет на продавцов. Например, когда хакеры проникают в компьютеры компании, крадут тысячи номеров кредитных карт клиентов и используют их для оплаты мошеннических покупок, репутации интернет-магазина наносится серьезный ущерб. Кроме того, компании иногда остаются без права регресса, когда они принимают заказ по кредитной карте и отправляют товар, только для того, чтобы клиент заявил, что он его никогда не заказывал и не получал.

Но многие аналитики электронной коммерции утверждают, что передача номеров кредитных карт онлайн не должна быть менее безопасной, чем передача карты продавцу в розничном магазине.

Для малых предприятий, которые управляют своими веб-сайтами на сервере, принадлежащем интернет-провайдеру (ISP) или другому хостингу, по-прежнему можно принимать платежи по кредитным картам онлайн. Многие хосты будут собирать финансовые данные клиентов и передавать их своим клиентам в зашифрованном виде.

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ОСОБЕННОСТИ ВНЕШНЕГО АУДИТА ДЛЯ ОЦЕНКИ КАЧЕСТВА РАБОТЫ КОМПАНИИ

Аннотация: в статье рассмотрены современные механизмы осуществления контроля внутреннего аудита компаний. Выявление трудностей и мошенничества в компаниях

Ключевые слова: внешний аудит, внешний контроль, аудиторское заключение.

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FEATURES OF EXTERNAL AUDIT TO ASSESS THE QUALITY OF THE COMPANY'S WORK

Annotation: the article examines modern mechanisms of control over internal audit of companies. Identifying difficulties and fraud in companies

Keywords: external audit, external control, auditor's report.

Аудит-это систематический процесс объективного получения и оценки бухгалтерской или финансовой отчетности государственного, коммерческого или иного учреждения. В то время как некоторые предприятия полагаются на аудиты, проводимые сотрудниками, — они

называются внутренними аудитами, — другие используют внешних или независимых аудиторов для решения этой задачи (некоторые предприятия полагаются на оба типа аудитов в некоторой комбинации). "Основная цель внешнего аудита-повысить достоверность финансовой отчетности руководства", - сказал Леонард Савойе в *Что Должен знать О Финансах Каждый Менеджер*. "Роль внешнего аудитора заключается в вынесении независимого профессионального заключения о достоверности финансовой отчетности в той мере, в какой это требуется общепринятыми стандартами аудита". Внешние аудиты часто используются малыми предприятиями, у которых нет ресурсов или желания поддерживать системы внутреннего аудита.

Основная цель внутреннего аудита состоит в том, чтобы определить, в какой степени организация придерживается управленческой политики, процедур и требований. С другой стороны, независимый или внешний аудитор не является сотрудником организации. Он или она проводит экспертизу с целью составления отчета, содержащего мнение о финансовой отчетности клиента. Функция подтверждения внешнего аудита относится к выражению аудитором мнения о финансовой отчетности компании. Типичные результаты независимого аудита на подтверждение справедливости и достоверности заявлений. Об этом сообщается должностным лицам аудируемого лица в форме письменного отчета, сопровождающего заявления (иногда также может быть запрошено устное представление выводов). В ходе аудиторского исследования внешний аудитор также хорошо знакомится с достоинствами и недостатками бухгалтерских процедур клиента. В результате итоговый отчет аудитора руководству часто включает рекомендации по методологиям совершенствования действующие механизмы внутреннего контроля.

Стандарты независимого аудита

Процесс аудита основан на стандартах, концепциях, процедурах и методах отчетности, которые в основном устанавливаются Американским институтом сертифицированных бухгалтеров (AICPA). Процесс аудита основывается на доказательствах, анализе, соглашениях и обоснованном профессиональном суждении. Общие стандарты-это краткие заявления, касающиеся таких вопросов, как обучение, независимость и профессиональная помощь. Общие стандарты AICPA заявляют, что:

Независимый аудитор или аудиторы должны убедиться, что все аспекты проверки и подготовки аудиторского заключения выполняются с высоким уровнем профессионализма.

Стандарты работы на местах обеспечивают базовые стандарты планирования, которым следует следовать во время аудитов. Стандарты полевых работ AICPA предусматривают, что:

Внешние аудиторы будут уверены, что они смогут изучить все соответствующие доказательственные материалы, полученные в результате проверки, наблюдения, запросов или подтверждения, чтобы они могли сформировать обоснованное и обоснованное мнение относительно качества проверяемой финансовой отчетности.

Процесс внешнего аудита

Независимый аудитор обычно проводит аудит в соответствии с установленным процессом, состоящим из трех этапов: планирование, сбор доказательств и подготовка отчета.

При планировании аудита аудитор разрабатывает программу аудита, которая определяет и планирует аудиторские процедуры, которые должны быть выполнены для получения доказательств. Аудиторские доказательства-это доказательства, полученные в подтверждение выводов аудита. Аудиторские процедуры включают в себя те действия, которые аудитор предпринимает для получения доказательств. Процедуры сбора доказательств включают наблюдение, подтверждение, расчеты, анализ, запрос, проверку и сравнение. Аудиторский след-это хронологический записи экономических событий или операций, с которыми столкнулась организация. Аудиторский отчет позволяет аудитору оценить сильные и слабые стороны механизмов внутреннего контроля, разработки систем, а также политики и процедур компании.

Добавлен пояснительный язык—Обстоятельства могут потребовать, чтобы аудитор добавил пояснительный абзац (или другой пояснительный язык) в свой отчет.

Достоверное представление финансовой отчетности не означает, что она защищена от мошенничества. Независимый аудитор несет ответственность за поиск ошибок или нарушений в рамках признанных ограничений процесса аудита

Выявление мошенничества

Выявление потенциально мошеннического ведения финансовой отчетности и отчетности является одной из главных обязанностей внешнего аудитора.

Случайные искажения неизбежно обнаруживаются при аудите. Но эти ошибки не следует путать с мошеннической деятельностью. "Ошибки...могут произойти в любое время и в любом месте с непредсказуемыми последствиями для финансовой отчетности", - написали Алан Рейнштейн и Грегори Курсен в журнале *National Public Accountant*. "Сильная структура внутреннего контроля может снизить риск существенных ошибок, введя в действие политику и процедуры, предназначенные для предотвращения возникновения ошибок или для обнаружения и исправления ошибок, которые действительно возникают.

Личные финансовые трудности

Предполагаемая возможность совершить мошенническое действие с целью получения финансовой выгоды, не будучи обнаруженным

Способность рационализировать поведение, указывая на предполагаемую несправедливость в оплате труда, несбывшиеся ожидания продвижения по службе и т.д.

Мошенничество, совершаемое на уровне руководства/собственности, между тем, как правило, включает в себя усилия по улучшению личного состояния (финансового и/или профессионального) путем представления ложной картины истинного статуса фирмы. Мошенничество с управлением, по наблюдениям Рейнштейна и Курсена, как правило, проистекает из следующих стимулов:

Чтобы повлиять на цену акций

Чтобы оправдать ожидания инвесторов

Чтобы избежать нарушения ограничительных долговых обязательств

Для удовлетворения бюджетных потребностей

Чтобы повлиять на кредиторов, чтобы они высвободили средства для заимствования

Для получения дополнительных компенсационных стимулов, основанных на результатах деятельности, таких как опционы на акции или бонусы за достижение или превышение целей компании.

Чтобы избежать наказания за плохую работу

Учитывая эти различные факторы риска, все из которых могут быть выявлены в рамках процесса внешнего аудита, владельцам и менеджерам бизнеса настоятельно рекомендуется установить строгий и эффективный внутренний контроль за финансовой отчетностью и объективно изучить преобладающую культуру компании. "Мы не можем переоценить важность" тона наверху", - заявили Бисли, Карчелло и Хермансон. "Если вы являетесь контролером или другим менеджером, ответственным за разработку и мониторинг внутренних показателей оценки производительности, вы следует оценить, насколько эти меры оказывают давление на руководителей высшего звена и других сотрудников, чтобы они достигли или превысили целевые показатели эффективности компании в отношении вознаграждения и других вознаграждений, таких как продвижение по службе". Кроме того, компаниям следует проанализировать, может ли внешнее давление (со стороны кредиторов, клиентов, институциональных инвесторов или аналитиков) создавать условия, способствующие мошеннической финансовой отчетности.

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ВНУТРЕННИЙ АУДИТ И ЕГО ВЗАИМОСВЯЗЬ С КОМПАНИЕЙ

Аннотация: в данной статье рассмотрено современное взаимодействие компаний с внутренним аудитом и контролем деятельности для увеличения конкурентоспособности.

Ключевые слова: внутренний аудит, внутренний контроль, независимость, компетентность.

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INTERNAL AUDIT AND ITS RELATIONSHIP WITH THE COMPANY

Abstract: This article examines the modern interaction of companies with internal audit and control of activities to increase competitiveness.

Key words: internal audit, internal control, independence, competence.

Внутренний аудит- это независимая функция оценки, которая выполняется в самых разных компаниях, учреждениях и правительствах. Что отличает внутренних аудиторов от государственных аудиторов и государственных бухгалтеров, так это тот факт, что они являются сотрудниками тех же организаций, которые они проверяют. Они

преданы своей организации, а не внешнему авторитету. Поскольку внутренний аудит развивался только в течение последних нескольких десятилетий, роли и обязанности внутренних аудиторов сильно различаются из одной организации в другую. Функции внутреннего аудита были структурированы на основе различных представлений и целей владельцев, директоров и менеджеров.

Теоретически нет никаких ограничений на то, что внутренние аудиторы могут проверять и сообщать внутри организации. На практике внутренние аудиторы работают в рамках параметров общего стратегического плана компании, выполняя функции внутреннего аудита таким образом, чтобы они согласовывались с более широкими целями и задачами организации.

Развитие и текущее состояние практики внутреннего аудита

До двадцатого века компании и другие учреждения полагались на методы внешнего аудита для получения финансовой и другой информации о своей деятельности.

Важность качественного внутреннего аудита была дополнительно подчеркнута принятием Закона о коррупции за рубежом и созданием Совета по стандартам финансовой отчетности. Хотя эти изменения конкретно не требовали функции внутреннего аудита, внутренние аудиторы были готовы помочь руководству выполнить дополнительные требования, подразумеваемые в них.

Внутренний аудит и внутренний контроль

То, как развивался внутренний аудит, напрямую связывало его с концепциями и целями внутреннего контроля

Стандарты профессиональной практики МИС определяет пять ключевых целей системы внутреннего контроля организации:

- 1) надежность и целостность информации;
- 2) соблюдение политики, планов, процедур, законов и нормативных актов;
- 3) защита активов;
- 4) экономичное и эффективное использование ресурсов;
- 5) достижение установленных целей и задач для операций или программ.

Именно эти пять целей внутреннего контроля обеспечивают функции внутреннего аудита концептуальную основу и направленность для оценки различных операций и программ организации.

Основные предположения о функции внутреннего аудита

В определении, целях и сфере охвата внутреннего аудита подразумеваются три важных допущения: независимость, компетентность и конфиденциальность.

Независимость Внутренние аудиторы должны быть независимы от деятельности, которую они проверяют, чтобы они могли объективно

оценивать ее. Внутренний аудит-это консультативная функция, а не оперативная. Поэтому на внутренних аудиторов не следует возлагать ответственность или полномочия в отношении любой деятельности, которую они проверяют. Они не должны находиться в организации, где на них будет оказываться политическое или денежное давление, которое может помешать их процессу аудита, повлиять на их мнение или поставить под угрозу их рекомендации.

Компетентность Внутренними аудиторами бизнеса должны быть люди, обладающие необходимым образованием, опытом и квалификацией для компетентного выполнения своей работы в соответствии с принятыми стандартами внутреннего аудита. Понимание надлежащей деловой практики имеет важное значение для внутренних аудиторов. Они должны обладать способностью применять широкие знания в новых ситуациях, распознавать и оценивать влияние реальных или потенциальных проблем, а также проводить адекватные исследования в качестве основы для суждений. Они также должны быть квалифицированными коммуникаторами и уметь общаться с людьми на различных уровнях всей организации.

Планирование внутреннего аудита

Бизнес-консультанты настоятельно рекомендуют владельцам малого бизнеса внедрять практику самоаудита. "Не так много лет назад компания измеряла свой успех тем, сколько своего продукта она смогла продать", - заявили Джеффри Дэвидсон и Чарльз Дин в книге *"Денежные ловушки: Секреты малого бизнеса для снижения затрат и улучшения денежного потока"*. "Сегодня на успех в значительной степени влияет способность контролировать расходы и, конечно же, поддерживать здоровый денежный поток. Нестабильные процентные ставки, сокращение прибыли и увеличение операционных расходов заставляют многие компании пересматривать и совершенствовать свои процедуры внутреннего контроля".

Для владельца малого бизнеса знание того, в каких областях следует проводить аудит и куда направлять ресурсы, является неотъемлемой частью функции внутреннего аудита. Долгосрочный план аудита обеспечивает полное представление о стратегии аудита и охвате в отношении относительной значимости функций, подлежащих аудиту. Цель состоит в том, чтобы спланировать стратегию аудита, которая является экономически эффективной и акцентирует внимание на проектах аудита, которые имеют высокую отдачу или затрагивают области значительного риска. Глубокое понимание организации и то, как он работает, является необходимым условием для процесса планирования аудита.

Для разработки плана сначала необходимо определить и перечислить все проверяемые подразделения или функции. (Это часто называют "аудиторской вселенной".) Далее, должна быть разработана

рациональная система для определения значимости и риска каждой проверяемой единицы или функции. Исходя из предполагаемой значимости и предполагаемого риска, приоритеты и стратегии аудита задокументированы в плане аудита.

Однако владельцы и менеджеры бизнеса должны понимать, что процесс внутреннего аудита не является статичным. Его характер и акцент должны адаптироваться к изменениям, происходящим в организации с течением времени. Уход ключевых сотрудников, изменения на рынках, новая демография, новые конкуренты и другие факторы могут существенно повлиять на деятельность малого бизнеса и других организаций. Организационные процессы и существующие системы внутреннего контроля могут устареть с появлением новых технологий. Юридические и нормативная среда меняется вместе с политическими ветрами. Следовательно, рейтинги рисков и значимости, вселенная аудита и стратегии аудита изменятся. Однако успешный владелец малого бизнеса научится предвидеть такие изменения и соответствующим образом корректировать свои стратегии внутреннего аудита.

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ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ ДЛЯ УВЕЛИЧЕНИЯ МОЩНОСТЕЙ КОМПАНИЙ

Аннотация: в современном мире использование компьютерных систем и мобильных приложений является неотъемлемой частью жизнедеятельности любой организации.

Ключевые слова: компьютерные системы, мобильные приложения.

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USING MOBILE APPLICATIONS TO INCREASE THE CAPACITY OF COMPANIES

Abstract: in the modern world, the use of computer systems and mobile applications is an integral part of the life of any organization.

Key words: computer systems, mobile applications.

Поиск компьютерных приложений для различных аспектов деятельности компании в последние годы становится все более важной задачей многих владельцев малого бизнеса. Действительно, компьютеры сегодня являются неотъемлемой частью бизнес-ландшафта, отчасти

потому, что они могут быть эффективным инструментом во многих различных аспектах повседневной деятельности бизнеса. Компьютерные системы в настоящее время используются для выполнения широкого спектра задач, включая бухгалтерский учет, деловые коммуникации, разработку продукции, производство, контроль запасов и маркетинг.

Малый бизнес и использование компьютеров

Предприниматели и другие владельцы малого бизнеса используют современные быстро меняющиеся компьютерные технологии во многих различных сферах деятельности:

Счетоводство

Компьютерные системы широко используются для различных функций бухгалтерского учета, включая начисление заработной платы сотрудникам; анализ движения денежных средств; калькуляцию затрат на выполнение работ; отслеживание платежей и долгов поставщиков и клиентов; федеральные, государственные и местные налоги; и другие расходы, и доходы, которые влияют на финансовое состояние бизнеса. Владельцы малого бизнеса используют компьютеры для ведения бухгалтерского учета больше, чем для каких-либо других целей, и в результате в последние годы на рынке появилось программное обеспечение, предназначенное для оказания помощи даже неопытным владельцам бизнеса в ведении бухгалтерского учета.

Дизайн продукта

Дизайн продукта - одно из самых популярных компьютерных приложений в современном деловом мире. Автоматизированное проектирование (САПР) включает в себя создание компьютерных моделей продуктов, которые в конечном итоге преобразуются в реальность. Системы САПР позволяют проектировщикам просматривать объекты в самых разнообразных представлениях и тестировать эти объекты, моделируя условия реального мира.

Производство

Автоматизированное производство (САМ), тем временем, использует данные геометрического проектирования для управления автоматизированным оборудованием и другими производственными процессами. Поскольку и САД, и САМ используют компьютерные методы кодирования геометрических данных, процессы проектирования и производства могут быть высоко интегрированы. Системы автоматизированного проектирования и производства обычно называют САД/САМ.

Управление запасами

Малые предприятия все чаще используют компьютеры для отслеживания всех аспектов своих запасов, включая складирование, заказ, получение и распределение. Кроме того, многие компьютерные системы поддерживают программы, которые интегрируют потребности в

управлении запасами с другими аспектами деятельности бизнеса, что помогает компании действовать согласованно и разумно, преодолевая различные препятствия делового мира.

В последние годы количество маркетинговых компьютерных приложений для маркетинга резко возросло. В то время как компьютерные приложения для других бизнес-нужд были частью общей картины в течение одного или двух десятилетий, широкое использование компьютеров для формирования маркетинговых стратегий и кампаний компании является относительно новым явлением.

Конечно, надежная информация о клиентах является основным ключом к любой эффективной маркетинговой кампании. Следовательно, поставщики услуг баз стали чрезвычайно популярны среди предприятий различных форм и размеров. Базы данных позволяют легко создавать списки потенциальных клиентов для кампаний прямой почтовой рассылки или телемаркетинга.

Создайте базу данных клиентов и потенциальных клиентов и регулярно обновляйте ее.

Решите, какая маркетинговая информация необходима, и разработайте план ее получения.

Используйте демографические и географические данные для составления профиля текущей клиентской базы, который затем может быть использован для определения потенциальных новых рынков.

Используйте данные для определения долгосрочных интересов и покупательских привычек клиентов.

Вовлеките сотрудников отдела продаж (если таковые имеются) во внедрение новых технологий; "Если продавцы не думают, что автоматизированная система принесет им пользу, они не будут ее использовать".

1. Делитесь информацией по всей компании.
2. Используйте компьютерные ресурсы для персонализации и координации прямых рассылок и других кампаний.
3. Организуйте так, чтобы соответствующая информация о клиентах была доступна тем, кто в ней нуждается.

Факторы, которые следует учитывать при рассмотрении новых компьютерных приложений

Многие владельцы малого бизнеса восприняли компьютеры как новое мощное оружие в своем арсенале. Но, несмотря на их полезность для решения широкого спектра бизнес-задач, плюсы и минусы различных компьютерных систем необходимо тщательно взвесить, прежде чем делать инвестиции. В конце концов, ошибки в этой области могут нанести ущерб финансам и производительности компании.

Персональные компьютеры в настоящее время составляют основную часть расходов большинства небольших компаний на информационные

технологии, и большинство небольших компаний вполне способны определить, могут ли они позволить себе первоначальные расходы на покупку ПК для ведения бухгалтерского учета, маркетинга или других целей. Но консультанты и опытные владельцы малого бизнеса утверждают, что небольшим фирмам необходимо признать, что начальная цена нового компьютера(компьютеров) составляет лишь часть, а иногда и небольшую часть общей стоимости владения (иногда называемой ТСО). Расходы на техническую поддержку а также различные административные и трудовые затраты, связанные с управлением и разработкой политик для компьютерных ресурсов, все это необходимо учитывать при рассмотрении компьютерных приложений для различных областей бизнеса.

Дрейфусс предложил владельцам малого бизнеса, чтобы сотрудники выяснили стоимость установки, отладки и обучения, связанных с новым компьютерным оборудованием, прежде чем соглашаться на покупку.

Еще одним фактором, о котором следует помнить владельцам малого бизнеса, является то, что различные компьютерные приложения доступны онлайн через Интернет. Ряд компаний создали порталы для малого бизнеса во Всемирной паутине, чтобы предоставить компаниям доступ к программному обеспечению и услугам, таким как обработка заработной платы, юридические услуги, онлайн—банкинг или помощь в создании веб-сайта для электронной коммерции. Кроме того, поставщики прикладных услуг (ASP) предлагают компаниям возможность тестировать и использовать программное обеспечение через Интернет без необходимости его покупать. Эти варианты могут в конечном итоге снизить стоимость и улучшить доступность компьютерных приложений для малого бизнеса.

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ГЕНДЕРНЫЕ РАЗЛИЧИЯ В ПРОЯВЛЕНИИ АГРЕССИИ У СТУДЕНТОВ

Аннотация: В статье представлено исследование агрессивного поведения студентов университетов; выявлены характерные особенности поведения студентов девушек и юношей и их эмоциональная неустойчивость.

Ключевые слова: агрессивное поведение, студенты, гендерные различия, физическая агрессия, вербальная агрессия и гнев.

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GENDER DIFFERENCES IN THE MANIFESTATION OF AGGRESSION IN STUDENTS

Abstract: The article presents a study of the aggressive behavior of university students; the characteristic features of the behavior of students of girls and boys and their emotional instability were revealed.

Key words: aggressive behavior, students, gender differences, physical aggression, verbal aggression and anger.

На сегодняшний день в нашем обществе, куда бы мы ни обратились, обязательно встречается история об агрессии, вызывающей конфликты. От гражданских войн до международных споров, этнических столкновений, ссор любовников, до насилия в обществе, жестокого обращения с детьми и издевательств в учебном заведении с различными формами жестокого поведения, ежедневно разрушающими жизни.

Ученые дали определение агрессии с разных точек зрения. Однако, похоже, существует консенсус в отношении того, что агрессия - это преднамеренное действие, направленное на причинение вреда другому человеку. О'Коннор Д., Арчер Дж., Ву Ф определили агрессию как «действие, которое может причинить вред другому человеку». Колман определил агрессию как «поведение, основная цель которого - причинить физический или психологический вред». Майерс в своем собственном сообщении определил агрессию как «физическое или словесное поведение, направленное на причинение кому-либо вреда». Также Брем, Кассин и Фейн рассматривали агрессию как поведение, направленное на

причинение вреда другому человеку. Основываясь на приведенные выше определения, агрессия относится к любому действию, которое причиняет вред или нарушает личные границы другого человека, может быть преднамеренной или непреднамеренной. Но так же нужно отметить, что причинение кому-либо негативных действий случайно или ради его благополучия нельзя истолковывать как агрессивное поведение. Например, действия медсестры, сделавшей пациенту болезненную инъекцию, не может считаться агрессивным поведением, поскольку не было намерения причинить вред. С другой стороны, ученик, который бросил камень в другого ученика, но промахнулся, является агрессивным поведением из-за намерения причинить вред. Слова, произнесенные с целью оскорбить кого-либо, равносильны агрессивному поведению. Следует отметить, что крайние акты агрессии именуется насилием.

В этой статье хотелось бы осветить какую роль играют половые различия в проявлении агрессии. Пол - это фактор, который играет роль в агрессии как человека, так и животных.

Мужчины получают значительно более высокие баллы по шкале физической агрессии, чем женщины. Обзор зарубежной литературы привел к следующим выводам: мужчины были более агрессивными, чем женщины в нейтральных условиях, и особые типы провокаций на них действовали одинаково. Было обнаружено, что девушки были значительно менее агрессивны физически, чем мужчины, когда они чувствовали, что они причинят вред оппоненту или себе, или предсказывают чувство вины или беспокойства, тем самым иллюстрируя, что личные гендерные убеждения могут иметь значительное влияние на степень выраженности агрессии.

Согласно Карлсону Н., женщины-преступницы с большей вероятностью совершат преступления во время или близко к менструальной фазе цикла, когда прогестерон низкий, в то время как агрессия снижается во время фазы овуляции, когда уровни эстрогена и прогестерона высоки у штангистов, принимающих анаболические стероиды. становиться более раздражительными и враждебными. Гибб высказал мнение о словесном оскорблении жестокого обращения в детстве и негативных когнитивных стилей; в своем исследовании он обнаружил, что девочки, скорее всего, будут использовать обзывания, поддразнивания, слухи, неприятие, ссоры, вымогательство, сплетни и запугивание, злобные и злобные разговоры. личные вещи. Басс утверждал, что женщины настолько редко бывают агрессивными, что изучение женской агрессии не стоит таких усилий. Агрессия, по его мнению (в то время), типичное мужское явление. Так же проанализировали 314 исследований человеческой агрессии и обнаружили, что 54% из них касались только мужчин и только 8% женщин. Эти факты, безусловно, пересматриваются.

Согласно Дэвиду, Лорену и Калебу, существует значительная половая разница в физической агрессии, причем мужчины сообщают о том, что участвуют в ней чаще. Часто сообщалось о гендерных различиях в агрессии, например, мужчины и мальчики проявляют большую агрессию, чем женщины и девочки, особенно с точки зрения физической агрессии. Тем не менее, Рэйчел Симмонс, автор бестселлера New York Times «Странные девушки», первой книги, посвященной исследованию феномена травли между девушками, предполагает, что женщины не обязательно менее агрессивны, но имеют тенденцию проявлять себя не только через физическую агрессию, но больше вербально.

Изучение литературы и проведение опросов и методик на определение конфликтности агрессии, ясно показывает, что существует статистически значимая разница между юношами и девушками по физической агрессии среди студентов. Была обнаружена значительная разница между физической агрессией студентов мужского и женского пола. Таким образом, студенты мужского пола оказались более физически агрессивными, чем студентки. Этот результат согласуется с данными Бернштейна, Пеннера Кларка-Стюарта и Роя о том, что мальчики более физически активны и агрессивны, чем девочки. Причина такого результата может быть связана с осознанием девушкой своего слабого пола и необходимостью избегать физической агрессии для своей безопасности. Это открытие идет в соответствии с данными Вида, Уинстона и Лака, результаты которых показали, что существует значительная гендерная разница в физической агрессии, причем мужчины сообщают о том, что участвуют в ней чаще, чем женщины. Такой результат не ожидался, потому что женщины, по-видимому, более вербально ориентированы, чем мужчины.

Следует отметить что юноши легче оправдывали физические агрессивные действия, чем девушки, это обнаружило статистически значимую взаимосвязь между гендерными различиями и агрессивным поведением (вербальной агрессией). Девушки были более склонны к словесной агрессии, чем студенты-юноши.

Что касается компонента гнева, это изучение материалов не обнаружило статистически значимой связи между гендерными различиями и агрессивным поведением. Юноша и девушка не различались по своему опыту гнева. Из всего вышесказанного можно сделать следующие выводы и заключения. В связи с преобладанием физической и вербальной агрессии среди студентов педагогам следует уделять больше внимания к взаимоотношениям в коллективе и проводить своевременную профилактику. По результатам профилактики рекомендуется уменьшить склонность студентов к оправданию агрессии и использованию насилия с помощью программ профилактики и вмешательства и уделять особое внимание юношам. Правильно рассматривать решение проблем в

конфликтных ситуациях вызванных агрессией в студенческом коллективе. В учебных заведениях целесообразно создать дисциплинарный комитет для решения проблем, связанных с агрессивным поведением, особенно физической и вербальной агрессией. Учащиеся, вовлеченные в случаи агрессии, должны в дополнение к другим мерам обращаться к консультанту- психологу для исправления ситуации.

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**РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОМУ ИЗУЧЕНИЮ
ТЕМЫ «АКСИОМЫ ОТДЕЛИМОСТИ ТОПОЛОГИЧЕСКИХ
ПРОСТРАНСТВ»**

Аннотация. В статье представлены простые удобные решения и методы работы над аксиомами отделимости топологических пространств. В статье даны общие рекомендации и концепции студентам для самостоятельного изучения темы аксиом разделения топологических пространств. Изложенный в статье материал служит для закрепления знаний студентов путем самостоятельного изучения.

Ключевые слова: Нормальное пространство, аксиома Хаусдорфа, аксиома Колмогорова, Тихоновское пространство.

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**RECOMMENDATIONS FOR SELF-STUDY OF THE TOPIC
"SEPARATION AXIOMS OF TOPOLOGICAL SPACES"**

Abstract. The article presents simple convenient solutions and methods of working on the axioms of separation of topological spaces. In the article, to students are given general recommendations and concepts for self-study of the topic of axioms of separation of topological spaces. The materials set forth in the article serve to consolidate the knowledge of students with independent development.

Keywords: Normal space, Hausdorff axiom, Kolmogorov axiom, Tychonoff space.

Социально-экономическое развитие нашей страны обуславливает коренное совершенствование высшего образования. Повышается

значимость подготовки кадров, создаются условия для переподготовки специалистов высшего образования на уровне международных стандартов.

Исходя из естественных требований общественной жизни и экономики, одной из основных задач модернизации системы высшего образования является внедрение в обучение современных форм и технологий на основе изучения международного опыта.

Указ Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию сферы информационных технологий и коммуникаций» от 19 февраля 2018 года и постановление Кабинета Министров Республики Узбекистан «О мерах по коренному совершенствованию и повышению эффективности системы подготовки кадров в Ташкентском университете информационных технологий имени Мухаммада ал-Хоразмий» от 24 июля 2018 года предусматривают коренное совершенствование и повышение эффективности подготовки кадров в этом вузе, а также его филиалах. Важный шаг в осуществляемой системе новшеств — внедрение с 2018-2019 учебного года кредитной системы обучения для подготовки кадров в сфере информационных технологий и коммуникаций с целью обеспечения вхождения университета в число самых престижных вузов мира.

Понятие топологического пространства является весьма общим. Поэтому невозможно доказать многих интересных свойств обо всех топологических пространствах сразу. В связи с чем вводят специальные классы топологических пространств. Очевидно, что чем уже рассматриваемый класс, тем большим количеством интересных свойств обладает этот класс.

Цель написания статьи — научить студентов мыслить самостоятельно и работать над собой. Следующая статья также станет отличным руководством для самостоятельной организации занятий.

Краткое содержание статьи выглядит следующим образом: Изложим *аксиомы отделимости* — наборы дополнительных требований, налагаемых на топологические пространства, касающиеся разделения точек и замкнутых множеств в топологических пространствах и позволяющие изучать ограниченные классы топологических пространств.

Наиболее широко используемыми аксиомами отделимости являются: $T_0, T_1, T_2, T_3, T_{\frac{3}{2}}, T_4$.

Пусть (X, τ) некоторое топологическое пространство.

T_0 (*аксиома Колмогорова*). Говорят, что пространство X удовлетворяет аксиоме T_0 , если для любых двух различных точек x и y пространства X по крайней мере одна из них имеет окрестность, не содержащую вторую точку.

Антидискретное пространство является примером пространства, не являющего T_0 -пространства. Приведем другой пример.

Пример 1. Пусть $X = \{0, 1, 2, 3, 4\}$. Семейство

$$\tau = \{\emptyset, \{0\}, \{1\}, \{2\}, \{0, 1\}, \{0, 2\}, \{1, 2\}, \{0, 1, 2\}, \{0, 1, 2, 3, 4\}\}$$

является топологией на X .

Задание. Показать, что (X, τ) не удовлетворяет аксиоме T_0 .

T_1 (аксиома Тихонова). Говорят, что пространство X удовлетворяет аксиоме T_1 , если для любых двух различных точек x и y пространства X каждая из них имеет окрестность, не содержащую другую точку.

Задание. Доказать, что топологическое пространство является T_1 -пространством тогда и только тогда, когда его любое одноточечное подмножество замкнуто.

Ясно, что всякое T_1 -пространство является T_0 -пространством. Обратное, в общем случае, не верно.

Пример 2. Рассмотрим множество

$$X = [0, 1]$$

и семейство на нём

$$\tau = \{A \subset X : 1 \notin A\} \cup \{X\}$$

Задания. Показать, что:

- a) τ является топологией на X ;
- b) пространство (X, τ) не удовлетворяет аксиоме T_1 ;
- c) пространство (X, τ) удовлетворяет аксиоме T_0 .

T_2 (аксиома Хаусдорфа). Говорят, что пространство X удовлетворяет аксиоме T_2 , если любые различные точки x и y пространства X имеют непересекающиеся окрестности.

Пространство, удовлетворяющее аксиоме T_2 , называется хаусдорфовым пространством или *отделимым* пространством.

Ясно, что всякое T_2 -пространство является T_1 -пространством. Обратное, в общем случае, не верно.

Пример 3. Рассмотрим множество

$$X = N = \{1, 2, \dots, n, \dots\}$$

и топологию на нём

$$\tau = \{A \subset X : 7 \notin A\} \cup \{A \subset X : |X \setminus A| < \infty\}.$$

Задания. Показать, что:

- a) пространство (X, τ) не удовлетворяет аксиоме T_2 ;
- b) пространство (X, τ) удовлетворяет аксиоме T_1 .

Задания. Показать, что:

- a) прямая Зоргенфрея;
- b) плоскость Немыцкого являются хаусдорфовыми пространствами.

Аксиома T_3 . Говорят, что пространство X удовлетворяет аксиоме T_3 , если для любого замкнутого множества и не содержащейся в нём точки существуют их непересекающиеся окрестности.

Пространство X удовлетворяет аксиоме T_3 тогда и только тогда, когда для любой точки x и её окрестности U существует окрестность V , такая, что $x \in V \subset [V] \subset U$.

Пространство, удовлетворяющее аксиомам T_1 и T_3 называется *регулярным* пространством.

Всякое регулярное пространство является хаусдорфовым. Обратное утверждение, в общем случае, не верно.

Пример 4. Пусть $X = (-\infty, +\infty)$ – множество всех действительных чисел. Рассмотрим множество

$$D = \left\{ \pm 1, \pm \frac{1}{2}, \pm \frac{1}{3}, \dots, \pm \frac{1}{n}, \dots \right\}.$$

Для каждого $x \in X$ определим следующие множества и систему.

$$U_i(x) = \left(x - \frac{1}{i}, x + \frac{1}{i} \right),$$

$$v(x) = \begin{cases} \{U_i(x) : i=1, 2, 3, \dots, n, \dots\}, & x \neq 0 \\ \{U_i(x) \setminus D : i=1, 2, 3, \dots, n, \dots\}, & x = 0 \end{cases}.$$

Система $v = \bigcup_{x \in X} v(x)$ удовлетворяет условиям (NS1)–(NS3)

.Топологическое пространство X , наделенное топологией, порожденной системой окрестностей v , является хаусдорфовым пространством. Множество D замкнуто в X . Кроме того, $0 \notin D$. Очевидно, что $U \cap V \neq \emptyset$ для любых открытых множеств U и V , таких, что $0 \in U$ и $D \subset V$. Следовательно, X не является регулярным пространством.

Аксиома $T_{3\frac{1}{2}}$. Говорят, что пространство X удовлетворяет аксиоме

$T_{3\frac{1}{2}}$, если для любого замкнутого множества F и не содержащейся в нём произвольной точки x_0 существует непрерывная функция $f : X \rightarrow [0, 1]$, такая, что $f(x_0) = 0$ и $f(x) = 1$ для всех $x \in F$.

Пространства, удовлетворяющие аксиомам T_1 и $T_{3\frac{1}{2}}$ называются вполне регулярными пространствами или тихоновскими пространствами.

Каждое вполне регулярное пространство регулярно. Обратное утверждение не верно. Контрпример строится довольно сложной техникой. Поэтому его привести не будем.

Запомните! Существует регулярное, но не вполне регулярное пространство, такое, что непрерывными функциями на нем являются только константы.

Аксиома T_4 . Говорят, что пространство X удовлетворяет аксиоме T_4 , если для любых двух замкнутых в X , непересекающихся множеств существуют их непересекающиеся окрестности.

Пространство X удовлетворяет аксиоме T_4 тогда и только тогда, когда для любого замкнутого множества F и его произвольной окрестности U существует окрестность V , такая, что

$$F \subset V \subset [V] \subset U.$$

Пространство, удовлетворяющее аксиомам T_1 и T_4 называется *нормальным пространством*.

Каждое нормальное пространство вполне регулярно. Обратное не верно.

Пример 5. Плоскость Немыцкого является вполне регулярным, не являющимся нормальным пространством. Приведем ее конструкцию.

Рассмотрим замкнутую верхнюю полуплоскость $L = \{(x, y) : y \geq 0\}$ и прямую $L_1 = \{(x, y) : y = 0\}$. Положим $L_2 = L \setminus L_1$. Для каждого $(\varepsilon, 0) \in L_1$ и $r > 0$ пусть

$$U((\varepsilon, 0), r) = \{(x, y) : (x - \varepsilon)^2 + (y + \varepsilon)^2 < r^2\}$$

Пусть, далее

$$U_i(\varepsilon, 0) = U\left((\varepsilon, 0), \frac{1}{i}\right) \cup \{(\varepsilon, 0)\}, \quad i = 1, 2, \dots$$

Для каждого $(\varepsilon, \zeta) \in L_2$ и $r > 0$ пусть

$$U((\varepsilon, \zeta), r) = \{(x, y) : (x - \varepsilon)^2 + (y + \zeta)^2 < r^2, \zeta \geq 0\},$$

$$U_i(\varepsilon, \zeta) = U\left((\varepsilon, \zeta), \frac{1}{i}\right), \quad i = 1, 2, \dots$$

Совокупность

$$\nu = \{U_i(\varepsilon, \zeta) : (\varepsilon, \zeta) \in L, i \in \mathbb{N}\}$$

является фундаментальной системой окрестностей в L .

Относительно топологии τ_ν , порожденной этой системы множество L_1 замкнуто в пространстве (L, τ_ν) . Более того, всякое $F \subset L_1$ замкнуто в L . В частности, множества $A = \{(x, 0) : x \in Q\}$ и $B = \{(x, 0) : x \in \mathbb{R} \setminus Q\}$ замкнуты в L , где Q – множество рациональных чисел. Ясно, что

$$x \in V \subset [V] \subset U \quad A \cap B = \emptyset$$

Но, для всякой пары открытых в L множеств U_A и U_B , содержащих A и B , соответственно, имеем

$$U_A \cap U_B \neq \emptyset.$$

Таким образом, L не является нормальным пространством.

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МЕТОДЫ ПЛАНИРОВАНИЯ И УПРАВЛЕНИЕ РЕМОНТОМ МОСТОВ

Аннотация: В данной статье автор обосновывает актуальность разработки и внедрения экономико-математической модели для определения оптимального межремонтного ресурса мостов, предлагает методологические основы разработки нормативной базы планирования и управления ремонтом мостов, алгоритм и компьютерная программа для расчета межремонтного ресурса мостов с помощью имитационного моделирования. Научная и практическая значимость результатов исследования заключается в том, что теоретические положения доведены до конкретных рекомендаций по разработке нормативов планирования и управления ремонтом мостов.

Ключевые слова: Автодорожные мосты, планирование, управление, экономико-математическая модель, оптимизация, имитация, межремонтные сроки службы.

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METHODS FOR PLANNING AND MANAGEMENT OF BRIDGE REPAIRS

Annotation. In this article, the author substantiates the relevance of the development and implementation of an economic and mathematical model for determining the optimal overhaul life of bridges, proposes a methodological basis for developing a regulatory framework for planning and managing bridge repair, an algorithm and a computer program for calculating the overhaul life of bridges using simulation modeling. The scientific and practical significance of the research results lies in the fact that the theoretical provisions have been

brought to specific recommendations for the development of standards for planning and managing bridge repairs.

Keywords. Highway bridges, planning, management, economic and mathematical model, optimization, simulation, overhaul periods.

1.ВВЕДЕНИЕ

Анализ и систематизация статистических материалов о состоянии сооружений дорожного хозяйства Республики Узбекистан показывают, что несмотря на постоянный рост категории автомобильных дорог и капитальности автодорожных мостов, уровень их транспортно-эксплуатационного состояния не всегда отвечает современным требованиям. Президент Республики Узбекистан Ш.М.Мирзиёев подчеркивал, что «Ряд дорожных мостов и эстакад нуждаются в ремонте, а некоторые вообще заброшены, поставлена задача провести инвентаризацию всех мостов, разработать адресную программу по их ремонту и восстановлению»⁴³. Расчеты показывают, что следствием невысоких транспортно-эксплуатационных качеств автомобильных дорог и мостов являются значительные размеры ежегодных потерь на автомобильном транспорте и в нетранспортных отраслях национальной экономики, которые, в целом по Узбекистану, как показал выполненный анализ, по сети автомобильных дорог общего пользования и парку железобетонных сооружений исчисляются миллионами сумами. Кроме того, низкое техническое состояние автомобильных дорог и искусственных сооружений ведет к увеличению темпов их физического износа.

Такое положение во многом обусловлено имеющимися недостатками в планировании ремонта и реконструкции автомобильных дорог и искусственных сооружений и, в первую очередь, почти полным отсутствием системы планово-предупредительного их ремонта, базирующейся на комплексе взаимосвязанных между собой технико-экономических норм и нормативов. Существующая нормативная база планирования ремонта автомобильных дорог и автодорожных мостов крайне скудна. Она представлена несколькими в разное время изданными и не связанными между собой документами, в которых содержатся далеко неполные и зачастую противоречивые сведения о видах, составе и периодичности проведения ремонтных работ. Кроме того методика их разработки не имеет научного основания. В результате, при планировании ремонтов автодорожных мостов превалирует субъективный подход, потребность в них систематически занижается, а требуемые профилактические мероприятия по обеспечению сохранности и надежной работы элементов сооружений, как правило, не осуществляются. В связи с этим дальнейшее развитие и качественное совершенствование методики

⁴³ <https://www.gazeta.uz/ru/2019/10/02/roads/>. Совещание Президента Республики Узбекистан Ш.М.Мирзиёева, посвященное на развитие дорожного хозяйства (2 октября 2019 года).

планирования и управления ремонтом и реконструкций автодорожных мостов, основанных на эконометрических и статистических методах исследования является необходимым условием повышения эффективности функционирования автомобильных дорог и искусственных сооружений. Следовательно, и значительного снижения издержек национальной экономики на перевозку грузов и пассажиров, так как 98 процентов грузоперевозок и 85 процентов пассажир перевозок в республике осуществляется на автомобильном транспорте [25].

Анализ влияния состояния искусственных сооружения на ежегодные потери на автомобильном транспорте и в нетранспортных отраслях национальной экономики показывает, что их размеры зависят от транспортно-эксплуатационных качеств автомобильных дорог и мостов. Поэтому разработка и внедрение экономико-математической модели определения оптимальных межремонтных сроков службы искусственных сооружений, используемых в процессе планирования и управления ремонтом автодорожных мостов является актуальной проблемой [1-13].

2.ЛИТЕРАТУРНОЕ ИССЛЕДОВАНИЕ

До независимости в Республике Узбекистан единственным нормативном документом, регламентирующим сроки выполнения ремонтных работ на автомобильных дорогах и мостах, является Положение о проведении планово-предупредительного ремонта верхнего строения пути, земляного полотна и искусственных сооружений железных дорог [23]. В положении, наряду с ориентировочной периодичностью ремонтных работ на железнодорожных мостах, рассматривается и периодичность ремонтных работ на автодорожных искусственных сооружениях. Однако, такое подразделение является весьма формальным, так как номенклатура ремонтных работ и периодичность их проведения (за исключением замены асфальтобетонного покрытия на автодорожных мостах) полностью совпадает для рассматриваемых видов сооружений.

Таким образом, основным недостатком приведенных нормативов является отождествление условий эксплуатации железнодорожных и автодорожных мостов, несмотря на то, что каждый из этих видов сооружений имеет различную капитальность, неодинаковые по интенсивности, месту приложения и последствиям воздействия расчетные и фактические временные нагрузки, разные коэффициенты запаса прочности основных конструктивных элементов.

В 60-70-е годы прошлого века текущий ремонт железобетонных мостов практически не производился. Выполнение работ по среднему и капитальному ремонту сооружений было приравнено по срокам к периодичности к соответствующим ремонтам автомобильных дорог, и сводилось в основном к замене деревянных и временных мостовых переходов на новые, т.е. к новому строительству.

К началу 80-х годов нерациональность и непредусмотрительность такой эксплуатации стали проявляться достаточно резко. В результате временного запаздывания значительно возросла потребность во всех видах ремонтных работ. Из-за отсутствия планово-предупредительного ремонта и своевременной ликвидации мелких дефектов на 25-50 % снизилась долговечность многих конструктивных элементов мостов, в том числе и пролетных строений: возникли диспропорции между транспортно-эксплуатационным состоянием, постоянно ремонтируемых и реконструируемых автомобильных дорог и находящихся на них неудовлетворительно эксплуатируемых мостов.

Возникшая ситуация привела к необходимости формирования научно-исследовательских работ в области надежности, долговечности искусственных сооружений, эффективной организации и планирования их ремонта, в том числе и в направлении совершенствования нормирования межремонтных сроков их службы. Одним из первых таких исследований явилась разработка руководства по автоматизированию межремонтных систем планирования ремонта и перестройки мостов на уровне министерства и республиканских объединений [22], в которой наряду с проблемами автоматизации плановых расчетов на уровне управления дорожным хозяйством затрагивались и вопросы формирования нормативной базы.

Наиболее полный перечень ремонтных работ на автодорожных мостах и соответствующих им межремонтных сроков был разработан на Украине [15,20,21]. Так, например, в работе [15] рассматриваются три варианта предложенных в разное время оценок периодичности ремонтных работ: 1) согласно инструкции ИН 218-038-84, 2) по экспертным оценкам и 3) «рекомендуемый», которые охватывают не только средний, но и капитальный ремонт искусственных сооружений. Ее авторы предлагают при назначении межремонтных сроков службы автодорожных мостов ориентироваться на «рекомендуемую» периодичность выполнения ремонтных работ, которая устанавливается ими, на основе двух других вышеупомянутых оценок в следующем порядке: при наличии двух значений периодичности ремонтных работ (согласно инструкции и по экспертным оценкам) приоритет получает та из них, которая установлена экспертным методом: во всех других случаях «рекомендованной» является периодичность, приведенная в инструкции.

Общими недостатками рассматриваемых работ является также отсутствие дифференциации большинства из предлагаемых нормативов по видам железобетонных сооружений, а также по условиям их функционирования под временной нагрузкой. Между тем, целесообразность последнего доказывается на примере элементов проезжей части в другой украинской монографии [20]. В ней приведены сроки бездефектной работы основных конструктивных элементов

проезжей части железобетонных мостов в зависимости от диапазона изменения интенсивности движения проходящих по ним автомобилей

Сделать вывод о значительном влиянии интенсивности движения на бездефектный срок эксплуатации многих элементов проезжей части автодорожных мостов. Так, при изменении интенсивности движения автомобилей от 25 до 35 тыс. автомобиль/сутки срок бездефектной работы покрытия уменьшается в 3-5 раз, гидроизоляции и водоотвода в 1,5-3 раза, въездных приспособлений в 8-12 раз. Вместе с этим следует отметить, что сроки бездефектной работы сооружений или их элементов нельзя отождествлять с периодичностью ремонтных работ, необходимость проведения которых обусловлена не столько фактом появления того или иного дефекта, сколько их видом, объемом развития и степенью влияния на работоспособность и долговечность конструкций. Поэтому для установления межремонтных сроков эксплуатации рассматриваемых элементов проезжей части мостов необходимо проведение специальных исследований по классификации имеющихся дефектов, выявлению динамики их развития и оценки степени влияния отдельных дефектов на уровень транспортно-эксплуатационного состояния сооружений.

Характерной особенностью всех вышерассмотренных работ является применение при нормировании межремонтных сроков службы эвристических методов: методов аналогий, сравнений, экспертных оценок. Основной предпосылкой их использования для решения этой важной задачи явилось отсутствие до настоящего времени достаточного количества статистических наблюдений об уровне физического износа сооружений и сроках службы их конструктивных элементов, исключающих возможность применения более точных методов нормирования межремонтных сроков. Однако хорошо известно, что эвристические методы дают хорошие результаты только в том случае, когда четко фиксированы определенные требования или граничные условия при назначении тех или иных оценок. Так как указанные требования ни в одной из анализируемых работ не были сформулированы, полученные при их использовании нормативы имеют субъективный характер, что вызывает определенные сомнения в возможности их практического применения.

Работа [14] посвящена методике обоснования межремонтного срока службы предварительно напряженных пролетных строений железобетонных мостов на примере статистической обработки данных о количестве, длине и размерах раскрытия наклонных трещин в стенках балок пролетных строений. Сущность методики заключается в определении вероятности выброса процесса раскрытия трещин за нормированный уровень, рассчитываемый на каждый год анализируемого периода эксплуатации сооружения, и установления на этой основе объемов ремонтных работ предотвращению их развития. При этом оптимальный

межремонтный срок службы балок пролетных строений находят по минимальной величине «приведенной стоимости».

Из условия оптимизации «приведённой стоимости» найдена допускаемая вероятность отказа, равная 0,05, по которой определен межремонтный срок службы балочных пролетных строений с предварительной напряжённой арматурой, составляющей 9 лет.

К очевидным достоинствам предложенной методики следует отнести довольно тщательное исследование динамики раскрытия трещин и вероятности этого процесса в железобетонных преднапряженных мостовых конструкциях. Вместе с тем она имеет ряд существенных недостатков, основные из которых сводятся к следующему:

- не предусматривается возможность проведения профилактических ремонтных работ по предупреждению сверхнормированного уровня раскрытия трещин;

- выбранная в качестве критерия приведенная стоимость является «приведённой» только по названию, так как, не учитывается разновременность затрат по ремонту конструкций;

- область применения методики является сравнительно узкой в связи с учетом только одного из совокупности других возможных и возникающих одновременно дефектов предварительно напряженных конструкций.

Методы технико-экономического обоснования сроков и объемов реконструкции (уширения) автодорожных мостов на основе использования функциональной модели динамического программирования рассматриваются в работах [17, 18, 19]. В этих работах оптимальные сроки и размеры уширения сооружений предлагается определять путем экономического сравнения возможных стратегий развития их габаритов, причем никаких ограничений на минимальные размеры габаритов мостов по условиям их эксплуатации (интенсивности движения проходящих нагрузок) не накладывается.

В работе учёных Московского автодорожного института (МАДИ) [24] на основе анализа дефектов и способов их устранения авторами выделяются два комплекса работ, проводимых с целью ремонта сооружений:

1. Направленный на восстановление повреждений элементов проезжей части моста (включая покрытие, выравнивающий слой, гидроизоляцию, защитный слой, деформационные швы и системы водоотвода).

2. Направленный на повышение долговечности несущих конструкций сооружения (предотвращение коррозии арматуры, развитие трещин, выкалывания бетона.).

В результате выполненных расчетов по анализируемой методике для железобетонных мостов каркасной арматурой были получены следующие

значения периодичности ремонтных работ: для комплекса работ по повышению долговечности несущих конструкций- 8-10 лет; для комплекса работ по поддержанию в удовлетворительном состоянии конструкций проезжей части – 6-9 лет.

Положительной стороной методики МАДИ является попытка комплексного подхода к определению межремонтных сроков службы мостов на основе оптимизации всех видов ремонтных затрат, устанавливаемых в зависимости от уровня транспортно-эксплуатационного состояния сооружения. К негативным сторонам методики следует отнести, в первую очередь, весьма условный характер рекомендуемых расчетов, что обусловлено следующими причинами: большой неопределённостью и колебаниями в видах и объёмах работ, для которых устанавливается средняя величина затрат; сведением разнообразных условий эксплуатации сооружений только к трем состояниям (стадиям), допускающим крайне сводное толкование их при отсутствии строгих количественных критериев; широким диапазоном возможных решений.

Заканчивая на рассмотрении методики МАДИ аналитический разбор действующих и рекомендуемых межремонтных сроков службы сооружений и методов их определения, необходимо сделать следующие общие выводы:

I. В настоящее время отсутствует достаточно обоснованная и приемлемая для практического использования методика нормирования межремонтных сроков службы автодорожных мостов, что отрицательно сказывается на организации системы их ремонта и транспортно - эксплуатационных состояний.

II. Для создания научно–обоснованной методики нормирования межремонтных сроков службы мостов необходимо:

III. дать строгие определения понятий всех видов ремонтов;

IV. изучить взаимосвязи и возможную взаимозаменяемость между ними;

V. обосновать критерий оптимальности;

VI. разработать достаточно точный и эффективный метод решения задачи.

VII. Определение межремонтных сроков службы мостов и их элементов должно базироваться на тщательном учете конкретных условий особенностей их эксплуатации разрабатываемых нормативов по качеству и проведения исследований по установлению закономерностей их износа во времени.

3.МЕТОДИКА

Нами предложен наиболее строгий и научно обоснованный подход к определению межремонтных сроков службы сооружений, который заключается в исследовании процессов взаимообусловленности и

взаимозаменяемости различных видов ремонтных воздействий и установлении на их основе оптимальной стратегии проведения всех видов ремонтных работ. Это означает, что при его использовании предполагаются известными объективно существующие количественные взаимосвязи между объемами каждого вида ремонтных воздействий и сроками службы основных конструктивных частей или элементов моста.

Однако, принимая во внимание, что до настоящего времени какие-либо достаточно систематизированные научные разработки по математическому описанию указанных закономерностей отсутствуют, для решения поставленной задачи могут быть предложены разработанные выше вероятностно-статистические зависимости износа (объемов ремонтных работ) отдельных видов конструктивных элементов от срока их службы. При этом с учетом особенностей выявленных закономерностей и возможной области их применения должны вводиться следующие ограничения.

1. Возможные сроки проведения работ по капитальному ремонту конструктивных элементов сооружения принимаются в пределах предварительно установленного диапазона максимальной и минимальной периодичности их проведения.

Максимальная периодичность выполнения этих работ определяется, исходя из условий современного осуществления в принятых временных границах текущего ремонта каждого элемента моста, т.е. от момента возникновения дефекта до момента, соответствующего предельному объему его развития. В рамках предложенной классификации ремонтных работ максимальная периодичность капитального ремонта каждого из рассматриваемых элементов должна быть принята равной сроку его службы, так как только при капитальном ремонте производится замена элементов в связи с их полным износом.

Минимальная периодичность проведения работ по капитальному ремонту принимается равной сроку появления дефектов на рассматриваемом конструктивном элементе сооружения.

2. Возможные сроки проведения работ по текущему ремонту конструктивных элементов мостов устанавливаются в пределах определенного статистическим путем временного интервала развития их дефектов, т.е. от момента возникновения дефектов до момента предельного состояния элемента, характеризуемого установленными предельными объемами развития дефектов.

3. Динамика развития дефектов каждого из рассматриваемых элементов сооружения принимается постоянной вне зависимости от количества и сроков проведения их текущих ремонтов.

4. Изменение срока текущего ремонта элементов моста в принятом диапазоне их значений (за исключением срока соответствующего предельного значения) не оказывает влияния на выбор сроков

капитального ремонта элементов. Это ограничение совместно с предыдущим позволяет сформировать для каждого конструктивного элемента сооружения конечное количество стратегий проведения их ремонтов. Например, если известно, что период развития дефектов в рассматриваемом элементе составляет 15 лет, а максимальная периодичность проведения капитального ремонта установлена 24 годам, то количество возможных стратегий будет равна 195.

5. Физический износ каждого из элементов сооружения принимается независимом от физического износа других его элементов. Это означает, что сроки проведения текущих и капитальных ремонтов отдельных элементов не зависят друг от друга.

При указанных ограничениях постановка задачи по определению оптимальных межремонтных сроков службы автодорожных мостов может быть сформулирована следующим образом.

Заданы статистические характеристики распределения объемов работ по текущему ремонту в зависимости от сроков его выполнения, а также объем капитального ремонта (стоимость замены) и возможный диапазон сроков его проведения для каждого конструктивного элемента сооружения. Также известны размеры потерь на автомобильном транспорте от несвоевременного проведения текущих ремонтов отдельных элементов мостов.

Требуется определить такие сроки выполнения текущих и капитальных ремонтов сооружения в целом, при которых обеспечивается минимум приведенных затрат на ремонт сооружения и реализацию транспортного процесса в течение всего периода его эксплуатации.

Критерий решения этой задачи в формализованном виде может быть записан следующим образом.

$$Z = \sum_{i=1}^n \sum_{j=1}^{m_i} C_{ij} \beta_{t_{ij}} + \sum_{i=1}^n \sum_{k=1}^{q_i} K_{ik} \beta_{t_{ik}} + \sum_{i=1}^n \sum_{j=1}^{m_i} \sum_{\tau_{ij}=t_{ij}-(t_{Ti}-t_{Toi})}^{t_{ij}} \lambda_{\tau_{ij}}^T \beta_{\tau_{ij}} - Q \rightarrow \min, \quad (3.1)$$

где: C_{ij} - стоимость j -го текущего ремонта i -го конструктивного элемента моста ($i = \overline{1, n}; j = \overline{1, m_i}$), сум;

n - количество принимаемых в рассмотрение конструктивных элементов сооружения;

m_i - количество проводимых текущих ремонтов i -го элемента за

срок сравнения вариантов, $m_i = \frac{t_{cp}}{t_{Ti}}$ где t_{Ti} - варьируемый межремонтный период текущего ремонта, t_{cp} - принятый срок сравнения вариантов;

t_{ij} - срок проведения j -го текущего ремонта i -го элемента, год;

K_{ik} - стоимость k -го капитального ремонта i -го конструктивного элемента моста, сум.;

Q_i - количество проводимых капитальных ремонтов i -го элемента за

срок сравнения вариантов, $q_i = \frac{t_{cp}}{t_{ki}}$ где t_{ki} - варьируемый межремонтный период капитального ремонта;

t_{ik} - срок проведения k -го капитального ремонта i -го элемента, год;

$\beta_{t_{ij}}, \beta_{t_{ik}}$ - коэффициенты приведения разновременных затрат;

$\lambda_{\tau_{ij}}^T$ - величина потерь в τ_{ij} -м году, обусловленная отклонением рассматриваемой периодичности проведения текущего ремонта i -го элемента t_{Ti} от минимально возможной t_{To_i} , сум.;

t_{To_i} - минимальная периодичность текущего ремонта i -го элемента, лет;

Q - остаточные затраты на ремонт, выражающие эффект последствия для вариантов с различными затратными характеристиками, сум.

Если исходить из стационарности рассматриваемых процессов износа элементов сооружений, т.е. принимая во внимание только средние значения объемов ремонтных работ (математические ожидания), формирование возможных вариантов решения задачи осуществляется довольно просто – для каждого года проведения текущего и капитального ремонта с учетом коэффициентов дисконтирования рассчитывается величина затрат на их проведение, а также потери на автотранспорте, если они имеют место, по каждому конструктивному элементу. Минимальная суммарная (по всем элементам) величина затрат определяет наилучший вариант. Именно такой подход был использован автором в работе [16] при оптимизации сроков проведения средних (текущих) ремонтов автодорожных мостов.

Однако использование вышеизложенной предпосылки в условиях значительной колеблемости объемов дефектов, и следовательно, ремонтных работ приводит к весьма неточным результатам. Поэтому, для решения поставленной задачи определения оптимальных межремонтных сроков службы мостов, учитывая стохастический характер износа их конструктивных элементов, были использованы часто принимаемые для изучения и анализа вероятностных процессов методы имитационного моделирования.

4. АНАЛИЗ РЕЗУЛЬТАТОВ ЧИСЛЕННЫХ ИССЛЕДОВАНИЙ

Расчет оптимальных межремонтных сроков службы мостов осуществлялся по разработанной программе «Мост» на компьютере. Принцип работы программы предусматривает двухэтапную процедуру расчетов. На первом этапе для каждого из возможных сроков реконструкции моста в заданных диапазонах контрольных сроков его

уширения производится расчет оптимальной стратегии проведения ремонтов (текущего и капитального) каждого конструктивного элемента сооружения, а также оптимального размера уширения. На втором этапе, на основе суммирования приведенных затрат на ремонт всех конструктивных элементов сооружения и его уширения из каждому из возможных вариантов реконструкции, устанавливается оптимальных срок уширения и соответствующая этому сроку оптимальная стратегия ремонта автодорожного моста в целом.

В головной программе осуществляется суммирование приведенных затрат по каждому возможному сроку реконструкции сооружения и отыскание минимальной суммарной их величины, характеризующий оптимальный срок уширения моста и соответствующую этому сроку оптимальную стратегию проведения его текущих и капитальных ремонтов. Окончательные результаты расчетов выводятся на печать в виде таблицы 1.

Таблица 1

Окончательные результаты расчетов, выводимые на печать

Периодичность ремонтных работ, лет, (при Г-7; №=92 а/с; Р=3 % линейный)	Кол-во (раз)	Сроки, годы
1. ТУШ (Уширение на Г-8) 33	1	33
2. Капитального ремонта (ТРР):		
Покрытия – 19	2	19,52
Тротуаров – 33	0	-
Деформационных швов – 11	4	11,22,44,55
Гидроизоляции – 17	2	17,50
Перильных ограждений – 33	0	-
Конусов опор – 25	2	25,58
3. Текущего ремонта (ТТР)		
Покрытия – 1	25	9-18,28-32,42-51
Тротуаров – 10	5	10,20,30,40,50
Деформационных швов – 1	35	4-10,15-21,37-43,49-55
Гидроизоляции – 1	20	10-16,27-32,-43-49
Перильных ограждений – 3	5	20,23,26,29
Балок пролетного строения – 9	5	9,18,27,42,51
Опор – 15	3	15,30,48
Конусов опер – 2	11	14-24,40-48

Примечание: таблица разработана автором.

При этом в качестве исходных данных для расчета нормативов межремонтных сроков службы по каждой группе мостов были приняты следующие показатели: интенсивности движения (в интервале установленных значений для рассматриваемых габаритов мостов) – 92, 369, 1012 и 2391 автомобиль/сутки; темпа роста интенсивности движения, 3 % состава движения – грузовые 69 %, автобусы 10 %, легковые автомобили – 21 % и длины моста-38м.

Результаты расчета нормативных межремонтных сроков службы железобетонных автодорожных мостов в сопоставлении с рекомендуемой работой [16] приведены в таблице 2.

Анализ полученных результатов позволяет сделать следующие выводы:

– рекомендуемые работой [16] нормативы межремонтных сроков службы мостов являются, как правило, завышенными по сравнению с оптимальными. Особенно значительная разница в межремонтных сроках имеет место при капитальном ремонте деформационных швов (7 лет), конусов опор (13 лет), текущем ремонте покрытия (5 лет), опор (9 лет);

– периодичность проведения работ по текущему ремонту не зависит от режима движения на мостах (габарита их проезжей части), в то время как для работ капитальному ремонту влияние интенсивности движения на межремонтные сроки является весьма значительным. Указанное свидетельствует о целесообразности дифференциации капитального ремонта;

– для обеспечения эффективного функционирования железобетонных мостов необходимо ежегодное проведение работ по ремонту основных элементов их проезжей части (покрытие, деформационных швов, гидроизоляции).

Таблица 2

Результаты расчета нормативных межремонтных сроков службы железобетонных автодорожных мостов с каркасной арматурой

Наименование ремонтных работ		Периодичность выполнения, лет				
		Согласно [22]	Оптимальная для мостов с габаритами			
			Г-7	Г-8	Г-10	Г-11,5
I. Уширение (реконструкция) сооружения		-	33	29	28	13
II. Капитальный ремонт:						
покрытия		18	19	19	19	19
тротуаров		36	33	36	36	36
деформационных швов		18	11	11	11	11
гидроизоляции		18	17	17	17	17
перильных ограждений		36	33	29	27	19
конусов опор		12	25	25	25	25
Текущий ремонт:						
покрытия		6	1	1	1	1
тротуаров		-	10	10	10	10
деформационных швов		-	1	1	1	1
гидроизоляции		-	1	1	1	1
перильных ограждений		-	3	3	3	3
балок пролетного строения		12	15	15	15	15
Опор		24	15	15	15	15

конусов опор	-	2	2	2	2

Примечание: таблица разработана автором.

5.ВЫВОДЫ

Полученные результаты научного обобщения исследования позволили доказательно обосновать следующие комплексные выводы и рекомендации:

1.Отсутствие должного уровня нормативной базы планирования и управления ремонтом искусственных сооружений, в том числе автодорожных мостов не даст возможности для успешного развития дорожного хозяйства, в частности, и для развития национальной экономики в целом. Хотя это сугубо менеджерская проблема, но она также и макроэкономическая по своим последствиям. В процессе научного исследования обоснованы методологические основы разработки нормативной базы планирования и управления воспроизводством искусственных сооружений, а также прогнозирование при выработке стратегических решений развития дорожного хозяйства Республики Узбекистан с акцентом на эконометрические аспекты. Таким образом, не только теоретически и методологически, а и практически может быть решена весьма важная задача по планированию и управления воспроизводством искусственными сооружениями, а также и по развитию дорожного хозяйства.

2.Расчеты были выполнены разработанной компьютерной и стандартной программой для генерации случайных величин.

Разработанный алгоритм и вычислительная программа позволяют определить межремонтные сроки службы мостов в зависимости от габарита и интенсивности движения. Анализ результатов показывает, что межремонтные сроки искусственных сооружений зависят от габарита и интенсивности движения.

3. Используя научные и практические рекомендации, разработанных в процессе данного научного исследования, руководители всех уровней управления дорожным хозяйством, получают возможность реализовать современные методологические основы стратегического планирования и управления ремонтом автодорожных мостов.

В их числе: методика организации стратегического планирования; способ экономического анализа дорожного хозяйства для принятия решений на стадии разработки стратегии развития; экономико-математические методы определения межремонтных сроков службы автодорожных мостов;

4. Практическая значимость результатов исследования заключается в том, что теоретические положения доведены до конкретных рекомендаций по разработке нормативов планирования и управления ремонтом автодорожных мостов. Основные теоретические и практические рекомендации могут использоваться органами управления в рамках

разработки и реализации стратегий социально-экономического развития региона.

Практические результаты научного исследования будут востребованы деловой жизнью в связи с ростом платежеспособного спроса на услуги дорожной инфраструктуры в Республике Узбекистан и профессионализма отечественного менеджмента и компьютеризации отрасли, а также переходом на цифровой экономике.

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О НЕКОТОРЫХ СВОЙСТВАХ БИГАРМОНИЧЕСКИХ ФУНКЦИЙ В $\mathbb{R}^2$

Аннотация: В данной работе построена функция Карлемана для бигармонических функций заданные в области $D = \{y: y = (y_1, y_2), -\infty < y_1 < \infty, 0 < y_2 < \frac{\pi}{\rho}, \rho > 0\}$ функций заданных в двумерном пространстве.

Ключевые слова: Бигармонические, гармонические, полигармонические функции, формулы Грина, функция Карлемана.

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ON SOME PROPERTIES OF BHARMONIC FUNCTIONS IN $\mathbb{R}^2$

Annotation: In this article we consider Carleman's function, to find integral representation for the biharmonic functions ($\Delta^2 u(y) = 0$) defined in unbounded domain $D = \{y: y = (y_1, y_2), -\infty < y_1 < \infty, 0 < y_2 < \frac{\pi}{\rho}, \rho > 0\}$ of two dimensional Euclidean space.

Key words: Biharmonic, harmonic, polyharmonic functions, Green's formulas, Carleman function.

Шароф Ярмухамедов занимался исследованием классической интегральной формулы Грина для гармонических функций в неограниченной пространственных областях. Задача заключалась в получении формулы Грина для растущих гармонических функций. Здесь вместо классического фундаментального решения уравнения Лапласа надо было построить новое фундаментальное решение, которое достаточно хорошо убывает на бесконечности. Ш.Ярмухамедовым было построено требуемое фундаментальное решение в явном виде, которое выражается через целой функции комплексного переменного. Им получена интегральная формула Грина в неограниченной области в классе растущих гармонических функций. В этом направлении им было установлено теорема типа Фрагмена - Линделефа для гармонических функций.

В этой работе используя ядро Ярмухамедова получая интегральное представление для неё получаем оценку роста функции внутри области т.е. теоремы типа Фрагмена – Линделефа.

Интегральное представление в R^2 для бигармонических функций заданные в области D которую мы намерены получить, иными словами, по граничным значениям функции восстановить ее значения всюду внутри области выражает фундаментальное свойство для бигармонических функций.

Пусть R^2 - двумерное вещественное евклидово пространство,

$$x = (x_1, x_2), x' = (x_1, 0), r = |x - y|, s = |x' - y'|, \alpha^2 = s,$$

$$D = \{y: y = (y_1, y_2), y_1 \in R, 0 < y_2 < h, h = \frac{\pi}{\rho}, \rho > 0\}.$$

Функцию $\Phi_\sigma(y, x)$ при $s > 0, \sigma \geq 0, a \geq 0$, определим:

$$\Phi_\sigma(y, x) = C_{n,m} \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{\exp(\sigma\omega + \omega^2) - \operatorname{achip}_1\left(\omega - \frac{h}{2}\right)}{\omega - x_2} \right] (u^2 - s) du, \omega = iu + y_2, \quad (3)$$

где $C_{n,m} = (8\pi\Gamma^2(2))^{-1}$, можно доказать что эта искомая функция.

Теорема 1. $\Phi_\sigma(y, x)$ является полигармонической функцией порядка 2 по y при $s > 0$ и для этой функции имеет место

$$\Phi_\sigma(y, x) = c_0(r^2 \ln r + G_\sigma(x, y)),$$

где $G_\sigma(y, x)$ регулярная по переменному y и непрерывно дифференцируемая на $\overline{D}$.

Доказательство.

Для того, чтобы получить утверждение теоремы, рассмотрим подынтегральное выражение

$$J_1 = \operatorname{Im} \left[\frac{\exp \left(\sigma \omega + \omega^2 - a \operatorname{cosp}_1 \left(\omega - \frac{h}{2} \right) \right)}{\omega - x_2} \right]$$

имея ввиду свойства гиперболических функций, получим

$$\begin{aligned} \exp \left(\sigma \omega + \omega^2 - a \operatorname{cosp}_1 \left(\omega - \frac{h}{2} \right) \right) &= \\ &= \exp \left[\sigma (iu + y_2) + (iu + y_2)^2 - a \operatorname{cosp}_1 \left(iu + y_2 - \frac{h}{2} \right) \right] = \exp \left[\sigma y_2 + y_2^2 - u^2 - \right. \\ &\left. - a (\operatorname{ch} \rho_1 u) \left(\operatorname{cosp}_1 \left(y_2 - \frac{h}{2} \right) \right) + i \left(\sigma u + 2uy_2 - a (\operatorname{sh} \rho_1 u) \left(\operatorname{sinp}_1 \left(y_2 - \frac{h}{2} \right) \right) \right) \right] = \\ &= \exp \left[\sigma y_2 + y_2^2 - u^2 - a \operatorname{ch} \rho_1 u \operatorname{cosp}_1 \left(y_2 - \frac{h}{2} \right) \right] \exp i \left(\sigma u + 2uy_2 - \right. \\ &\left. a \operatorname{sh} \rho_1 u \operatorname{sinp}_1 \left(y_2 - \frac{h}{2} \right) \right) = \exp \left[\sigma y_2 + y_2^2 - u^2 - a \operatorname{ch} \rho_1 u \operatorname{cosp}_1 \left(y_2 - \frac{h}{2} \right) \right] \\ &\quad \left(\cos \left(\sigma u + 2uy_2 - a \operatorname{sh} \rho_1 u \operatorname{sinp}_1 \left(y_2 - \frac{h}{2} \right) \right) \right. \\ &\quad \left. + i \sin \left(\sigma u + 2uy_2 - a \operatorname{sh} \rho_1 u \operatorname{sinp}_1 \left(y_2 - \frac{h}{2} \right) \right) \right) \end{aligned}$$

$$A_1 = \sigma y_2 + y_2^2 - u^2 - a \operatorname{ch} \rho_1 u \operatorname{cosp}_1 \left(y_2 - \frac{h}{2} \right)$$

$$A_2 = \left(\sigma u + 2uy_2 - a \operatorname{sh} \rho_1 u \operatorname{sinp}_1 \left(y_2 - \frac{h}{2} \right) \right)$$

Применяя некоторые свойства комплексных чисел

$$\operatorname{Im} \frac{a+ib}{c+id} = \frac{cb-ad}{c^2-d^2} = \operatorname{Im} \frac{a+1-1+ib}{c+id} = \frac{cb-(a+1-1)d}{c^2-d^2},$$

получим:

$$\begin{aligned} \operatorname{Im} \left[\frac{\exp \left(\sigma \omega + \omega^2 - a \operatorname{cosp}_1 \left(\omega - \frac{h}{2} \right) \right)}{\omega - x_2} \right] &= \operatorname{Im} \left[\frac{\exp \left(\sigma \omega + \omega^2 - a \operatorname{cosp}_1 \left(\omega - \frac{h}{2} \right) \right) - 1 + 1}{\omega - x_2} \right] = \\ &= \operatorname{Im} \left[\frac{\exp \left(\sigma \omega + \omega^2 - a \operatorname{cosp}_1 \left(\omega - \frac{h}{2} \right) \right) - 1}{\omega - x_2} \right] + \operatorname{Im} \left[\frac{1}{\omega - x_2} \right]. \end{aligned}$$

Поэтому

$$\Phi_{\sigma}(y, x) = c_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{\exp \left(\sigma \omega + \omega^2 - a \cos p_1 \left(\omega - \frac{h}{2} \right) \right) - 1}{\omega - x_2} \right] (u^2 - s) du + c_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{1}{\omega - x_2} \right] (u^2 - s) du$$

Кроме того разделяя последний интеграл на две части и вычисляя

$$\begin{aligned} & \int_{\sqrt{s}}^{\sqrt{1+s}} \frac{u}{u^2 + (y_2 - x_2)^2} (u^2 - s) du \\ & u^2 + (y_2 - x_2)^2 = t, u^2 - s = t - r^2 \\ & \int_{\sqrt{s}}^{\sqrt{1+s}} \frac{u}{u^2 + (y_2 - x_2)^2} (u^2 - s) du = \int_{r^2}^{1+r^2} \frac{(t - r^2) dt}{t} = 1 - r^2 \int_{r^2}^{1+r^2} \frac{dt}{t} = \\ & = 1 + 2r^2 \ln r - r^2 \ln(1 + r^2) \end{aligned}$$

имеем

$$\begin{aligned} \Phi_{\sigma}(y, x) = & c_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{\exp \left(\sigma \omega + \omega^2 - a \cos p_1 \left(\omega - \frac{h}{2} \right) \right) - 1}{\omega - x_2} \right] (u^2 - s) du + \\ & + \int_{\sqrt{s}}^{\sqrt{1+s}} \operatorname{Im} \left[\frac{1}{\omega - x_2} \right] (u^2 - s) du + c_0 \int_{\sqrt{1+s}}^{\infty} \operatorname{Im} \left[\frac{1}{\omega - x_2} \right] (u^2 - s) du \end{aligned}$$

Если обозначим

$$\begin{aligned} G_{\sigma}(y, x) = & c_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{\exp \left(\sigma \omega + \omega^2 - a \cos p_1 \left(\omega - \frac{h}{2} \right) \right) - 1}{\omega - x_2} \right] (u^2 - s) du + 1 \\ & - r^2 \ln(1 + r^2) + c_0 \int_{\sqrt{1+s}}^{\infty} \operatorname{Im} \left[\frac{1}{\omega - x_2} \right] (u^2 - s) du \end{aligned}$$

то

$$\Phi_{\sigma}(y, x) = c_0 (r^2 \ln r + G_{\sigma}(y, x))$$

где $G_2(x, y, \sigma)$ -будет в свою очередь гармонической, легко доказать что это функция полигармонической функцией порядка 2 по y при $s > 0$.

Теперь мы докажем утверждение:

$\Phi_{\sigma}(y, x) = c_0 (r^2 \ln r + G_1(x, y, \sigma))$ -бигармоническая функция.

Лемма 1.1.2. Если $\phi_{\sigma}(y, x)$ гармоническая функция в R^m по переменной y включая и точку x , то справедливо равенство

$$\Delta r^k \phi_{\sigma}(y, x) = r^{k-2} \phi_{\sigma,1}(y, x), \text{ где}$$

$$\phi_{\sigma,1}(y, x) = k(m + k - 2) \phi_{\sigma}(y, x) + 2k \sum_{j=1}^m (y_j - x_j) \frac{\partial \phi_{\sigma}(y, x)}{\partial y_j}$$

функция тоже является гармонической функцией в R^m по переменному y включая и точку x .

Теорема 2. Для функции $\Phi_{\sigma}(y, x)$, имеет место неравенства:

$$|\Phi_{\sigma}(y, x)| \leq \left(\frac{1}{r} + 1\right) \frac{c_0}{\exp(A)}, A = ach\alpha\rho_1$$

Доказательство.

$$\Phi_{\sigma}(y, x) = C_0 \int_{\sqrt{s}}^{\infty} \operatorname{Im} \left[\frac{\exp \left(\sigma(iu + y_2) + (iu + y_2)^2 - ach\rho_1 \left((iu + y_2) - \frac{h}{2} \right) \right)}{(iu + y_2) - x_2} \right] (u^2 - s) du,$$

$$u^2 - s = r^2 t, u du = r^2 dt, du = \frac{r^2 dt}{\sqrt{r^2 t + s}}$$

$$\Phi_{\sigma}(y, x) = \int_0^{\infty} \operatorname{Im} \left[\frac{\exp \left(\sigma(i\sqrt{r^2 t + s} + y_2) + (i\sqrt{r^2 t + s} + y_2)^2 - a\cos\rho_1 \left(i\sqrt{r^2 t + s} + y_2 - \frac{h}{2} \right) \right)}{(i\sqrt{r^2 t + s} + y_2 - x_2)} \right] \frac{r^4 dt}{\sqrt{r^2 t + s}},$$

$$\text{При } A_1 = \sigma y_2 + y_2^2 - r^2 t - s - ach\rho_1 \sqrt{r^2 t + s} \cos\rho_1 \left(y_2 - \frac{h}{2} \right)$$

$$A_2 = \left((\sigma + 2y_2) \sqrt{r^2 t + s} + -ash\rho_1 \sqrt{r^2 t + s} \sin\rho_1 \left(y_2 - \frac{h}{2} \right) \right)$$

$$Q = \exp(\sigma y_2 + y_2^2)$$

$$\Phi_{\sigma}(y, x) = \int_0^{\infty} \operatorname{Im} \left[\frac{Q(\cos A_2 + i \sin A_2)(y_2 - x_2 - i\sqrt{r^2 t + s})}{\exp \left(ach\rho_1 \sqrt{r^2 t + s} \cos\rho_1 \left(y_2 - \frac{h}{2} \right) \right) \exp(r^2 t + s)(y_2 - x_2 + i\sqrt{r^2 t + s})(y_2 - x_2 - i\sqrt{r^2 t + s})} \right] \frac{r^4 dt}{\sqrt{r^2 t + s}}$$

$$\Phi_{\sigma}(y, x) = r^2 \int_0^{\infty} \frac{Q(y_2 - x_2) \sin A_2 - \sqrt{r^2 t + s} \cos A_2}{\exp \left(ach\rho_1 \sqrt{r^2 t + s} \cos\rho_1 \left(y_2 - \frac{h}{2} \right) \right) (t + 1) \exp(r^2 t + s)} \frac{tdt}{\sqrt{r^2 t + s}} =$$

$$= r^2 \int_0^{\infty} \frac{Q(y_2 - x_2) \sin A_2}{\exp \left(ach\rho_1 \sqrt{rt + s} \cos\rho_1 \left(y_2 - \frac{h}{2} \right) \right) \exp(r^2 t + s)(t + 1) \sqrt{r^2 t + s}} -$$

$$- r^2 \int_0^{\infty} \frac{Q \cos A_2}{\exp \left(ach\rho_1 \sqrt{r^2 t + s} \cos\rho_1 \left(y_2 - \frac{h}{2} \right) \right) (t + 1) \exp(r^2 t + s)} \frac{tdt}{\sqrt{r^2 t + s}}$$

Обозначая

$$\Phi_{\sigma}(y, x) = r^2 J_1^1 - r^2 J_1^2$$

где

$$J_1^1 = \int_0^{\infty} \frac{Q(y_2 - x_2) \sin A_2}{\exp \left(ach\rho_1 \sqrt{r^2 t + s} \cos\rho_1 \left(y_2 - \frac{h}{2} \right) \right) \exp(r^2 t + s)(t + 1) \sqrt{r^2 t + s}} \frac{tdt}{\sqrt{r^2 t + s}}$$

$$J_1^2 = \int_0^{\infty} \frac{Q \cos A_2}{\exp \left(ach\rho_1 \sqrt{r^2 t + s} \cos\rho_1 \left(y_2 - \frac{h}{2} \right) \right) (t + 1) \exp(r^2 t + s)} \frac{tdt}{\sqrt{r^2 t + s}}$$

$$A = \sigma y_2 + y_2^2 - s - a \operatorname{ch} \rho_1 \alpha \cos \rho_1 \left(y_2 - \frac{h}{2} \right)$$

$$|J_1^1| = \int_0^\infty \left| \frac{1}{(t+1)} \frac{(y_2 - x_2) \sqrt{t}}{\sqrt{r^2 t + s}} \frac{Q \sin A_2}{\exp \left(a \operatorname{ch} \rho_1 \sqrt{r^2 t + s} \cos \rho_1 \left(y_2 - \frac{h}{2} \right) \right)} \right| \frac{\sqrt{t} dt}{\exp(r^2 t + s)} \leq \frac{\sqrt{\pi}}{r^{2(1+\frac{1}{2})} \exp(A)}$$

$$|J_1^1| \leq \frac{1}{r^3} \frac{c_0}{\exp(A)}$$

$$\int_0^\infty \frac{t^{p-\frac{1}{2}} dt}{\exp(at)} = \frac{135 \dots (2p-1)}{2^p} \frac{\sqrt{\pi}}{a^{p+\frac{1}{2}}}, \quad \int_0^\infty \frac{dt}{\exp(r^2 t + s)} = \frac{c}{r^2}$$

$$|J_1^2| = \int_0^\infty \left| \frac{t}{(t+1)} \frac{Q \cos A_2}{\exp \left(a \operatorname{ch} \rho_1 \sqrt{r^2 t + s} \cos \rho_1 \left(y_2 - \frac{h}{2} \right) \right)} \right| \frac{dt}{\exp(r^2 t + s)} \leq \frac{c_0}{r^2 \exp(A)}$$

$$\text{Итак, } |\Phi_\sigma(y, x)| \leq \left(\frac{1}{r^3} + \frac{1}{r^2} \right) \frac{r^2 c_0}{\exp(A)} = \left(\frac{1}{r} + 1 \right) \frac{c_0}{\exp(A)}.$$

Вывод: В этой работе используя свойств ядро Ярмухамедова построив функцию Карлемана получим интегральное представление т.е интегральная формула Грина в неограниченной области в классе растущих бигармонических функций. Интегральное представление в R^2 для бигармонических функций заданные в области D которую мы намерены получить, иными словами, по граничным значениям функции восстановить ее значения всюду внутри области выражает фундаментальное свойство для бигармонических функций и для неё получаем оценку роста функции внутри области т.е теоремы типа Фрагмена – Линделефа.

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БОЗОР ИҚТИСОДИЁТИ ШАРОИТИДА МАХСУЛОТ СИФАТИНИ ОШИРИШДА СИФАТИНИ БОШҚАРИШНИНГ АХАМИЯТИ

Аннотатсия: Сифатни бошқаришни замонавий назариясида махсулот тўртта умумий тоифалар бўйича тавсифланади булар хизмат кўрсатиши, дастурий воситалар, техник воситалар, қайта ишланадиган материаллардан иборат бўлади. Хизмат кўрсатиши ҳеч бўлмаганда битта ҳаракат натижаси ҳисобланади ва албатта, таъминотчи ва истеъмолчилар ўзаро ҳаракати натижасида амалга оширилади. Сифатни қўллаш ва кўриб чиқиш мақсадига боғлиқ равишда сифат жиҳатларидан фалсафий нуқтаи назарда сифат кўриб чиқиладиган объектга муҳим равишанлик берувчи, шу равишанлик туфайли объект ўзига хос ва бошқалардан ажралиб турадиган объектга айланади.

Калит сўз: Сифат, сифат тизими, сифатни бошқариш, объект, ресурс, стандарт, халқаро стандарт, моддий-техника, махсулот, сифат тоифаси, рақобат.

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THE IMPORTANCE OF QUALITY MANAGEMENT IN INCREASING PRODUCT QUALITY IN A MARKET ECONOMY

Annotation: In modern theory of quality management, a product is described in four general categories: service, software, hardware, and recyclable materials. The service is the result of at least one action and, of course, the interaction of the supplier and the consumer. Depending on the purpose of application and consideration of quality, from a philosophical point of view of quality, quality gives significant clarity to the object under consideration, because of this clarity the object becomes unique and distinguishable from others.

Keywords: Quality, quality system, quality management, object, resource, standard, international standard, material and technical, product, quality category, competition.

Сифатни бошқариш биринчидан истеъмолчилар талабини қондириш, иккинчидан, бошқарув етакчилиги ва фаолияти сифатини доимий яхшилаш усуллари фаол қўллаш асосида ишлар

самарадорлигини оширишга йўналтирилган. Бошқача қилиб айтганда, ташкилот фаолиятини сифатли бошқариш деганда, бошқарувни ҳар бир даражасида узлуксиз яхшилаш, мавжуд барча ресурсларни қўллаш асосида ташкилотнинг ҳар бир функционал соҳасини яхшилаб бориш жараёни тушунилади.

Объект-бу материал ёки идеал шаклга эга, жонли ёки жонсиз, меҳнатнинг табиий ёки сунъий маҳсули ёки табиат маҳсули бўлган ихтиёрий предмет, жараён ёки ходисадир.

Жараён-бу киришни чиқишга ўзгартирувчи, ўзаро боғлиқ ва ўзаро таъсур этувчи фаолият турларининг йиғиндисидир. Бошқарув жараёнлари, маҳсулот ҳаётий цикллارнинг жараёнлари, ресурсларни бошқариш жараёнлари: ўлчаш, таҳлил, яхшилашдан иборат. Моддий-техника ресурсларини сотиб олиш жараёни учун кириш бўлиб, “таъминотчиларни баҳолаш ва танлаш” жараёни ҳисобланади. Бунда ташкилотдаги жараёнлар ҳар бир кейинги жараён баҳосини ошириш мақсадида бошқарув шароитида

режалаштирилиши ва бажарилиши керак.

Маҳсулот-бу жараён натижасидир, ташкилотнинг ташқи муҳит субъектлари, аввало истеъмолчиларни қизиқтирувчи фаолиятнинг якуний натижасидир.

Сифатни бошқаришни замонавий назариясида маҳсулот тўртта умумий тоифалар бўйича тавсифланади булар хизмат кўрсатиш, дастурий воситалар, техник воситалар, қайта ишланадиган материаллардан иборат бўлади.

Хизмат кўрсатиш ҳеч бўлмаганда битта ҳаракат натижаси ҳисобланади ва албатта, таъминотчи ва истеъмолчилар ўзаро ҳаракати натижасида амалга оширилади. У одатда, моддий бўлмайди. Хизмат кўрсатишга истеъмолчи томонидан берилган моддий маҳсулотга қаратилган фаолиятни, истеъмолчи томонидан берилган номоддий маҳсулотга қаратилган фаолиятни, номоддий маҳсулотни тақдим этишни, истеъмолчилар учун қулай шароитларни яратишни киритиш мумкин. Маълумотлардан иборат ва одатда, номоддий ҳисобланган дастурий воситалар аниқ бир ёндашув, операция ёки процедуралар шаклида тақдим этилади. Техник воситалар ва қайта ишланадиган материаллар, одатда моддий бўлади ва кўпинча товар деб номланади. Маҳсулотларнинг баъзи турлари санаб ўтилган тоифаларни ўзида мужассам этади. Маҳсулотни хизмат кўрсатиш, дастурий ёки техник воситаларга, қайта ишланадиган материалларга киритиш тоифалар ичида устуликка эга бўлган тоифага боғлиқ бўлади. Жумладан автомобил техник воситалардан (шина ва бошқалар), қайта ишланадиган материаллардан (ёқилғи, совутиб берувчи суюқлик), дастурий воситалардан (двигателни бошқарув дастури, хайдовчига йўриқнома), шунингдек, хизмат кўрсатувчи сифатида (ишлатиш бўйича консультация ва бошқалар) тақдим этиш мумкин.

Сифат-кўплаб хусусиятларга ва турли жиҳатларга эга бўлган мураккаб ва универсал тоифа. Сифатни қўллаш ва кўриб чиқиш мақсадига боғлиқ равишда сифат жиҳатларидан фалсафий нуқтаи назарда сифат кўриб чиқиладиган объектга муҳим равшанлик берувчи, шу равшанлик туфайли объект ўзига хос ва бошқалардан ажралиб турадиган объектга айланади. Сифат тоифаси объектив ҳақиқийликни инсон томонидан англашни маъқул даражасини билдиради. Тадқиқотларни бошланғич босқичида объект қайси бир хусусияти ёки бир қатор хусусиятлари билан ажралиб туради. Сифатнинг социал жиҳати субъектлар ва (ёки) бутун жамиятни ўрганиладиган объект билан муносабатига боғлиқ; масалан, баъзи бир истеъмолчиларни маҳсулот ёки хизматга нисбатан муносабати ва таъсири. Бунда сифат талаб ва таклиф қонунларига жавоб берадиган, маданиятчилик, истеъмолчилар даромати ва бошқаларга боғлиқ бўлган тоифа сифатида кўрилиши мумкин.

Мухандислик нуқтаи назардан сифат танланган объект хусусиятларининг тўпламини ўхшаш объект билан солиштириш орқали ўрганилади. Ўхшаш объект тадқиқот мақсадига боғлиқ равишда эталон вазифасини бажаради.

Иқтисодий жиҳатдан сифат, тадқиқот объектининг истеъмол қиймати ёки истеъмол натижаси сифатида кўрилади. У ёки бу объектнинг сифатга эҳтиёжи турлича бўлганидек, истеъмолчилар томонидан сифат ҳам турлича баҳоланади. Демак, иқтисодий нуқтаи назардан сифатни қанчалик эҳтиёжга мувофиқлигини билиш керак, бўлмаса ҳар қайси юқори сифат – яхши деганни билдирмайди, яъни сифатнинг техник ва иқтисодий жиҳатлари орасида зиддиятлар мавжуд. Бу зиддиятлар диалектик характерга эга ва, ишлаб чиқариш ва объектлар истеъмоли ўртасидаги қўшимча алоқага сабаб бўлади. Шунинг учун сифатнинг техник ва иқтисодий жиҳатларини биргаликда кўриб чиқиш мақсадга мувофиқ бўлади.

Сифатнинг ҳуқуқий жиҳатига илмий-техник ҳужжатларни ишлаб чиқиш, ҳужжатларни ишлаб чиқиш тартиби, тасдиқлаш, татбиқ қилиш ва бажариш, шунингдек уларни ҳисоб-китоби киради. Ҳуқуқий нуқтаи назарда сифат меъёрий ҳужжатларда ўрнатилган талабларга жавоб берадиган хусусиятлар йиғиндиси сифатида намоён бўлади. “Сифат” тушунчасини аниқлашда уни тушунтирадиган турли жиҳатларни эътиборга олиш керак. Аммо бу таърифларга бир томонлама ёндашилиб бўлмайди.

ISO 9000 сериядаги халқаро стандартларнинг аввалги нақлларида сифат шартли ёки тахминий эҳтиёжларни қондиришга қодир бўла оладиган маҳсулот ва хизматларнинг хусусиятлар ва тавсифлар йиғиндисидан иборат деб таърифланган. О'zDSt ISO 9000:2002 бўйича сифат-бу ўрнатилган, одатда тахмин қилинадиган ёки мажбурий

ҳисобланган эҳтиёж ёки кутилишни бажарадиган хусусий тавсифлар йиғиндисига эга даража, деб таъриф берилган.

Бозор иқтисодиёти шароитида маҳсулот сифатини оширишда сифатини бошқаришнинг аҳамияти. Бозор ва рақобат шароитида дунёдаги ривожланган давлатлари сифатни стратегик савдо императиви ва миллий бойликнинг энг муҳим манбаи сифатида қабул қилиш мумкин. Сифат кўп жihatдан давлатнинг обрўи, ҳар бир инсон ва бутун жамият эҳтиёжларини қондириш учун асос бўлиб хизмат қилади, рақобатбардошлиликни муҳим ташкил этувчиси ҳисобланади. Корхона рақобат шароитида фақатгина сифат асосида ривожланиши ва фойда кўриши мумкин. Шунинг учун, бозор иқтисоди шароитида сифатни таъминлаш ва ошириш бўйича фаолият устивор йўналиш бўлиши объектив ҳисобланади. Маҳсулот сифати шерикчиликнинг ишончли мезонига, муваффақиятли бизнеснинг асосий шартига айланди. Маҳсулот сифатини таъминлаш дунёдаги барча давлатларда муҳим иқтисодий муаммолар қаторига қўйилган.

Сифатни ошириш ва таъминлаш заруриятини аниқловчи асосий сабаблар булар шахсий, ишлаб чиқариш ва жамият эҳтиёжларини узлуксиз ўсиши, фан, техника, ишлаб чиқариш, иқтисод ва бутун жаҳон ҳамжамияти ривожланишида илмий-техник прогресс роли ва суръатини ошиши, хизматларни, ишлаб чиқарилаётган маҳсулот конструкцияси ва бажарадиган функциялар аҳамиятини такомиллаштириш, маҳсулот ишлаб чиқариш ва хизмат кўрсатиш ҳажмини ошиши ва шунинг натижасида сифатсиз, маҳсулот сифатидан норози бўлиб даъво қилишлар, маҳсулот нархини ошиши, нисбатан юқори бўлмаган сифатга эга маҳсулот ва хизматларни истеъмолчилар томонидан қабул қилинмаслиги, ишлаб чиқаришни жадаллаштиришга нисбатан талабларни қаттиқлашиши ва корхонани эсон-омон мавжудлигининг зарур шarti сифатида унинг самарадорлигини ошишидан иборат.

Юқорида сабаблар билан бир қаторда жаҳон бозорида рақобатнинг ошишини кўрсатиб ўтиш зарур. Рақобат фақатгина ташқи бозорда эмас, балки бизнинг давлатимизда ҳам мавжуд. Хулоса қилиб айтганда, сифат ҳамма нарсадан муҳим бўлиши керак, юқори сифатни яратиш ва таъминлаш учун хом-ашё, материаллар ва бошқалар юқори сифатли бўлиши керак, сифат таъминланмаса, сақлаб ва яхшилаб борилмаса, оқибати тузатиб бўлмас оғир бўлиши мумкин. Инсонга ҳақиқий эътибор ва чуқур ҳурмат кўрсатилган жойда намоён бўладиган “шахсий рухият маданияти” орқали юқори сифат таъминланиши, сақланиши ва мукамалликка эришиши мумкин. Замонавий босқичда маҳсулот сифатига тегишли масалаларни ечишда давлатнинг ролини ошириш зарурлигини эътироф этиш керак. Бироқ сифат стратегиясини ишлаб чиқиш – бу ташкилотнинг вазифаси ҳисобланади. Профессори Д. Гарвин сифатнинг бешта мезонини кўрсатиб ўтган булар стандартга мувофиқлик, энг яхши

товарлар – аналогларнинг техник кўрсаткичларига мувофиқлиги, барча ишлаб чиқариш жараёнларга юқори аниқликда амал қилиш даражаси, сифатни харидор талабларига мувофиқлиги ҳамда тўлов қобилиятли талабга сифатнинг мувофиқликларидан иборат. Сифат даражасини сақлаш учун ҳеч қайси мезонни бузиб бўлмайди. Бу қоидаларга амал қилмаслик тижоратни синишига олиб келади. Шундай қилиб, бозор иқтисоди шароитида сифатни бошқариш-бошқарувни ҳамма мақсадларига эришиш ва муваффақиятни таъминлаш учун муҳим йўналиш ҳисобланади.

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ЦИФРОВИЗАЦИЯ И ИНФОРМАТИЗАЦИЯ ПЕНСИОННОГО ФОНДА РОССИИ В РАБОТЕ С ГРАЖДАНАМИ

Аннотация. Статья посвящена вопросам цифровизации и информатизации системы Пенсионного фонда России. Представлены исследования цифровой концепции и использование отечественного программного обеспечения при формировании электронных сервисов. Описаны основные виды и формы услуг, оказываемые гражданам дистанционно. Выявлены основные проблемы влекущие за собой торможение в развитии сервисов по оказанию электронных услуг. Стоит выделить альтернативу электронным сервисам Пенсионного фонда – дистанционное оказание услуг гражданам многофункциональными центрами.

Ключевые слова: страхование, пенсия, цифровизация, граждане, электронные сервисы.

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DIGITALIZATION AND INFORMATIZATION OF THE PENSION FUND OF RUSSIA IN WORKING WITH CITIZENS

Annotation. The article is devoted to the issues of digitalization and informatization of the Pension Fund system of Russia. The research of the digital concept and the use of domestic software in the formation of electronic services are presented. The main types and forms of services provided to citizens remotely are described. The main problems entailing a slowdown in the development of services for the provision of electronic services are identified. It is worth highlighting an alternative to the electronic services of the Pension Fund - remote provision of services to citizens by multifunctional centers.

Keywords: insurance, pension, digitalization, citizens, electronic services.

22 декабря 1990 года постановлением Верховного Совета РСФСР №442-1 основан Пенсионный фонд России. Еще десять лет назад никто не мог подумать, что оформить пенсионные выплаты можно будет в один клик не посещая отделение ПФР по месту жительства заявителя.

Управлением отделения Пенсионного фонда России по Ростовской области создана концепция цифровой и функциональной трансформации социальной сферы. Её цель – создание единой цифровой платформы, которая объединит в себе информационные системы таких социальных органов как Министерства труда и социальной защиты РФ, Пенсионного фонда России, Фонда социального страхования, Федерального бюро медико-социальной экспертизы, органов исполнительной власти.

На данный момент Пенсионный фонд является оператором крупнейших информационных систем, а именно автоматизированной информационной системы Пенсионного фонда и единой государственной информационной системы социального обеспечения ЕГИССО.

Уже сегодня у граждан имеется потребность в получении услуг Пенсионного фонда удаленно – через интернет, без очередей, сидя дома или находясь за границей, и Пенсионный фонд уже готов оказать некоторые виды услуг удаленно.

Все услуги и сервисы, которые Пенсионный фонд готов предоставить в электронном виде объединены на одном интернет - портале Пенсионного фонда – es.pfrf.ru. Для получения электронных услуг достаточно иметь профиль на Едином портале государственных услуг.

Стоит отметить, что с 2019 года увеличивается тенденция к получению услуг Пенсионного фонда в электронном виде. Получая все больше заявок на оказание услуг в электронном виде, Пенсионный фонд готов внедрять все больше систем для оказания услуг, используя при этом отечественные программные обеспечения. Так, самым успешным признано использование программного обеспечения в IT – системах решения *polymatica* в составе ФГИС Федерального реестра инвалидов (ФРИ). Пользователями данной системы являются граждане и органы власти федерального и регионального уровня.

Данная система предоставила возможность отслеживать и анализировать динамику изменений статусов по каждой группе инвалидов и каждому отдельному гражданину, внесенному в реестр, отслеживать количество инвалидов по регионам, возрастным показателям и причинам. Система так же проводит аналитику на выявление категорий инвалидов, для которых характерны проблемы при трудоустройстве, даже если гражданин не обращался в службу занятости.

В 2020 году Федеральный реестр инвалидов заработал в полную силу, что позволило Пенсионному фонду оказывать ряд услуг проактивно,

то есть беззаявительно назначать ежемесячные денежные выплаты инвалидам.

Так же новейшим внедрением в систему цифровизации является «электронная трудовая книжка». Данный проект реализован совместно со Сбербанком. Система учитывает всю информацию, указанную в на бумажном носителе трудовой книжки, и по сути является её аналогом. Система создана служит для упрощения передачи информации о застрахованном лице в Пенсионный фонд. Таким образом, «электронная трудовая книжка» минимизирует количество судебных споров на предмет назначения пенсии.

На сегодняшний день Пенсионный фонд работает над рядом сервисов, которые позволят без заявления граждан назначать федеральную социальную доплату к пенсии неработающим пенсионерам, чей доход ниже прожиточного минимума.

Стоит обратить внимание на тот факт, что большинство граждан получающие услуги Пенсионного фонда – пенсионеры. И конечно же, одним из важных факторов для успешной цифровизации Пенсионного фонда является повышение информационной грамотности пенсионеров. На протяжении нескольких лет Пенсионный фонд является одним из инициаторов проведения всероссийского конкурса «Спасибо интернету». Участниками конкурса являются граждане старше пятидесяти лет, обучившиеся работе в интернете и окончившие специальные курсы.

Значительным тормозом на пути развития цифровизации пенсионного страхования является отсутствие законодательного и нормативно-правового регулирования внедрения новых технологий.

До сих пор объемы бумажной документации в деятельности Пенсионного фонда катастрофически велики. И в большинстве своем они носят дублирующий характер, что затягивает сроки исполнения, подготовки и предоставления ряда документов. Сложно решается вопрос хранения бумажной документации. Не отрегулированы и вопросы цифровой идентификации клиентов ПФР, вопросы передачи информации по каналам интернета.

Так же, необходимо проводить регулярное обучение сотрудников Пенсионного фонда. К сожалению, ряд отделений Пенсионного фонда не могут не только оказать услуги в электронном виде, но и сформировать электронный запрос на получение информации из какого-либо органа.

Стоит отметить участвовавшие сбои в работе сервисов Пенсионного фонда. На сегодняшний день отделения Пенсионных фондов проводят личный прием граждан исключительно по предварительной записи. Вместе с тем, не всегда имеется возможность осуществить запись при помощи электронных сервисов, что существенно усложняет как работу отделения Пенсионного фонда, так и сам процесс получения услуги.

Стоит особое внимание уделить иному способу получения услуг Пенсионного фонда дистанционно, а именно через Многофункциональные центры. Данный способ получения услуг является приоритетным у граждан старше 60 лет.

Благодаря системе межведомственного электронного взаимодействия граждане моментально могут получить такие услуги как:

информирование о состоянии индивидуального лицевого счёта в системе обязательного пенсионного страхования;

выдача справки о размере пенсии и других социальных выплат;

информирование граждан об отнесении к категории граждан предпенсионного возраста;

предоставление сведений о трудовой деятельности, содержащихся на индивидуальном лицевого счете;

информирование граждан о предоставлении набора социальных услуг;

регистрация в системе индивидуального (персонифицированного) учета (присвоение СНИЛС), в том числе прием заявлений об изменении анкетных данных и выдача документа, подтверждающего регистрацию в системе индивидуального (персонифицированного) учета;

прием заявлений для размещения сведений о транспортном средстве, управляемом инвалидом, или транспортном средстве, перевозящем инвалида или ребенка-инвалида, в федеральной государственной информационной системе "Федеральный реестр инвалидов".

Использованные источники:

1. Интернет-портал Пенсионного фонда России: <https://pfr.gov.ru/branches/rostov/news/~2021/05/04/224428>;
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ИНДУСТРИЯ ГОСТЕПРИИМСТВА И ТУРИЗМА В УЗБЕКИСТАНЕ

Аннотация: В этой статье показана современная туристическая отрасль как один из крупнейших секторов мировой экономики.

Ключевые слова: туризм, индустрия, экономика, гостеприимство, услуги, история, памятники, цивилизация, сфера, Узбекистан.

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HOSPITALITY AND TOURISM INDUSTRY IN UZBEKISTAN

Annotation: This article shows the modern tourism industry as one of the largest sectors of the world economy.

Key words: tourism, industry, economy, hospitality, services, history, monuments, civilization, sphere, Uzbekistan.

Узбекистан – страна с богатым прошлым, культурой и традициями. Многовековая история страны увековечена в архитектурных памятниках и достопримечательностях. Почти в каждом городе сохранились объекты старины, которые из поколения в поколение передают дух и атмосферу древнего Востока.

Около 400 исторических памятников Узбекистана состоящие под охраной ЮНЕСКО за каждый период сохранения Узбекистана (такие как Самарканд, Хива, Бухара и Шахрисабз). В данный момент под охраной стоят 32 объекта культурного наследия. Сейчас около 300 исторических сооружений состоят в туристическом направлении и предоставлены туристам, навещающим Узбекистан. Что и является тем, что в нашей стране немало туристических преимуществ.

Туризм вошёл в XXI веке и стал значительно цивилизованным, социальным и политическим явлением, значимо воздействующим на мировоззрение людей и на экономику стран и целых регионов. Общемировые туристские показатели насчитывает в течение года более 2 млрд путешествующих. Туризм в настоящее время развивается очень стремительно и входит в число трёх крупнейших экспортных отраслей, уступая нефтедобывающей промышленности и автомобилестроению. Стоит отметить, что понятие туризм и гостеприимство нельзя рассматривать отдельно: это два взаимосвязанных термина. Гостеприимство это одно из представлений цивилизации, который благодаря прогрессу времени преобразилась в мощную индустрию, в

которой работают миллионы профессионалов внедрять новое для потребителей услуг. Индустрия гостеприимства состоит из различных сфер деятельности людей – туризм, отдых, развлечения, гостиничный и ресторанный бизнес, общественное питание, экскурсионная деятельность, организация выставок и проведение различных научных конференций.

Важно определить, что подразумевается под современной индустрией гостеприимства. Это сфера услуг, которая включает гостиницы (ресорты, бутик-отели, хостелы), рестораны (кафе, кондитерские, бары), ивент-агентства, тематические парки, транспорт, круизные компании, агентства по организации путешествий, т.е. все, что связано с отдыхом. Индустрия фокусируется на роскоши, удовольствиях, впечатлениях и получении нового опыта, а не удовлетворении потребностей первой необходимости.

Индустрия туризма имеет постоянный рост по экономическим показателям. В стране создаются новые туристские продукты в направлении развития паломнического туризма. Производится реставрация археологических и архитектурных объектов. Особое место отводится созданию туристского маршрута «Золотое кольцо» в Узбекистане с посещением старинных городов страны: Бухара, Самарканд, Хивы и др. Анализ состояния отрасли также указывает на недостаточную информированность потенциальных потребителей туристских услуг в России.

В гостеприимстве важную роль играет справочная литература предлагаемые отелем или гостиницей. На практике индустрии гостеприимства встречаются с негативными обстоятельствами, но остаётся одной из наиболее перспективных и прибыльных сфер экономики.

В 2018 году экспорт туристических услуг за 8 месяцев составил 666,9 млн.долларов США, что в два раза больше по сравнению с периодом 2017 года (327,3 млн.долларов США). Однако 5 января 2019 года, правительство утвердило концепцию развития туризма на 2019 - 2025 годы в соответствии с УП – 4861 от 02.12.2016, целью которого является преобразования туризма в стратегический сектор экономики. Согласно ему, к 2025 году планируется увеличить долю туризма в ВВП до 5%.

В 2017 году было создано 101 объекта размещения на общее количество 1355 номеров. В 2018 году начали функционировать 142 новых объекта размещения, с общим количеством в 1745 номеров и 4121 мест. По данным комитета по туризму Узбекистана, концу 2018 года было создано 180 новых объектов размещения с более чем 7000 номеров.

К 2022 году правительство планирует создать номерной фонд в 50000 номеров по всей стране. Уже одобрено строительство 1500 номеров в городе Ташкенте, 1600 номеров в Самарканде, 1400 номеров в Бухаре, 350 номеров Хиве и 350 номеров Ташкентской области. Следует отметить

что, в Самарканде планируется построить более 20 проектов с отелями четырехзвездочные и пятизвездочные.

Финансовые показатели индустрии гостеприимства, в целом, средняя заполняемость в Узбекистане составляет 56% со 17% за год, среднесуточная ставка составляет 69 долларов США с увеличением на 6% за год, а валовая операционная прибыль составляет 32%. Самый высокий уровень заполняемости является Ташкент, так как он является столицей и центром все деловой активности. Следующий город по уровню заполняемости является Самарканд который растёт быстрыми темпами. Кроме того уровень заполняемости Хиве является низким хотя темпы роста велики. Предположительно причиной этого роста заключается в том что исторические отели в Хиве не работали в несезонное время из-за низкого спроса, но в 2018 году тенденция изменилась, многие отели продолжали работать в течение всего года. Для курорта Ташкентской области уровень занятости составляет 45% что является хорошим показателем, поскольку спрос в этом регионе зависит от сезона.

Важным условием привлечения туристов в регион является повышение комфортности отелей и качества обслуживания. Для отправки любой информации желательно в каждом номере устанавливать видеотелефон и компьютер, подключенный к глобальной сети. Возрастает популярность отелей-музеев, то есть старых частных отелей, по комфортабельности соответствующих мировым стандартам, но сохраняющим неповторимое очарование старины. Современная индустрия туризма является одним из крупнейших секторов мировой экономики. Она составляет достаточно огромное количество дохода как для предприятия, так и в целом для страны. Во многих государствах мира туризм развивается как система, которая предоставляет все возможности для ознакомления с историей, культурой, обычаями, духовными и религиозными ценностями данной страны и её народа, и даёт доход в казну. Помимо значительной статьи дохода туризм является ещё и одним из мощных факторов усиления престижа страны, роста её значения в глазах мирового сообщества и рядовых граждан. Туристическая деятельность в развитых странах является важным источником повышения благосостояния государства. Развитие туризма помогает глобализации и развитие партнерских деловых отношений в бизнесе и во многих других отраслях. Однако, в связи с нестабильной ситуацией пандемии, индустрия несет огромные убытки, что приводит к уничтожению малого бизнеса в туризме и разнообразия.

Заключение

В заключении следует подвести итог тому, что же представляет собой индустрия гостеприимства.

С полной уверенностью можно сказать, что сфера гостеприимства является одним из важнейших факторов и сегментов туризма.

Сфера гостеприимства может быть полностью понята и расшифрована только после тщательного анализа важнейших ее составляющих, выраженных в виде основы гостеприимства. Далее были сгруппированы в одно целое основные теоретические знания индустрии гостеприимства, практические подсказки, которые призваны упростить восприятие основы индустрии.

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Андижон қишлоқ хўжалиги ва агротехнологиялар институти

ОЧИҚ МАЙДОНЛАРГА ЭКИЛАДИГАН ПОМИДОР ЭКИНИНИНГ АСОСИЙ ЗАРАРКУНАНДАСИ ПОМИДОР КУЯСИНИНГ БИОЭКОЛОГИК ХУСУСИЯТЛАРИ

Аннотация: Ушбу мақолада Очиқ майдонларга экиладиган помидор экинининг асосий зараркунандаси помидор куясининг биологик хусусиятлари, зарари ҳамда унга қарши уйғунлашган кураш усуллари ҳақида маълумотлар келтирилган.

Калит сўз: помидор куяси, помидор, картошка, зараркунанда, кемирувчи.

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BIOECOLOGICAL PROPERTIES OF TOMATO MULE, THE MAIN PEST IN THE CULTIVATION OF TOMATOES GROWN IN OPEN FIELDS

Annotation: This article provides information on the biological properties of tomato moth, the main pest of the tomato crop grown in open fields, its damage and methods of combating it.

Key words: tomato moth, tomato, potato, pest, rodent.

Очиқ майдонларга экиладиган помидор экинининг ҳосилдорлигини оширишда асосий омиллардан бири касаллик ва заракунандалардан ўз вақтида ва сифатли ҳимоя тадбирларини бажаришдир. Охирги йилларда турли кемирувчи ва сўрувчи зараркунандалар помидор экинига катта зарар етказмоқда.

Куялар ёки ўмиз қанотлилар оиласининг турлари кўп улар майда умуман кулранг аниқ расмлари бўлмаган капалаклардир. Орқа қанотлари учи чўзиқ ва ташқи чети ўмизлаган. Қуртларнинг қоринча оёқлари бор улар товони дастали. Қуртлар поя, мева ва буралган баргларида ғовак ясайди. Ғумбаклари қоринча тергитларида тиканчалар йўқ, мўйлови узун уларнинг учлари туташиб туради. [1].

Помидор куяси - асосан помидор, картошка, баклажон итузум, ёввойи помидор, ва тамаки экинларини зарарлайди. Бу хашаротнинг капалаги асосан кечкурун ҳаракатланади. Бир йилда 6-12 мартагача авлод

бериб кўпаяди. Помидор куяси баргнинг (бир текисда) паренхима тўқималари билан озиқланиб, унинг орқа ва олд томонидаги эпидермис қатламинигина қолдиради [2].

2015-2016 йилларда айрим иссиқхоналарда ҳамда очик далаларда сабзавот (помидор) экинларини биз учун номаълум бўлган помидор куяси зарарлаётганини гувоҳи бўлдик. Маълумки бу зараркунанда биринчи марта 1917 йили Перу давлатида топилган. 1960 йилгача Чили Колумбия ва Аргентинада 1970 йилдан сўнг эса Боливия Парагвай ва Уругвайда помидорни зарарлаб кўпайган. Бразилияда эса 1979 йилда биринчи мартаба учраб экинларга сезиларли даражада зарар келтира бошлаган [3].

Охирги йилларда олиб борилган мониторинг маълумотларга кўра помидор ўсимликларига асосан: кузги тунлам ниҳоллик даврида ширалар трипслар (Трипс табаси Линол), помидор куяси, касалликлардан; фузариоз сўлиш, фитофтороз, резактониоз, вируслар ва бошқалар томонидан кучли зарар келтириши аниқланган. Помидор етиштириш: илмий нашр / «Агробанк» АТБ. - Тошкент: "ТАСВИР" нашриёт уйи, 2021. - 56 б.[4]

Андижон вилояти шароитида очик майдонлардаги помидор экинида 2020-2021 йилларда ўтказилган тадқиқотларда юқори иқтисодий ҳавфга эга зараркунанда турлари аниқланди ва улар ичида Помидор куяси мавсумда экинзорларда учраш даражаси ҳисобга олинди. Бунда энг юқори популяция ҳосил қилган турлардан бири Помидор куяси эканлиги аниқланди.

ПОМИДОР КУЯСИ Помидор куяси очик далаларда помидорнинг бутун ўсиш даврида, айниқса, парваришlash агротехник тадбирлар ўз вақтида амалга оширилмаган майдонларда уларнинг зарари кўпайиб, ўсимликларнинг ўсиш нуқтасидаги куртаги, шунингдек, барглари, поялари ва мевалари, айрим ҳолларда поянинг илдиз бўғзиларини зарарлайди. Шунинг учун ҳам жорий йилда республикамизнинг фермер хўжаликлари помидор майдонларида ушбу зараркунанданинг кўпайиши натижасида, ҳосилдорликка жиддий зарар келтираётгани кузатилади. Етук урғочи зотлари 10-15 кун, эркаги 6-7 кун яшайди. Узунлиги 5-7 мм, қанот ёзганида 8-10 мм, туси қўнғир ёки кумушсимон, олд қанотларида характерли қора доғлари бор, мўйловлари ипсимон. Зараркунанданинг мўйловлари, олд қанотларида кумушсимон-кулранг тангачалари ҳамда ўзига хос қора доғлари мавжуд бўлиши уни аниқлашда ишлатиладиган энг муҳим белгилардан ҳисобланади. Ушбу зараркунанданинг биологик потенциали жуда юқори бўлиб, 250-300 тагача тухум қўяди ва йил давомида 10-12 тагача авлод беради. Бир авлоднинг ривожланиши 29-32 кун давом этади. Помидор куяси капалаги мустақил яхши уча олади, у жуда сезгир ва чакқон бўлганлиги учун шамол ёрдамида ҳам узок масофаларгача тарқалиши натижасида бу зараркунанда катта майдонларга тарқалиб помидор экилган майдонларда тарқалиш ареали кенгайиб бормоқда.

Кураш чоралари: Мамлакатимиз вилоятларида, хали помидор куяси учрамаган худудларга зараркунанда тарқамаслиги учун асосан зарарланган мева (помидор, болғари, бақлажон) ва кўчатлар билан ўтишини ёдда тутган ҳолда карантин чораларига амал қилиш. Помидор куясининг феромон тутқичларидан фойдаланиб, ҳар бир гектар майдонга ўсимликдан 0,5 м юқори қилиб 1-2 тадан ўрнатиб унинг пайдо бўлиш муддатлари ҳамда зичлигини аниқлаб уйғунлашган кураш чораларини қўллаш

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ДИСГРАФИЯ - ПРОФИЛАКТИКА И КОРРЕКЦИЯ

Аннотация: анализируются теоретические аспекты дисграфии. Отражены профилактика и коррекция дисграфии. Нами будут рассмотрены пять форм дисграфии. Даны упражнения и рекомендации по коррекции дисграфии.

Ключевые слова: дисграфия, профилактика, расстройство письма, фонематическое недоразвитие.

Bakhtiyarova Sh.

DYSGRAPHY - PREVENTION AND CORRECTION

Abstract: the theoretical aspects of dysgraphia are analyzed. Prevention and correction of dysgraphia are reflected. We will consider five forms of dysgraphia. Exercises and recommendations for the correction of dysgraphia are given.

Keywords: dysgraphia, prevention, writing disorder, phonemic underdevelopment.

Дисграфия (греч.) – это частичное расстройства процесса письма, связанное с недостаточной сформированностью, возможно даже распадом психических функций, участвующих при построении письменной речи человека. Проявляется она в типичных, повторяющихся ошибках в письме. Для коррекции дисграфии необходимо целенаправленное обучение.

Современное представление о письме основывается на исследованиях таких авторов как П.К. Анохина, Л.С. Выготского, Р.Е. Левиной, А.Р. Лурия, Л.С. Цветковой, в своих работах они исследуют письмо и связывают его с психическими процессами, происходящими в головном мозге человека. Каждая операция письма связана со структурными компонентами психических процессов.

Г.А. Каше, Н.А. Никашина, О.Б. Ольхин рассматривают нарушения письма как следствие недоразвития устной речи. Р.Е. Левина, Л.Ф. Спирова, Г.В. Чиркина рассматривают нарушения письма с недостаточностью фонематического слуха и восприятия.

Дисграфия – это частичное специфическое нарушение письма. В случае дисграфии человек пишет так, как произносит. Отражение неправильного звукопроизношения на письме, которое проявляется в

заменах букв (любит на «лубит»), пропусках букв (письмо на «писмо»), контаминации, ошибки обозначения границ предложения, написания строчных букв; персеверации.

В коррекции дисграфии можно выделить три этапа: подготовительный, основной и заключительный.

Основные цели, которые стоят на подготовительном этапе:

- развитие слухового и зрительного внимания;
- развитие слуховых дифференцировок;
- развитие фонематического внимания;
- уточнение артикуляции звуков при их произношении;
- производится коррекция звуков произношения.

Целеполагание на основном этапе включает:

- развитие слухового и зрительного внимания;
- развитие фонематического анализа синтеза;
- развитие слуховых дифференцировок (разбираются слова и словосочетания по слогам);

Целью заключительного этапа можем считать:

- ✓ закрепление полученных знаний, умений и навыков;
- ✓ перенос полученных умений, знаний на другие виды деятельности.

У большинства людей левое полушарие мозга отвечает за письмо. Например, у китайцев, в связи с особенностью их письменной речи – иероглифы можно им анонсировать развитие правого полушария головного мозга.

У людей страдающих дисграфией наблюдается способности к рисованию. Тут сразу проводится аналогия с древностью, когда древние люди объяснялись рисунком на камне, глиняных изделиях, скалах.

Некоторые специалисты наблюдают «зеркальность» в характере письма пациентов. Т.е при написании некоторых букв пациент их переворачивает, буква нарисована другой стороной, например буква «З» или «С». Очень часто зеркально переворачивать буквы могут левши.

К мерам профилактики дисграфии можно отнести: – развитие тех психических функции на раннем этапе, например у школьников еще до поступления в школу. – развивать тонкую ручную моторику, поскольку активные движения рук (особенно кистей и пальцев) активизируют речевые отделы коры головного мозга.

Если дисграфией страдают дети, то с самого раннего возраста с детьми рекомендовано выполнять пальчиковую гимнастику, массаж кистей рук, игровые упражнения «Собери пирамидку», «Шнуровки». – выполнять различные координированные движения руки: закрась предмет, нарисовать дорожку, обвести по контуру. Можем предложить следующие упражнения для профилактики и лечения дисграфии: – использовать речевые игры: разбирать слова по слогам, выделить грамматические

элементы слова, складывание слов; – разобрать чем отличается твердое произношение сова от мягкого; – необходимо наращивать скорость чтения и письма. Для этого давать читать и писать тексты на время. – рекомендовать больше читать. В процессе чтения грамматика правится, так как человек запоминает много слов. – дать любую книжку и предложить в течение 5-10 минут зачеркивать и обводить в ней выбранные буквы, например, только «о»; – при написании предложений и слов проговаривать их вслух по слогам. Логопед в процессе этого упражнения может увидеть слабые места. Важно, чтобы пациент проговаривал окончания слов; – дать упражнение, где есть пропущенные буквы. Предложить пациенту их дописать; Очень часто по почерку определяют степень пораженности дисграфией. Логопеды могут обратить внимание на уродливый или слишком красивый почерк с вырисовыванием каждой буквы, если человек делает нетипичные ошибки в тексте, если он зеркально переворачивает буквы. Для профилактики можем предложить такие упражнения, как «Диктант», «Зачеркивание букв».

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ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ПИСЬМЕННО – РЕЧЕВЫХ УМЕНИЙ

Аннотация: в статье анализируется актуальность и эффективность внедрения информационных технологий в обучение иностранному языку. Рассматриваются дидактические свойства и функции информационных технологий, а также их влияние на интенсификацию процесса обучения иноязычной письменной речи.

Ключевые слова: информационные технологии, письменная речь, обучение иностранному языку, дидактические свойства.

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USE OF INFORMATION TECHNOLOGIES IN THE DEVELOPMENT OF WRITING AND SPEECH SKILLS

Annotation: the article analyzes the relevance and effectiveness of implementation of information technologies in teaching a foreign language. The didactic properties and functions of information technologies, as well as their impact on the intensification of the learning process foreign language writing.

Key words: information technology, written speech, teaching a foreign language, didactic properties.

Всеобщая информатизация общества оказывает значительное влияние как на систему образования, так и на нашу жизнь в целом, в силу чего заслуженное внимание стало уделяться к такому виду речевой деятельности, как письменная речь. Владение письменной речью позволяет использовать знание русского языка, общаясь с носителями языка при помощи современных средств коммуникации, таких как сеть интернет, электронная почта, смс и др., находясь при этом вне языковой среды. Овладеть письменной коммуникацией на изучаемом языке учащимся помогает возможность писать личные и официальные письма, необходимость заполнять анкеты, бланки документов. Мы, вслед за Э.Г. Азимовым и А.Н. Щукиным, под письменной речью будем понимать форму речи, связанную с выражением и восприятием мыслей в графической форме. Письменная речь включает в себя два вида речевой деятельности: продуктивный (письмо) и рецептивный (чтение). Она может

осуществляться средствами массовой коммуникации (книга, пресса и др.) и индивидуальной коммуникации (письмо, заявление, поздравление, план, тезисы, аннотация и др.).

На сегодняшний день, с помощью средств информационных технологий процесс обучения иностранному языку как никогда раньше может быть приближен к реальным условиям. Так, компьютеры способны, например, воспринимать ту или иную информацию, обрабатывать её, хранить в памяти определенные данные, воспроизводить аудио и видеоматериалы и т. д. Наряду с перечисленными возможностями, компьютеры существенно расширяют возможности учителя в плане индивидуализации обучения и активизации познавательной деятельности школьников в процессе обучения иностранному языку. Так, средства информационных технологий позволяют построить процесс обучения в соответствии индивидуальными нуждами учащихся, что дает учащимся возможность работать в своём ритме, самостоятельно выбирая скорость и объём усвоения материала, которые они считают оптимальными для себя. «Информационные технологии – это система методов и способов сбора, передачи, накопления, обработки, хранения и использования информации на основе применения современных компьютерных и других технических средств» [3].

Выделяют следующие цели применения информационных технологий на уроках русского языка: повышение мотивации к изучению языка; развитие речевой компетенции; увеличение объема лингвистических знаний; расширение объема знаний о социокультурной специфике страны изучаемого языка; развитие способности и готовности к самостоятельному изучению русского языка [2]. В ходе уроков русского языка средства информационных технологий позволяют эффективно выполнять обширный ряд дидактических задач. Например, компьютер и другие средства ИТ помогают учителю при формировании навыков и умений чтения, письменной речи, позволяют более плодотворно пополнять словарный запас учащихся, положительно влияют на формирование устойчивой мотивации к изучению иностранного языка. Современные информационные и коммуникационные технологии обладают множеством дидактических свойств и функций. «Дидактические свойства современных ИКТ – основные характеристики, признаки конкретных технологий, отличающие одни от других, существенные для дидактики (включая лингводидактику) как в плане теории, так и в плане практики. Под дидактическими функциями современных ИКТ понимаются внешние проявления средств ИКТ, используемые в учебно-воспитательном процессе для реализации поставленных целей» [4].

К наиболее часто используемым в учебном процессе средствам ИТ относят электронные учебники и пособия, демонстрируемые с помощью компьютера и мультимедийного проектора, образовательные ресурсы

Интернета, видео – и аудиотехнику, электронные энциклопедии и справочники, DVD и CD диски с картинками и иллюстрациями, тренажеры и программы тестирования, научно исследовательские работы и проекты. С точки зрения направленности средства ИТ можно классифицировать следующим образом: для поиска информации (Yandex.ru, Mail.ru, Google.com), для работы с текстами (Microsoft Office), для автоматического перевода (translate.google.ru, AbbyLingvo), для хранения и накопления информации (CD и DVD диски, flash-накопители), для обработки и воспроизведения графики и звука (Microsoft Media Player, WinAmp, PhotoShop, CorelDraw), а также для общения (ICQ, Skype). Одним из самых широко используемых в процессе обучения средств ИТ можно по праву назвать текстовый редактор Microsoft Office Word. Кроме того, к эффективным средствам развития умений письменной речи можно отнести различные онлайн-тренажеры. Необходимо подчеркнуть, что активное включение в образовательный процесс средств ИТ вовсе не исключает традиционные методы обучения, а гармонично сочетается с ними на всех этапах обучения. В то же время использование компьютера позволяет не только многократно повысить эффективность обучения, но и мотивировать учащихся на дальнейшее изучению английского языка.

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ОСОБЕННОСТИ УПРАВЛЕНИЯ МАРКЕТИНГОВОЙ ДЕЯТЕЛЬНОСТЬЮ НА ОСНОВЕ CRM – ТЕХНОЛОГИИ

Аннотация: В статье рассматриваются CRM –системы, которые позволяют не только контролировать качество воронки продаж, но также эффективны в стратегическом маркетинговом планировании, в контроле эффективности работы персонала и его поощрении и что они призваны обеспечивать контроль над полным циклом закрытия сделки, начиная от первого звонка или заявки потенциального потребителя и заканчивая предоставлением ему определенных услуг или товаров

Ключевые слова: CRM –системы, стратегическое планирование, контроль, CRM – технологии, лояльность, функциональный подход, контекстный, сопоставимый подход.

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FEATURES OF MARKETING ACTIVITY MANAGEMENT BASED ON CRM TECHNOLOGY

Annotation: The article discusses CRM systems that allow not only to control the quality of the sales funnel, but are also effective in strategic marketing planning, in monitoring the effectiveness of personnel and their encouragement, and that they are designed to provide control over the full cycle of closing a transaction, starting from the first call or request of a potential consumer and ending with the provision of certain services or goods to him

Keywords: CRM systems, strategic planning, control, CRM technologies, loyalty, functional approach, contextual, comparable approach.

В условиях глобализации и расширения географии использования инновационных информационных систем и разработок, а также активного перехода к интернету вещей в современной маркетинговой деятельности предприятий в течение последнего десятилетия получили активное распространение CRM –системы. CRM (Customer Relationship Management - Система взаимодействия с покупателем) - представляет собой комплекс облачных или стационарных решений, позволяющих эффективно управлять маркетинговой деятельностью современного предприятия, контролировать эффективность работы отдела продаж, и тестировать различные гипотезы по продвижению рекламных акций.

CRM –системы позволяют не только контролировать качество воронки продаж, но также эффективны в стратегическом маркетинговом планировании, в контроле эффективности работы персонала и его поощрении. CRM –системы призваны обеспечивать контроль над полным циклом закрытия сделки, начиная от первого звонка или заявки потенциального потребителя и заканчивая предоставлением ему определенных услуг или товаров. На казахстанском рынке представлено множество CRM –систем, каждая из которых обладает определенными преимуществами и недостатками.

Анализируя сущность и значение CRM – технологий, прежде всего, следует отметить, что они способствуют формированию системы лояльности. CRM с английского языка расшифровывается как Customer Relation Management - менеджмент построения отношений с потребителями, соответственно, цель используемых CRM – технологий состоит в том, чтобы создать для потребителя максимально комфортные условия взаимодействия с компанией, и сформировать его привычку считать данную компанию своим постоянным партнером по приобретению товаров или оказанию услуг [1].

Системы лояльности определяются тем, что компании стараются создавать для себя «хороший имидж», тем самым в определенной степени спонсируя потребительскую лояльность. Понятие систем лояльности отличается в плане длительности формирования и необходимости закрепления у потребителя определенной привычки посещать именно данную компанию. Рассматривая ключевые теоретические аспекты формирования систем лояльности, необходимо отметить существование трех теоретических подходов к сущности и формированию концепции лояльности:

- функциональный подход – когда лояльность потребителя определяется из особенностей функционирования компании, особенностей предоставления услуг или продажи товаров;

- контекстный – когда процесс формирования системы лояльности зависит от контекста, в котором формируется товар или оказывается услуга;
- сопоставимый – когда для оценки системы лояльности необходимо сопоставлять аналогичные стратегии конкурентов, которые могут оцениваться как сравнительно близкие друг к другу и находящиеся в одном социально – экономическом, правовом и психологическом поле (например, изучить системы лояльности различных сетевых ресторанов).

Понятие функционального подхода к теории формирования систем лояльности было сформулировано Д. Стаматисом [1]. Он отмечает существование пяти типов формирования систем лояльности в рамках функционального подхода: С точки зрения Д. Стаматиса в рамках функционального подхода существуют следующие типы систем лояльности организации – зеркальный, существующий, желаемый, корпоративный, множественный типы.

1) Зеркальные системы лояльности – когда лояльность потребителя соответствует усилиям, затрачиваемым рестораном на формирование его лояльности. Зеркальный тип системы лояльности имеет отличительные особенности для каждого отдельного потребителя, данный тип отличается высоким уровнем персонифицированного подхода к каждому человеку. Например, предоставление индивидуальных скидок, разработка персонифицированного пакета бонусов, возможность выбора системы лояльности и многое другое.

2. Существующий тип системы лояльности – это система лояльности, которая определяется потребителями, в соответствии с их личным мнением. По сути, текущий тип системы лояльности демонстрирует её эффективность согласно мнению потребителя. Достоверную оценку существующего типа системы лояльности можно получить, собрав фокус – группу независимых наблюдателей, ранее не знакомых, или мало знакомых с компанией. Например, при открытии нового отделения, компании часто устраивают презентацию и приглашают потребителей принять участие в бонусных программах и подарках, данная практика касается компаний любых форм и направлений бизнеса - банков, торговых центров, ресторанов и т.д.

3. Желаемый тип системы лояльности – это система лояльности, которую компания считает идеальной для себя и которую она стремится создать. Например, компания может считать, что идеальная система лояльности это, например, та система, которая мотивирует потребителя посетить компанию более 10 раз в течение месяца. Большинство крупных сетевых компаний стремится создать идеальную систему лояльности, прибегая к различным рекламным акциям.

4. Корпоративный тип системы лояльности – оценка лояльности гостей в целом к группе компаний, применяется для сетевого бизнеса. На

примере, Magnum Cash & Carry высокое качество и разнообразие продуктов по доступным ценам.

5. Множественный тип систем лояльности характерен для крупных компаний, развивающих лояльность потребителей по нескольким направлениям, таким как высокое качество, лояльность потребителей к рекламным акциям, наличие базы давних клиентов, высокий уровень удержания клиентов.

Использование CRM – технологий в построении систем лояльности, позволяет, с одной стороны – добиться качественной работы персонала с потребителями, так как использование CRM – технологий предусматривает получение обратной связи от потребителя, и, с другой стороны – позволяет эффективно добиться закрытия сделки и контролировать её закрытие на всех этапах.

Таким образом, CRM – технологии - это стационарные или облачные программы, которые позволяют с максимальной эффективностью проводить контроль сделок с момент первого обращения потребителя до получения с него обратной связи после продажи товаров или оказания услуг. CRM - технологии действуют на всём цикле сделки

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КРИТЕРИИ ДИАГНОСТИКИ И РАСПРОСТРАНЁННОСТЬ МЕТАБОЛИЧЕСКОГО СИНДРОМА И ЕГО КОМПОНЕНТОВ

Аннотация: Метаболическому синдрому (МС) в основе которого лежит инсулинорезистентность. Этот синдром включает ряд факторов риска (ФР): артериальную гипертензию (АГ), НТГ, дислипотемию (ДЛП), ожирение, гиперурекемию и другие факторы риска. Следует отметить, что в отдельных исследованиях количество компонентов, включаемых в МС различается. Вместе с тем, АГ, ИМТ, гиперлипидемия и гиперинсулинемия остаются основными компонентами МС.

Ключевые слова. Метаболический синдром (МС) ИМТ, артериальная гипертензия, гиперлипидемия и гиперинсулинемия.

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DIAGNOSTIC CRITERIA AND PREVALENCE OF METABOLIC SYNDROME AND ITS COMPONENTS

Abstract: Metabolic syndrome (MS), which is based on insulin resistance. This syndrome includes a number of risk factors (RF): arterial hypertension (AH), IGT, dyslipoproteinemia (DLP), obesity, hyperurecemia, and other risk factors. It should be noted that in individual studies, the number of components included in the MS differs. At the same time, AH, BMI, hyperlipidemia and hyperinsulinemia remain the main components of MS.

Key words: metabolic syndrome (MS) BMI, arterial hypertension, hyperlipidemia and hyperinsulinemia.

Актуальность

В последние годы большое внимание уделяется метаболическому синдрому (МС) в основе которого лежит инсулинорезистентность. Этот синдром включает ряд факторов риска (ФР): артериальную гипертензию (АГ), НТГ, дислипотеидемию (ДЛП), ожирение, гиперурекемию и другие факторы риска. Следует отметить, что в отдельных исследованиях количество компонентов, включаемых в МС различается. Вместе с тем, АГ, ИМТ, гиперлипидемия и гиперинсулинемия остаются основными компонентами МС.

Концепцией реформирования системы здравоохранения Узбекистана предусмотрено дальнейшее совершенствование работы по сохранению и укреплению здоровья населения. Своевременное выявление и профилактика его основных компонентов является приоритетным направлением современного здравоохранения. С целью повышения эффективности профилактики ХНИЗ в Узбекистане к основным направлениям медицинской науки и практики отнесены меры по разработке и реализации целевых программ формирования здорового образа жизни, профилактики и борьбы с неинфекционными заболеваниями и факторами их риска [Постановление Президента Республики Узбекистан №ПП-4063 «О мерах по профилактике неинфекционных заболеваний, поддержке здорового образа жизни и по-вышению уровня физической активности населения» от 18 декабря 2018 года]. Заболеваемость метаболическим синдромом часто совпадает с заболеваемостью ожирением и диабетом 2 типа (один из МС). Согласно данным NHNES, в течение 1988–2010 гг. средний ИМТ в США увеличивался на 0,37% в год как у мужчин, так и у женщин, а окружность талии (ОТ) увеличивалась на 0,37 и 0,27% в год у женщин, соответственно. Согласно данным CDC, опубликованным в 2017 году, около 30,2 миллиона взрослых в возрасте 18 лет и старше или 12,2% взрослых в США имели диабет 2 типа (СД2). Четверть этих людей (23,8%) не знали о наличии диабета. Заболеваемость СД2 увеличивалась с возрастом, достигая 25,2% среди пожилых людей в США (65 лет и старше). Распространенность преддиабета или МС была примерно в три раза больше. Так, около трети взрослых в США имеют метаболический синдром. Заболеваемость СД2

выше среди определенных этнических групп - 15% среди американских индейцев, но ниже среди китайцев - 4,3%. Американцы из Южной Азии имели очень высокую распространенность метаболического синдрома и более высокую частоту абдоминального ожирения [PalaniappanLP, et al., 2017]. В Китае в период с 1992 по 2002 год распространенность избыточного веса и ожирения увеличилась с 14,6 до 21,8% - на основе критерия ВОЗ. Используя китайское определение ожирения, с более низким сокращением ИМТ, увеличение составило от 20 до 29%. Заболеваемость МС увеличилась с 8 до 10,6% в городских районах и с 4,9 до 5,3% в сельских районах. Принимая во внимание тот же темпы роста, распространенность МС в Китае в 2017 году составит около 15,5%.

Особое значение имеет СД у больных туберкулезом. Согласно данным метаанализа опубликованного в феврале 2019 года и основанного на данных обследования 2.291.571 больных с активным туберкулезом [NoubiarJ.J. et al., 2019] средняя распространенность СД среди них составляет 15,3%, а в отдельных странах достигает 20%. На формирование СД может оказывать влияние профессия. Среди таксистов в Южной Африке распространенность СД и МС в 2 раза выше, чем в целом среди населения этой страны [AdedokunA.O. et al., 2019]. Распространенность преддиабета и диабета составляла среди них составила 17% и 16% соответственно.

По данным ВОЗ в целом в мире СД страдают 8,8% населения. Однако распространенность СД значительно колеблется в зависимости от региона, популяции и других факторов. Так по данным популяционного исследования в Пакистане было показано, что распространенность диабета 2 типа и преддиабета намного выше, чем считалось ранее в Пакистане [AamirA.H. et al., 2019]. Среди 18 856 обследованных распространенность преддиабета составила 10,91% (95% ДИ от 10,46 до 11,36, $n = 2057$), а диабет 2 типа составил 16,98% (95% ДИ от 16,44 до 17,51, $n = 3201$).

В целом, средний уровень HbA1c составил 5,62%, а среди вновь выявленных - 8,56%. Распространенность была самой высокой в возрасте 51–60 лет (26,03%, $p < 0,001$), без формального образования (17,66%, $p < 0,001$), ожирением III класса (35,09%, $p < 0,001$), семейным анамнезом (31,29%, $p < 0,001$) и женщины (17,80%, $p = 0,009$). При многофакторном анализе была выявлена выраженная между диабетом 2 типа и более старшим возрастом, увеличением индекса массы тела и центральным ожирением, положительным семейным анамнезом, наличием гипертензии и обратной связи с образованием. По подвыборке ($n=1027$) суммарная статистика по диагностике диабета на HbA1c показала чувствительность 84,7%. Авторы пришли к выводу о необходимости разработки комплексной стратегии для включения скрининга, профилактики и лечения диабета 2 типа на уровне сообщества.

Согласно глобальному исследованию ожирения в 195 странах, проведенному в 2015 году, 604 миллиона взрослых и 108 миллионов детей страдали ожирением. С 1980 года распространенность ожирения удвоилась в 73 странах и увеличилась в большинстве других стран. Еще большее беспокойство вызывает тот факт, что темпы роста были еще выше при детском ожирении. Согласно этому опросу, ожирение больше не является болезнью недостатка. Наибольшее увеличение распространенности ожирения у молодых мужчин (25–29 лет) имело место в странах с низким социально-экономическим индексом (СОИ).

За последние три десятилетия распространенность снизилась с 1,1% в 1980 году до 3,85 в 2015 году. В период с 1990 по 2015 год общий уровень смертности, связанный с высоким ИМТ, увеличился на 28,3%. Ожирение также способствовало 120 миллионам лет жизни с поправкой на инвалидность. Наибольшее процентное изменение в стандартизованных по возрасту смертности, связанных с ИМТ, и количества лет жизни с поправкой на инвалидность произошло в Бангладеш - одной из самых бедных стран мира. С другой стороны, стандартизированные по возрасту заболеваемость и смертность, связанные с ИМТ, в Турции снизились на 37,2 и 43,7% соответственно.

Роль МС в развитии сердечно-сосудистых заболеваний и высокой смертности от них может считаться доказанной. Однако, многие механизмы формирования сердечно-сосудистых заболеваний при синдроме инсулинрезистентности во многом требуют дальнейшего изучения. Одним из основных факторов риска формирования и смертельных исходов ряда сердечно-сосудистых и эндокринных заболеваний является возраст. Старение организма сопряжено со многими факторами. Возраст относится к не модифицируемым факторам риска. Поэтому, оценка состояния организма, степени риска заболеваний, их осложнений и преждевременной смерти требуют других подходов, чем в отношении традиционных, модифицируемых факторов риска.

В частности, принимая возраст как не модифицируемый фактор риска, следует принять его как отправную точку диагностического поиска и уже исходя из особенностей определённого возрастного периода проводить оценку состояния пациента.

ЗАДАЧИ ИССЛЕДОВАНИЯ

Провести анализ структуры распространённости метаболического синдрома основных компонентов и гормонально-биохимических показателей

Критери диагностики и распространённость метаболического синдрома и его компонентов.

Наличие инсулинорезистентности или глюкозы > 6,1 ммоль / л (110 мг / дл), 2 ч глюкозы > 7,8 ммоль (140 мг / дл) (обязательно) наряду с любыми двумя или более из следующих:

б) Холестерин ЛПВП $<0,9$ ммоль / л (35 мг / дл) у мужчин, $<1,0$ ммоль / л (40 мг / дл) у женщин;

в) Триглицериды $> 1,7$ ммоль / л (150 мг / дл);

г) Соотношение талия / бедро $> 0,9$ (мужчины) или $> 0,85$ (женщины) или ИМТ > 30 кг / м²;

д) Артериальное давление $> 140/90$ мм рт.

Уровень глюкозы в крови выше 5,6 ммоль / л (100 мг / дл) или медикаментозное лечение для повышения уровня глюкозы в крови;

б) Холестерин ЛПВП $<1,0$ ммоль / л (40 мг / дл) у мужчин, $<1,3$ ммоль / л (50 мг / дл) у женщин или медикаментозное лечение при низком уровне ЛПВП;

в) Триглицериды в крови $> 1,7$ ммоль / л (150 мг / дл) или медикаментозное лечение повышенных триглицеридов;

г) Талия > 102 см (мужчины) или > 88 см (женщины);

д) Артериальное давление $> 130/85$ мм рт.ст. или медикаментозное лечение гипертонии.

Заболеваемость метаболическим синдромом часто совпадает с заболеваемостью ожирением и диабетом 2 типа (один из результатов МС). Согласно данным NHNES, в течение 1988–2010 гг. средний ИМТ в США увеличивался на 0,37% в год как у мужчин, так и у женщин, а окружность талии (ОТ) увеличивалась на 0,37 и 0,27% в год у женщин, соответственно. Согласно данным CDC, опубликованным в 2017 году, около 30,2 миллиона взрослых в возрасте 18 лет и старше или 12,2% взрослых в США имели диабет 2 типа (СД2). Четверть этих людей (23,8%) не знали о наличии диабета. Заболеваемость СД2 увеличивалась с возрастом, достигая 25,2% среди пожилых людей в США (65 лет и старше). Распространенность преддиабета или МС была примерно в три раза больше. Так, около трети взрослых в США имеют метаболический синдром [2].

Заболеваемость СД2 выше среди определенных этнических групп - 15% среди американских индейцев, но ниже среди китайцев - 4,3%. Американцы из Южной Азии имели очень высокую распространенность метаболического синдрома и более высокую частоту абдоминального ожирения [3]. В Китае в период с 1992 по 2002 год распространенность избыточного веса и ожирения увеличилась с 14,6 до 21,8% - на основе критерия ВОЗ. Используя китайское определение ожирения, с более низким сокращением ИМТ, увеличение составило от 20 до 29%. Заболеваемость МС увеличилась с 8 до 10,6% в городских районах и с 4,9 до 5,3% в сельских районах. Принимая во внимание тот же темпы роста, распространенность МС в Китае в 2017 году составит около 15,5% [4].

Особое значение имеет СД у больных туберкулёзом. Согласно данным метаанализа опубликованного в феврале 2019 года и основанного

на данных обследования 2.291.571 больных с активным туберкулезом [4а] средняя распространенность СД среди них составляет 15,3%, а в отдельных странах достигает 20%. На формирование СД может оказывать влияние профессия. Среди таксистов в Южной Африке распространенность СД и МС в 2 раза выше, чем в целом среди населения этой страны [4с]. Распространенность преддиабета и диабета составляла среди них составила 17% и 16% соответственно. Физическая активность (ФА) и физические упражнения являются ключевыми компонентами расхода энергии и энергетического баланса. Но польза от упражнений в предотвращении метаболического синдрома выходит за рамки немедленной выгоды от расхода калорий [13]. При хронической физической нагрузке или увеличении ФА наблюдаются структурные изменения в мышцах, увеличение количества митохондрий в клетчатке, секреция метаболически полезного гормона, такого как ирисин, с инверсией мышечной резистентности к инсулину и снижение постпрандиального липогенеза печени [14]. Однако, согласно данным NHANES, в период 1988 и 2010 годов, когда средний ИМТ и показатель WC увеличивались у взрослых в США, доля взрослых, сообщивших об отсутствии физической активности в свободное время (ФАСВ), увеличилась с 19,1 до 51,7% у женщин и с 11,4 до 43,5% у мужчин. Согласно этому исследованию, среднее потребление калорий за это время не изменилось, а тенденции ИМТ и окружность талии (ОТ) были связаны с уровнем ФАСВ, а не с потреблением калорий.

Заключение

Метаболический синдром – это сложное патофизиологическое состояние, которое возникает, главным образом, из-за дисбаланса потребления калорий и расхода энергии, но также зависит от генетического эпигенетического состава человека, преобладания сидячего образа жизни над физической активностью и других факторов, таких как качество и состав пищи и состав кишечных микробов. Ни одно лекарство не может быть предписано для его искоренения или даже сокращения.

Эпидемия не произошла внезапно, и ее нельзя быстро контролировать, но при наличии воли общества, это можно сделать. Как и в случае других эпидемий, очень важно информировать население об опасности для здоровья метаболического синдрома. Поскольку метаболический синдром является сложным медицинским диагнозом, требующим анализа крови, необходимо простое антропометрическое определение, которое может быть легко использовано и принято населением. Хотя точные меры, которые необходимо принять, могут быть обсуждены, повышение риска увеличения обхвата живота или талии / бедер может быть отправной точкой. Лозунг, как, если ваш размер пояса увеличивается на ступеньку, может скрываться опасность внутри живота. Или «сладости для слабых, острые перцы для мачо».

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ХИРУРГИЧЕСКАЯ ТАКТИКА ПРИ ЛЕЧЕНИИ РАКА ЩИТОВИДНОЙ ЖЕЛЕЗЫ

Резюме: В данной статье приводится анализ хирургического лечения РЩЖ, проведенного на базе отделения хирургии АООД. За период 2018-2021 гг. прооперировано 74 больных с различными заболеваниями щитовидной железы, из них по поводу различных форм РЩЖ, что составило 29,1% от общего количества операций.

Стандартным алгоритмом обследования явились ультразвуковое исследование, тонкоигольная пункционная биопсия ткани щитовидной железы, гормонодиагностика.

Ключевые слова: опухоли щитовидной железы, хирургическое лечение.

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SURGICAL TACTICS IN THE TREATMENT OF THYROID CANCER

Resume: This article provides an analysis of the surgical treatment of prostate cancer, conducted on the basis of the Department of surgery of the AOT. During the period 2018-2021, 74 patients with various thyroid diseases were operated on, including for various forms of prostate cancer, which accounted for 29.1% of the total number of operations.

The standard examination algorithm was ultrasound, fine needle puncture biopsy of thyroid tissue, hormone diagnostics.

Key words: thyroid tumors, surgical treatment.

Актуальность. В течение последних десятилетий отмечается рост заболеваемости раком щитовидной железы [2]. Это связано с неблагоприятными воздействиями окружающей среды: хроническим

(Дефицитом йода, воздействием ионизирующей радиации и стрессами. Наиболее часто данной патологией страдают лица пожилого и среднего возраста [6]. Но в последнее время увеличивается количество детей и лиц молодого возраста, страдающих раком щитовидной железы [5,7].

На настоящий момент до конца не решен вопрос об объеме дооперационного обследования, интраоперационной тактике и послеоперационном ведении пациентов с данной патологией. Это связано с тем, что лечением и диагностикой данной патологии занимаются специалисты многих медицинских направлений: онкологи, хирурги-эндокринологи, терапевты-эндокринологи, радиологи, ультразвукологи, рентгенологи, применяющие собственные подходы к решению данной проблемы. В нашей стране проведение радиойодтерапии остается малодоступным для большинства пациентов. Кроме этого, до сих пор хирургическим лечением рака щитовидной железы занимаются в общехирургических лечебных учреждениях, что сопровождается большим количеством неадекватно выполненных оперативных вмешательств и высокой частотой послеоперационных осложнений.

Существуют два противоположных мнения в отношении превентивных вмешательств на регионарном лимфатическом аппарате шеи. Наиболее часто дискуссии возникают в отношении центральной клетчатки шеи. Одни специалисты отрицают необходимость выполнения данного вмешательства, так как это сопровождается развитием осложнений (нарушение голосовой функции, развитием паратиреоидной недостаточности и др.) и впоследствии снижением качества жизни[3]. Другие рекомендуют выполнять данный объем операции при всех случаях высокодифференцированного рака потому, что в лимфоузлах удаленной клетчатки выявляются метастазы в большом количестве случаев, [1].

В последнее время, уделяется большое внимание исследованию сторожевых лимфоузлов при таких онкологических заболеваниях, как рак молочной железы, желудка, ободочной кишки, меланомы. Выявление этих лимфоузлов, и дальнейшее их морфологическое исследование позволяет, оптимизировать объем операции, избежать возможных тяжелых последствий расширенных объемов операции, уточнить стадию процесса и т. д. Существуют две методики визуализации лимфатического коллектора: лимфосцинтиграфия (с применением радиофармпрепаратов) и хромолимфография (с использованием лимфотропных красителей) [4]. Эффективность данных методик в диагностике метастатического поражения при раке щитовидной железы не достаточно изучена.

Цель исследования. Определение тактики хирургического лечения больных дифференцированными формами рака щитовидной железы (ДРЩЖ) в зависимости от размеров, локализации, гистотипа первичной опухоли и состояния сторожевых лимфоузлов.

Материалы и методы исследования. В основу исследования положен анализ результатов хирургического лечения 70 больных с раком щитовидной железы, за период с 2020 по 2021 год, находившиеся в АООД.

Результаты исследования. Частота субклинического метастазирования в лимфоузлы центральной, клетчатки шеи-(VI уровень) 1 составила $55,6 \pm 5,2$ %. Метастазы папиллярного рака выявлены в $61,5 \pm 5,5$ % случаев. Частота субклинических метастазов фолликулярного рака $16,7 \pm 10,8$ %. Этот показатель зависит от размера первичного очага и локализации опухоли в доле железы. Наиболее высока частота поражения лимфоузлов при размере первичного очага более 4 см и при наличии экстра tireоидного распространения ($92,9 \pm 6,9$ %), при локализации опухоли в средней ($38,5 \pm 13,5$ %) и нижней трети ($66,7 \pm 15,7$ %) доли. '

Методика непрямой лимфографии с препаратом «Влеиралеп1Еу» является эффективным способом визуализации сторожевого лимфоузла при дифференцированном раке щитовидной железы. Чувствительность методики составила 80 %, специфичность — 100 %, позитивная диагностическая ценность — 100 %. 3: Хирургическое лечение в объеме диссекции центральной клетчатки шеи не вызывает существенного увеличения частоты И' выраженности послеоперационных осложнений (гипопаратиреоз, нарушения голосовой и дыхательной функций, осложнения воспалительного характера). У пациентов основной группы парез гортани выявлен в $7,78 \pm 2,8$ % случаев, в контрольной группе — $6,67 \pm 4,6$ %.

Выполнение диссекции центральной клетчатки шеи при высокодифференцированном раке щитовидной железы не снижает уровень качества жизни и социальную адаптацию пациентов в различные сроки наблюдения. Функциональные и симптоматические показатели модулей ЕСЖТСС^БС^СЗО и С^БС)-Н&Ю5 достоверно сопоставимы в сравнении с традиционной экстрафасциальной тиреоидэктомией. Показатели общего статуса здоровья до начала лечения в основной группе составили $97,8 \pm 2,3$ %, в контрольной — $95,6 \pm 4,1$ %, в раннем послеоперационном периоде — $88,9 \pm 8,8$ и $87,3 \pm 8,7$ %, через 12 меся-, цев — $98,3 \pm 1,3$ и $97,4 \pm 2,5$ % соответственно.

Диссекция центральной клетчатки шеи в превентивном варианте I, показана у пациентов с папиллярным раком диаметром более 4 см, признаками экстра tireоидного распространения, с опухолью менее 4 см, локализующейся в средней и нижней трети доли. Во всех остальных случаях показано выполнение хромолимфографии с экстренным исследованием сторожевого лимфоузла, по результатам которой будет определена необходимость удаления лимфоузлов в данной зоне.

Вывод. Установлена возможность прогнозирования регионарного метастазирования и оптимизации объема оперативного вмешательства на основании предложенного комплекса мероприятий.

Определен алгоритм хирургического лечения высокодифференцированного рака щитовидной железы, учитывающий гистологическую форму опухоли, локализацию в железе, размеры опухолевого узла, наличие или отсутствие экстрагиреоидного распространения и метастатического поражения сторожевых лимфатических узлов.

Метод не прямой хромолимфографии с последующим цитологическим исследованием сторожевых лимфоузлов дает возможность объективной оценки состояния регионарного лимфатического аппарата.

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**ИЗУЧЕНИЕ ЗАРУБЕЖНОГО ОПЫТА ЗОНИРОВАНИЯ
ТЕРРИТОРИИ РЕСПУБЛИКИ УЗБЕКИСТАН ДЛЯ
ЭФФЕКТИВНОЙ ЭКСПЛУАТАЦИИ АВТОМОБИЛЬНЫХ ДОРОГ**

Аннотация: Изучение строительства асфальтовых покрытий в Российской Федерации и анализ минеральных порошков, которые значительно укрепляют и улучшают состав асфальтовых покрытий, а также внедрение туманообразования в Узбекистане.

Ключевые слова: транспорт, автомобильных дорог, покрытия, доставка, материал, битум, лаборатория, ГОСТ 11955, ГОСТ 9128, ПНСТ 362-2019.

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**STUDY OF FOREIGN EXPERIENCE IN ZONING THE TERRITORY
OF THE REPUBLIC OF UZBEKISTAN FOR THE EFFECTIVE
OPERATION OF HIGHWAYS**

Abstract: The study of the construction of asphalt pavements in the Russian Federation and the analysis of mineral powders, which significantly strengthen and improve the composition of asphalt pavements, as well as the introduction of fogging in Uzbekistan.

Key words: transport, highways, coatings, delivery, material, bitumen, laboratory, GOST 11955, GOST 9128, PNST 362-2019.

Вступление. Обеспечение жизнедеятельности населенных пунктов, расположенных на значительном удалении от промышленных центров, возможно при наличии путей сообщений. В большинстве случаев доставка

грузов осуществляется автомобильным транспортом, который требует наличия автомобильных дорог с твердым покрытием, обеспечивающих доставку разных грузов в течение всего года. В настоящий момент асфальтобетонные покрытия являются основным типом покрытий автомобильных дорог. Для устройства покрытий нежесткого типа применяют асфальтобетонные смеси, которые согласно ГОСТ 9128 можно применять как в горячем, так и холодном состоянии. При выборе са для устройства покрытия учитывают производственные факторы, влияющие на возможности строительства покрытия и организацию производства работ. С учетом отдаленности места строительства от производственной базы, незначительной интенсивности движения транспортных средств, больших объемах работ и недостаточной производительности асфальтобетонного завода по приготовлению горячей смеси решить данный вопрос возможно за счет применения холодных асфальтобетонных смесей [1, 2]. Это позволяет на производственной базе предприятия заготавливать их заранее и обеспечивает сохранность свойств смеси в течение нескольких месяцев, увеличить длительность строительного сезона и сократить количество транспортных средств в период строительства. Нормативным документом ПНСТ 362-2019 «Дороги автомобильные общего пользования. Смеси асфальтобетонные холодные и асфальтобетон» определены области применения холодных асфальтобетонных смесей при устройстве дорожных покрытий. Применение жидких органических вяжущих марок СГ, МГ и МГО по ГОСТ 11955 или модифицированных жидких битумов с условной вязкостью в соответствии с ГОСТ 11955 позволяет сохранять свойства смеси до шести месяцев [3].

Методология: Образование тонкой битумной пленки на поверхности минеральных частиц смеси в процессе приготовления способствует слабым микроструктурным связям между частицами при хранении и обеспечивает ее рыхлое состояние в течение длительного времени. Применение менее вязких битумов позволяет укладывать смеси при минусовой температуре окружающего воздуха при условии, что температура смеси должна быть не ниже +5 °С. Размер фракций минерального материала принимается в интервале от 5,6 до 22,4 мм в зависимости от интенсивности движения транспортных средств и осевой нагрузки. Холодный асфальт выпускают как для устройства покрытия при температуре воздуха от +15 °С и выше, так и для ремонтных работ покрытия в течение всего года. К недостаткам применения холодного асфальта при устройстве дорожного покрытия следует отнести длительный период формирования структуры покрытия (1–1,5 мес.) и более низкие физико-механические характеристики по отношению к покрытиям с применением горячих смесей. Уплотнение слоя смеси выполняют несколькими проходами легких катков статического действия или катками на пневматических шинах. В процессе эксплуатации дороги уплотнение

покрытия осуществляется за счет движения транспортных средств. Применение в качестве вяжущего материала битумов требует учета их свойств от температуры. Поэтому в случае устройства покрытия с применением холодных асфальтобетонных смесей без учета свойств смеси практически невозможно обеспечить требуемые показатели покрытия. Целью данной работы является обоснование технологии устройства покрытия нежесткого типа с применением холодных асфальтобетонных смесей с использованием прогрева основания, обеспечивающей более высокое качество строительства.

Анализ и результаты: Модели приняты с учетом следующих допущений:

- при устройстве покрытия из асфальтобетона смесь распределяется при температуре, равной температуре окружающего воздуха;
- температура основания перед укладкой смеси имеет одинаковую температуру на захватке;
- материал укладываемого слоя однороден;
- направление тепловых потоков принимается перпендикулярно к поверхности слоя;
- потери тепла в слое происходят за счет теплопроводности применяемого материала;
- температура окружающей среды и скорость воздушных масс в процессе устройства покрытия остаются постоянными;
- сцепление слоев обеспечивает термоконтакт.

Конструктивные расчетные модели представлены в виде дифференциальных уравнений, описывающих процессы нестационарной теплопроводности в слоях дорожной одежды с разными свойствами.

Для битума марки СГ 130/200 оптимальная температура смеси при уплотнении находится в пределах 42–55 °С, для БНД200/300 – 55–65 °С и МГ70-130 – 40–60 °С [8]. При погрузке в транспортные средства смесь должна быть рыхлой и иметь температуру не выше +25 °С зимой и +30 °С летом. Температура смеси при условии ее длительного хранения равна температуре окружающего воздуха. Поэтому для обеспечения качества устройства покрытия необходимо обеспечить температурные режимы смеси при уплотнении. Нормативными документами определена температура воздуха при устройстве покрытия нежесткого типа. Установлено, что повышение температуры воздуха выше +20 °С способствует нагреву основания за счет солнечной энергии, что необходимо учитывать при расчетах температурных режимов смесей. Доказано, что повышение температуры воздуха выше +40 °С способствует продолжительности работ по уплотнению путем введения в расчетные формулы коэффициента 1,25 [4,7].

Заключение. Сегодня ситуация на наших дорогах намного лучше. Одна из основных причин этого - правильное использование зарубежных

технологий и опыта. На территорию Узбекистана привозятся все современные технологии для развития наших дорог. В наших краях много полезных ископаемых, но для повышения прочности дороги необходимо добавить эти минералы в асфальт, протестировать их и получить результат. Думаю, что в результате этих улучшений наша страна добьется высокого качества в дорожной сфере.

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УПРАВЛЕНИЕ КАЧЕСТВОМ И ВСЕМИРНЫЙ МАРКЕТИНГ

Аннотация: Насколько сильно важна роль маркетинга в сфере системы менеджмента качества?

Ключевые слова: СМК. Маркетинг. SMM. Управление. Качество. Международные системы.

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QUALITY MANAGEMENT AND GLOBAL MARKETING

Annotation: How important is the role of marketing in a quality management system?

Keywords: QMS. Marketing. SMM. Management. Quality. International systems.

Что на данный момент является самым главным аспектом в привлечении покупателей? Каждая компания или фирма старается максимально улучшать свои услуги или ассортимент. А для чего? Не только для того, чтобы показатели были лучше, но и для того. Чтобы всю интересную информацию или хороший результат показывать людям в виде рекламы или иных способов привлечения.

Никогда не стоит забывать, что система менеджмента качества предполагает? Что любая организация или компания существует как единый организм. Все виды ее деятельности и работы объединяются в одну общую схему действия.

Главное общее управление качеством в целом всех различных областей совмещает работу. Система менеджмента качества в 100 процентах случаев должна постоянно улучшаться и совершенствоваться. Точка роста и точка стремления должна быть при абсолютно любом положении дел.

При постоянном росте важно поддерживать мнение общественности и потребителя. Именно тут и вступает в дело маркетинговая деятельность.

Главной целью системы менеджмента качества является повышение качества самого товара или продукта, а главной целью маркетинга является показать людям эти улучшения с выгодной стороны, да ещё и так, чтобы товар хотели покупать.

Совершенствование и создание систем менеджмента качества организаций прикладывается к международным стандартам ISO, которые позволяют сформировать систему менеджмента качества.

Не так давно система потерпела серьезные нововведения. Если посмотреть с точки зрения маркетинга, ему стало намного легче жить и существовать в данной системе:

- Стала поставлена новая цель работы. Какая? Повысить уровень удовольствия потребителя от покупки.

- У маркетинга появилась измеримость в виде степени результативности, раньше ее не было.

- Все цели и задачи постоянно актуализируются.

- Теперь компании нужно держать связь с клиентами, чтобы получать отзывы о результате работы.

Есть четыре главных аспекта, вокруг которых вращается система. Без этих пунктов сложно представить правильную и слаженную работу.

1. Ответственность руководства

2. Менеджмент ресурсов

3. Процессы жизненного цикла продукции

4. Измерение, анализ и улучшение

Непосредственно из третьего и четвертого пунктов выходит продукция и соответственно реакция потребителя. Удовлетворение его или же разочарование.

Связующей между 4 и 1 пунктом является постоянное улучшение системы менеджмента качества.

К менеджменту ресурсов подходят требования при исполнении всего цикла.

Требования потребителя – это потребность, нужда, необходимость или ожидание, которое установлено. Чаще всего обязательно.

Исходя из стандартов ISO главными задачами и функциями маркетинга являются:

1. Понять, что нужно потребителю. Узнать его потребности и желания.

2. Провести тщательный анализ рынка.

3. Найти исходя из анализа аудиторию и покупателей.

4. Рекламные компании и материалы.

5. Четко изложенная информация о товарах для аудитории и тд.

На данный момент в системе менеджмента качества одно из самых основных и главных мест отводится для маркетинга. Цель. Любом компании является удовлетворить потребителя. И именно задача отдела маркетинга донести продукт до покупателя так, чтобы он не только захотел его, но и приобрел.

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КАК ЗАДЕЙСТВОВАНО УПРАВЛЕНИЕ КАЧЕСТВОМ В ОРГАНАХ ГОСУДАРСТВЕННОЙ ВЛАСТИ?

Аннотация: Что нужно для нормального функционирования органов власти, стоит ли вводить СМК?

Ключевые слова: СМК. Органы власти. SMM. Управление. Качество. Международные системы.

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HOW IS QUALITY MANAGEMENT INVOLVED IN PUBLIC AUTHORITIES?

Annotation: What is needed for the normal functioning of the authorities, is it worth introducing a QMS?

Keywords: QMS. Authorities. SMM. Management. Quality. International systems.

С каждым годом управление качеством все обширнее применяется в самых разных областях и отраслях. Опыт во всем мире показывает, что каждый год появляются новые способы и модели для управления качеством как товаров, так и услуг.

Что нужно для того, чтобы безболезненно внести систему менеджмента качества куда бы то ни было?

- Для начала нужно понять, какая система качества существует на данный момент. На какой примерно процент эта система соответствует стандартам качества?

- Персонал должен понимать, как работает система. Сотрудники должны знать правила и следовать им.

- Вся документация должна так же соответствовать системе ISO и ее нормам.

- Постоянное повышение квалификации сотрудников приведет к более продуктивной работе.

- Сертификация и все необходимые лицензии должны быть строго по госту.

- Периодический аудит для выявления недочетов и ошибок.

В России ситуация со стандартами вполне нормальная. Многие организации государственного управления уже применяют стандарты, хотя от многих стран все еще отстают по количеству.

Давайте разберем, что нужно для того, чтобы внедрить систему менеджмента качества в государственные органы власти?

1. Получение услуги.

Граждане Российской Федерации при новой системе будут выступать в роли заказчиков услуг как муниципальных, так и государственных. Нужно проводить постоянный мониторинг запросов и понимать проблемные зоны.

2. Отслеживание результата.

Эффективность подразделений должна оцениваться определенными нормами. При плохом результате необходимо проводить проверки и выявлять слабые места.

3. Изменения.

Политика той или иной организации должна быть предусмотрена для изменения. Если, к примеру, сотрудник не справляется с системой, его стоит направлять на обучение и повышение своих профессиональных навыков.

Стоит заметить, что там, где уже прибегли к системе менеджмента качества получили в ответ удовлетворение граждан и распространение среди других органов власти.

Все органы государственной власти должны быть для граждан опорой. И что намного важнее, все подразделения должны вызывать только доверие и главное, понятную и простую структуру в любой сфере. Именно для этого и стоит все больше внедрять систему менеджмента качества во все области.

Менеджмент есть для того, чтобы достигать определенных результатов. Именно их и стоит показывать в открытую для большей продуктивности в дальнейшем.

При получении любой услуги у каждого есть своя точка зрения и уровень ожидания и реальности. Если все документы были составлены верно, сотрудник был с вами вежлив и все было выполнено четко и по указанному времени – естественно, клиент доволен.

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УПРАВЛЕНИЕ КАЧЕСТВОМ НА ПРЕДПРИЯТИИ

Аннотация: Основные стадии управления качеством, как достичь максимальной эффективности предприятия?

Ключевые слова: Качество. Производство. Предприятие. Анализ. Рынок. Продукт. Деятельность. Менеджмент. Система.

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QUALITY MANAGEMENT IN THE ENTERPRISE

Annotation: The main stages of quality management, how to achieve maximum enterprise efficiency?

Keywords: Quality. Production. Enterprise. Analysis. Market. Product. Activity. Management. System.

Основной показатель на абсолютно любом предприятии – это качество. Любая сфера деятельности пытается повысить данный аспект разными путями.

Качество любого товара или услуги напрямую зависит от контроля. Он, несомненно, должен быть на любом этапе производства. И как раз в этом и работает система менеджмента качества. Система менеджмента качества основывается на полном анализе и поддержанию всех структур и подразделений производства. Помогает избежать недочетов и почти до минимума снизить риски и огрехи. Существует несколько стадий анализа и контроля качества:

1. Постановка концепции (все захватывающая система проверок или частный контроль)

2. Определение цели аудита. Может содержать в себе решение о корректности, результативности, регулярности системы управления качеством.

3. Осмотр продуктов контроля качества (субъектов и объектов). В данную стадию входит установка времени на проведение аудита, рассмотрение методов и объема работы.

4. Установление основных задач и показателей, нормы качества продукции. Именно с этими показателями происходит сравнительный момент нынешнего качества и определяется эффективность предприятия в целом.

5. Определение нарушений в плановом графике качества и поиск причины данного нарушения.

6. Установление причин и составление плана по их устранению. Назначается специальная группа профессионалов, которым дается определенное время на устранение причины данного отклонения.

7. Анализ эффективности предприятия

Большую роль в предприятии и системе качества продукции является технический контроль. Именно благодаря ему удается своевременно определить проблему и «утечку» качества продукции. Создаются необходимые условия для составления планов, задач. Они в свою очередь опираются на опыт производства, разбалансировки процесса производства и т.д.

Сама цель и задача системы менеджмента качества заключается в достижении долговременных показателей. Для этого используются показатели удовлетворения потребителей и производителя.

Существует восемь принципов СМК:

- Комплексный подход
- Лидер в виде руководителя предприятия
- Непрерывающееся улучшение
- Ориентир на потребителя
- Система менеджмента
- Использование ресурсов персонала
- Факты, как основа решений
- Хорошие условия с поставщиками.

Все эти принципы в совокупности складываются в определенный цикл, который обеспечивает успешную систему контроля на предприятии. Смысл заключается в том, что просматриваются абсолютно все ниши экономических отношений: желания потребителя, удобство производителя, отношения с поставщиком, принятые нормы, системность работы предприятия.

Также одной из задач управления качеством выступает улучшение экономического положения производства, направление на улучшение производительности труда, использование новых научных открытий и переход к более эффективным ресурсам производства.

Подводя итог, можно отметить, что при использовании всех этапов системы качества продукции, при правильном распределении ресурсов и

производств, на предприятии можно достигнуть желаемого высокого качества производимой продукции. Следовательно, также, повышения положения на экономической арене и конкурентной площадке.

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ВНУТРЕННИЙ АУДИТ

Аннотация: В данной статье рассматриваются проблемы внутреннего аудита в России в связи с пандемией. Как бороться с рисками и затратами в период 2020-2022 года.

Ключевые слова: СМК. Аудит. Внутренний аудит. Управление. Качество. Международные системы.

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INTERNAL AUDIT

Annotation: This article discusses the challenges of pandemic internal audit in Russia. How to deal with risks and costs in the period 2020-2022.

Keywords: QMS. Audit. Internal audit. Management. Quality. International systems.

Современный аудит активно используется в разных предприятиях по всему миру.

С приходом пандемии появилось большое количество рисков, угрожающих деятельности предприятий. Инструменты для ведения бизнеса с 2020 года сильно изменились.

Проблема остро стоит для самих внутренних аудиторов. Сейчас в условиях 2021-2022 года нужно уметь оперативно распознавать новые риски и угрозы, которых раньше не было и не могло быть.

Так же нужно не упускать нужных людей и возможности, приспособленные под ситуацию в мире.

Любой внутренний аудитор на сегодняшний день должен уметь мыслить конструктивно, убеждать в изменениях, работать и анализировать большие объемы информации, разбираться хотя бы банально в IT системах.

Есть три важнейших этапа управления:

1. Оценка и снижение рисков. Внутренний системный контроль.

2. Соблюдение требований законодательства и аудита.

3. Финансовая оценка, контроль за недочетами.

Сейчас в век технологий цифровая трансформация – это один из самых важных стадий развития систем аудита.

Особенно это относится к банковским системам. По последним данным у 89 процентов населения России есть банковская карта. Только 38 процентов о этого числа имеют наличные и производят оплату не только по безналу.

Во внутреннем аудите важна стратегия. Аудит обеспечивает защиту компании и ее репутации. Обсуждение стратегии всегда важный шаг в любом компании или предприятии.

У некоторых компаний есть три основных стратегии, основываясь на SWOTSWOT-анализах и бенчмаркинге:

1. Создание команды профессионалов и развитие этой команды.

2. Процессы качественного и регулярного аудита

3. Клиентоориентированность

Есть много стратегий, утвержденных даже до 2025 года. Часто они направлены на стабильное функционирование и устойчивое развитие.

По результатам работы можно делать следующие выводы:

- Появились современные программы для повышения внутреннего качества аудита.

- Разработаны компетенции и оценка работников согласно ситуациям 2020-2021 года.

- Внедрены системы для эффективного оценивания качества аудита.

- Автоматизация большинства процессов

Таким образом, внутренний аудит сейчас является очень важным аспектом. Нужно понимать, как происходит работа и от кого зависит тот или иной аспект жизнедеятельности предприятия.

Не только сотрудники, но и руководство должны понимать состояние финансов в бизнесе и иметь доступ ко всем отчетам.

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КОНТРОЛЬ ПРИЕМА ПРОДУКТОВ

Аннотация: В данной статье рассказывается, что нужно при приеме продуктов пищевой промышленности на предприятия.

Ключевые слова: СМК. Аудит. Качество продукта. Управление. Качество. Международные системы.

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CONTROL OF FOOD INTAKE

Annotation: This article tells you what you need to do when accepting food products into a facility.

Keywords: QMS. Audit. Product quality. Management. Quality. International systems.

На что особо следует обратить внимание при приемке продуктов питания:

1. Автотранспорт, соответствующий санитарным и гигиеническим правилам.

Транспорт, который эксплуатируется в качестве перевозчика продуктов питания обязательно должен быть без поломок и прошедшим гигиеническую обработку. То есть внутри транспорт должен быть сделан

из материала, который можно легко помыть и продезинфицировать. При приемке товара у поставщика нужно уделить особое внимание этому моменту и придать значение автотранспорту, на котором был доставлен товар.

2. Хранение продуктов и товарное соседство.

Безусловно, грубым нарушением будет являться, если продукция будет стоять на полу в автотранспорте. Продукция должна располагаться на специальных паллетах. Конечно, все продукты хорошо и плотно упакованы в несколько слоёв упаковки, но, чтобы исключить риск заражения какими-либо бактериями и веществами, их нужно хранить в специально отведенном месте. Также в транспорте должно соблюдаться строгое товарное соседство. Оно предполагает исключение «коммуникации» разных по составу видов продукции. Так, к примеру, пищевая продукция не должна попадать в контакт с химической.

3. Чистая одежда и санитарная книжка водителя.

Водитель, который доставляет продукты питания, обязательно должен быть в чистой одежде и иметь с собой санитарную книжку. В ней должны находиться метки с информацией о прививках и аттестациях.

4. Температурный режим транспортировки.

У каждого вида продукции есть установленный нормативный режим температуры. Он устанавливается, исходя из вида товара и сроков доставки. Чтобы данное правило не было нарушено, при приемке товара, необходимо проверить температурный режим в кузове автотранспорта.

5. Температурный режим самой продукции.

Чтобы исключить момента некачественной перевозки товара и попыткой сэкономить на этом денежные средства, необходимо проверить также температуру доставленной продукции. Так как в целях экономии, перевозчики могут включать рефрижераторы только при моменте прибытия на склад.

6. Проверка качества упаковки.

Существуют определенные правила к внешнему виду продукта: упаковка не должна быть нарушена, не должно возникать неприятного запаха, неизвестных выделений и обязательно должна быть абсолютно чистая.

7. Качество продукции.

Если предоставляется такая возможность, необходимо тщательно провести осмотр продукта. Стоит обратить внимание на аромат, визуальное представление продукции. Так, продукты замороженного вида стоит осмотреть на отсутствие дефростации, наличие образовавшейся жидкости, лишнего льда на упаковке. Если были замечены признаки повторной заморозки, следует написать отказ от данной поставки, так как количество опасных микроорганизмов при таком виде хранения

значительно увеличивается. Продукт становится опасным для жизни и употребления в пищу.

8. Документация.

По тому, насколько качественно и ответственно заполнена основная документация на поставленный товар, можно судить и о его качестве. Если все виды накладных, деклараций и сертификатов составлены верно и корректно, значит можно быть в полной уверенности за поставленный товар и его качество.

При соблюдении всех этих правил приемки пищевой продукции, качество поставленного товара будет отвечать всем стандартам качества и норм.

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КОНТРОЛЬ КАЧЕСТВА ЗА ТОВАРАМИ НА СКЛАДЕ

Аннотация: Как правильно следить за привезенным товаром и продуктами на склад?

Ключевые слова: СМК. Аудит. Продукты. Управление. Качество. Международные системы. Товары.

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QUALITY CONTROL OF GOODS IN THE WAREHOUSE

Annotation: How to properly monitor the brought goods and products in the warehouse?

Keywords: QMS. Audit. Products. Management. Quality. International systems. Commodities.

Процесс хранения и обработки товаров питания требует бережного отношения. В частности, касаясь продуктов, относящихся к скоропортящимся, требуется применение особой специфики.

Начиная с приёма товара, заканчивая выдаче потребителю товара, продукты требуют соблюдения ряда правил. Рассмотрим каждое из них.

Ни одна поставка товара не обходится без предварительного заключения договора, он составляется и согласовывается с поставщиком товарной продукции. Сам документ содержит основные положения и условия поставки, также условия хранения самого продукта. Также могут возникнуть особые пожелания к товарным характеристикам, которые следует обозначить посредством спецификации. Она будет являться документальным приложением к договору поставки.

В недавнее время в законодательстве было особое положение про санитарный паспорт автотранспорта, на котором доставляются продукты питания. Это гарантировало точное соблюдение условий поставки и не вызывало сомнений по поводу санитарной обработки транспорта. Однако некоторое время назад данное требование отменили и условия, в котором были доставлены продукты питания, стали ответственностью поставщика. Конечно, проверить соблюдение данных правил легко проверяемо. Так, если поставщик имеет копии актов о том, что он провел мойку и дезинфекцию, даёт гарантию того, что поставщик качественно и добросовестно выполняет все условия договора.

Однако, помимо приемки продукции, большое внимание стоит уделить и её хранению. В данном вопросе также существует свод правил, которые обязательны к применению и соблюдению.

1. Соблюдение нормативных режимов.

Чтобы товар соответствовал всем требованиям качества, необходимо обеспечить правильны температурный режим. Это позволит продукции храниться долго и качественно, а также не позволит отходить от норм.

2. Мониторинг режимов температуры и влажности.

Для того, чтобы соблюдать условия, описанные в 1 пункте и не отходить от норм хранения, используются специальные аппараты для мониторинга. Рассмотрим некоторые из них:

- Гигрометр (оборудование, определяющее уровень влажности воздуха)
- Датчики, определяющие температуру помещения или холодильной камеры
- Термометр (оборудование для дистанционного определения температуры самого товара)
- Термометр-щуп (оборудование, которым измеряют температурный режим сыпучих и жидких веществ)

3. Расположение товаров на складе.

Продукция должна располагаться на определенном уровне, не загораживать устройства, циркулирующие воздух.

3. Товарное соседство.

Условия товарного соседства при хранении не отличаются от условий при поставке, поэтому стоит ставить рядом: сырой продукт с приготовленным, чистый и грязны и т.д.

4. Сведения о товаре и этикетка.

Так, соблюдая все правила приемки продукции и ее хранения, можно с легкостью обеспечить ей долгий срок хранения и качество, соответствующее всем установленным нормам.

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ПЕДАГОГНИНГ КРЕАТИВЛИК ҚОБИЛИЯТИ ТАЛАБА- ЁШЛАРНИНГ ИЛМИЙ ИЗЛАНИШЛАРИДАГИ ЎРНИ ВА АҲАМИЯТИ

Аннотация: Замонавий педагогикада креатив педагогика бўлажак кашфиётчиларнинг равнақ топишида катта пойдевор вазифасини ўтайди. Шахснинг мутахассис сифатида касбий камол топиши, ривожланиши ўз моҳиятига кўра педагогнинг яратувчанлик қобилиятига ҳам боғлиқ. Дарсни мукамал даражада янгилик ярата олган педагог келажакда етук олимлар сафини кенгайтиришида ўз хиссасини қўшади. Мақолада педагогнинг шу каби хислатларини ривожлантиришида креатив педагогика фанининг долзарблиги ва амалий аҳамияти хусусида сўз юритилади.

Калит сўзлар: Креативлик, қобилият, яратувчанлик, педагогика, талаба-ёшлар, ўқувчи.

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THE ROLE AND IMPORTANCE OF THE TEACHER'S CREATIVITY IN THE SCIENTIFIC RESEARCH OF STUDENTS

Annotation: In modern pedagogy, creative pedagogy plays a major role in the development of future inventors. The professional development of a person as a specialist, by its very nature, also depends on the creative ability of the educator. An educator who is able to innovate a lesson perfectly will contribute to the expansion of the ranks of mature scientists in the future. The article discusses the relevance and practical importance of the science of creative pedagogy in the development of similar qualities of the teacher.

Keywords: Creativity, ability, creativity, pedagogy, students, learner.

Кириш

Бошини стол устига қўйиб мизғиётган талабанинг хатти-ҳаракатидан ўқитувчи парво қилмайди. Унинг сафи кўпайди. Бошқалар ҳам бир-бир мизғишга тушди. Ўқитувчининг овозининг беўхшовлиги, секин гапириши маърузани ҳам зерикарли ўтишидан бутун аудитория уйқуга кетишга

озгина қолди. Натижада талабаларнинг фанларни ўзлаштиришларида юқори даражадаги ижобий натижалар кузатилмаяпти. Кўпчиликнинг таълим олишга қизиқиши йўқолган. Энг ёмони ўқитувчилар ҳам аввалгидек завқу шавқ билан касбий фаолияти давом этмади. Аҳвол ўзгаришсиз қолмоқда. Вазиятни чамалаб кўрилганда бундай маърузалар талаба учун қизиқ эмас. Масалани чуқурроқ ўйлаб кўрилганда ўқув машғулотларининг аввалдан режалаштирилиши юқоридаги ҳолатларни келтириб чиқармоқда. Уни бартараф этиш учун анъанавий дасрлардан воз кечиш, талабаларда танқидий, креатив тафаккурни шакллантириш ва ривожлантириш, уларни ижодий фикрлаш, янги ғояларни ўйлаб топишга мажбур қилиш таълим олишга бўлган муносабатни ўзгартириш, уларни ютуқларга эришишга

рағбатлантиришда асосий омилдир. Ўқув машғулотларида етишмаётган бу масала албатта, – **креативликдир.**

ADABIYOTLAR TASHLILI VA METODOLOGIYA

Аввало, педагогнинг креативлик соҳасига фикр билдирилар экан, мавзу юзасидан ғарб, шарқ педагогларнинг адабиётларига эътибор қаратиш лозим. Хусусан, шахсда креативлик сифатларини ривожлантириш жараёнининг умумий моҳиятини тўлақонли англаш учун дастлаб “креативлик” тушунчаси Кен Робинсоннинг фикрларига мурожаат қилинади. Унинг фикрига кўра, “креативлик – ўз қийматига эга оригинал ғоялар мажмуи” саналади. Гарднер эса ўз тадқиқотларида тушунчани шундай изоҳлайди: “креативлик – шахс томонидан амалга ошириладиган амалий ҳаракат бўлиб, у ўзида муайян янгиликни акс эттириши ва маълум амалий қийматга эга бўлиши лозим”. Эмебайл (1989 й.)нинг ёндашуви нуқтаи назаридан ифодаланса, креативлик “муайян соҳа бўйича ўзлаштирилган пухта билимлар билан бирга юқори даражада ноодатий кўникмаларга ҳам эга бўлиш” демакдир. “Креативлик” тушунчаси ўзида маданий хилма-хилликни акс эттиради. Ғарб кишилари учун креативлик, умуман олганда, янгилик саналади. Улар креативлик негизида ноанъанавийлик, қизиқувчанлик, тасаввур, ҳазил- мутойиба туйғуси ва эркинлик мавжуд бўлишига эътиборни қаратадилар (Мёрдок, Ганим, 1993 й.; Штернберг, 1985 й.). Шарқликлар эса, аксинча, креативликни эзгуликнинг қайта туғилиш жараёни, деб тушунадилар (Хуи, Стернберг, 2002 й.; Рудович, Хуи, 1997 й.; Рудович, Йе, 2000 й.). Гарчи ғарблик ва шарқликларнинг креативлик борасидаги қарашлари турлича бўлса-да, бироқ, ҳар икки маданият вакиллари ҳам мазкур сифат ва унга эгалликни юқори баҳолайдилар (Кауфман, Лан, 2012 й.). Патти Драпеау нуқтаи назарига кўра креатив фикрлаш, энг аввало, муайян масала юзасидан ҳар томонлама фикрлаш саналади. Яна у: ” ҳар томонлама фикрлаш талабалардан ўқув топшириғи, масаласи ва вазифаларини бажаришда кўплаб ғояларга таянишни талаб этади. Бундан фарқли равишда бир томонлама фикрлаш эса биргина тўғри ғояга асосланишни ифодалайди”

дейди. Унинг фикрича мушоҳада юритишда масала юзасидан бир ва кўп томонлама фикрлашдан бирини инкор этиб бўлмайди. Бинобарин, бир ва ҳар томонлама фикрлаш креативликни шакллантиришда бирдек аҳамият касб этади. Яъни, топшириқни бажариш, масалани ечишда талаба ечимнинг бир неча вариантыни излайди (кўп томонлама фикрлаш), кейин эса энг мақбул натижани кафолатловчи биргина тўғри ечимда тўхталади (бир томонлама фикрлаш).

MUHOAMA VA NATIJALAR

Танганинг иккинчи томони. Ўқитувчи дарсга киргак талабалар сергак тортишди. Энди зерикарли дарс ўрнига жиддий, мулоҳазаларга, дебатларга бой дарс соати бошланишига ишора қилиб диққатлар бир нуқтага педагогга қаратилди. қитувчи дарс мавзусини доскага ёзгач бир талаба чиқиб бугунги мулоҳаза мавзусини ўртага ташлади. Дарс кейс-стади талабларига биноан ўтказилди. Дарҳақиқат педагогнинг креатив қобилиятини оширишда янги педагогик техноогияларнинг аҳамияти беқиёс. Хусусан кейс стади методи ҳам креатив ҳам янги маълумотлар асосидир. Педагогик креативлик хусусида гап кетганда методнинг амалий аҳамиятига тўхталиш лозим. Дарҳақиқат “Кейс-стади” ёрдамида талабаларда энг аввало **таҳлилий кўникмалар** яъни маълумотларни ахборотлардан ажрата олиш, уларни туркумлаштириш, маълумотларни зарур ва нозарурга бўлиш, таҳлил қилиш, тақдим этиш, аниқ, мантиқий фикрлай олиш қобилиятлари ривожланади. Шунингдек уларда **амалий кўникмалар**-муаммонинг мураккаблигидан келиб чиқиб, реал вазиятни таҳлил қила олиш, энг муҳим назария, метод ва тамойилларни қўллай билиш иқтидори ривожланади. **Ижодий кўникмалар**-бунда мантиқийлик асосида вазият (муаммо)ни ечиш муҳим эмас, балки ижодий ёндашув асосида муаммонинг бир неча ечимларини топиш ва уларни таҳлил қилиш талаб этилади. **Мулоқот кўникмалари**-унга кўра талаба баҳс-мунозара олиб бориш, ўз нуқтаи назарини ҳимоя қилиш, қарорига бошқаларни ишонтириш, жуда қисқа ва ишонарли ҳисоботни тайёрлаш кўникмаларини ўзлаштира билади. **Ижтимоий кўникмалар** қарорни муҳокама қилиш жараёнида талабалар бошқаларнинг хатти-ҳаракатини таҳлил қилиш, бошқаларни тинглай билиш, баҳсда ўзгаларнинг фикрларини қўллаб-қувватлаш, илгари сурилган фикрга қарама-қарши фикрни билдира олиш ва ўзини бошқара олади. Бундан ташқари, шз-ўзини **таҳлил** (баҳс-мунозара жараёнида ўзини тута билиши, бошқаларга намуна бўла олади. аввало, **Креативлик** (лот., инг. “create ” – яратиш, “creative” – яратувчи, ижодкор) – индивиднинг янги ғояларни ишлаб чиқаришга тайёрликни тавсифловчи ва мустақил омил сифатида иқтидорлиликнинг таркибига кирувчи ижодий қобилиятидир.

Бундан ташқари, Педагог креативлик потенциалига эга бўлиши учун касбий фаолиятида қуйидагиларга эътиборини қаратиши зарур:

- касбий фаолиятига ижодий ёндашиш;

- янги-янги ғояларни яратишда фаоллик кўрсатиш;
- илғор педагогик ютуқ ва тажрибаларни мустақил ўрганиш;
- ҳамкасблар билан педагогик ютуқлар хусусида фикр алмашиш

Педагогнинг креатив потенциали анъанавий тафаккур юритишдан фарқли равишда қуйидагиларда намоён бўлади: - тафаккурнинг тезкорлиги ва эгилувчанлиги;

- янги ғояларни яратиш қобилияти;
- бир қолипда фикрламаслик;
- ўзига хослик;
- ташаббускорлик;
- ноаниқликка тоқат қилиш;
- заковатли бўлиш

Педагогик фаолиятни ташкил этишда ахборот технологиялари имкониятларидан ижодий фойдаланиш.

Таълим жараёнида тобора фаол қўлланилаётган замонавий воситалардан бири – ахборот технологиялари саналади. Уларнинг техник, технологик имкониятлари таълим жараёнини қизиқарли, жонли, самарали ташкил этишда педагоглар учун ниҳоятда қўл келади. Бугунги кунда таълимда радио эшиттириш, телекўрсатувлар, фильмларни намойиш имкониятлари мавжуд. Улардан фойдаланиш ўқитиш сифатини яхшилайдди,

шахснинг креатив сифатлари, касбий малакаларини ривожлантиришга хизмат қилади. Ахборот технологиялари орасида компьютерларнинг алоҳида ўрни бор. Замонавий ўқитишда компьютер технологияси педагоглар учун энг яқин “ёрдамчи” бўлмоқда.

Таълим жараёнида улардан фойдаланиш қуйидаги имкониятларни юзага келтиради:

- 1) реал ишлаб чиқариш фаолиятига мос келувчи ҳажм, психологик ва мантиқий- таркибий тузилма моҳиятга кўра ўқув ахборотини тўла тақдим этилишини таъминлайди;
- 2) ўқув ахборотларининг тезкор янгиланишини инобатга олган ҳолда уларни тақдим этиш тезлигини зарур даражада бўлишига кўмаклашади;
- 3) ўқувчиларга бажарилаётган иш -ҳаракат ёки фаолият сифати ҳақидаги маълумотни беришда тезкорликни таъминлайди;
- 4) ишлаб чиқариш устасига ўқувчи фаолиятини назорат қилиш ва унга зарур ўринларда маслаҳат, йўналиш ҳамда кўрсатмалар бериш имкониятини яратади

Хулоса

Дарвоқе, креатив ёндашув асосида ўқув фанлари бўйича назорат-синов топшириқларини тайёрлаш, кейс ва даражали тестлар тўпламини

шакллантириш лозим. Маълумки, замонавий таълимда талабаларга тайёр билимларни бериш эмас, балки уларни билимларни мустақил ўзлаштиришга йўналтириш тобора муҳим аҳамият касб этади. Шундай экан, тайёр билимларни ўзлаштириш гарчи талабаларнинг борлиқни англашлари, ижтимоий муносабатлар мазмунини, у ёки бу кўринишдаги кишилиқ фаолияти моҳиятини тушунишларига ёрдам беради. Бироқ, борлиқ ва ижтимоий муносабатларнинг мавжуд ҳолатини ифоаловчи ҳодиса, воқелиқ, жараённинг таркибий элементлари ўртасидаги ўзаро бирлиқ, алоқадорлиқни тушуниш, сабаб-оқибатларини таҳлил қилиш, фаолият мазмуни, йўналиши ва энг муҳими, натижасини кафолатловчи омилларни таҳлил қилиш малакаларини самарали ривожланишига тўсқинлиқ қилади. Шу каби салбий ҳолатнинг олин олишда талабаларни “муаммо вазиятлар”га рўпара қилиш методик жиҳатдан самарали саналади. Муаммоли вазиятларнинг дидактик имкониятлари талабаларни ўрганилаётган масала (мавзу, муаммо) юзасидан фикрлаш, масала моҳиятини ёритувчи таркибий элементлар ўртасидаги ўзаро бирлиқ ва алоқадорлиқни англаш, “муаммо-муаммони ҳал қилиш жараёни-ечим”

тизими асосида масалани таҳлил қилиш, ечим борасида фаразларни илгари суриш, уларнинг мақбуллигини текшириш, ечимни баён этиш ва уни ҳимоя қилиш каби амалий ҳаракатларни ташкил этишга мажбур қилади. Қолаверса, муаммоли вазиятлар ёрдамида талабалар ўз билимларини мустақил таҳлил қилиш, ўқув-билиш фаолиятига танқилий ёндашиш, ўрганилаётган масала (мавзу, муаммо) юзасидан ижодий фикрларни илгари суриш каби имкониятларга эга бўладики, худди шу ҳолат жамият томонидан таълим тизими олдига қўйилаётган ижтимоий буюртманинг тўлақонли бажарилишини таъминлайди. Яъни, муаммоли ўқитиш, уни ўқитиш жараёнида қўлланиладиган технологиялар республика узлуксиз таълим тизими томонидан ўз олдига қўйилган ҳар томонлама (ақлий, ахлоқий, жисмоний, ҳиссий жиҳатдан) ривожланган баркамол шахс ва малакали мутахассисни тайёрлашдан иборат ижтимоий буюртманинг бажарилишини таъминловчи зарур педагогик шарт-шароитни вужудга келтиради. Шу сабабли бугунги кунда таълим тизимида муаммоли таълимдан фойдаланиш, муаммоли таълим технологияларини самарали қўллашга алоҳида эътибор қаратилмоқда. Хусусан, сўнгги йилларда олий

таълим муассасаларида умумий ва мутахассислик фанларини ўқитишда муаммоли таълим технологиялари орасида муҳим ўрин эгаллаган “Кейс- стади” технологиясини қўллаш тажрибаси шаклланимоқда. Шундай қилиб, малака ошириш курсларида “Креатив педагогика” модули (фани)ни ўқитиш педагогларда уларга хос креатив сифат ва ижодий- педагогик фаолият малакаларини самарали ривожлантириш имконини беради. Қолаверса, педагогларда креативлик

сифатларини шакллантириша устувор тамойиллар асосида иш кўриш аниқ мақсага

йўналтирилган фаолият самарадорлигини кафолатлайди. Малака ошириш курсларида амалий машғулотлар жараёнида педагогларнинг креативлик имкониятларининг аниқ мезонлар асосида аниқлаш, даража кўрсаткичларини баҳолаш асосида бу борадаги ютуқ ва камчиликларни белгилаш, ютуқларни бойитиш, камчиликларни бартараф этиш чоратadbирларини белгилаш мумкин бўлади.

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ДЕЙСТВИЕ ФУЗИКОКЦИНА НА РОСТ, РАЗВИТИЕ И УРОЖАЙНОСТЬ ХЛОПЧАТНИКА

Аннотация: В статье приведены данные о применении фузикококцина на рост, развитие и урожайность хлопчатника. По результатам опыта выявлено,

что фузикококцин благоприятно влияет на жизнедеятельность растений, усиливается рост и развитие, увеличивается урожайность хлопчатника. Ключевые слова: Фузикококцин, рост, развитие, урожайность, регулятор роста, стимулятор, опыт, вариант, повторность, хлопчатник.

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EFFECT OF FUSIKOCCIN ON GROWTH, DEVELOPMENT AND YIELD OF COTTON

Annotation: The article presents data on the use of fusicoccinum on the growth, development and yield of cotton. Based on the results of the experience, it was revealed that

that fusicoccin has a beneficial effect on the vital activity of plants, increases growth and development, increases the yield of cotton.

Keywords: Fusicoccin, growth, development, productivity, growth regulator, stimulant, experience, variant, repetition, cotton.

Введение.

В настоящее время известно громадное количество синтетических соединений с помощью которых можно активно влиять на морфофизиологические процессы у высших растений. Много подобных веществ выявлено также среди продуктов жизнедеятельности микроорганизмов или самих растений. В этом случае регуляторы роста называют эндогенными.

Существенными чертами этих физиологически активных веществ считаются и способность действовать в очень малых дозах, вызвать характерные морфофизиологические изменения у растений и передвигается по растению, что позволяет осуществлять химическую регуляцию.

Каждых и этих признаков в отдельности может быть свойствен в другим эндогенным регулятором роста, но совокупность их характеризует именно фитогормоны.

Один из таких фитогормонов является фузикоцин (ФК), продуцируемый грибами, химическая формула которого $C_{36}H_{56}O_{12}$. Вступая в роли стимулятора роста растений ФК позволяет увеличивать урожай сельскохозяйственных культур.

Исходя из этих мы проводили полевые опыты с хлопчатником. Для этого мы обработали семена хлопчатника перед посевом раствором фузикоцина с концентрацией 0,68 мг/л.

Место проведения исследование.

Опыты проводили в массиве Ахунбабаева Избасканского района Андижанской области республики Узбекистан.

Погода относительно устойчивая летом, но неустойчиво поздней осенью и крайне неустойчива весной. Среднее годовая температура воздуха колеблется в пределах 12-14,5°. Зимой похолодания резко сменяются оттепелями. Средние минимальные показатели в зимний период колеблется в пределах -2, -9.

Температура почвы. Промерзание ее зимой зависят от толщины снежного покрова. В холодные зимы почвы под снегом промерзает на глубину 5-7, без снежного покрова до 15-20 см.

За счет дневных максимальных температур воздуха в хозяйстве в ранневесенний период идет постепенной прогревание и температуры почвы обычно на 1,5-2,0°С выше, чем температура воздуха, которая в основном нарастает в конце марта и с начала апреля месяца.

В целом климат объекта исследований по длительности вегетационного периода и по сумме, эффективных температур 2250-2400°С благоприятен для возделывания хлопчатника.

Почва опытного участка характерно в том, что ведено в земледелия более 100 лет тому назад. Староорошаемый, незасоленный типичный серозем.

Методика проведения исследований.

Как уже известно исследование проводили в массиве Ахунбабаева Избасканского района Андижанской области.

Опыты проводили 2018 году в двух вариантах при четырехкратной повторности с сортом Андижан-37. Нормы минеральных удобрений в объектах исследований составили соответственно установленной норме данного хозяйства при схеме 60x10-1.

Опыты проводили в производственных условиях. Оно составила 8 га. Из них выделяли учетный площадь и учетные растение. Учеты и наблюдение проводили по методики СоюзНИХИ /1963/. <

Вели следующие основные учеты и наблюдение:

I июня - высота главного стебля, количество настоящих листочков.

I июля - высота главного стебля, количество плодовых ветвей, количество бутонов, цветков.

I августа - высота главного стебля, количество плодовых ветвей, количество плодоземелентов и количество коробочки.

I сентября - Всего коробочки в одном растение и в т.ч. раскрытые

Кроме того определили динамики всходов хлопчатника, цветения, плодотворение. В фазе созревание вели учет сбора урожая.

Сорт хлопчатника С-6037 схема посева 60x10-1.

Расход семени на I гектар 86 кг.

Агротехника хлопчатника.

Агротехнические мероприятия является основным фактором получения высоких и качественных урожаев, сельскохозяйственных культур и в т.ч. хлопчатника.

Влияние фузикокцина на всхожесть семян хлопчатника представлено в таб. 1.

В этой таблице видно, что в варианте где обработали семян хлопчатника фузикокцином количество появившихся растений увеличивался против контроля. Первые дни исследования три раза больше, а последние дни на 10-12% больше чем контроля. Это объясняется тем, что фузикокцин резко действует на всхожесть семян и сокращает на 4-5 дней.

Действие фузикокцина на рост и развитие хлопчатника.

Изучение рост и развитие хлопчатника имеется не только научный и практический интерес. По результатам исследований мы убедились в том, что от начала вегетационного периода резко увеличивался вегетативные органы и массы хлопчатника, табл. 2.

Ссылаясь вышеуказанную таблицу можно сказать, что разница между вариантами резко видно начиная с июля, увеличивался не только вегетативная масса, но и генеративные органы как симподиальные ветви, бутоны, цветы и далее коробочки.

При обработки фузикокцином высота главного стебля было выше на 7 см. против контроля, а количество бутона на 1,7 штук. Эти показатели воздержались и в августе и сентябре.

Количество коробочки увеличивались в августе от 1,8 до 4,0 штук в сентябре этот показатель доходил от 3,8 до 5,0 штук, а раскрытие коробочки составило 7,7 в контроле в варианте где использовали фузикокцин доходило до 11,1 или около четырех штук больше.

Действие фузикокцина на поражаемость хлопчатника гоммомозом

И ВИЛТОМ.

Как известно в хлопкосеющих районах широко распространены различные болезни хлопчатника, таких как гоммоз и вилт. Они приносят очень большой вред хлопководству. Мы в полевых условиях изучали действие фузикокцина на поражаемость хлопчатника гоммозом и вилтом.

Результаты наблюдений приведены в следующих таблицах: табл. 3.

Как видно из таблиц, фузикокцин не только стимулирует рост и развитие хлопчатника, а также повышает устойчивости растений к болезням. В наших опытах поражаемость гоммозом составила 13-15% против 29-33% контроля, поражаемость вилтом растений обработанных фузикокцином составила 34,3% против 62 % контроля. Табл. 4.

Действие фузикокцина на динамику раскрытия коробочек.

В опытах вели учет за действием фузикокцина на динамику созревания и раскрытия коробочек. В таблице приведены результаты наблюдений: табл. 5.

Из таблицы видно, что обработанные фузикокцином и не обработанные /контрольные/ растений значительно различают с общим количеством раскрывшихся коробочками. Это означает, что фузикокцин положительно действует на количество и созревание коробочек хлопчатника.

Действие фузикокцина на урожайность хлопчатника.

Все выше изложенные положительные действия фузикокцина отражается и в урожайности хлопчатника. Анализ учетов показал, что под действием фузикокцина повышается урожайность хлопчатника, табл. 6.

Как видно из таблицы, в варианте обработанные с фузикокцином урожайность было выше чем контроля на 4,1 ц/га.

Выводы :

По результатам проведенных опытов можно сделать следующие выводы:

1. Фузикокцин положительно действует на всхожесть семян, ускоряет их всходы. В наших опытах обработанные семена всходили 4 дня раньше, чем необработанные семян.

2. Фузикокцин ускоряет рост и развитие растений, увеличивает количество коробочек. В опытном варианте коробочки на 4 штуки были больше, чем в контрольном в одном растении.

3. Под действием фузикокцина повышается устойчивость хлопчатника к болезням. В наших опытных вариантах поражаемость растений гоммозом и вилтом было значительно меньше, чем контроля.

4. Фузикокцин создавая благоприятные условия для растений, увеличивает урожайность. В опытном варианте урожайность было больше на 4,1 ц/га в сравнение контролем.

Таблица 1

**Действие фузикококцина на всхожесть семян хлопчатника в процентах
2018 год.**

№	Варианты	Дни исследование				
		22.04.18	25.04.18	27.04.18	29.04.18	3.05.18
1	Контроль без фузикококцина	16	43	65	86	96
2	С фузикококцином	55	82	94	98	

Таблица 2

Действие фузикококцина на рост и развитие хлопчатника

№	Варианты	1 июня		1 июля				1 августа				1 сентября	
		Высота гл.стеб	Кол-во растр.	Высота гл.стеб	Кол-во симпод. вет	Кол-во л-в. Бутонов	Кол-во цвет.	Высота гл.стеб	Кол-во симпод. вет	Кол-во бочок	Кол-во цвет.	Кол-во коробоч	Раскрытие
1	Контроль безфузикококцина	9,8	5,4	24,2	3,8	2,5	0,52	55,2	5,3	1,8	0,16	3,8	7,7
2	С фузикококцином	10,3	6,6	31,2	5,3	4,2	1,12	56,2	6,9	4,0	1,1	5,0	11,1

Таблица 3

Поражаемость хлопчатника гоммозом, в%

№	Варианты	Сроки наблюдений		
		10.06.18	15.07.18	15.08.18
1	Контроль	17	28	33
2	Фузикококцин	7	13	15

Таблица 4

Поражаемость хлопчатника вилтом /в % /

№	Варианты	Повторность				Всего	Средний
		I	II	III	IV		
1	Контроль	63	57	71	57	248	62,0
2	Фузикокцин	37	32	39	29	137	34,3

Таблица 5

Действие фузикокцина на динамику раскрытия коробочек.

№	Варианты	Сроки наблюдений					
		1.09.18				1.10.18	
		Общая кол-во коробочек	В том числе		Общая кол-во коробочек	В том числе	
			Раскрыв.	Не раск		Раскрыт.	Не раск
1	Контроль	11,5	3,8	7,7	15,3	12,0	3,3
2	Фузикокцин	16,1	5,0	11,1	18,7	14,0	4,7

Таблица 6

Действие фузикокцина на урожайность хлопчатника,ц/га.

№	Варианты	Повторность				Средний	Всего
		I	II	III	IV		
1	Контроль	29,5	30,0	25,0	32,0	30,0	
2	Фузикокцин	34,0	34,5	35,4	32,5	34,1	4,1,

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**ФОРМИРОВАНИЕ И РАСПРЕДЕЛЕНИЕ ПРИБЫЛИ НА
ПРЕДПРИЯТИИ (НА ПРИМЕРЕ АО «БЕЛЕБЕЕВСКИЙ ЗАВОД
«АВТОНОРМАЛЬ»)**

Аннотация: в данной статье рассматривается организация формирования и распределения прибыли в АО «Белебеевский завод «Автонормаль», предложены мероприятия по увеличению прибыли на предприятии.

Ключевые слова: прибыль, источники формирования прибыли, себестоимость.

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**FORMATION AND DISTRIBUTION OF PROFIT AT THE COMPANY
(ON THE EXAMPLE OF JSC «BELEBEEVSKY ZAVOD
«AVTONORMAL»)**

Abstract: This article discusses the organization of the formation and distribution of profits in JSC «Belebeevsky plant «Avtonormal», proposed measures to increase profits at the enterprise.

Keywords: profit, sources of profit formation, prime cost.

Прибыль является важным показателем деятельности любого предприятия, поскольку механизм ее формирования, распределения и использования затрагивает интересы всех субъектов отношений: государства, собственников предприятия, его высшего менеджмента и персонала, а также интересы держателей мелких пакетов акций, партнеров и различных кредиторов. Для предприятия значение прибыли состоит в том, что она, будучи конечным финансовым результатом его деятельности, в рыночных условиях выступает основным источником финансирования расширенного воспроизводства ресурсов, его производственного и социального развития.

Можно выделить три главных источника получения прибыли.

Первый источник появляется в результате монополии предприятия в выпуске той или иной продукции либо продукта, имеющего особенности, которых нет у подобных продуктов конкурентов. Поддержание данного источника на сравнительно высоком уровне подразумевает непрерывное развитие продукта. Необходимо учесть такие противодействующие силы, как антимонопольная стратегия страны и увеличивающаяся конкуренция со стороны иных предприятий.

Второй источник напрямую связан с производственной и предпринимательской деятельностью. Он затрагивает абсолютно все предприятия. Величина прибыли в этом случае находится в зависимости во-первых, от корректности выбора производственной направленности предприятия (выбор товаров, пользующихся устойчивым и высоким спросом); во-вторых, от формирования конкурентоспособных условий для продажи собственных продуктов и оказания услуг (цена, сроки поставки, обслуживание клиентов, послепродажное обслуживание и т. д.); в-третьих, от объемов производства (чем больше объем производства, тем больше масса прибыли); в-четвертых, от структуры уменьшения издержек производства.

Третий источник обусловлен инновационной деятельностью предприятия, подразумевает непрерывное улучшение, совершенствование выпускаемой продукции, повышение ее конкурентоспособности, увеличение объемов реализации и повышение массы прибыли.

АО «Белебеевский завод «Автономаль» (АО «БелЗАН») - современное машиностроительное предприятие, специализирующееся на производстве крепежных изделий и пружин для автомобильной промышленности. АО «БелЗАН» входит в число крупнейших российских заводов машиностроительной отрасли.

Общество осуществляет следующие виды деятельности (преобладающие):

1. Разработка, производство и реализация крепежных изделий для автомобильной промышленности.

2. Разработка, производство и реализация холодновысадочного, металлорежущего, резьбообразующего, пружинно-навивочного, мерительного, слесарно-монтажного инструмента, оснастки, штампов, прессформ.

3. Переработка, реализация и вывоз за пределы Республики Башкортостан лома, отходов цветных и черных металлов, отходов абразивных кругов; утилизация отходов производства и потребления; реализация и вывоз отработанных масел.

4. Эксплуатация гидротехнических сооружений.

Источниками формирования прибыли АО «БелЗАН» являются:

- доходы предприятия от основных видов деятельности, непосредственно связанных с отраслевой спецификой его деятельности;

- доходы предприятия от прочей реализации, то есть от продажи изношенных или неиспользуемых видов основных фондов и нематериальных активов, а также излишне закупленных ранее запасов сырья, материалов и некоторых других видов материальных ценностей, уменьшенный на сумму затрат, понесенных предприятием в процессе обеспечения их реализации;

- доходы от внереализационных операций, в состав которых входят доходы от паевого участия данного предприятия в деятельности других совместных предприятий с отечественными и зарубежными партнерами; доходы от принадлежащих предприятию облигаций, акций и других ценных бумаг, выпущенных сторонними эмитентами (в виде сумм процентов и дивидендов); доходы по депозитным вкладам предприятия в банках; полученные штрафы, пени и неустойки и некоторые другие.

За 2017 г. годовая выручка предприятия АО «БелЗАН» составила 4811405 тыс. руб., которая за период 2015-2017 г. ощутимо выросла (на 633 155 тыс. руб., или на 15,2%), что связано с увеличением объема оказываемых услуг. Такими же темпами увеличилась себестоимость продаж на 8,1%, а также значение прибыли от продаж составило 523 146 тыс. руб. За 2015-2017гг. имел место стремительный рост финансового результата от продаж – на 177,6%, благодаря тому, что увеличение себестоимости приводит к изменению прибыли от продаж. Рост рентабельности продаж в 2017 г. по сравнению с 2015 г. увеличился на 3,3%. Такой рост происходит вследствие увеличения размеров прибыли от продаж в отчетном году - на 188 932 тыс. руб.

Основными источниками резерва увеличения суммы прибыли в АО «БелЗАН» является увеличение объема реализации продукции, выполнения работ и услуг и снижение себестоимости продукции (работ, услуг). Предприятие имеет возможности для увеличения объема реализации продукции за счет определенных мероприятий. Важное направление поиска резервов роста прибыли - снижение затрат на производство и реализацию продукции, например, сырья, материалов, топлива, энергии, амортизации основных фондов и других расходов.

Для снижения суммы постоянных и переменных издержек предприятию необходимо:

а) соблюдать строжайший режим экономии на всех участках производственно-хозяйственной деятельности предприятия;

б) прежде всего уменьшить затраты материальных ресурсов на единицу продукции, сократить расходы по обслуживанию производства и управлению, ликвидировать потери от брака и других непроизводительных расходов;

в) проведение мероприятий по механизации вспомогательных и подсобных работ приведет к сокращению численности рабочих, занятых на этих работах, следовательно, и к экономии цеховых и общезаводских расходов;

г) уменьшить переменные затраты предприятия за счет оптимизации материальных затрат, для чего необходимо повысить технический уровень производства;

д) совершенствовать организацию производства и труда;

е) внедрить оборудования для частичного производства необходимых материалов.

Для получения максимальной прибыли предприятие должно выявить резервы по производству дополнительной продукции на имеющемся оборудовании и использовать их. Увеличение выпуска снижает издержки на единицу продукции, следовательно, снижается себестоимость, что в конечном итоге ведет к увеличению прибыли от реализации продукции. Основные факторы снижения себестоимости: улучшение уровня организации производства; слаженная работа всех составляющих производственного процесса (основного, вспомогательного, обслуживающего производства).

Так, следуя предложенным мероприятиям, АО «БелЗАН» пополнит собственный оборотный капитал, сможет оптимизировать структуру баланса, увеличит прибыль и в целом улучшит экономические показатели своей деятельности, что положительно скажется на его развитии.

Использованные источники:

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НЕФТ ВА ГАЗ САНОАТИДА ИШЛАБ ЧИҚАРИШНИ РЕСУРСЛАРДАН ФОЙДАЛАНИШ УСУЛЛАРИНИНГ ИЛМИЙ- НАЗАРИЙ АСОСЛАРИ

Аннотация: Нефт ва газ саноати ҳар бир мамлакатнинг асосий соҳаларидан бири саналади. Бугунги кунга келиб, нефт ва газ саноатида қолган саноат тармоқлари учун ҳам узвий боғлиқликда хизмат кўрсатилиши таъминланади. Нефт ёқилғи-энергетика мажмуи сифатида дастлабги энергия таъминотчиси бўлиб, у унинг таркиби нефт ва газ саноатига қазиб олинadиган углеводород хомашесидан иборатдир. Мақола нефт ва газ саноати ҳам аше базасидан фойдаланишининг илмий назарий асослари кўриб чиқилган.

Калит сўзлар: нефт ва газ саноати, илмий ёндошувлар, хомаше базасини шакллантириш.

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SCIENTIFIC AND THEORETICAL BASIS OF METHODS OF USE OF RESOURCES IN THE OIL AND GAS INDUSTRY

Abstract: The oil and gas industry is one of the key industries in every country. To date, the remaining industries in the oil and gas industry will also be provided with interconnected services. Petroleum is the primary energy supplier as a fuel and energy complex, which consists of hydrocarbons extracted from the oil and gas industry. The article discusses the scientific and theoretical basis for the use of raw materials in the oil and gas industry.

Keywords: oil and gas industry, scientific approaches, formation of raw material base.

Нефт ва газ саноати оғир ва мураккаб иш жараёнларнинг кетма-кетлигидан иборат саналади. Хусусан нефт ва газ саноати деганда қуйидаги ишлар мажмуи тушунилади: қидирув ишлари, қудуқнинг қурилиш ишлари, қазиб олиш ишлари, транспорт орқали ташиш фаолияти, нефтни қайта ишлаш, нефтни реализация қилиш, газни қайта ишлаш ва унинг маҳсулотларини қайта ишлаш сингари иш жараёнларини бир-

биридан ажратиб бўлмайди. Ушбу занжир ўз ичига нефт ва газ саноатида амалга ошириладиган ишларнинг хомаше базасидан мустақилона фойдалана олиш имкониятини тақдим этиш билан бирга, инвестицион фаолиятда ва таваккалчилик даражаси бўйича юқори баҳоланган капиталнинг интенсивлигини ташкил этади. Нефт ва газ саноатининг қазиб олинган ресурсларнинг қайта тикланмаслиги ҳамда нефт-газ қудуқдарининг маҳсулдорлиги бўйича чегаравий жойлашганлиги тармоқнинг асосий хусусиятларидан саналади.

Нефт ва газ саноатининг аҳамияти ҳар бир мамлакатнинг иқтисодий эркинлигини таъминлашда бош ўринни эгаллайди. Нефт ва газ саноатининг хомашё базаси сифатида нефт, газ, углеводород, кўмир сингари фойдали қазилмалар саналади. Нефт ва газ саноати хомаше базаси бошқа саноат тармоқларига қараганда кўпроқ даромад келтиради. Нефт ва газ саноатининг хомаше базасининг таркиби жаҳон иқтисодиётида доимий талаб юқори бўлган ресурслар саналади.

Табиий ресурсларнинг катта заҳираларига эга бўлган давлаталар иқтисодиёт назариясида ресурс мўллиги парадокси деб аталади. Унинг бу номни олганига сабаб қуйидагилар саналади:

- иқтисодиётнинг бошқа тармоқларининг рақобатбардошлилиги пасайиши реал айирбошлаш курсининг ортиши ресурс тушумларини билан боғлиқлиги;

- ресурсларни жаҳон бозорида сотишдан тушган даромаднинг юқори даражадаги ўзгарувчанлиги;

- саноат ишлаб чиқариш тармоғини ривожлантириш учун реал рағбатлантиришнинг ва реал эҳтиёжнинг йўқлиги, чунки хомашё даромадлари ҳозирги давлат тизими ва иқтисодиётнинг тузилиши шароитида маълум турғун турмуш даражасини сақлаб туриши мумкин;

- тоғ-кон ва қишлоқ хўжалиги хом ашёси сотилган ҳолда - камайиб боровчи даромад ва кичик мултипликатор билан ишлаб чиқариш. Агар хом ашёни сотишдан тушган даромад қайта ишлаш саноатига (даромадлари ошиб борадиган ва кўпаядиган тармоқлар) инвестиция қилинган бўлса, бу иқтисодий ўсишга олиб келади. Агар товар даромадлари чет элга инвестиция қилинса ёки ҳашамат ва истеъмол воситаларига сарф қилинса, иқтисодиётнинг ноишлаб чиқариш тармоқлари мутаносиблиги сақланмасдан, узок муддатли инвестицияларни йўкотади. Ишсизлар сонининг ошиши шаклланди, уларнинг эҳтиёжлари хом ашё экспортидан субсидиялар билан қопланиши мумкин. Агар субсидиялар этарли бўлмаса, ички талаб камаяди, агар этарли бўлса, импорт товарларга тушади, чунки маҳаллий ишлаб чиқариш ёмонлашади.⁴⁴

⁴⁴ Эткинд А. Петромачо, или Механизмы демодернизации в ресурсном государстве // Неприкосновенный запас. № 88 (2/2013)

Ресурсларнинг мўллик парадокси иқтисодиёт назариясига Ричард Ауити томонидан 1993- йилда “ресурсларнинг лаънати” термини остида табиий ресурсларга бой мамлакатлар иқтисодий ўсиш суръати паст, табиий захиралари кам саналаган мамлакатларга қараганда ушбу бойликдан мамлакат иқтисодиётини ривожлантириш учун фойдалана олмаган ва бунга оқилона ёндошувни билдирмаган мамлакатларни тадқиқ этишда ишлатилган.

Ричар Ауити ўзининг қарашларини Ж.Сакснинг “табиий ресурслар мамлакатлар учун афзаллик келтирмайди, балки унга ўч бўлганларни жалб қилади”-деган фикрни 1980 – йилларда билдирган эди. Унинг тадқиқотида кўра мамлакатнинг табиий захиралар билан тўйинганлиги аслида мамлакатнинг заиф иқтисодий мутаносибликни сабаби эканлигини баён этади. Ушбу қарашларни асослайдиган бўлсак, Бирлашган Араб Амирлигини сифатида келтирганда, унинг нефт ва газ ресурслари билан тўйинганлиги қанчалик юқори бўлмасин, мамлакатнинг озиқ-овқат саноатини хориж мамлакатларидан импорт қилишга мажбур бўлиши унинг ҳамда туризм соҳасини ривожлантириш билан боғлиқ муаммоси замонавий бино ва иншоотларни барпо этиш орқали ҳал этилишига оқилона ечим топилди. Яъни ушбу мамлакат озиқ-овқат маҳсулотлари танқислигини туристик транспортлар орқали ҳал қилинишига олиб келди. Бунинг учун эса архитектура ва қурилиш саноати хизмат қилди.

Ресурсларнинг мўллиги айнан нефт қазиб олиш ресурсларининг юқори ўсиш суръатини намоён этувчи мамлакатларга нисбатан ишлатилган бўлиб, у айнан нефт соҳасига нисбатан қаратилган. Дунеда табиий ресурсларга бой мамлакатларнинг энг йирик вакиллари АҚШ, Канада, Австралия, Испания, Форс кўрфази мамлакатлари, Малайзия, Норвегия, Ливан, Россия сингари давлатлар саналади.

Эрик Рейнерт инглиз иқтисодчи олими “Қандай бой давлатлар бойиди ва қашшоқ мамлакатлар қашшоқлигича қолмоқда” номли асарида “хатто йирик ресурсларга эга бўлган мамлакатларда қашшоқликнинг аксарияти ресурсларнинг ишлаб чиқаришдаги монополлашувга асосланган” деган фикрни келтирган.⁴⁵ Ўзини қарашларини Давид Рикардонинг “Қиёсий устунлик назария”сидан мамлакатлар суистеъмол қилишади деган танқидий ёндошув асосида билдирган. Давид Рикардо мутлақ афзалликлар назариясини ишлаб чиқаандан савдонинг мамлакатларнинг ишлабчиқариш фаолиятига эга бўлмаслигига қарамасдан, мутлоқ устунликка эга бўлмаса ҳам фойдали фаолият эканлигини таъкидлаган. Бу эса ўз навбатида алтернатив харажатарни келтириб чиқаришда хизмат қилган.⁴⁶

⁴⁵ Э. Райнерт Как богатые страны стали богатыми, и почему бедные страны остаются бедными. (2011), М.: Изд. дом Гос. Ун-т — Высшая школа экономики.

⁴⁶ Блауг М. Закон сравнительных преимуществ // Экономическая мысль в ретроспективе = Economic Theory in Retrospect. — М.: Дело, 1994. — С. 111-115. — XVII, 627 с. — ISBN 5-86461-151-4.

Тадқиқодчи олимлар жаҳон ефт ва газ саноатида ресурсларнинг мўллик парадоксига асосан ҳолат кузатилганда яна бир терминни киритишган бўлиб, уни “Голланд касаллиги” деб атадилар. Бу Гронинген омили ҳам деб аталади. Унга кўра мамлакатнинг миллий пул бирлигининг реал курсини сақлаб қолишга иқтисодий соҳанинг қайсидир тармоғида кескин ўзгариши натижасидаги салбий таъсирига нисбатан қўлланилган. Аммо амалий жиҳатдан уни фойдали қазилма конларини очиш ёки нефт қазиб олиш тармоғидаги экспорт операцияларига нархнинг ошишига қаратилган. Унинг келиб чиқиш тарихи ҳам айнан нефт ва газ саноати билан боғлиқ бўлиб, Гронинген газ конидан 1959-йилда Нидерландиянинг шарқий қисмида очилган конини ўзлаштириш газ экспортини кескин ошириши натижасида ишсизлик ва инфляция ҳолати кузатилган.⁴⁷ Бу каби ҳолат Саудия Арабистон, Нигерия ҳамда Мексика ҳамда Ливанда ҳам кузатилган.

Иқтисодиётнинг қазиб олиш саноатининг экспорт даромадларининг сезиларли даражада ўсиши мамлакатга қўшимча валюта оқимининг кириб келишига сабабчи бўлади, бунинг натижасида эса миллий пул бирлигининг курсини барқарорлигини сақлашда хизмат қилади. Натижалар кетма-кетлигида маҳсулотларнинг рақобатбардошлилиги таъминланиши сустлашади, бу эса ўз навбатида маҳсулотларнинг экспорт ҳажмига салбий таъсир кўрсатади, мамлакатдаги ишсизликнинг даражаси ортади. ЯИМ нинг табиий пасайиши кузатилиши оқибатида мамлакатнинг иқтисодий ўсиши ҳам ривожланмай қолади.

Ресурсларнинг мўллик парадокси ва Гронинген омилининг иқтисодий ўсишга салбий таъсирига нисбатан Давлат захираси шакллантирилган. Бу мамлакатда иқтисодий жиҳатдан қийингарчиликлар юзага келганда мамлакатнинг истиқболи ва ривожланиши учун давлат бюджетини барқарорлаштиришқа қаратилган жамғарма саналади. Бундай фондлар турли мамлакатда турлича шаклланган бўлиб, унга нисбатан ўзининг фойдали қазилмалари, қимматбаҳо металллар ёки пул бирлиги билан баҳоланади. (кўмир, олтин, ёқут, АҚШ доллари, дирҳам ва ҳ.к.) унинг вазифаси узоқ муддатли ривожлантиришда ижтимоий-иқтисодий кўмақдир.

Ишлаб чиқариш қувватларининг ҳудудий жиҳатдан бир маромда ривожланишини таъминлаш, иқтисодиётнинг мутаносиблик категориясини ишлаб чиқаришни жойлаштириш назарияси ишлаб чиқариш объектларини демографик, географик ҳамда иқтисодий омиллар асосида амалга оширилади. Нефт ва газ саноати мамлакатимизда асосан Қашқадарё вилоятида ривожланган бўлиб, унинг энг маҳсулдор қазиб олиш майдони Кўкдумалок майдонига тўғри келади. Жойлаштириш назариясининг келиб чиқишига қишлоқ хўжалиги иқтисодиётида А.Тюнен томонидан қишлоқ

⁴⁷ Забелина О. Российская специфика "Голландской болезни".- Вопросы экономики, 2004 № 11

хўжалиги штандорти назарияси асос бўлиб хизмат қилди, яъни В.Лаундхарт томонидан “Саноат корхоналарининг рационал ишлаб чиқариш самарадорлиги” назариясини ишлаб чиқилган. Ушбу назарияга кўра Лаундхарт саноат корхонасининг хомашё ресурсларини маҳсулотлар бозорига нисбатан муқобил жойлашувини аниқлаш усулини таклиф қилган. Яъни, бу назарияга кўра маҳсулотни сотиш турли нуқталардан барча учун марказлашган жой ва транспортнинг тарифлари инобатга олинади.

А.Вебер Лаундхартнинг ишига қўшимча тарзда 1909-йилда ўзининг назариясини киритди, унга кўра ишлаб чиқаришни оптимал жойлашувини марказлашган нуқтада эмас, балки йўр харажатлари, ишлаб чиқариш қувватига ва ишчи кучи ресурсларига қилинадиган харажатлар, хомашё ва уларни келтириш билан боғлиқ бўлган харажатларни камайтирадиган нуқтада бўлишига асосланади. Бу эса ўзига ишчи кучини жалб қилиш орқали истеъмолчиларни ҳам эътиборини тортиш мумкин.⁴⁸

Бугунги кунга келиб хомашёдан фойдаланиш технологиялари кўплаб имкониятларни ишлаб чиқарувчиларга тақдим эта олади, ва бу маҳсулотларнинг турларини кўпайтириш, яъни диверсификация орқали сотиш бозорларини қайта йўналтириш, ишлаб чиқариш самарадорлигини ошириш, иқтисодий барқарорликни таъминлаш, саноат тармоқларини ривожлантириш сингари тушунчаларни ҳам ўз ичига олади.

Саноатда ишлаб чиқаришда хомашё базасидан фойдаланишда ишлаб чиқаришда инвестициянинг муҳим концепцияси сифатида маҳсулотнинг турларини турли инновацион технологияларга асосланган ва қолдиқ материаллардан унмли, мажмуавий фойланишни таъминлаш орқали иқтисодий фойда олишининг оптимал услубларидан бири саналади.

Ишлаб чиқаришни диверсификациялаш асосан саноат кооперациясини ҳамда бошқарув тизими фаолиятида корпоратив бошқарув асосида олиб борилишини таъминлашга қаратилган бўлади. Хусусан, диверсификация асосан ўзаро маҳсулотларни ишлаб чиқариш соҳа бир-бирига яқин бўлмаган маҳсулотларни ишлаб чиқаришга асосланади. Аммо уларнинг савдо қилиш соҳасининг бозори битта бўлади. Мисол сифатида машхур бренд остидаги “Армани” компаниясини келтириш мумкин. Армани асосан газламалардан либослар яратишга қаратилган бўлишига қарамасдан, чарм-поябзал, қапчиқлар, кўзойнақлар ҳамда турли хил шу каби маҳсулотлар ишлаб чиқади. Уларнинг соҳалари савдо борасида мода оламига бориб тақалади, ишлаб чиқариш соҳаси бир-биридан йироқ.

Таваккалчиликни диверсификациялаш тушунчаси ҳам иқтисодий термин сифатида инвестицион фаолиятда ишлатилиб, бу асосан корхона янги тадбиркорлик фаолиятига ишлаб чиқаришда янги соҳада рақиби бўлишига қарамасдан туриб ишлаб чиқариш ёки хизмат кўрсатишни йўлга

⁴⁸ Блауг М. Экономическая теория использования пространства и классическая теория размещения производства // Экономическая мысль в ретроспективе.

қўяётган ҳолатда ишлатилади. бунда диверсификация иккига, яъни горизонтал ва вертикал турларига бўлинади. Вертикал диверсификацияда ишлаб чиқаришни келгуси даврига мўлжалланган қўшимча қийматни яратиши бўлса, бунда битта маҳсулот устида тадқиқот ва ишлаб чиқариш фаолияти олиб борилади. Горизонтал диверсификацияда маҳсулотларнинг соҳаси битта соҳага тегишли бўлиши таъминланишига қармасдан туриб, янги маҳсулот яратилади. Масалан, телефон вертикал ҳолатда борган сари такомиллаштирилиб, унинг авлодлари устида иш олиб борилиши таъминланади, горизонтал ҳолатда телефон ва телевизор ишлб чиқариш ҳолатлари ёрқин мисол бўла олади.

Маҳсулотларнинг маркетинг жиҳатдан реализация жараёнини тўғри ташкиллаштириш мақсадида воситачиларнинг ҳам диверсификацияси мавжуд. Бугунги кунга келиб ушбу ҳолат анча ривожланган тус олган, хусусан йирик саноат корхоналари реклама фаолияти учун кўп пул сарфламайди, балки уларни интернет тармоғи, буюртма асосида ҳамда эҳтиёж юқори бўлган ҳудудларга етказиб бериш орқали ишлаб чиқариш циклини тезлаштиришда қўмаклашадилар.

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ОЦЕНКА ЭФФЕКТИВНОСТИ ИНВЕСТИЦИОННЫХ ПРОЕКТОВ В СФЕРЕ КОММЕРЧЕСКОГО ЗДРАВООХРАНЕНИЯ

Аннотация. Операционное управление активами создаёт условия для формирования добавленной стоимости путем эффекта синергии в результате централизации некоторых функций, усиления уровня оперативного планирования и повышения контроля над активами. Обоснование инвестиционного проекта должно осуществляться на научной основе, с использованием соответствующих методов, с учетом специфики производственного процесса конкретного предприятия.

Ключевые слова: риск, оценка риска, инвестиционный проект, здравоохранение.

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EVALUATION OF THE EFFECTIVENESS OF INVESTMENT PROJECTS IN THE SPHERE OF COMMERCIAL HEALTHCARE

Annotation. Operational asset management creates conditions for the formation of added value through the synergy effect as a result of the centralization of some functions, strengthening the level of operational planning and increasing control over assets. Justification of an investment project should be carried out on a scientific basis, using appropriate methods, taking into account the specifics of the production process of a particular enterprise.

Key words: risk, risk assessment, investment project, healthcare.

Операционное управление активами создаёт условия для формирования добавленной стоимости путем эффекта синергии в результате централизации некоторых функций, усиления уровня оперативного планирования и повышения контроля над активами.

Необходимо совершенствовать процессы бюджетирования, инвестиционного планирования и контроля за инвестиционными ресурсами и т.д., и модель «операционного холдинга» является наиболее приемлемой в существующих условиях.

В результате перехода к модели операционного холдинга необходимо пересмотреть и улучшить стандарты проведения оценки инвестиционных проектов.

Предлагается введение оценки стоимости собственного капитала в целях снижения рисков инвестирования компании. В таблице 1 показана оценка значимости факторов риска экспертным путем.

Показатель СоЕ отражает требуемую доходность от активов, являющихся частью диверсифицированного портфеля, в этой связи, расчет показателей эффективности отдельных инвестиционных проектов должен учитывать специфические риски, присущие инвестиционным проектам, реализуемым с «нуля» (гринфилд проекты), т.е. проектам, предполагающим проектирование/строительство/эксплуатацию и т.д.

Оценка факторов осуществляется по четырехбалльной шкале, которая затем переводится в процентные пункты и прибавляется к показателю СоЕ:

- отсутствует: + 0,00%;
- низкий: + 0,33%;
- средний: + 0,66%;
- высокий: + 1,00.

Стоимость собственного капитала (Cost of Equity, CoE) – стоимость совокупного капитала за вычетом долга на дату оценки. Для определения СоЕ применяются метод стоимости капитальных активов (САРМ).

Расчет премии за специфический риск осуществляется через группу факторов рисков, характерных для реализации конкретного инвестиционного проекта. Значимость каждого из факторов риска оценивается на базе анализа чувствительности и экспертным путем по четырехбалльной шкале, в соответствии которой присваивается дополнительная премия за специфический риск к показателю СоЕ.

В случае, если рассматриваемый Компанией проект не соответствует ни одному из направлений деятельности, то в таком случае расчет ставки дисконтирования в отношении данного проекта осуществляется отдельно согласно вышеуказанным подходам. В рамках трансформации необходимо перейти к новой системе управления и прогнозирования рисков (таб.).

Таблица – Оценка значимости факторов риска экспертным путем

Факторы риска	Степень риска	Примеры критериев для оценки
Сложность проекта	отсутствует	- закуп оборудования без сложных мероприятий по монтажу и пуско-наладке
	низкий	закуп оборудования с относительно небольшими расходами на монтаж и пуско-наладку (до 30% от общей стоимости проекта) - наличие договора ЕРС, с установленными сроками и стоимостью строительства

	средний	комплексный проект по закупке оборудования и строительству объектов производственного характера, при этом компания уже реализовывала схожие по уровню сложности инвестиционные проекты - сложный проект, реализуемый со стратегическим партнером, имеющим обширный опыт реализации схожих проектов
	высокий	- сложный проект, реализуемый компанией самостоятельно, не имеющей опыт реализации проектов со схожим уровнем сложности
Неопределенность при прогнозе ключевых параметров	отсутствует	- имеется договор на поставку продукции или оказание услуг (оффтейк) с аффилированными лицами - цены на конечную продукцию формируются на основе котировок ключевых товаров на товарных биржах
	низкий	- имеется договор на поставку продукции или оказание услуг (оффтейк) с независимыми третьими лицами - цены на конечную продукцию формируются на внебиржевом рынке в условиях большого количества поставщиков и покупателей
	средний	имеется ряд потенциальных потребителей конечной продукции проекта, при этом отсутствует договор на поставку продукции или оказание услуг (оффтейк)
	высокий	- узкий рынок с небольшим количеством потенциальных покупателей конечной продукции проекта, т.е. потребители определяют цены;
Зависимость от действий конкурентов	отсутствует	отсутствуют конкуренты, производящие или реализующие аналогичную продукцию, при этом замена конечной продукции проекта другими видами продукции невозможна
	низкий	- отсутствуют прямые конкуренты, но имеются товары заменители, способные заменить конечную продукцию проекта
	средний	- высокий уровень конкуренции в секторе, в условиях оптимального объема производства и существенного уровня утилизации производственных мощностей игроков рынка
	высокий	- высокий уровень конкуренции в секторе, в условиях перепроизводства или низкой утилизации производственных мощностей игроков рынка

Зависимость от подрядчиков/контрагентов	отсутствует	- отсутствует зависимость от поставщиков и контрагентов третьих лиц (замкнутый цикл производства или наличие аффилированных поставщиков и контрагентов), а также отсутствует дефицит сырья, полуфабрикатов, энергии и т.д.
	низкий	- имеется потребность в продукции и услугах поставщиков и контрагентов (третьи лица), при этом, отсутствует дефицит сырья, полуфабрикатов, энергии и т.д.
	средний	- высокая зависимость от большого круга поставщиков и контрагентов, при этом отсутствует дефицит сырья, полуфабрикатов, энергии и т.д.
	высокий	- высокая зависимость от небольшого количества поставщиков сырья, полуфабрикатов и энергии, в условиях дефицита их производства
Зависимость от внешних регуляторов	отсутствует	- цены и тарифы формируются исключительно на рыночных принципах - отсутствует необходимость лицензирования деятельности или получения разрешений на ведение деятельности
	низкий	цены и тарифы регулируются государственными органами и утверждаются на долгосрочный период - лицензии и разрешения на ведение деятельности выданы компании на долгосрочный период (до 10 лет)
	средний	- цены и тарифы регулируются государственными органами и утверждаются на краткосрочный период - лицензии и разрешения на ведение деятельности выданы компании на среднесрочный период (до 5 лет)
	высокий	- цены и тарифы регулируются государственными органами, при этом, рост цен на товары и услуги оказывают негативный мультипликативный эффект на макроэкономические показатели страны - лицензии и разрешения на ведение деятельности выданы компании на краткосрочный период (до 3 лет) или они еще не получены, т.е. их предстоит получить в ходе реализации инвестиционного проекта

Составлена на основе источника [1]

В компании можно создать институт риск-координаторов, которые будут активно взаимодействовать с департаментом риск менеджмента. Корпоративный процесс управления рисками предполагает построение 3-х обязательных систем: система управления рисками, система внутреннего контроля, система обеспечения непрерывности деятельности (рисунок 1).

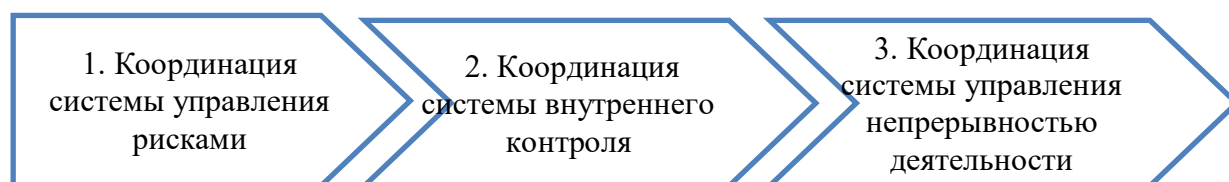


Рисунок 1. Корпоративный процесс управления рисками

Координация системы управления рисками – это процесс создания, внедрения, реализации мониторинга, проведения анализа и непрерывного совершенствования риск-менеджмента. Состоит из шести подпроцессов (рисунок 2).

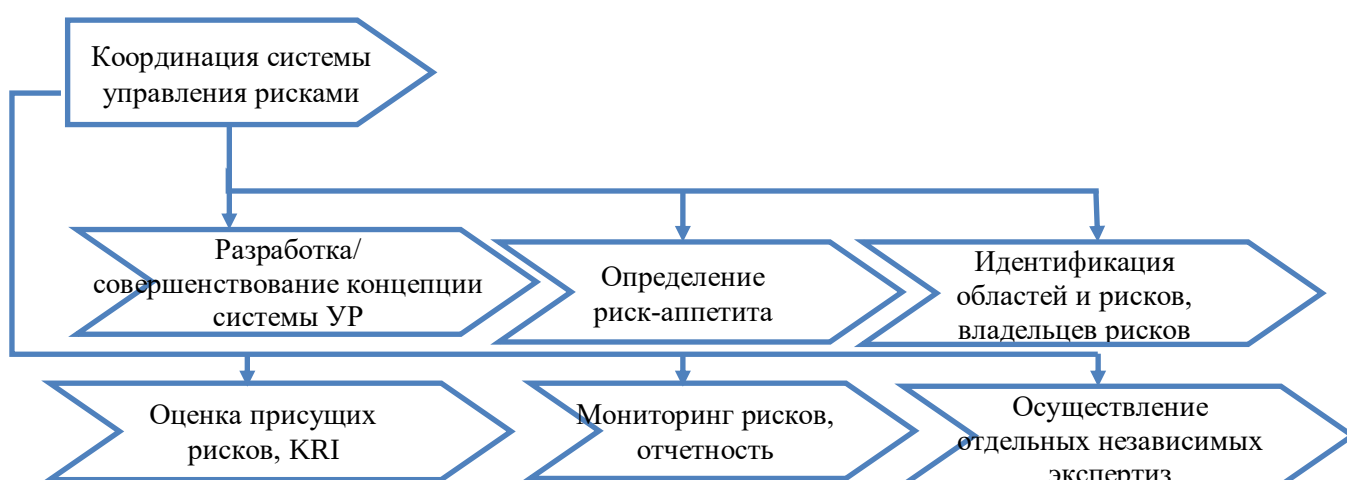


Рисунок 2. Корпоративный процесс управления рисками

Определение риск-аппетита является важным этапом, осуществляемым после утверждения долгосрочной стратегии Компании, для установления границ рисков, которые компания может принять на пути к достижению целей) [2-4].

Руководство при рассмотрении риск-аппетита должен изучать предоставленные материалы и может предложить свой уровень риск-аппетита. Утвержденный консолидированный риск-аппетит декомпозируется в дальнейшем после идентификации/актуализации рисков на отдельные лимиты, так называемые риск-толерантности.

Идентификация областей и рисков (правильно ли написана фраза?) является регулярным процессом выявления и документирования в

регистре рисков областей рисков (процессов, подразделений, объектов, активов, проектов и т.д.) влияющих на достижение целей, с последующим детальным описанием, анализом частных рисков в каждой ключевой области, а также их владельцев. В этом процессе участвуют все подразделения компании.

По результатам трансформации СУР, будет изменена классификация рисков компании с: стратегические, операционные, финансовые, правовые, на: стратегические, операционные, финансовые, правовые, инвестиционные, а также будут выделены лимиты на банки-контрагенты. Данные дополнения связаны с необходимостью повышения внимания и концентрации на рисках, связанных с реализуемыми/перспективными инвестиционными проектами компании, а также повышенным давлением на банки второго уровня, в связи с турбулентностью экономики.

Риски оцениваются владельцами рисков без учета существующих мер по их снижению, что называется оценкой присущих рисков. Оценка – определение уровней вероятности реализации рисков и их последствий по единой методологии. После оценки владельцы рисков определяют риски, влияющие на достижение конкретных КПД.

По результатам предыдущих шагов, владельцы способны выделить приоритетные риски. Все оценки и приоритизация подвергаются независимому анализу и корректировке со стороны подразделения риск-менеджмента, и независимому выбору мер реагирования: принять, избегать, передать, контролировать для соответствия установленному риск-аппетиту компании.

В этом же процессе, на ключевые риски устанавливаются лимиты – пороговые значения KRI (key risk indicators - KRI), путем декомпозиции риск-аппетита. При выборе показателей рисков учитываются существующие КПД, которые зачастую могут быть и показателями рисков, а также возможности независимого получения информации для мониторинга этих показателей.

По итогам всего процесса формируется единая, консолидированная карта присущих рисков компании (оценки рисков в области HSE, ИБ и других выделенных подсистем управления рисками осуществляются по единой методологии и консолидируются в одном процессе), утверждается Правлением перечень KRI и их значения. Вся информация доводится до владельцев.

Функционал по рассмотрению и утверждению вопросов, внутренних нормативных документов по управлению рисками и внутреннему контролю, в том числе по управлению отдельными рисками группы компаний холдинга (валютный, кредитный, процентный, риск потери ликвидности), утверждению матриц рисков и контролей будет оптимизирован и четко разграничен между органами в соответствии с

международными стандартами. К компетенции СД будет отнесено исключительно:

- утверждение общей политики в области управления рисками;
- утверждение риск-аппетита и уровня толерантности к рискам для Компании, а также требование от исполнительных органов периодичной отчетности об управлении рисками, включающих оценку социальных, этических, экологических и иных нефинансовых рисков, которым подвержена Компания.

Не менее раза в год - анализ и оценка функционирования системы управления рисками и внутреннего контроля.

Остальные вопросы, в соответствии с международными стандартами СУР и СВК будут отнесены к компетенциям руководства и представителям топ менеджмента по курируемым направлениям деятельности.

Мониторинг рисков, отчетность - организация системы сбора, обработки и передачи информации, в том числе формирования отчетов и сообщений, содержащих информацию о существенных рисках и о статусе реализации мероприятий по управлению рисками компании.

В данном процессе, подразделением риск-менеджмента осуществляется сбор и регистрация реализованных/почти реализованных рисков, анализ/расследование реализованных рисков, мониторинг наличия и исполнения корректирующих мер, независимый мониторинг исполнения корректирующих мер, независимый мониторинг показателей рисков (KRI), получение объяснений при превышениях, сбор информации о новых рисках, возникших в отчетный период, и формирование стандартизированных отчетов для заинтересованных сторон. Ключевой информацией будет являться панель показателей рисков – KRI

Координация системы внутреннего контроля — это системный процесс проектирования (описаны процессы, описаны контроли), внедрения (назначены ответственные лица), мониторинга исполнения, анализа и постоянного улучшения системы внутреннего контроля во всей компании. Система внутреннего контроля охватывает установленные и описанные бизнес-процессы и стремится минимизировать риски установленных бизнес-процессов.

Состоит из следующих подпроцессов (рисунок 3).

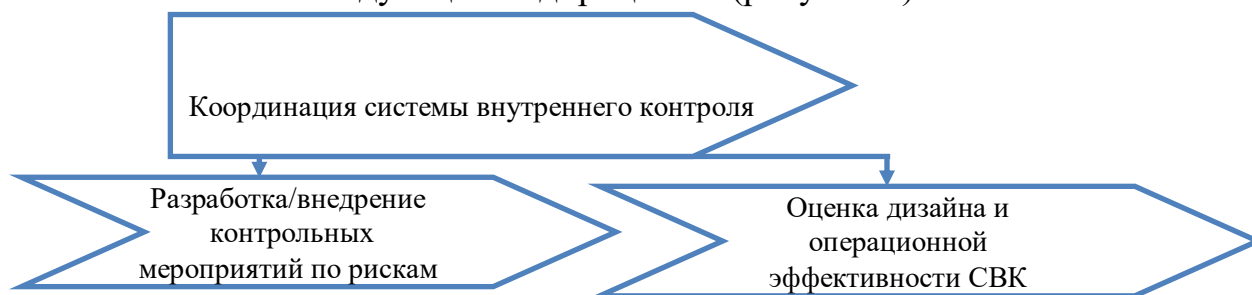


Рисунок 3. Подпроцессы

Разработка/внедрение контрольных мероприятий по рискам – это процесс разработки/актуализации и документирования внутренних контролей, мероприятий для минимизации рисков. В этом процессе участвуют все владельцы рисков. На риски с выбранной мерой реагирования «передать» или «контролировать» разрабатываются/актуализируются мероприятия, в том числе и внутренние контроли. Все это документируется в матрице рисков и контролей, трансформированной из регистра рисков.

В данном процессе также документируются и контроли корпоративного уровня (Entity level controls), направленные на создание контрольной среды.

Оценка дизайна и операционной эффективности СВК. По итогам оценки предоставляются рекомендации по улучшению внутренних контролей, минимизации излишних контролей. По итогам процесса заинтересованные стороны получают независимую информацию о том насколько имеющиеся контроли в задуманном виде снижают остаточный уровень риска. Такая информация помогает сопоставить затраты и выгоды от наличия внутренних контролей и принять решения по финансированию рисков.

Координация системы управления непрерывностью деятельности - процесс проектирования, внедрения, мониторинга, анализа и постоянного улучшения системы управления непрерывностью деятельности компании.

Система управления непрерывностью деятельности сокращает возможности возникновения разрушающих инцидентов и увеличивает готовность холдинга своевременно и правильно отреагировать на возникновение риска и таким образом, снизить потенциальный урон. Состоит из двух подпроцессов (рисунок 4).

В целях успешного осуществления трансформации СУР в рамках операционного холдинга основным аспектом является не только разработать действия и меры, но и применить эффективные методы внедрения организационных изменений.

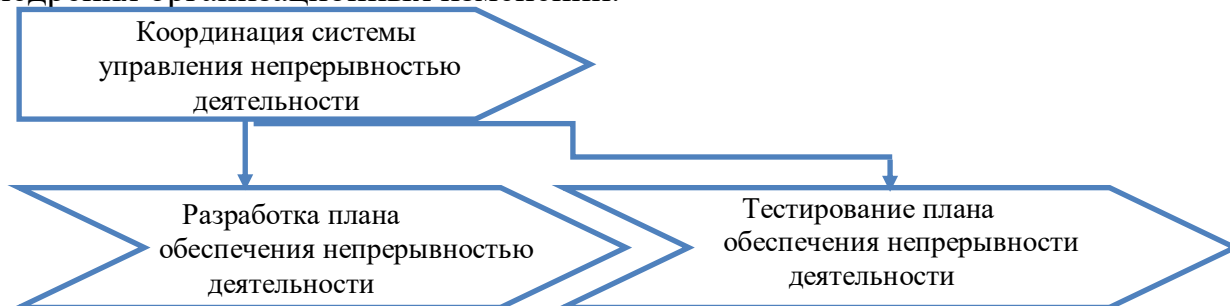


Рисунок 4. Процессы координации системы непрерывностью деятельности
Примечание – составлено автором

Зарубежный опыт проведения трансформации бизнеса доказал, что эффективный план действий по внедрению организационных изменений повышает возможности трансформации почти на 80%.

Учитывая комплексность и масштабность организационных изменений, персонал компании должен быть правильно информирован и обучен, в целом всем сотрудникам компании необходимо менять стереотипы согласно новой стратегии трансформации бизнеса и формирования риск-культуры.

По результатам изучения экономического содержания проекта как инструмента реализации задач развития предприятия и обобщения основных подходов к оценке эффективности инвестиционных проектов можно сделать следующие выводы:

1. Обоснование инвестиционного проекта должно осуществляться на научной основе, с использованием соответствующих методов, с учетом специфики производственного процесса конкретного предприятия. Каждый этап жизненного цикла инвестиционного проекта требует многоуровневого исследования с позиций коммерческого, технического, финансового, экологического, институционального анализа, а также в контексте анализа чувствительности к риску.

2. Решение о приемлемости инвестиционного проекта должно основываться на оценке его эффективности, которая должна осуществляться путем расчета и анализа системы дисконтирования и статистических показателей чистого приведенного дохода, индекса рентабельности, внутренней нормы доходности и срока окупаемости инвестиций.

3. Исходя из особенностей развития предприятий, методология оценки эффективности инвестиционного проекта должна быть дополнена оценкой рисков инвестиционного проекта, анализом и обоснованием методов, которые станут предметом нашего дальнейшего исследования в поиске эффективного механизма привлечения инвестиций с целью развития предприятий и повышения их конкурентоспособности.

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КОМПЛЕКСНАЯ РЕЙТИНГОВАЯ ОЦЕНКА: РАЗЛИЧИЕ ПОНЯТИЙ

Аннотация: В статье рассматриваются определения понятий «рейтинг», «рэнкинг», «ранжирование» и «рейтинговая оценка». Выделяются различия терминов. Предлагается новое определение рейтинговой оценки.

Ключевые слова: рейтинг, рейтинговая оценка, ранжирование, рэнкинг, интерпретация.

Girina T.V.

INTEGRATED RATING ASSESSMENT

Abstract: The article discusses the definitions of the concepts of "rating", "ranking", "ranking" and "rating score". Differences are highlighted and a new definition of rating is proposed.

Keywords: rating, rating score, ranking, ranking, interpretation.

В современном мире всё чаще можно услышать и увидеть многочисленные упоминания слова «рейтинг» в СМИ, журналах и особенно интернете, а также существуют различные рейтинговые агентства. Как можно догадаться, они были придуманы для того, чтобы упростить выбор человека. В экономической литературе наибольшее распространение получила рейтинговая оценка финансового состояния организаций различного профиля, коммерческих банков и других уровней экономических структур. Востребованность таких рейтингов на финансовых рынках обусловлена тем, что они дают возможность осуществления права пользователя на получение объективной независимой информации о текущем состоянии, перспективных тенденциях компании или кредитоспособности заёмщика.

Термин «рейтинг» происходит от английского глагола «to rate», что означает «оценка». Первыми рейтингами государств стали кредитные рейтинги облигаций в США в 1909 году. Стремительный рост рынка облигаций привел к острой необходимости экспертной оценки надежности выпускаемых облигаций, что привело к образованию рейтинговых агентств. Рейтинговую деятельность на территории Российской Федерации

вправе осуществлять юридические лица, созданные в организационно-правовой форме хозяйственного общества, после внесения сведений о таких лицах Банком России в реестр кредитных рейтинговых агентств. По данным ЦБ РФ в этот список официально занесены такие компании как АО АКРА, АО "Эксперт РА", ООО «НРА», ООО «НКТ». Рейтинговые агентства вправе присваивать некредитные рейтинги в рамках дополнительных услуг, однако за этой деятельностью ЦБ следит не менее строго, чем за основной [1]. Самыми крупными и популярными международными агентствами являются три рейтинговых агентства Standard & Poor's, Moody's Agency, Fitch Agency, охватывающие примерно 95% рынка и к чьему мнению прислушиваются политики и инвесторы всего мира. Каждое из них разработало свою методику определения кредитоспособности на основе экспертного мнения и с применением статистических моделей.

Все же это не единственный термин, который упоминается в исследованиях разных авторов по данной теме. Изучая научную литературу, можно заметить, что под рейтингом также подразумевают такие понятия как «рэнкинг», «ранжирование», «рейтинговая оценка», откуда следует, что нет единого подхода к одному определению. Далее проведем сравнение этих терминов.

Рэнкинг - это список любых объектов (например, компаний, стран, людей и т.п.), который можно упорядочить по любому из имеющихся ранжирующих показателей. В отличие от рейтинга, это не зафиксированная форма или методика расчета, а база данных для получения всех интересующих вариантов ранжирований исходного списка. Отличительная черта рэнкингов - это объективность, независимость результата, они не несут в себе оценки, но с их помощью можно без труда увидеть позицию объекта с точки зрения разных критериев.

Ранжирование – это процедура распределения объектов по возрастающим или убывающим показателям, характеризующим те или иные их свойства, качества.

Таким образом, вышеуказанные термины не подразумевают полноценный анализ или оценку объектов, а лишь помогают в выстраивании рейтинга и рейтинговой оценки.

Однако на сегодняшний день в современном обществе и не существует единственного мнения к определению понятий «рейтинг» и «рейтинговая оценка». Можно встретить как частные, так и общие характеристики в формулировке данных терминов, тем не менее четкого разграничения данных понятий в экономической литературе нет.

С целью выявления сходных характеристик терминов «рейтинг» и «рейтинговая оценка» и их истолкования был использован индуктивный метод исследования, который позволил провести анализ интерпретации

данных определений с позиции различных авторов и зафиксировать наиболее общие и существенные признаки этих понятий в таблице 1.

Таблица 1 – Анализ определения понятий «рейтинг» и «рейтинговая оценка»

Автор	Выделение существенных признаков определения	Этап проведения анализа
Определение понятия «рейтинг»		
В. А. Зимин [2]	Комплексная оценка способности заемщика к погашению обязательств; Сводная (комплексная) оценка состояния объекта рейтингования на основании системного анализа в виде индекса	Результат
В. В. Ковалев [3]	Построение отдельных единиц в определенном порядке, в соответствии с конкретными правилами и критериями	Процесс
А. М. Карминский [4]	Комплексная оценка, в которой используется совокупность многих показателей; Величина, характеризующая субъект и позволяющая при сопоставлении с другими оценить вероятность превосходства	Процесс; Результат
Б. А. Райзберг [5]	Оценка значимости, характеризующаяся числовым показателем, номером места, занимаемого в ряду результатов; Показатель кредитоспособности компании, надежности ценных бумаг	Результат
Интерпретация понятия «рейтинговая оценка»		
В. В. Носов, О. П. Уманская [6]	Интегрированный показатель, позволяющий ранжировать субъекты хозяйствования в определенной последовательности	Результат
В. П. Суйц, А. Д. Шеремет [7]	Место предприятия в классификации, полученной в ходе рейтингования	Результат
А. Слободняк [8]	Интегральная оценка рассматриваемого субъекта на основании комплекса показателей	Результат
Н. С. Пласкова [9]	Определение ранга организации по совокупности показателей	Определение результата

Анализ интерпретации определений «рейтинг» и «рейтинговая оценка» показал, что ученые-экономисты в своих взглядах по исследуемой проблеме разделились на две группы, каждая из которых вносит свой ключевой стержень в формирование рассматриваемых понятий, изображенных на рисунке 1.

Анализируя определения ученых, следует учесть некоторые коррективы и дать авторское определение. Рейтинговая оценка – это анализ объекта на основании комплекса показателей в одной отрасли среди других оцениваемых объектов и определение его места среди них.

В данном случае первая группа авторов закладывает ключевой стержень в формирование понятий «рейтинг» и «рейтинговая оценка» в виде таких параметров, как: показатель, величина-характеристика, состояние субъекта, класс, категория, оценка объекта по заданной шкале, индикатор, индекс, итог оценки, место в классификации. Это, в свою очередь, свидетельствует о том, что под рейтингом и рейтинговой оценкой в качестве конкретной оценочной характеристики в данном случае понимается «результат» проведенного анализа, т. е. конечный итог анализа.

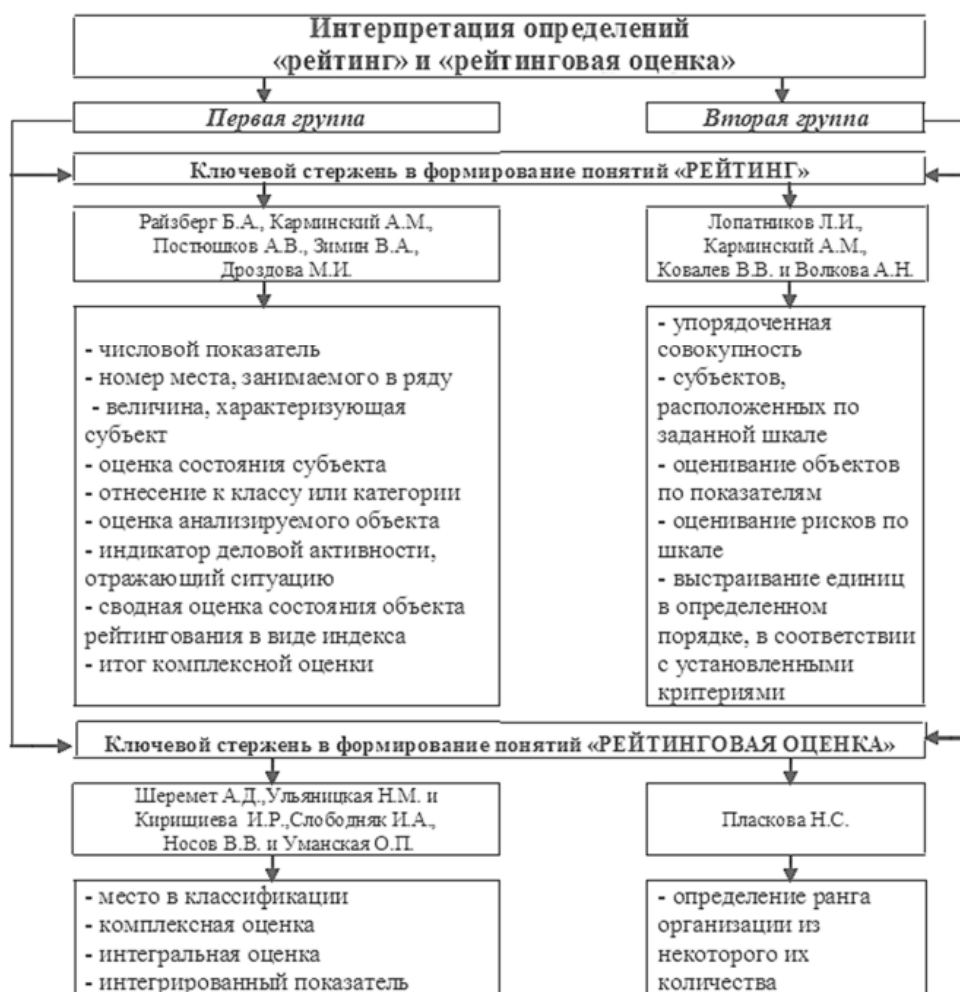


Рисунок 1 - Разделение взглядов в интерпретации определений «рейтинг» и «рейтинговая оценка»

Вторая группа авторов, находящаяся в меньшинстве, закладывает в основу формирования понятий «рейтинг» и «рейтинговая оценка» способы и методы анализа совокупности объектов, среди которых: упорядочение, выстраивание, расположение по шкале, определение ранга. Таким образом, под рейтингом и рейтинговой оценкой понимается не оценочный параметр, а «процесс» построения группы субъектов по оценочному

параметру. Иначе говоря, указанная группа авторов под этими понятиями подразумевает «процесс» определения результатов анализа.

Исходя из проведенного анализа, необходимо отметить, что данные определения рейтинга и рейтинговой оценки позволяют конкретизировать каждое из них и установить логическую взаимосвязь между ними, что в конечном итоге способствует четкому пониманию сущности данных определений и, как следствие, наиболее точному их применению в экономической литературе.

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НЕПРЕРЫВНОЕ СОВЕРШЕНСТВОВАНИЕ ПРОЦЕССОВ

Аннотация: в данной статье рассмотрена такая система, которая включает в себя постоянное совершенствование, поощрение совместной работы, а также тестирование новых технологий.

Ключевые слова: процесс, совершенствование, технологии, компании, производство.

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CONTINUOUS PROCESS IMPROVEMENT

Abstract: this article discusses a system that includes continuous improvement, encouraging collaboration, and testing new technologies.

Key words: process, improvement, technology, companies, production.

В производстве постоянное решение проблем и устранение каких-либо неполадок называют непрерывным совершенствованием. Вся деловая японская культура построена на данной системе, которая включает улучшение различных факторов, связанных с производством. Она подразумевает постепенное и постоянное улучшение, а не глобальное

изменение чего-либо. Система непрерывного совершенствования включает в себя, как руководство и сотрудников, так и машины и материалы.

В японской деловой культуре слово «кайдзен» имеет определенное значение и имеет смысл, означающий непрерывное совершенствование.

Не смотря на то, что слово «кайдзен» имеет истоки в японской культуре, большинство американских компаний ввели эту систему с большим успехом, сочетая со своими креативными и творческими идеями, которые на Западе приносили не меньший успех

Во времена Второй мировой войны Америка желала восстановить страну и свои ресурсы. Для этого из США были посланы высококвалифицированные специалисты в Японию, чтобы те нашли решения по восстановлению всех операций. Первым известным доктором стал Эдвардс Деминг, который заметил трудности у японских производителей, связанных с инвестиционными ресурсами и компонентами, а также с моральным состоянием всех рабочих. Имея опыт в снижении отходов в производстве, Деминг стал передавать свой опыт и давать советы японским производителям. [1]

Так к 1950 годам Деминг уже помогал японским компаниям сосредотачиваться на самом процессе и на постоянном непрерывном улучшении всех недостатков. А уже к 1970 годам можно было заметить высокий результат японских фирм, которые повысили свою эффективность благодаря советам Деминга.

Именно поэтому японские фирмы мотивировали других пересматривать свои методы и технологии. Поэтому постоянное совершенствование стало зарождаться в США в то время, когда японские технологии стали набирать известность во всем мире.

По своей природе и своему воспитанию японцы во многом внимательны к мелочам. Они всегда следят за тем, чтобы все шло «как по маслу» без единых препятствий. Это и помогало им продвигать и поднимать эффективность «кайдзен».

Но на Западе к такому не привыкли, поэтому западным фирмам необходимо было научиться новой корпоративной культуре с большими изменениями: принятие проблем; похвала за совместную работу и решение этих проблем; передача ответственности; постоянное саморазвитие и повышение навыков.

В основе «кайдзен» лежит недовольство и неудовлетворенность положения дел. Если вы все время сидите на одном месте и никуда не движетесь, то не смотря на то, какая вы хорошая или плохая фирма, конкуренты Вас обгонят на все сто процентов.

Повысить эффективность и функциональность можно несколькими способами: тестированием и введением новых методов и технологий, а также исследованием новейших идей для развития всей компании в целом. Стоит отметить, что любые нововведения — это эксперименты, и они

могут иметь определенную долю риска, который может привести к неудачным исходам. Но если постоянно сидеть и не пробовать что-то новое, то фирма не придёт к высоким результатам; извлечением уроков из прошлого опыта. Все мы прекрасно понимаем, что учась на своих ошибках, в дальнейшем мы делаем все, чтобы они не произошли снова. Тем самым ошибки с меньшим риском повторяться, а успех, который мы можем реализовать из наших уроков, будет мотивировать и побуждать сотрудников продолжать работать с интересом и вовлеченностью к чему-то новому. [2]

Все изменения и улучшения непрерывного совершенствования занимают долгосрочного периода и требуют поддержки, как со стороны руководства, так и со стороны рабочих. Чтобы система начала эффективно функционировать, необходимо вести определенные структуры, которые будут отвечать за обучение, распределение, управление, измерение, поощрение и поддержку. Не стоит забывать, что внедрение этой системы также требует и поддержки в финансовой части.

Следует также отметить, что «кайдзен» призывает к тому, чтобы все рабочие были включены в данный процесс. Руководству необходимо замотивировать сотрудника так, чтобы каждый желал принести результат, который может изменить конкурентные преимущества на рынке.

Японские фирмы успешно реализуют и поощряют командную работу. Эти команды состоят из рабочих и менеджеров, которые совместно решают проблемы и успешно реализуют их на практике. К тому же, сотрудников поощряют за то, что они указывают на проблемы и приносят новые идеи по их устранению.

Решение проблем стало основным элементом в системе непрерывного совершенствования. Вех сотрудников необходимо научить не только выявлению проблем, которые тормозят работу, но и устранению данных проблем, уменьшению времени и ресурсов, повышению производительности, а также снижению потерь и эффективности.

Для того, чтобы понять, как работают методы и технологии «кайдзен», стоит изучить различные исследования по данной теме, которые подробно описывают, как же непрерывное совершенствование повысило успех производительность компаний. [3]

Так, например, одна консалтинговая фирма специализируется на создании процессов и демонстрирует исследования по данной тематике. Проект сосредотачивается на таких основных и главных сферах, включая: создание организации, отвечающая за повышение качества и доходности; оптимизацию процессов, направленных на ввод новых технологий; поддержание изменений, ориентированные на увеличение прибыли и шансов фирмы. Все эти элементы значительно могут поменять ход вашей компании. Так по статистике, консалтинговая компания заметила, что производительность возросла на более чем 30%, повысилась

обслуживание покупателей и самое важное, что сократились расходы и затраты на необходимые ресурсы.

Таким образом, можно сделать вывод, что непрерывное совершенствование является важной системой в производственных фирмах, которую обязательно нужно внедрять и развивать для повышения качества.

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ДОКТОР УИЛЬЯМ ЭДВАРДС ДЕМИНГ

Аннотация: в данной статье подробно рассмотрены исследования, методы и технологии доктора Уильяма Эдвардса Деминга, которые внесли огромный вклад в развитие и совершенствование бизнеса.

Ключевые слова: доктор, производство, процессы, технологии, продукция, бизнес, качество, совершенствование.

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DOCTOR WILLIAM EDWARDS DEMING

Abstract: this article details the research, methods and technologies of Dr. William Edwards Deming, which have made a huge contribution to the development and improvement of business.

Key words: doctor, production, processes, technologies, products, business, quality, improvement.

Управление качеством является такой дисциплиной, где практика отвечает за управление всем производственным процессом. Данная дисциплина не является отдельным учением, связанная только с человеком или идеей. Но существует группа людей, которых мы можем назвать гуру

качества. К ним относятся: У. Эдвардс Деминг, Филип Кросби, Геничи Тагути, Джозеф Джуран и др. Все они повлияли на совершенствование бизнеса и внесли огромный вклад в развитие различных организаций. Но в данной статье мы изучим работу и исследования доктора У. Эдвардса Деминга (1900-1993). Деминг внес огромный вклад в организационную культуру и отношения между сотрудниками и руководителями к работе. Он считал, что такую организацию и культуру нельзя тиражировать, и они могут являться той самой базой для конкурентного преимущества.

Важно отметить, что именно Эдвардс Деминг напомнил всем, что руководство должно следить за повышением качества всех процессов и мотивировать сотрудников на эффективную работу. Он понимал и доказывал, что более высокое качество приведет к повышению производительности и конкурентоспособности, а также сократит затраты на производство. При таких обстоятельствах, с высоким качеством и низкой ценой, компании могли занять лидирующие места на рынке и обеспечить население рабочими местами. [1]

Способы и подходы Деминга были ориентированы на постоянный подсчет недостатков и браков продукции, выявление, анализ и устранение причин, по которым качество продукции заметно сокращалось. Одной из самых известных теорий Деминга является «Система глубоких знаний». Все мы слышали про 14 принципов Деминга, которые помогают радикально изменить наше мышление для нового улучшенного ведения бизнеса. Но мало кто знает, что эти 14 пунктов входят в «систему глубоких знаний» и это лишь малая часть. Сама «система глубоких знаний» складывается из основных четырех частей: оценивание системы; понимание отклонений; теория знаний; понимание психологии.

Целью первого пункта является оценка всей общей системы, а не отдельных компонентов, таких как руководство, сотрудник, клиент, поставщик и др. Вся философия заключалась в том, чтобы исключить неопределенность и улучшить качество своей продукции и услуг в процессе проектирования и производства.

Понимание отклонений и различных вариаций оказалось одной из самых главных причин, по которой качество продукции могло повыситься. Важно было понимать, какая деталь, или какой компонент мог привести к техническим отклонениям во всем процессе. Так Деминг учил контролировать процесс и использовать контрольные карты для демонстрации различных вариаций процесса. Можно с уверенностью сказать, что каждый процесс отличается от другого процесса и имеет множество вариаций. Это связано с различными затратами, с использованием разных материалов, ресурсов и инструментов, которые подвергаются постоянным изменениям за счет окружающей среды. Все вышеперечисленные факторы можно отнести к общим причинам вариаций. [2]

Деминг утверждал, что познание невозможно без теории, а опыт не устанавливает теорию. Опыт мы не можем проверить или обосновать, мы можем только красиво его представить и объяснить. С теорией же все по-другому. Ее мы можем применить для прогнозирования будущих действий.

И последний пункт «понимание психологии». Благодаря психологии мы понимаем, как работают взаимоотношения между всеми людьми, сотрудниками, рабочими с различными характерами эмоциями и типами. Чтобы грамотно управлять людьми, необходимо знать хотя бы основу психологии, а также необходимо знать, как мотивировать их, как помогать добиться успеха и повышения. Действительно успешный руководитель должен создать такие условия, где он сможет эффективно сочетать внешние и внутренние факторы для мотивации рабочих.

Не смотря на «систему глубоких знаний» хочется также рассмотреть более подробно основную идею, под название 14 принципов Деминга, которые известны по всему миру. Эти пункты можно назвать следующим образом: создать план и цели по постоянному совершенствованию соевей продукции или услуги; протестировать и опробовать новые идеи и методы, а также философию качества; перестать зависеть от массового производства; перестать выбирать поставщиков только на основе низкой цены. Это не приведет к улучшению и совершенствованию качества продукции; постоянно, хотя бы понемногу совершенствовать процессии производства; институт образования. Необходимо вести систему обучения для сотрудников для повышения их навыков и умений; обучать лидерству и применять это на практике; избавить сотрудников от страха и начать их мотивировать и поощрять за выявление, а также решение этих проблем; исключить преграды между всеми стриктурами и организовать командную работу; исключить традиционные и устаревшие призывы к рабочей силе; устранение количественных стандартов работы; вести условия для того, чтобы сотрудники гордились своим талантом и мастерством; поощрять саморазвитие и самосовершенствование сотрудников; принять меры, которые сделают достижение успеха бизнеса делом каждого члена команды. [3]

Эти 14 пунктов мы должны применять, чтобы преобразовать свой бизнес и достичь успехов. Но на пути преобразования у нас могут возникнуть трудности, с которыми компаниях необходимо справиться. Эдвардс Деминг называл их «семь смертельных болезней». К ним относятся: отсутствие постоянства и целей, при проектировании и производстве продукции; направленность на немедленную выгоду; система распределения персонала; смена рабочих мест со стороны управляющих и сотрудников; применение количественных данных при принятии решений; лишние расходы на медицинские расходы; лишние расходы на непредвиденные обстоятельства и долговые обязательства.

Таким образом, можно сделать вывод, Эдвардс Деминг стал доктором и человеком, который свершил революцию в Японии и стал тем, кто привнес огромный вклад в постоянное совершенствование бизнеса, помог многим мировым фирмам достичь успеха и изменил мировоззрение людей к улучшению качества.

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КАЧЕСТВО ПРОДУКТА И ПОНИМАНИЕ КАЧЕСТВА

Аннотация: в данной статье описано понимание качества продукции, а также рассмотрены факторы, которые могут повлиять на повышение или снижение качества.

Ключевые слова: качество, продукция, дифференциация, потребитель, факторы, ценность, компании.

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PRODUCT QUALITY AND UNDERSTANDING OF QUALITY

Abstract: this article describes an understanding of product quality and discusses the factors that can influence an increase or decrease in quality.

Key words: quality, products, differentiation, consumer, factors, value, companies.

В настоящее время определить понятие качества сложно, так как его описывают по многим критериям «дорогой», «хороший», «красивый», «доступный» и т.д. Но все эти качества мы можем отнести к удовлетворению потребностей клиентов. Также его часто описывают как отсутствие дефектов, минусов или же наоборот присутствие всех

стандартов качества. Но в последние года появилась новая концепция, по которой мы смотрим на качество продуктов по самим элементам продукта, как: полезность; ценность; характеристики; бренд; стиль; упаковка. Все это удовлетворяет потребность продукта, поэтому понятие качества можно связать с потребителем.

К потребителям относятся не только клиенты, которые приобретают товар в дальнейшем, но также и внутренние потребители, люди с производственных линий, влияющие на качество продукта. Поэтому каждый рабочий должен отнестись к своему делу с огромной ответственностью. Такая новая концепция понимания качества означает переход от контроля качества к качеству услуг. И таким образом, мы понимаем, что за качеством следит каждый рабочий, что повышает важность качества продукции.

Вся философия качества будет нацелена на то, чтобы устранить все недостатки, но чтобы их минимализировать, нужно инвестировать в надлежащие качества инструменты, обучение и повышение квалификаций сотрудников, в материалы и сырье. Все это поможет сократить дефекты продукции, тем самым уменьшит затраты на некачественные продукты. Теоретически, мы можем сделать вывод, путь предотвращения ошибок приведет к снижению общих затрат. Также, чтобы улучшить качество можно провести ряд мероприятий: вести новые и улучшенные методы и технологии работы, вести обучение, мониторинг и анализ работы сотрудников. Качество продукта напрямую зависит от всех знаний, умений и навыков рабочих, поэтому важно обучать сотрудников новым технологиям и методам, которые приведут к высоким результатам, успеху и решению многих проблем. [1]

Важно отметить значение цены. Поскольку именно на нее люди обращают внимание и хотят из нее получить выгоду. Такой рыночный фактор может значительно повлиять на изменение качества продукции. Покупатели обращают внимание на такие критерии, которые входят в цену, как срок годности, ценность и полезность состава, надежность и др. По этим критериям цена может, как уменьшиться, так и повыситься, и все эти изменения влияют на покупательское поведение. Многие исследования также показывают, что на рост качества продукта также могут повлиять и производительность, и разделение продукта, точнее дифференциация. Разделение включает в себя: маркетинг и продвижение; уникальную разработку продукта.

Продукты могут быть разделены по критериям продукта, деталям и составу, а на рыночном уровне разделение становится средством, благодаря которому продукт улучшается со временем за счет инноваций, новых технологий и новых совершенных продуктов. Но, когда товары на рынке разделены в соответствии с их реальным качеством, так что одни

становятся значительно лучше других, возникает вертикальная дифференциация.

На такое различие влияет один очень важный показатель, отражающий отставание или опережение, под названием ЛАГ. Вертикальная дифференциация играет ведущую роль в потребительском поведении, ведь разный товар играет уникальную роль у различных покупателей. Да, продвижение и реклама оказывают свое воздействие на покупку тех или иных товаров, которые отличаются по своим характеристикам, но имеют один и тот же смысл, удовлетворить одну и ту же потребность, тем не менее, значительной разницей является характер этих потребностей. [2]

В данной модели всех покупателей рассматривают, как неощутимых к разнице между той или иной ценой. Покупатель не понимает всех инструментов и элементов качества, поэтому, не имея таких навыков, он зачастую выбирает тот продукт, где цена завышена. Интересный факт, модель вертикального дифференцирования использовалась для того, чтобы продемонстрировать такой факт, как продукты и услуги с более высокой ценой имеют больше достоинств и выгод для покупателей. Но была также создана неоклассическая модель, которая доказывала нам, что не все товары с высокой ценой имеют высокое качество. Но из-за нехватки знаний и навыков в сфере качества, покупатели не могли выбрать продукт с адекватной ценой и хорошим качеством.

Существует еще горизонтальная дифференциация, которая подразумевает малое и незначительное отличие продуктов. Сюда можно включить цвет или стиль продукта, размер или форму изделия. Это будут просто различные версии одного и того же продукта. Несмотря на такие незначительные изменения, потребитель все равно выбирает тот продукт, который ему более предпочтителен, поэтому поставщики и руководители назначают определенные разные цены своим уникальным продуктам.

Любая дифференциация помогает различным компаниям оставаться на рынке и иметь свои конкурентные преимущества. Связано это с тем, что такие условия создают и повышают лояльность потребителей, уменьшают эмоциональность к цене, и как было сказано выше, защищают компании от других конкурентных сил и преимуществ, которые в свою очередь понижают маржу цены и издержек. Сама дифференциация добивается не только за счет качества продукта, но и за счет бренда, стиля и упаковки и других немаловажных специфических характеристик.

Вертикальная же дифференциация помогает фирмам увеличить свою прибыль за счет различной продукции, которая может понравиться совершенно разному типу клиентов. Но есть и минусы, в такой ситуации могут возникнуть разного вида конкуренции, если покупатель будет рассматривать эти продукты как хорошие аналоги. [3]

Оппортунистические фирмы могут же не так сильно беспокоиться о повышении качества своего продукта, поскольку они могут использовать все свои преимущества, но это будет работать только в тех условиях, если рынок открыт. Повышение качества в их случае поможет достичь какого-то идеала и совершенства прибыльную деятельность.

Несмотря на все описанные выше факторы, которые могут понизить или наоборот повысить качество продукции или услуг, понимание качества в настоящее время определить очень сложно. Все эти факторы и оценки качества продукции привели к тому, что компании сами определяют все стандарты качества, которые считают доступными для своего статуса фирмы. А потребитель уже сам выбирает, каким товаром он хочет пользоваться.

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КОНТРОЛЬ КАЧЕСТВА

Аннотация: в данной статье рассмотрена огромная сфера по устранению проблем на производстве, как контроль качества. В статье также описаны различные методы и технологии, которые повышают качество продукции.

Ключевые слова: контроль, производство, методы, технологии, ученые, качество.

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QUALITY CONTROL

Abstract: this article discusses a huge area for troubleshooting problems in production, like quality control. The article also describes various methods and technologies that improve product quality.

Key words: control, production, methods, technologies, scientists, quality.

Контроль качества является одним из самых основных методов, который помогает устранить дефекты продукции в производстве. Сама методология может реализовываться несколькими способами. Управление качеством – это и глубокая философия, которая имеет сильные аспекты,

связанные и с самой деятельностью и с результатом. Но современное движение за качество демонстрирует нам комбинацию японского предпринимательства и американского ноу-хау. Данное движение за контроль качества затронуло и доктора У. Э. Деминга, который свершил революцию в Японии, связанную с подходами и мышлением по производству, Д. М. Джурана и У. А. Шухарта, которых также не обошло стороной это движение.

Современный контроль качества был разработан У. А. Шухартом. Он разработал контрольную карту, а позже уже выпустил свою книгу, в которой точно и детально описал свой метод. Именно этот метод изучал и Д. М. Джуран, после чего в 1951 году он выпустил внушительное «Руководство по контролю качества».

История пути Эдвардса Деминга также масштабна и интересна. Будучи экспертом по статистическим методам, он читал лекции одному японскому союзу «JUSE» по статистическому контролю. Благодаря этому он нашел свою аудиторию, которую также привлекал метод, объединяющий и качество, и производительность, и потенциальный рост доли рынка. В результате успеха, который он достиг в Японии, а также благодаря своим умениям и талантам в области SQM, Деминг стал «отцом» контроля качества. На сегодняшний день «JUSE» учредила престижную премию Деминга за выдающиеся достижения в области качества отдельным лицам и организациям. [1]

Изначально контроль качества определяли благодаря результату, который получался после производственных процессов, а в дальнейшем выкидывали и исключали бракованную партию. Но современная технология и SQM призывает вносить изменения и находить неполадки до начала производства.

Обычно определяют несколько характеристик продукта: размер, объем, масштаб и границы; соответствие другим деталям и изделиям; отражательная способность, тепловое излучение, энергия излучения и т.д. Уже после того, как продукцию проверят и измерят по всем соответствующим данным стандарта качества, продукт можно передавать на производство.

Чтобы понять и определить, соответствует ли продукция всем стандартам, специалисты и ученые используют диаграмму, изобретенную Шухартом. Она заключается в измерении продукции, которое должно проходить точно в центральной линии. Естественно будут появляться расхождения, и некоторые измерения отклонятся от центра. Если эти отклонения находятся на допустимом расстоянии, то продукт соответствует стандартам и его можно производить. Но система SQM призывает нас к тому, что если все-таки появились такие измерения и точки, которые уходят от центра, а еще хуже, если они вообще вышли за

границы, необходимо в срочном порядке остановить производство и проанализировать, почему результаты выходят за пределы диапазона. [2]

То есть, мы можем сделать вывод, что система SQM создает все условия, при которых заранее можно определить снижение качества. Если соблюдать все необходимые меры данной технологии, то все проблемы будут обнаружены и устранены. Исправления и некоторые регулировки на ранней стадии улучшат весь процесс производства, а со временем улучшат и саму конструкцию устройства. Помимо вышеописанных преимуществ, данный метод постепенно улучшает качество продукции. Происходит это за счет того, что в данном методе определяют более тонкие и узкие проблемы производства. Таким образом, в концептуальном понимании Эдвардса Деминга качество «проектируется», а не «подтверждается». И с помощью таких усилий в результате появилась концепция непрерывного совершенствования.

Статистический контроль качества определяется не только отклонением от нормы, но и подходами к управлению, своей философией и практикой, которые помогают создать условия для процесса, ориентированного на высокое качество продукции. Эта методика и философия пришли к нам от японской культуры, которые в дальнейшем оказали сильное влияние на разработки в других странах. [3]

Существует огромное количество методов, технологий, практик, систем и движений, которые существенно влияют на повышение качества продукции. И сейчас мы рассмотрим самые известные методы, которые уже привнесли в нашу жизнь высокие результаты:

- Всеобщее управление качеством или TQM. Данный метод направлен на непрерывное повышение качества. В нем описывается постоянное стремление улучшить производство, качество, конкурентоспособность, процессы и даже сервис.

- Бережливое производство – это концепция, основанная на постоянном стремлении устранить все виды потерь. Данный метод был введен всемирно-известной компанией «Toyota» и был нацелен на сокращение затрат, времени, места и средств. Метод очень сильно зависит от мотивации и целей рабочих, от территориального местоположения и от инструментов, которые должны находиться на своих местах.

- Современные закупки или JIT. Та самая отрасль, в которой конкуренция является, чуть ли не единственным и основным фактором повышения эффективности. Данная отрасль имеет свои истоки в японской практике, направленной на сокращение затрат при сохранении высокого качества.

- ISO 9000 – самая известная линейка стандартов Международной организацией по стандартизации. Именно это версия определяет для многих организаций и компаний нормы и стандарты высокого качества

продукции. Компании могут получить сертификат ISO 9000, подтверждающий, что они следуют всем прописанным нормам.

- Шесть сигма – это метод, основанный на статистической оценке фактов, данных процесса и систематическом поиске.

Контроль качества – это очень масштабная сфера, которая действительно позволяет улучшить качество продукции и производства. Поэтому каждая компания должна выбрать свой метод и начать повышать эффективность и продуктивность производства.

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УСТОЙЧИВОЕ РАЗВИТИЕ КАК ФАКТОР СТАБИЛЬНОГО РОСТА ЭКОНОМИКИ

Аннотация: В статье рассматривается устойчивое развитие экономики как один из факторов ее развития. Автор анализирует основные цели устойчивого развития и обсуждает значимость достижения каждой из них. Рассмотрена реализация целей устойчивого развития в России, как на уровне частных лиц, так и на уровне бизнеса. Обсуждаются основные этапы внедрения концепции устойчивого развития в деятельность предприятий. Рассмотрены перспективы развития зеленой экономики и экономики замкнутого цикла.

Ключевые слова: Экономический рост, устойчивое развитие, экология, зеленая экономика, экономика замкнутого цикла.

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SUSTAINABLE DEVELOPMENT AS A FACTOR OF STABLE ECONOMIC GROWTH

Abstract: The article examines the sustainable development of the economy as one of the factors of its development. The author analyzes the main goals of sustainable development and discusses the importance of achieving each of them. The implementation of sustainable development goals is considered in Russia, both at the level of individuals and at the business level. The main stages of introducing the concept of sustainable development into the activities of enterprises are discussed. The prospects for the development of a green economy and a circular economy are discussed.

Key words: Economic growth, sustainable development, ecology, green economy, circular economy.

В настоящее время для национальной экономики характерна турбулентность и неоднородность конъюнктуры. Сегодня происходит

трансформация отношений на всех уровнях, и эти изменения оказывают глубокое влияние на формирование и развитие новых инструментов регулирования экономики. Возникают, а также набирают актуальность различные концепции и подходы к управлению государством. В частности, огромную популярность в настоящее время приобретает концепция устойчивого развития, суть которой заключается в том, чтобы рост экономики не причинял вреда окружающей среде. Разрабатываются различные стратегии по переходу к зеленой экономике, много говорят об экономике замкнутого цикла. Что же такое устойчивое развитие и почему именно сегодня остро встал вопрос о внедрении этой концепции в деятельность предприятий и в экономику в целом?

Концепция устойчивого развития была описана в отчете Комиссии Брантленда 1987 года как «развитие, которое отвечает потребностям настоящего, не ставя под угрозу способность будущих поколений, удовлетворять свои собственные потребности». Устойчивость означает обеспечение потребностей настоящего времени, которое не ставит под угрозу благополучие будущих поколений. Другими словами, мы не должны брать взаймы у наших детей. Устойчивое развитие побуждает нас сохранять и увеличивать нашу ресурсную базу, постепенно меняя способы разработки и использования технологий.

Цели в области устойчивого развития - это своего рода призыв к действию, исходящий от всех стран - бедных, богатых и средне-развитых. Он направлен на улучшение благосостояния и защиту нашей планеты. Государства признают, что меры по искоренению бедности должны приниматься параллельно с усилиями по ускорению экономического роста и решению ряда проблем в областях образования, здравоохранения, социальной защиты и занятости, а также борьбы с изменением климата и защиты окружающей среды.

Среди целей устойчивого развития нельзя выделить более или менее важные. Все они являются равно значимыми. Первая и вторая в списке целей устойчивого развития - ликвидация бедности и повсеместное устранение голода. Достижение этих цели важно как с точки зрения гуманизма, так и с точки зрения дальнейшего роста и развития экономики, особенно в развивающихся странах, странах, большинство жителей которых живут за чертой бедности. Третью и четвертую позиции занимают цели обеспечения крепкого здоровья и благополучия и обеспечение качественного образования. Через развитие человеческого потенциала можно напрямую и достаточно быстро добиться и общего развития экономики. В современную эпоху именно человеческий капитал играет самую важную роль в росте общего благосостояния стран и имеет первостепенное значение в использовании всех остальных потенциалов национальной экономики.

Безусловно, цивилизованное общество выступает за гендерное равноправие. Чистая вода и санитария, недорогая и чистая энергия, достойная работа и экономический прогресс также выступают целями устойчивого развития. Это неотъемлемые условия равноправия, обеспечения равных возможностей, отсутствия социальных конфликтов и напряженности в разных точках земного шара. Индустриализация, инновации и инфраструктура, безусловно – основные компоненты дальнейшего стабильного развития любой экономической системы. Без этих факторов не получится создать задел для дальнейшего устойчивого развития, как отдельных предприятий, так и экономики в целом.

Следующие цели - уменьшение неравенства и устойчивые города и другие формы поселений. 783 миллиона человек в настоящее время живут в крайней нищете и испытывают трудности в удовлетворении самых базовых потребностей - в здравоохранении, образовании и доступе к водным ресурсам и санитарии. В основном это представители Южной Азии и стран Африки к югу от Сахары, которые зарабатывают менее 1,9 доллара США в день. Однако это явление затрагивает и развитые страны. В развитых странах бедным считается человек с доходом меньше 50-60% от среднего дохода по стране. По официальной статистике в 2020 году более 20% жителей Евросоюза и около 10% жителей США жили за чертой бедности. В развитых странах есть прямая зависимость бедности от уровня безработицы. В настоящий момент в богатейших странах мира более 30 миллионов детей живут за чертой бедности [1].

Необходимо создавать качественные условия жизни во всех точках планеты, чтобы не было диспропорций в распределение рабочей силы, неравных условий труда и напряженных миграционных процессов, которые мы часто наблюдаем в настоящее время. Об ответственном потреблении и производстве и борьбе с изменением климата говорят ежедневно в рамках различных форумов и конференций по экологии и экономике. Сегодня – это самые актуальные темы для дискуссий. Планета в прямом смысле бьет тревогу. Около 1,6 миллиарда человек, в том числе 70 миллионов представителей коренных народов, добывают средства к существованию за счет леса. С 2010 по 2015 годы было потеряно около 3,3 миллионов гектаров лесных угодий. Это отразилось на жизни сельских жителей, которые зависели от данных ресурсов [2]. Реки загрязнены, выбросы вредных веществ зашкаливают. Страны подписывают договора о снижении выбросов, ратифицируют поправки к предварительным соглашениям. Борьба с изменением климата – одна из наиважнейших целей устойчивого развития для многих стран.

Цели устойчивого развития тринадцатая и четырнадцатая - сохранение морских экосистем и сохранение наземных экосистем. Природа имеет решающее значение для нашего выживания: природа снабжает нас кислородом, регулирует наши погодные условия, опыляет

наши сельскохозяйственные культуры, производит для нас пищу, корма и клетчатку. Но она находится под усиливающимся негативным воздействием. Человеческая деятельность изменила почти 75% поверхности Земли, вытеснив животный мир и природу в совсем мизерный уголок планеты [2]. Следующая цель - мир, справедливость и эффективные институты. В некоторых странах достаточно развит институциональный потенциал, население получает доступное образование, развита банковская система, система органов законодательной и исполнительной власти. Есть страны, в которых царит беззаконие и хаос. Мировая общественность должна бороться за то, чтобы обеспечить всех людей планеты равными условиями для жизни и возможностями для реализации собственного потенциала. Для этого определена последняя из семнадцати целей - партнерство для устойчивого развития.

В настоящее время меры, направленные на достижение целей устойчивого развития (ЦУР) в Российской Федерации, интегрированы в национальные проекты и другие стратегические и программные документы, в том числе в доктрины, государственные программы, концепции. Эти документы по своему содержанию обобщают все цели устойчивого развития.

Анализ, который проводился Аналитическим центром при правительстве Российской Федерации весной 2020 года, 12 национальных проектов и Комплексный план модернизации и расширения магистральной инфраструктуры прямо или косвенно затрагивали 107 из 169 задач, определенных в документе ООН [3].

В период с 1880 по 2012 год средняя мировая температура повысилась на 0,85 градуса по Цельсию. При этом каждое повышение температуры на 1 градус приводит к снижению урожая зерна примерно на 5 процентов. В период с 1981 по 2002 год мировой урожай кукурузы, пшеницы и других основных культур значительно снизился - на 40 мегатонн в год. Повышение температуры океана и уменьшение количества снега и льда привели к повышению уровня моря. С 1990 года глобальные выбросы двуокиси углерода (CO₂) увеличились почти на 50 процентов. Повышение устойчивости и способности адаптироваться к опасным климатическим явлениям и стихийным бедствиям актуально для всех стран мира. Интегрировать меры реагирования на изменение климата в политику, стратегии и планирование необходимо на национальном уровне - для улучшения образования, распространения информации и возможностей людей и учреждений по смягчению и смягчению последствий изменения климата, адаптации к ним и раннего предупреждения негативных последствий.

В настоящее время все более актуальными становятся вопросы развития экономики замкнутого цикла. Экономика замкнутого цикла призвана изменить классическую линейную модель производства,

концентрируясь на продуктах и услугах, которые минимизируют отходы и другие виды загрязнений. Основные принципы экономики замкнутого цикла основаны на возобновлении ресурсов, переработке вторичного сырья, переходе от ископаемого топлива к использованию возобновляемых источников энергии.

Эксперты заявляют, что к 2030 году нужно на 45 % снизить выбросы парниковых газов для того, что экологическая ситуация в мире нормализовалась. Для этого необходимы усилия всех мировых экономик, которые должны внедрять принципы устойчивого развития повсеместно. Если к 2030 году цель по снижению выбросов не будет достигнута, последствия будут катастрофическими. В этом случае будет увеличение температуры более чем на 2 градуса, что приведет к глобальным экологическим изменениям. Необходимо обеспечить переход к зеленой экономике. Это даст возможность достижения процветания. Эксперты отмечают, что появится в три раза больше рабочих мест, чем при использовании ископаемого топлива [4].

На крупнейшей конференции по устойчивому развитию в XXI веке в Рио-де-Жанейро премьер-министр России Дмитрий Медведев выступил с презентацией и подчеркнул, что «нам также нужна новая парадигма развития, которая может обеспечить благополучие» [5]. Мы должны быть обществом без чрезмерного давления на природу. Интересы экономики, с одной стороны, и сохранения природы, с другой стороны, должны быть сбалансированы и должны быть ориентированы на долгосрочную перспективу.

Давайте поподробнее остановимся на реализации целей устойчивого развития в России. Российский бизнес уделяет внимание устойчивому развитию. Сегодня Национальная сеть Глобального договора ООН - Международная инициатива ООН для бизнеса - включает более 17 000 компаний со всего мира. В нем всего 70 россиян, хотя очевидно, что приверженцев устойчивого развития в бизнес-секторе в России намного больше. Среди этих 70 такие крупные мировые игроки, как Роснефть, Внешэкономбанк, ОК РУСАЛ, Северсталь, Норильский никель, РусГидро, АФК Система, РЖД, Лукойл и Полиметалл. Две компании из России - «Сахалин Энерджи Инвестмент Компани Лтд.» И «ФосАгро» - имеют высокий статус LEAD в Государственной Думе ООН наряду с 39 другими глобальными компаниями.

Для создания условий устойчивого развития в России необходима разработка стратегии развития страны, отражающая современные реалии, учитывающая факторы турбулентности и глобализации. В приоритете должны быть интересы всего общества, а не отдельных предпринимательских структур при решении экологических проблем, продуманная государственная промышленная политика, опирающаяся на механизмы законодательного и экономического регулирования, и

обеспечение независимости собственных природоохранных организаций от политического и экономического давления извне. Устойчивое развитие - это прямой взгляд в светлое будущее, это попытки и действия стран, бизнеса и каждого человека заложить фундамент общества, в котором не будет места всем вышеперечисленным проблемам. Все хотят, чтобы их дети и внуки жили в благополучии, а устойчивое развитие - это своего рода ключ к двери в лучшую жизнь для будущих поколений.

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КАРТОГРАФО-ГЕОДЕЗИЧЕСКОЕ ОБЕСПЕЧЕНИЕ КАДАСТРА ОБЪЕКТОВ НЕДВИЖИМОСТИ

Аннотация: Состояние картографо - геодезического обеспечения в значительной степени определяет экономические и организационные возможности создания и ведения земельного кадастра, кадастра объектов недвижимости в стране. Иными словами, чем хуже картографо-геодезическое обеспечение, тем больше потребуется средств для приведения его в надлежащее состояние с целью ведения кадастра с необходимой эффективностью и детальностью. Состояние картографо - геодезического обеспечения напрямую влияет на качество создания и ведения автоматизированной системы кадастра

Ключевые слова: Кадастр, объект, описание, сведения, координаты, недвижимости, система, топография, пункт, картография.

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CARTOGRAPHIC AND GEODETIC SUPPORT OF REAL ESTATE INVENTORY

Annotation: The state of cartographic and geodetic support largely determines the economic and organizational possibilities of creating and maintaining a land cadastre, a cadastre of real estate objects in the country. In other words, the worse the cartographic and geodetic support, the more funds will be required to bring it into proper condition in order to maintain an inventory with the required efficiency and detail. The state of cartographic and geodetic support directly affects the quality of creation and maintenance of an automated cadastre system

Keywords: Cadastre, object, description, information, coordinates, real estate, system, topography, point, cartography.

Картографо-геодезическое обеспечение кадастра является
пространственно - объектным базисом или точнее тем

информационным слоем, на который «наносится» система данных, имеющих правовой, экономический и другие аспекты пользования землей. Геодезические измерения служат важнейшим элементом гарантии прав собственности и пользования земельным участком.

Под картографо - геодезическим обеспечением следует понимать наличие картографических материалов соответствующих масштабов и пунктов

геодезической сети (пункты триангуляции, полигонометрии, пункты межевой сети и т.п.).

Сведениями об уникальных характеристиках объектов кадастрового учета являются «площадь» и «описание местоположения», которые определяются посредством проведения геодезических работ, в ходе которых определяется местоположение координатами характерных точек таких объектов (углы зданий, углы поворота границы земельного участка и т.п.). Исходными данными для этого служат координаты характерных точек таких объектов, которые в основном получают геодезическими и спутниковыми методами.

Для ведения государственного кадастра недвижимости используются установленные в отношении кадастровых округов местные системы координат с определенными для них параметрами перехода к единой государственной системе координат.

Для ведения государственного кадастра недвижимости можно создавать специальную геодезическую сеть, которую называют опорной межевой сетью (ОМС). Создают их во всех случаях, когда точность и плотность пунктов государственных или иных геодезических сетей не удовлетворяет нормативно-техническим требованиям ведения государственного кадастра недвижимости.

Местные системы координат устанавливаются для проведения геодезических и топографических работ при инженерных изысканиях, строительстве и эксплуатации зданий и сооружений, межевании земель, ведении кадастров и осуществлении иных специальных работ. Обязательным требованием при установлении местных систем координат является обеспечение возможности перехода от местной системы координат к государственной системе координат, которая осуществляется с использованием параметров перехода

Основными задачами картографо-геодезического обеспечения ГКОН (картографо-геодезическое обеспечение кадастра) являются:

- 1) обеспечение геодезическими данными, картографическими материалами, данными дистанционного зондирования Земли;
- 2) создание и ведение геоинформационной системы (ГИС) кадастра объектов недвижимости.

В области обеспечения геодезическими данными "Картография" производит работы по созданию, развитию и поддержанию в рабочем

состоянии государственных геодезической, гравиметрической и нивелирной сетей и осуществляет передачу этих данных потребителям в виде каталогов координат и высот, соответствующих баз данных, карт и моделей высот геоида.

Согласно основным положениям для координатного обеспечения государственного земельного кадастра, государственного мониторинга земель, землеустройства и других мероприятий по управлению земельным фондом РФ создается опорная межевая сеть (ОМС), её создание является компетенцией Удзрегстра. Главная проблема - это разработка механизма использования координат пунктов ОМС для целей картографирования территории страны и решения оборонных задач.

Необходимым при ведении кадастра объектов недвижимости является использование термина "кадастровая съемка". Кадастровая съемка выполняется с целью определения пространственно-площадных характеристик земельных участков и расположения объектов недвижимости. При кадастровой съемке выполняется и межевание земель - комплекс работ по установлению, восстановлению и закреплению на местности границ земельного участка, определению его местоположения и площади.

Нормативной базой проведения геодезических работ в области кадастра служат документы, такие как методические рекомендации и инструкции. Однако состояние геодезических сетей, являющихся основой кадастровой съемки, в городах не удовлетворяет современным требованиям кадастра в силу их недостаточной точности, утраты значительного числа центров пунктов, потери многих видимостей между пунктами, неоднородности построения из-за невыполнения совместного уравнивания и других причин.

Определение координат межевых знаков и объектов недвижимости в пределах земельных участков осуществляется преимущественно полярным способом с точек теодолитных ходов, которые в большинстве случаев являются вынужденно изогнутыми. А это, как известно, уменьшает точность элементов теодолитных ходов. Среди мер, направленных на повышение точности теодолитных ходов, следует рассматривать следующие:

- проложение ходов по трехштанговой системе;
- введение ограничений на длины сторон и ходов;
- включение в ход одного или более пунктов с известными координатами или направлений с известными дирекционными углами;
- проложение ходов по способу главных направлений с сокращением при этом числа углов, участвующих в передаче дирекционного угла, и увеличением длин сторон;
- выполнение наблюдений с боковых пунктов (на боковой пункт);
- придание ходу прямолинейной формы и др.

Нам представляется целесообразным, чтобы уполномоченный орган назначал для кадастровых кварталов (группы кварталов) пункты, на которые следует опирать кадастровые съемки в пределах этих кварталов (группы кварталов). Это приведет повышению точности взаимного положения межевых знаков.

Для повышения точности определения положения граничных точек земельных участков целесообразно выполнять совместное уравнивание координат межевых знаков и непосредственно измеренных элементов (прежде всего, расстояний между межевыми знаками, а также углов и приращений координат).

На проводимом в настоящее время объединении систем кадастрового учета земельных участков и технического учета объектов капитального строительства проведение такого уравнивания целесообразно закрепить в нормативных документах. Такое уравнивание согласует данные Кадастровых палат и Бюро технической инвентаризации, которые в настоящее время не совпадают, а также позволит по невязкам условных уравнений выявлять грубые ошибки. Без них невозможно разрабатывать проекты границ земельных участков и территориальных зон, создавать кадастровые карты и планы земельных участков, осуществлять дежурство кадастровых карт территорий; определять картометрическим методом координаты межевых знаков участков для отдельных категорий земель (сельскохозяйственного назначения, лесного и земельного фондов) и др.

Обновление планов и карт производится преимущественно на основе материалов аэрокосмических съемок. Материалы аэрокосмической съемки используются для оперативного определения границ существующих, но не зарегистрированных земельных участков или используемых не по целевому назначению. Как показывает практика, учтенные земельные участки во многих случаях имеют значительные ошибки в координатах поворотных точек границ, при их межевании использовались различные локальные системы координат. Поэтому объединить учтенные земельные участки в геоинформационную систему можно только на основе ортофотоизображений.

Аэрофотосъемка является эффективным средством в определении координат значительного числа межевых знаков границ землепользований при кадастровом картографировании густо застроенных территорий больших городов. Применение аэрофотосъемки, позволяет существенно уменьшить объемы геодезических работ, имеющих место при выполнении кадастровой съемки наземными средствами и методами. В этом случае остаются лишь работы по координированию опорных точек, необходимых для обработки снимков. Работы по координированию опорных точек могут быть эффективно выполнены либо с применением спутникового геодезического оборудования. Границы землепользований могут быть

предварительно выявлены по результатам камерального дешифрирования и окончательно установлены в результате полевого дешифрирования. Современный этап развития кадастра характеризуется созданием автоматизированных информационных систем, которые позволяют поддерживать кадастровые данные в необходимом современном состоянии и осуществлять кадастровый мониторинг территории.

К числу основных сведений, получаемых в результате картографо-геодезического обеспечения кадастра объектов недвижимости, относятся площади земельных участков и объектов в их пределах, которые определяются преимущественно аналитически по их координатам. Площадные характеристики используются для решения фискальных задач и учета земельных ресурсов по их количеству, распределению между собственниками и другими участниками земельных отношений, а также служат основой для аналитической обработки с целью подготовки необходимых данных для принятия управленческих решений.

Выводы: Совершенствование картографо-геодезического обеспечения кадастра объектов недвижимости должно стать одной из приоритетных задач в области осуществления деятельности по его ведению. Только решив проблемы картографо-геодезического обеспечения кадастра, можно успешно решить и другие его проблемы.

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ВОЗМОЖНОСТИ КОМПЛЕКСНОЙ УЛЬТРАЗВУКОВОЙ ДИАГНОСТИКИ КИСТ ПЕЧЕНИ

Резюме: На основании данных морфологического исследования операционного материала оценивалась чувствительность ультрасонографии в дооперационном периоде у 82 пациентов с опухолями печени разной этиологии.

Чувствительность УЗИ при диагностике гепатоцеллюлярного рака составляет 95%, метастатического поражения – 86%, гемангиом печени – 98%, аденом печени – 94%. Особенности внутривенной гемодинамики, определяемые при доплерографии, позволяют дифференцировать злокачественные и доброкачественные формы очагового поражения печени.

Главным признаком, характеризующим злокачественный характер поражения, является увеличение диаметра общей печеночной артерии и объемной скорости кровотока по ней. Характер кровотока, как в ткани опухоли, так и в перифокальной зоне, чаще всего имеет обычные характеристики, не позволяющие судить о происхождении опухоли.

Ключевые слова: опухоль печени, ультрасонография, доплерография.

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POSSIBILITIES OF COMPLEX ULTRASOUND DIAGNOSTICS OF LIVER CYSTS

Resume: Based on the data of morphological examination of the surgical material, the sensitivity of ultrasonography in the preoperative period was evaluated in 82 patients with liver tumors of various etiologies.

The sensitivity of ultrasound in the diagnosis of hepatocellular cancer is 95%, metastatic lesions - 86%, liver hemangioma - 98%, liver adenoma - 94%. The features of intrahepatic hemodynamics, determined by Dopplerography, make it possible to differentiate malignant and benign forms of focal liver damage.

The main sign characterizing the malignant nature of the lesion is an increase in the diameter of the common hepatic artery and the volumetric velocity of blood flow through it. The nature of blood flow, both in the tumor tissue and in the perifocal zone, most often has the usual characteristics that do not allow us to judge the origin of the tumor.

Key words: liver tumor, ultrasonography, dopplerography.

Актуальность. С внедрением в медицинскую практику высокоинформативных неинвазивных методов диагностики значительно возросла частота выявления очаговых образований печени. А с появлением более точных данных о характере доброкачественных заболеваний печени и открылись новые возможности для дифференциальной диагностики и выбора метода их лечения [3].

Хотя клинические проявления бывают только у 10-16% больных при прогрессировании болезни [5], осложнения наблюдаются у 5% больных. Большие кисты центрального расположения и массивное кистозное поражение могут приводить к сдавлению сосудисто-секреторных элементов печени с развитием симптомов механической желтухи и портальной гипертензии [8]. В литературе описан случай, когда киста сдавила нижнюю полую вену с её локальным тромбозом [1].

Из осложнений непаразитарных кист отмечают кровоизлияния в брюшную полость, нагноение кист и формирование цистобилиарных свищей [9]. При клинических проявлениях непаразитарных кист печени пациенты могут отмечать чувство тяжести или боли в правом подреберье и эпигастральной области, дискомфорт в животе после приёма пищи, изжогу, отрыжку, потерю аппетита, тошноту [3]. Следовательно, данная проблема достаточно актуальна в современной хирургии.

Выявление очагового образования в печени зависит от его размера, расположения, наличия полостей или очагов распада, сопутствующего диффузного заболевания печени, особенностей внутриопухолевого кровотока и печеночной гемодинамики [4].

По обобщенным данным [2], чувствительность дооперационного УЗИ при выявлении очаговых образований печени сопоставима, а в ряде случаев превышает чувствительность КТ и ангиографии. КТ и КТангиография благодаря своей информативности, безусловно, могут

считаться метода ми выбора при поиске очаговых образований и планировании оперативного вмешательства на печени. Однако метод КТ связан с ионизирующим излучением, частично инвазивен, поэтому должен применяться строго по показаниям.

К тому же информативность метода напрямую зависит от использования контрастных веществ, что ограничивает его применение у пациентов с аллергической реакцией на йод. МРТ и МРТ с контрастированием по своей информативности близки к методикам КТ, а в ряде случаев обладают рядом преимуществ: отсутствием ионизирующего излучения и возможностью получения томографических срезов зоны интереса в любой плоскости.

К недостаткам метода следует отнести невозможность обследования пациентов, имеющих металлические клипсы после хирургических операций и пациентов с искусственными водителями ритма сердца.

Цель исследования. Улучшить результаты диагностики и лечения больных с непаразитарными кистами печени путем разработки индивидуальной хирургической тактики и дифференцированного использования традиционных и малоинвазивных методов в хирургии.

Материал и методы исследования. В основу исследования положен анализ результатов хирургического лечения 70 больных с непаразитарными кистами печени за период с 2020 по 2021 год, находившиеся в АООД.

Результаты исследования. Мужчин было 40 (57,1%), женщин – 30 (42,9%). Возраст больных составил от 25 лет до 83 лет, средний возраст $58 \pm 1,2$ лет. Большинство больных госпитализировались в стационар в плановом порядке (96,6%), и (3,4%) пациентов в экстренном порядке, в двух случаях причина экстренной госпитализации клиника абсцедирования кист, и трём пациенткам с гигантскими кистами потребовалась срочная госпитализация в связи с резко выраженной клинической картиной.

Впервые изучены и выявлены характерные показатели функций F2 - F5 компьютерной дермографии в сегментах CI, Th8, S3, S4 при очаговых образованиях печени (непаразитарных кистах, эхинококкозе, гемангиоме, раке).

Установлено, что диагностическая ценность компьютерной дермографии при кистах печени составляет 84%, и, благодаря своей диагностической достоверности, безопасности при проведении многократных исследований, метод КД является скрининговым.

Результативность иммуноферментного анализа, выполненного с помощью тест — системы Эхинококк-IgG-сТpmi, для дифференциальной диагностики ЭП составляет 98,5%.

Использование лазерной хирургической установки «Ласка» показало: а) эффективность выполнения радикальных операций и

деэпитализации стенки непаразитарной кисты при нерадикальном виде вмешательства составляет 97,4%; б) эффективность радикальных операций и антипаразитарной обработки остаточной полости эхинококковой кисты при консервативных методах лечения составляет 93,7%.

Необходимо применение противоэхинококковых препаратов для профилактики рецидива заболевания в послеоперационном периоде, и в качестве самостоятельного вида лечения, при малых бессимптомных, и неоперабельных эхинококковых кистах печени.

Непаразитарные кисты печени малого размера (менее 5 см) не имеют клинической симптоматики. При увеличении размеров кист более 10 см в диаметре появляется болевой синдром у 88% больных.

Идиопатические кисты печени в 45,2% случаев сочетаются с желчно-каменной болезнью. Выполнение в таких случаях симультанных операций (холецистэктомия + иссечение кист печени) не утяжеляет течение послеоперационного периода и не удлиняет длительность послеоперационного пребывания больных в стационаре. Критерием выбора тактики оперативного лечения служили размеры кисты, ее локализацию по отношению к воротам печени и краю паренхимы. На настоящий момент основным показанием к лапаротомии служит наличие примеси желчи в полости кисты, в остальных случаях показана лапароскопия либо лечебно-диагностическая пункция под контролем УЗИ. Пункция под контролем УЗИ является операцией выбора при наличии абсцедирования кисты и локализации кисты близко к воротам печени. Лапароскопическая операция предпочтительнее при больших размерах кисты, более 15 см и с ее расположением в доступных сегментах печени и выбуханием непосредственно из паренхимы печени.

Вывод. Внедрение индивидуальной лечебной тактики ведения больных с непаразитарными кистами печени позволяет своевременно выявить данную патологию и выбрать адекватный путь ведения больных с определением методики лечения. Оперативное лечение идиопатических кист печени с использованием методов эндовидеохирургии и лечебно-диагностической пункции под контролем УЗИ в большинстве случаев, позволяет осуществить адекватный объем вмешательства и сопровождается меньшей операционной травмой.

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СУЩНОСТЬ ЭКОНОМИЧЕСКОГО ПРОГНОЗИРОВАНИЯ

Аннотация: Что такое экономический прогноз? Виды и методы прогнозирования и его применение на рынке.

Ключевые слова: Прогнозирование. Рынок. Предприятие. Прогноз. Собственность. Продажи. Производство. Конкурентоспособность.

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THE ESSENCE OF ECONOMIC FORECASTING

Annotation: What is an economic forecast? Types and methods of forecasting and its application in the market

Keywords: Forecasting. Market. Enterprise. Forecasting. Property. Sales. Production. Competitiveness.

Продолжительное время в мире господствует рыночная экономика, так как это наиболее лояльный и альтернативный вид экономических систем. Именно при рыночной системе присутствует свободное ценообразование, многообразие форм собственности, отсутствие дефицита товаров и наличие конкуренции. Чтобы странам и локально предприятиям участвовать в конкурентной борьбе и находиться на высоких позициях,

нужно использовать все возможные методы рыночной системы экономики. Так как именно от этого зависит деятельность и успех предприятия. Одним из методов рыночной экономики является прогнозирование.

Прогноз – суждение, заключение о предстоящем развитии и итоге какого-либо события, основывающееся на определенных данные.

Экономическое прогнозирование – система научных методик, используемая профессионалами для выработки подходящих алгоритмов для предстоящего экономического периода.

Выделяют 3 основных вида экономического прогнозирования:

1. Охват и объем продаж
2. Технологический
3. Экономический прогноз

Прогнозы технологического характера охватывают зону Научно-технического прогресса. То есть технологический прогноз влияет на само предприятие, отдельно на производство, поддающееся прогнозу. Рассматривая на примере, можно привести предприятие по производству мобильных телефонов. НТП вынуждает производителей изготавливать более прогрессивные и технологичные устройства. Тем самым, каждое предприятие старается соответствовать этому, двигаться в ритме с прогрессом для успешного функционирования на рынке.

С помощью прогнозов экономического характера возможно предвидеть состояние экономики в будущем времени. Сюда относятся прогнозы на процентные ставки, рост или спад стоимости акций, экономические тренды и прогрессивные методы учета. Следовательно, к экономическим прогнозам относят показатели, которые отражаются на работе и развитии любого производства и предприятия. Именно от этого вида прогресса зависит дальнейшее направление работы фирмы: расширение или сокращение производительных мощностей, создание новейших договоров, сокращение или увеличение численности персонала на производстве. Данный вид прогнозов является одним из самых важных прогнозирования, так как с помощью него можно рассмотреть множество сфер экономики и правильно настроить ритм производства, что позволит выйти на более высокий уровень и достойно и результативно противостоять другим фирмам на конкурентном рынке.

Самый интересный и локальный вид прогнозирования – это прогноз объёма продаж, или по другому, прогноз спроса. Каждое предприятие должно иметь полное исчерпывающее представление о предстоящей ситуации спроса на производимый товар. Основой для этих прогнозов являются уровень спроса в недавнем, предшествующем времени, показатели демографической ситуации, тенденции в политической сфере, результативность рекламы и многое другое.

Поэтому, можно сделать вывод, что прогнозирование используется как метод, в который заключён опыт прошлых лет. К такому опыту можно отнести:

1. Анализ спроса на производимый товар за прошедшее время
2. Конкурентоспособность предприятия
3. Результативность работы за определенный квартал
4. Статистика работоспособности персонала

В коммерческой организации выделяют несколько методов прогнозирования, к ним можно отнести:

1. Изыскательное прогнозирование
2. Экспертное прогнозирование
3. Метод сценария
4. Нормативное прогнозирование
5. Метод экспертных оценок
6. Метод Дельфи
7. Метод коллективной (коннект всех участвующих) генерации и согласовывание идей
8. Причинно-следственные методы.

Тем самым, мы можем увидеть изобилие методов в сфере прогнозов, что дает понять на сколько популярно и действенно изобретение.

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ЛИЗИНГ. ПРЕИМУЩЕСТВА ЛИЗИНГА

Аннотация: Что такое лизинг? Основные понятия из лизинговой сферы. Преимущества данного вида аренды перед другими.

Ключевые слова: Лизинг. Лизинговая компания. Аренда. Финансы. Лизингополучатель. Физическое лицо. Юридическое лицо.

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LEASING. THE ADVANTAGE OF LEASUNG

Annotation: What is leasing? Basic concepts from the leasing field. The advantages of this type of lease over others.

Keywords: Лизинг. Лизинговая компания. Аренда. Финансы. Лизингополучатель. Физическое лицо. Юридическое лицо.

В бесконечно развивающихся условиях человечество ищет и создаёт наиболее выгодные «условия жизни». Поэтому обыкновенным кредитованиям была предложена неплохая альтернатива в виде лизинга.

Так, в 1962 году появилась первая лизинговая компания "Deutsche lising GmbH", находящаяся в Дюссельфорде. С этого момента зародилась история лизинга и быстро обозначило своё распространения по всему миру

Термин Лизинг обозначает аренду. В основе этой аренды лежат взаимоотношения сторону – лизингодателя и лизингополучателя. Данное взаимодействие регламентируется определенными документами, стороны заключают договор лизинга (договор аренды). Условия договора имеют сложную структуру и регламентируются пакетом документов.

Если объяснять простым языком, лизинг – это приобретение лизингополучателем желаемый актив с большим участием и помощью лизингодателя. Лизингодатель выкупает имущество и сдаёт в аренду лизингополучателю.

Основные понятия:

1. Договор лизинга
2. Лизинговый процент
3. Лизингополучатель
4. Лизингодатель
5. Лизинговый процент
6. Предмет лизинговой сделки

Договор лизинга – главный документ при совершении сделки, заключаемый между лизинговой компанией и лизингополучателем. Договор содержит в своём содержании: порядок и правила передачи имущества, страховка имущества, которые полагаются лизингу, отсчет времени платежа лизинговых сделок, условия оплаты, условия пересмотра порядка платежей по лизингу, условия, при которых осуществляется возврат имущества.

Лизинговый процент – ставка процентов, которая начисляется на остаточную сумму задолженности. В области экономической деятельности похоже и происходит по аналогии с обычной процентной ставкой в банке.

Лизингополучатель – ИП, юридическое лицо или физическое лицо, принимаемый во владении лизинговое имущество, обязуясь уплачивать определённую плату в определённые промежутки времени. Всё взаимоотношение, касаясь субъекта лизинга, регламентируется лизинговым соглашением.

Лизингодатель – частное или юридическое лицо, которое является основным в совершении сделки лизинга. При составлении лизингового договора, арендодатель обязуется выкупить определенное имущество и дать в пользование лизингополучателю.

Лизинговый процент – установленная ставка процента, которую переплачивает лизингополучатель и которая имеет коммерческий характер для самого лизингодателя, он получает с этого основную прибыль.

Предмет лизинговой сделки – имущество, которое регламентировано было передано в пользование и по договору аренды которого уплачиваются лизинговые платежи.

Предметом лизинга может выступать:

- Оборудования
- Транспорт
- Здания
- любое неупотребляемое имущество.

На протяжении всего установленного срока лизингополучатель вносить определенную, предварительно обговоренную сумму платежа. В этот платеж уже должны быть включены налоговые сборы, оплата за страхование, маржа.

В большом подавляющем сделок по лизингу, после полной выплаты оговоренной суммы, право владения и пользования полностью переходит к

арендному получателю. А до окончания всех полных расчетов, владельцем имущества полностью является арендодатель.

Поэтому в государствах проводится государственная политика, направленная на расширение и поощрение лизинговых операций.

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МАРКЕТИНГОВАЯ ДЕЯЕЛЬНОСТЬ ПРЕДПРИЯТИЙ

Аннотация: В чём заключается маркетинг? Какие методы и средства применяются на Российских предприятиях? Основные методы и цели.

Ключевые слова: Маркетинг. Реклама. Производство. Средства. Деятельность. Специалист.

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MARKETING ACTIVITIES OF ENTERPRISES

Annotation: What is marketing all about? What methods and means are used in Russian enterprises? The main methods and objectives.

Keywords: Marketing. Advertising. Production. Means. Activities. Specialist.

В современной экономической системе для достижения используются множество методов, которые в свое совокупности дают полезный результат и развитие субъектов рыночных отношений. Одним из таких инструментов является маркетинг.

Маркетинг – организация производства и сбыта продукции, которая складывается на анализе потребностей рынка в сфере товаров и услуг.

Маркетинг принято делить на 3 эпохи производства и продаж. Эти эпохи включают в себя определенные приоритеты:

1. Производство
2. Сбыт
3. Маркетинг

В вопросе производства внимание уделяется процессу выпуска продукции, технологиям компании и к самому предприятию. Это является основой качества и стандарта выпускаемого товара, которая складывает дальнейший авторитет компании.

Следующей эпохой в маркетинге является эпоха продаж. Она основывается на производстве, берет ориентир на нём. Однако стоит заметить, что при развитии рыночных отношений, значительно растёт конкуренция. При увеличении конкуренции создаётся угроза сбыту товара и поэтому всё внимание направляется на него. В этом деле на помощь приходит маркетинговая ориентация.

Маркетинг старается удовлетворить потребности потребителя и завлечь их внимание к определённом товару. Профессионалы в данной сфере, которые отвечают за вопросы рекламы и сбыта на предприятие называются маркетологами. Именно с помощью их знаний и трудов потребители узнают о товаре и стараются как можно быстрее приобрести его в использование. Специалисты разрабатывают тактику предприятия, строят различного вида политику: товарную, ценовую, сбытовую, стратегию продвижения.

Сам маркетинг зародился довольно таки давно и очень быстро обрёл свою популярность и положительную славу. По некоторым данным, становление маркетинга определяется периодом пятидесятих годов двадцатого столетия. Зарождение данного инструмента относят к связи с Японией. Впервые политику маркетинга применил на своём магазине Мицуи, которая принесла ему следующие блага:

1. Стал потребителем для покупателей, он закупал только те продукты, в которых реально нуждались потребители его магазина
2. Выходил на поиски источников и капиталов для производства нужных товаров
3. Освоил метод полного возврата средств за товар, который по какой-либо причине не подошел покупателю, и он захотел его вернуть
4. Освоил принцип расширения ассортимента для покупателя

Маркетинговая деятельность предприятия складывается по определённым принципам и представляет собой деятельность, в первую очередь, связанную с творчеством и управлением. Деятельность заключается в анализе рынка и рабочих ресурсов, складывающееся на оценке потребностей потребителей.

С помощью маркетинга координируются многие сферы производства. Определяется на какой процесс стоит обратить больше внимание, какие товары производить, как модифицировать продукт, как продать товар дороже и быстрее и т.д. Вся основа лежит на контакт с потребителем и сбор информации по поводу качества товара или услуги. Покупатель предъявляет свои требования по поводу товара или услуги, показывает какие моменты лучше проработать быстрее и качественнее, складывает техническую базу. Следовательно, таким образом, потребитель дает предпосылки создания качественных продуктов и распределению рынка по производителям.

Всего в сфере маркетинга различают четыре основных вида:

1. Производственный маркетинг. Акцент в данном виде делается на платёжеспособность потребителей, спрос на товар, цену, которую готовы отдать за определённый продукт и скорость её реализации.

2. Продуктовый маркетинг. Акцент делается на качество произведённого продукта, учитываются технологии и применяется аналитический прогноз спроса покупателей. Также важную роль здесь играет внимание запросам рынка и готовности увеличить количество произведённого товара при первой готовности рыночной системы удовлетворить ожидания предприятия.

3. Сбытовой маркетинг. Акцент приходится на объём продаж. Предприятия стараются как можно чаще обновлять и расширять ассортимент товаров и ускорять товарооборот. Есть большие риски в ситуации с малоожидаемым спросом.

4. Маркетинг потребительского спроса. Главным ориентиром является момент удовлетворения потребностей покупателя. Берётся в расчет социальное положение многих групп общества, их отличия, различия в желаниях и желаемом продукте. Также основа складывается на динамике спроса и высчитанной номенклатуре продукции. Однако данная маркетинговая деятельность довольно затратный способ, так как требуется много времени на анализ рынка и реализацию предложенных стратегий. Это может позволить себе не каждая организация, однако при применении данного способа – покрываются все виды издержек и предприятие выходит на более высокий и значительный уровень, что даёт огромное конкурентное право перед другими участниками рыночного процесса. Тем самым, деятельность фирмы приносит большую прибыль и полностью окупает маркетинговую деятельность.

Маркетинговая деятельность представляет собой комплекс действий, которые направлены на:

1. Анализ спроса, потребителя
2. Анализ конкурентной стороны рынка, конкурентов, уровня и формы
3. Исследование деятельности в сфере рекламы
4. Анализ определённых ниш рынка
5. Изучение и определение более эффективных методов продвижения товара в рыночной системе.

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МЕТОДИКА ЭКОНОМИЧЕСКОГО ПРОГНОЗА

*Аннотация: Как осуществляется экономическое прогнозирование?
Основные методы.*

*Ключевые слова: Экономика. Прогноз. Цель. Предприятие. Анализ.
Деятельность. Методы. Финансы. Система.*

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ECONOMIC FORECASTING METHODOLOGY

Annotation: How does economic forecasting work? The main methods are.

Keywords: Economice. Forecast. Objective. Enterprise. Analysis. Activity. Methods. Finance. System.

На данный момент большую роль в экономике играет методика прогнозирования, она позволяет подготовиться к предстоящим изменениям в финансовом секторе.

Рассмотрим методы прогнозирования:

В изыскательное прогнозирование, так как оно является ответвлением технического планирования, заложена основа на предстоящие установления тенденций в технической, электронной сфере.

Нормативное прогнозирование представляет собой ориентацию на организацию, на то, как перемещаются технологии. То есть от более высокого уровня к более низкому. Данный метод также является разновидностью технологического прогнозирования, поэтому уходи своим происхождением и направленностью в научное развитие. Однако не в электронной сфере, а в сфере глобальных открытий и исследований, которые способствуют или должны способствовать более комфортному существованию человечества и отвечать на изменяющуюся экономическую ситуацию в мире.

Считается, что одним из сложных моментов в вопросе методов прогнозирования является попытка максимально полезного совмещения нормативного и изыскательского прогнозирования. Так как при их реализации используются различные способы и методы.

К методам изыскательского прогнозирования относят:

- моделирование
- анализ
- наблюдение
- использование эмпирических данных и другое

Рассматривая метод сценариев в сфере прогнозирования, можно сказать, что это один из самых точных методов и способов определения экономических прогнозов, так как помимо использования эмпирических данных, в этом методе берётся в счёт опыт прошлых лет, профессиональных экспертов, имеющих высокую квалификацию. Тем самым, создаётся удачный и результативный тандем, который даёт максимально точную информацию.

Метод Дельфи включает в себя проведение небольшого опроса специалистов, входящих в экспертную группу.

Использование причинно-следственных методов предполагает применение регрессивных математических методов. Регрессионные модели разрабатывают дальнейший план действий и предполагает выработку регрессионной модели успешного бизнес плана.

Сам процесс составления прогноза включает в себя несколько уровней:

1. Подготовка к разработке прогноза
2. Формулирование конкретной задачи, которая является целью проведения исследования
3. Собрано достаточное количество информации для полного отражения экономического состояния
4. Назначение специальной экспертной группы
5. Обеспечение методического сопровождения
6. Привлечение компетентных специалистов
7. Информационная подготовка процесса прогнозирования

После подготовки всех процессов, сбора всей нужной информации и методического сопровождения, экспертная группа получает задачу проведения разработки плана-прогноза. Так как именно подготовка и базовые показатели влияют на успех самого прогнозирования, составлению базы уделяют большое значение и это очень тщательно проверяется и контролируется.

Также, большую роль в разработке прогноза играет использование новейших информационных технологий. Так как в современном мире все сферы жизни должны отвечать текущим и меняющимся условиям. Если в процессе будут использоваться последние научно-технические средства,

анализ прогнозирования будет иметь максимально высокую точность и на него с уверенностью можно будет положиться.

Еще одним важным условием в проведении маркетинговых исследований является тот факт, что исследования должны быть регламентированы и отвечать нормативам. Это означает, что группа экспертов должна подготовить ряд документов, прежде чем сможет начать составление самого прогноза.

В эти документы входит: состав аналитической группы, контрактные листы с членами экспертной группы, документированное разрешение на проведение исследования.

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РОЛЬ БУХГАЛТЕРСКОГО УЧЁТА НА ПРЕДПРИЯТИИ

*Аннотация: В чём заключается роль бухгалтера на предприятии?
Какие функции выполняет бухгалтерский учёт?*

Ключевые слова: Учёт. Фирма. Рынок. Предприятие. Бухгалтерский учёт. Бухгалтер. Финансы.

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THE ROLE OF ACCOUNTING IN AN ENTERPRISE

Annotation: What is the role of the accountant in an enterprise? What are the functions of an accountant?

Keywords: Accounting. Firm. Market. Enterprise. Accounting. Accountant. Finance.

Известный факт, что каждое предприятие совершает хозяйственные операции, на которых основывается деятельность самого производства. Можно сказать, любая такая операция или действие обязательно проходит через систему бухгалтерского учёта.

Рассмотрим на теории, что такое бухгалтерский учёт. Это структурная система сбора, распределения и обобщения информации о том, в каком состоянии находятся финансы предприятия на данный момент. Простыми словами – это система учёта. Стоит также отметить, что учёт полностью документирован и декларирован, так как в таком виде учёта нет права на ошибку или неточность.

Функции бухгалтерского учёта:

1. Регистрационная функция. Абсолютно все хозяйственные операции и действия по началу проходят регистрацию в документах учёта. Именно с первичного учёта начинается дальнейшие действия всех хозяйственных операций. Если документ не проходит первичную

регистрацию, то он будет утерян из всех баз и на него не поступят все необходимые данные и таким образом, «ломается» цепочка учёта.

2. Информационная функция. В современных условиях компьютерных и системных технологий процесс бухгалтерского учёта упрощён и систематизирован. Существует множество программ, с помощью которых вести отчётность комфортно и быстро. Именно с помощью этого происходит систематизация зарегистрированных данных и документов. Тем самым, при первом запросе в базе, можно получить всю необходимую информацию – аналитическую информацию, результаты имущественной деятельности, документацию за определённый отчетный период и все остальные необходимые документы.

3. Функция обратной связи. Именно благодаря бухгалтерской системе существует полная отчётность о деятельности предприятий, информация о выполнениях или невыполнениях нормы, показателей за каждый квартал и прочих важных показателей. Данная отчётность может быть предоставлена управленческим позициям. Затем управленцы с командой профессионалов проанализируют все документы и разработают положительную тактику движения предприятия.

4. Аналитическая функция. Вся информация, предоставляемая кабинетом специалистов в системе бухгалтерского учёта, является достоверной и точной. Так как, как говорилось ранее, у бухгалтера нет права на ошибку или неточность. Ведь, если появится какая-то ошибка, то разрушится целая система и все показатели потеряют свою достоверность.

5. Функция контроля. С помощью показателей бухгалтерского учёта можно отследить деятельность предприятий. На фоне этого можно попросить предоставить полный анализ расходов и приходов государства. Так как предоставляемые данные содержат в себе информацию минимум по 2 отчётным периодам, что может позволить составить грамотный анализ и путь дальнейшего развития производства. Если по отчётности в ближайшем будущем будет ухудшение экономической обстановки и самого предприятия, руководством предпринимаются определённые меры для устранения всех проблем.

6. Функция сохранности собственности. Не трудно догадаться, что нахождение средств в полном контроле и учёте хорошо сказывается на сохранности этих средств. Так как обязательно все финансовые ресурсы, имущественные ресурсы, вложенные и выведенные капиталы, будут находиться под строгим контролем и не возникнет недостатков ресурсов.

Таким образом, бухгалтерский учёт играет огромную роль на предприятии. Множество функций и задач включает в себя данный вид учёта, он позволяет регистрировать, хранить, инвентаризировать имущество предприятия и вложенные капиталы. Неучтённая хозяйственная операция - это огромный минус в каждой фирме, поэтому роль бухгалтерского учёта по праву оценена верно и достойно.

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СУЩНОСТЬ ЛИЗИНГА

Аннотация: Какие основные преимущества лизинг имеет перед другими способами аренды и кредитования?

Ключевые слова: Лизинг. Сделка. Аренда. Имущество. Юридическое лицо. Лизинговая компания.

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LEASING ESSENCE

Annotation: What are the main advantages of leasing over other forms of renting and lending?

Keywords: Leasing. Deal. Leasing. Property. Legal person. Leasing company.

Данным способом аренды и приобретения имущества часто пользуются предприятия. На экономической производственной сфере очень распространено использование лизинга для покупки нового оборудования. Это удобно со стороны экономии и сбережения средств.

Преимущества, которые получает лизингополучатель при заключении договора лизинга:

1. Активы в виде оборудования или транспорта получают измененный порядок страхования. Вместо привычного страхования на ограниченный срок, объект страхуется на весь период пользования.

2. Лизинг закрывает проблему нехватки средств на покупку нового оборудования или транспортного средства.

3. Уменьшается налоговая база, касаемая налога на прибыль

4. Лизинговые платежи имеют довольно гибкую и комфортную систему платежей.

5. Получение льгот с уплаты таможенных пошлин, если предприятие использует международный импортный финансовый лизинг.

6. Возможность вернуть средства в форме продукции

7. Безопасность сделки
8. Расходы согласованны
9. Арендодатели владеют хорошей маркетинговой информацией.
10. Чёткое разграничение и порядок лизинговых платежей
11. Использование льгот в системе налогообложения
12. Небольшое влияние меняющихся условий рынка

Лизинговая аренда рассматривается как объект финансовой аренды. Государство также видит в лизинге некую пользу, так как при проведении исследования, определенные расчеты, показали, что финансовая активность данной аренды стоит на более высоких позициях по отношению больших кредитных заёмов.

Лизингополучатель обретает возможность брать в счёт большее количество производительных мощностей, по сравнению с приобретением актива. Потому что в данной ситуации получается временное высвобождение актива и руководство может использовать эти финансы в более нужном деле, чем покупка и пользование активом.

Также при заключении лизингового договора, лизингополучатель обретает возможность координировать и анализировать свои расходы. Имеет возможность просматривать и регулировать вложения, как капитальные, так и вложения от выпускаемой продукции, что также является важной чертой лизинга.

В современном мире государство идут в ногу со временем, поэтому данный способ аренды получил большую популярность среди потребителей и большую поддержку со стороны самих государств. Это можно объяснить тем, что лизинг является лояльной и комфортной системой аренды, на данный момент, трудно найти альтернативу и доказать другой, более удобный метод.

Поэтому в государствах проводится государственная политика, направленная на расширение и поощрение лизинговых операция.

Тем, самым, можно сделать вывод, что в быстро меняющихся условиях экономического течения важно следовать трендам и идти в ногу со временем. По последним данным, лизинговые компании начали расширять свой род деятельности. Если раньше лизинг был доступен только юридическим лицам и индивидуальным предпринимателям, то на данный момент компании занимаются уже и арендой физическим лицам. Что означает быструю популярность, вариативность предложения. Существует большой спрос на данную услугу и частные и юридические лица, занимающиеся лизингом, не теряя эту возможность, используют свои ресурсы на максимум. Это один из признаков успешной конкурентоспособности фирмы или компании. Умение устроиться в современном мире и предлагать свои наиболее комфортные условия сделок.

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МЕТОДОЛОГИЯ РАЗВИТИЯ БИЗНЕСА

*Аннотация: В чём заключается успех развития предприятия?
Основные инструменты развития бизнеса.*

*Ключевые слова: Бизнес. Предприятие. Развитие. Методы.
Инструменты. Успешность.*

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BUSINESS DEVELOPMENT METHODOLOGY

*Annotation: What is the success of business development? The main tools
for business development.*

Keywords: Business. Enterprise. Development. Methods. Tools. Success.

В современной экономике огромную роль в развитие бизнеса играет методология его развития. Чем больше времени и внимания ему уделяется, чем качественнее проводится анализ, тем лучше будут функционировать его системы.

Деятельность предприятия - это совокупность множества факторов, от результативности которых зависит успех компании. Рассмотрим некоторые инструменты.

Одним из главных инструментов на рынке является Маркетинг.

Маркетинг старается удовлетворить потребности потребителя и завлечь их внимание к определённом товару. Профессионалы в данной сфере, которые отвечают за вопросы рекламы и сбыта на предприятие называются маркетологами. Именно с помощью их знаний и трудов потребители узнают о товаре и стараются как можно быстрее приобрести его в использование. Специалисты разрабатывают тактику предприятия, строят различного вида политику: товарную, ценовую, сбытовую, стратегию продвижения.

Также в деятельности фирм часто играет роль прогнозирование, с помощью которого эксперты предугадывают изменения в экономической сфере и начинают политику преобразования в сторону спроса и экономических тенденций.

Самым неординарным и коммуникативным методом является коллективная генерация идей. Создаётся небольшая дискуссия, в ходе которых предлагаются различные идеи, абсолютно любые мнения и высказывания. Целью данного метода является сбор максимально честной, точной информации о предприятии и генерация новых идей, которые в скором будущем могут внедриться в производство и играть организационную роль в процессе.

В заключение всей дискуссии совершается оценка качества опроса и дальнейшее рассмотрение предложений. Экспертной группой мнения могут быть отклонены, в случае нецелесообразности их введения и приведения предприятия к стагнации и регрессу.

Либо предложения могут быть одобрены и включены в дальнейшее производство с последующими доработками и доведениями идеи до идеала, который сыграет результативную роль в жизни фирмы и положительно скажется на её конкурентоспособность.

Само прогнозирование составляет руководство предприятия, так как именно руководитель имеет полную исчерпывающую картину о производстве предприятия, о динамике работ, об успешности выхода на рынок и даже полную картину о своих подчиненных работниках. Поэтому от прогноза руководителя зависят дальнейшие пути развития предприятия.

Чем правильнее и точнее управляющий сможет выполнить ряд действий для прогноза внутренних и внешних условий, тем успешнее будет работа производства в грядущем будущем.

Также быстроидущий прогресс в сфере науки и технологий побуждает к появлению новейших товаров и услуг. Тем самым, создается большая конкуренция на рынке среди производителей. Однако, если предприятие сумело сделать грамотный прогноз, сумело правильно предвидеть меняющиеся условия. Это наоборот увеличит обороты производства и выведет его на новый конкурентоспособный уровень.

Тем самым, можно сказать, что все эти детали и инструменты складывают собой большой механизм, который функционирует в зависимости от них.

Предприятие не может использовать лишь один инструмент, так как это будет не эффективно и безрезультатно. Лишь посредством сложения всех ресурсов, можно получить значимый и положительный результат.

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STEAM - ОБРАЗОВАНИЕ И ПЕРСПЕКТИВЫ ЕГО РАЗВИТИЯ

Аннотация: В работе указаны основные преимущества STEAM образования, его виды и роль в подготовке специалистов, основные задачи концепции образования. Подход основан на сочетании теоретических и прикладных навыков, т.е. нескольких областей знаний.

Ключевые слова: образование, программа концепции, STEAM подход, нанотехнологии, программисты, креативное направление, индустриальное развитие, навыки, популяризация обучения.

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STEAM - EDUCATION AND PROSPECTS FOR ITS DEVELOPMENT

Abstract: The paper indicates the main advantages of STEAM education, its types and role in the training of specialists, the main tasks of the concept of education. The approach is based on a combination of theoretical and applied skills, i.e. several areas of knowledge.

Key words: education, concept program, STEAM approach, nanotechnology, programmers, creative direction, industrial development, skills, popularization of education.

Программа обучения сочетающая занятие естественными науками, технологией, инженерной и математической получила название STEM + STEM программой, иногда добавляется буква А - искусство, гуманитарные науки.

Подход основан на сочетании теоретических и прикладных навыков. Здесь охватывается сразу несколько областей знаний т.е. использование информации, проверка фактов. STEAM образование создает стойкие

логические связи между дисциплинами, что помогает учащимся смотреть на мир глобально, замечать закономерности и подобия в разных сферах, деятельности, например учитель технологии. Чтобы быть успешным специалистом нужно комбинировать и развивать навыки изобретателя, ученого, менеджера, психолога и т.д. Чтобы решить конкретную задачу учащиеся ориентируются на интеллект и находчивость.

STEAM - подход уничтожает устаревшие понятия о “техническом” и “гуманитарном” складе ума. Первоначальная цель STEAM – образования заключалось в популяризации обучения в научной сфере. Сейчас разрабатываются учебные планы STEAM, так чтобы готовить студентов не только к работе в сфере технологии но и в инженерной работе. Инвестиции в образовании не ограничиваются компьютерами, также включают в инфраструктуру программы квалификации преподавателей.

Концепция STEAM образования не новая, учебные заведения изменяют свои подходы к этой технологии. Основанный на технологиях учебный план, ориентируется на обучении навыкам, помогает учащимся приобрести определенные навыки, развить мышление, что подготовит его к быстро меняющемуся миру и рабочим процессам будущего. Старая модель STEAM образования готовила студентов к работе с технологией. В настоящее время это стало неотъемлемой частью нашей жизни и работы.

“Если мы будем сегодня учить детей так как и вчера, то мы украдем их завтрашний день” - Джон Дьюи

Современные темпы информатизации, повсеместная цифровизация системы образования и преобразования, ее парадигмы приводят к изменению подходов к обучению. Существуют следующие STEAM технологии (STEM, STEAM, STREAM, STEAM,...) Анализируя опыт стран по использованию STEAM программ, был сделан вывод, что данная технология является весьма интересной и полезной с точки зрения развития навыков будущего (коммуникации, кооперации, критического мышления, креативности.)

Среди перспектив развития STEAM образования существует три основных направления персонализации образования, фокус на проектном мышлении и командной работе, смешанный формат обучения. В долгосрочной перспективе STEAM должна стать не только частью образовательных программ университетов, но и школ. Это поможет выстроить единую систему подготовки, повысить эффективность всей системы образования, конкурентоспособность отечественной науки и промышленности.

За последние несколько лет в сфере инновационной экономики все больший вес приобретают креативные индустрии, связанные с интеллектуальной и творческой деятельностью: компьютерные технологии, виртуальная реальность, дизайн, мода, реклама, анимация и

т.д. Креативные отрасли во всем мире становятся движущей силой экономического роста, а занятость молодежи в креативной индустрии уже превышает занятость в реальном секторе. Эти перемены ставят новые задачи перед системой образования, а именно – необходимость большого включения в программу обучения творческих и художественных дисциплин.

Например в вузе Сteam предполагает включение в нее не только инженерных и естественных STEAM предметов, но и гуманитарных и творческих дисциплин: литература, дизайн, архитектура, изобразительное искусство, предметы и технологии.

Гуманитарное Артс – дисциплины развивают умение находить выход в состоянии неопределенности, неоднозначности и двусмысленности. Так осуществляется гармоничное сочетание научной строгости и творческой свободы. Благодаря развитию нелинейного мышления и воображения великие музыканты, литераторы, художники дали миру величайшие открытия. Например с применением STEAM – подхода студент может решить такие задачи как: отстаивание своего мнения, критика, повышение компетентности, приобретение навыков, применение новых принципов дизайна, развитие маркетинга, усиление творческого потенциала.

Во многих странах STEAM образование становится приоритетным т.к ощущается нехватка инженеров, специалистов высокотехнологичных производств, появятся профессии связанные с био- и нанотехнологиями.

Учитель технологии швейного производства должен хорошо знать: швейное оборудование, их преимущества и недостатки, качество материала для изготовления изделий, оборудование влажно- тепловой обработки изделий, качество и ассортимент используемых нитей, дизайн изделий, этику, эстетику, контрастность светов и их сочетание, моделирование, конструирование и только тогда, это будет хороший специалист, способный создавать новые, красивые модели, так как технология позволяет испытывать научные знания на практике.

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ПРЕПОДАВАНИЕ – ЭТО ИСКУССТВО

Аннотация: Основной проблемой высшей школы является всемерное повышение качества подготовки специалистов и качество подготовки опытных учителей, преподавателей. По мере своего развития математика, как и другие науки обогащаются не только новыми информациями. Темпы прогресса ставят перед системой образования трудную задачу, т.е. передавать ученикам, студентам все больше знаний. В статье речь идёт о размышлении авторов о путях улучшения качества занятия опираясь на примеры из своих опытов, практики.

Ключевые слова: образование, преподавание, доступность, простота, последовательность, арифметическая прогрессия, вероятность, теорема, числа Фибоначчи.

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TEACHING IS AN ART

Annotation: The main problem of higher education is to improve the quality of education in all respects. This requires high-quality of experienced teachers and trainers. This article discusses questions about teaching of mathematics. Ways to improve the quality of math lessons are being considered. The article deals with the authors' thoughts on ways to improve the quality of the lesson based on examples from their experiences - practice.

Key words: Education, teaching, accessibility, simplicity, consistency, arithmetic progression, probability, theorem, Fibonacci number.

Князь Болконский: «Чтобы развить деятельность и ум, давал своей дочери-княжне Марии уроки алгебры и геометрии».

(Л. Толстой «Война и мир». М., т I.)

В условиях быстрого роста количества научной информации и столь же быстрой ее переоценки особую важную роль играет фундаментальное математическое образование не только инженеров специалистов. В настоящее время уже достоверно известно, что результаты любой науки будут обоснованными, точными только в том случае, когда исследование их основывается на математике. Развитие во всех сферах, т.е. всеобщее развитие тесно связано с состоянием математического образования.

Например, известно, что в пятидесятых - шестидесятых годах прошлого века в СССР получило бурное развитие космонавтика и ещё известен тот факт, что олимпийская команда учеников в стране по математике имели отличные успехи за эти годы. То же самое, можно говорить и о китайском феномене.

Обучение – это сложный процесс.

Потому, что каждая дисциплина или наука имеет свою специфику в том числе и математика. Математика как дисциплина, пишет Б. В. Гнеденко, требует строгой последовательности в приобретении знаний, а в литературе, например, на много проще, т.е. можно приступить к изучению творчества Пушкина, имея слабое представление о творчестве Шекспира [1].

Учитель не только учит детей, преподаватель не только преподаёт урок, этого мало, т. е. они должны установить взаимопонимание со своими учениками. Они должны вызвать интерес учащихся при процессе занятия. Их задача не только преподавать урок и обеспечить их информацией. Одним словом, в процессе обучения требуется мастерство учителя, преподавателя. Здесь так же играет важную роль простота и доступность [3].

Следующий пример подтверждает, насколько важно мастерство учителя:

В одном из прибалтийских республик в 1906 году шестилетняя девочка вместе с отцом на крыше своего дома с помощью самодельного телескопа наблюдали на небе комету Икар. Девочка в будущем выросла и стала учительницей математики, физики и астрономии, и известен такой факт: все ее ученики одного выпускного класса (около тридцати учеников), в 1936 году поступили в Московский университет как одна группа физического факультета. Комментарии излишни.

Когда речь идёт о простоте материалов уместно вспомнить слово Д. Гильберта. «Выкладки на лекции должны быть на уровне таблицы умножений» [2].

В процессе обучения на каждом занятии необходимо вызвать интерес слушателей. Приведём некоторые примеры, не идеальные, конечно, а просто примеры.

О теореме Пифагора. В настоящее время известно около двухсот доказательств разного вида этой теоремы. Ниже вспомним один из самых простых вариантов доказательств формулы Пифагора.

$$(a + b)^2 = 4 \cdot \frac{1}{2} ab + c^2,$$

Из рисунка видно, что площадь квадрата равна $a^2 + b^2 = c^2$, а после не сложных упрощений получим то, что надо:

Об арифметической прогрессии. Допустим, тема урока – арифметическая прогрессия. При этом возможно, что учитель после объявления темы, будет объяснять определение этого понятия. Затем начнёт вычислять и строить формулу общего члена и суммы первых n членов прогрессии. Конечно, этот процесс сопровождается необходимыми примерами. Можно признать, что вполне нормальный урок.

А опытный преподаватель сначала будет приводить несколько примеров на числовые последовательности, и просит выделить среди них таких как, имеющих определенные закономерности по изменению членов последовательности. Объяснит определение понятия арифметической прогрессии.

После, предложит найти сумму от 1 по 10. Конечно, ученики быстро найдут ответ. А потом просит также быстро найти суммы чисел от 1 до 100. Но ученики на этот вопрос не сразу будут отвечать. И здесь можно рассказать, что юный И. Гаусс как решил такую задачу:

$$S = 1 + 2 + 3 + \dots + 99 + 100$$

$$100 + 99 + 98 + \dots + 2 + 1$$

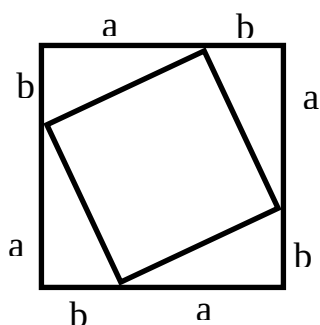
$$2S = 101 \cdot 100 = 10100, \quad S = 5050.$$

Этот пример убедительно показывает, что математика – именно наука об умении нахождения способов, методов решения примеров, задач и проблем.

Числовые последовательности. Возможно, будет интереснее, если начинать урок с одной древней задачей [4].

Сколько пар кроликов в один год от одной пары рождается?

Некто поместил пару кроликов в некоем месте, чтобы узнать, сколько пар кроликов родится при этом в течение года, если через месяц пара кроликов производит на свет другую пару, а рожают кролики со второго месяца после своего рождения. Так как первая пара в первом месяце даёт потомство, удвой, и в этом месяце окажутся 2 пары; из них одна пара, а именно первая, рождает и в следующем месяце, так что во втором месяце оказывается 3 пары, из них в следующем месяце 2 пары



будут давать потомства, так что в третьем месяце родятся ещё 2 пары кроликов и число пар кроликов в этом месяце достигнет 5 и т. д.

В результате имеем следующий числовой ряд:

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144, 233, 377.

Итак, в последнем месяце они дают 377 пар. Эти числа называются числами Фибоначчи.

В общем виде рассмотрим следующую числовую последовательность:

$U_1, U_2, \dots, U_n$, в которой каждый член равен сумме двух предыдущих членов, т. е. $n > 2 \quad U_n = U_{n-1} + U_{n-2}$.

О введении к теории вероятностей. Прежде чем перейти к изложению основных понятий теории вероятности можно рассказать о том, как пришёл Б. Паскаль к понятию вероятности [5].

Некий игрок в кости француз придумывал новые правила игры. Он выиграл если при четырёхкратном бросании кости хотя бы один раз выпадало 6 очков. Ради интереса он обратился к своему другу, математику Б. Паскалю изучить эту игру и оценить шансы его на выигрыш.

Его рассуждения заключаются в следующем. Мы знаем, что игральная кость – это шестигранный куб и на этих гранях написаны цифры 1, 2, 3, 4, 5, 6. При бросании кости выпадение любой из этих очков является случайным событием. Все эти события он считает «равновозможными».

При однократном бросании кости шанс на выпадения любого числа очков можно оценить равной $1/6$, т. е. вероятность выпадения шести очков равна $1/6$.

При двукратном бросании кости всех равновозможных случаев будет $36 = 6 \cdot 6 = 6^2$. Из этих случаев в 11-ти шестёрка появится хотя бы один раз и в $25 = 5 \cdot 5 = 5^2$ случаях шестёрка не выпадет ни разу. Шансы на появление шестёрки хотя бы один раз будет $11/36$.

Другими словами, вероятность появления хотя бы одной шестёрки при двукратным бросании кости равна $11/36$, а вероятность не появления ни одной шестёрки будет $25/36$.

При трёхкратным бросании кости число всех возможных случаев будет $216 = 6 \cdot 6 \cdot 6 = 6^3$, а число случаев в которых шестёрка не выпадет ни разу равна $125 = 5 \cdot 5 \cdot 5 = 5^3$. А для случая четырёх костей это число будет равно $625 = 5 \cdot 5 \cdot 5 = 5^4$. Следовательно, что шанс на выигрыш можно оценить числом 671, а на проигрыш 625. Другими словами, вероятность того, что при четырёхкратном бросании кости появится хотя бы одна

шестёрка, т.е. вероятность выигрыша игрока равна $671/1296$, а вероятность проигрыша $625/1296$.

Теперь можно утверждать, что вероятность выигрыша больше, чем вероятности проигрыша. Конечно, эти рассуждения привело Паскаля классическому определению вероятности. А потом можно излагать определение достоверных и невозможных событий, хотя бы например, со следующими простейшими примерами:

В урне находится десять белых шаров. Найти вероятность того, что наудачу взятый шар окажется белым $(U) - P(U) = 10/10 = 1$.

А вероятность того, что этот шар окажется черным $(V) - p(V) = 0/10 = 0$.

И в дальнейшем можно перейти к изложению других понятий теории вероятности.

В заключении хотим отметить, то что выше было изложено, в нем нет особых открытий. Это только в некотором смысле «цитаты» из опытов авторов, хотя бы для молодых преподавателей. И здесь обратим внимание на то, что пишет Дж. Пойа о преподавании математики [6].

«Преподавание – не наука, а искусство, хоть это меньше заметно – имеет так же нечто общее с музыкой».

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МЕТОДИКА И МОДЕЛЬ ОЦЕНКИ КАЧЕСТВА ГОСУДАРСТВЕННЫХ УСЛУГ, АДАПТИРОВАНИЯ К РОССИЙСКОЙ СИСТЕМЕ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ

Аннотация: в статье представлены методика и модель, при помощи которых можно максимально эффективно оценить деятельность предоставляемых государством услуг, опираясь на мнение потребителей и самих работников сферы, а также выявить недостатки и устранить их.

Ключевые слова: качество государственных услуг, оценка качества, модель GAP, модель ACSI, модель EPSI, удовлетворенность потребителей.

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METHODOLOGY AND MODEL FOR ASSESSING THE QUALITY OF PUBLIC SERVICES, ADAPTING TO THE RUSSIAN SYSTEM OF PUBLIC ADMINISTRATION

Abstract: the article presents a methodology and a model with the help of which it is possible to evaluate the activities of services provided by the state as effectively as possible, based on the opinion of consumers and employees of the sphere themselves, as well as to identify shortcomings and eliminate them.

Keywords: quality of public services, quality assessment, GAP model, AKA model, EPSI model, customer satisfaction.

На сегодняшний день в Российской Федерации важную роль играют органы государственной власти, поэтому все вопросы, связанные с ними, автоматически имеют актуальность и высокую социальную значимость. В качестве результата деятельности может выступать многопрофильная оценка населения, точнее анализ взаимодействия граждан с государством, роль которого могут выполнять органы исполнительной власти или же федеральные органы. В зависимости от того, насколько эффективно

проведена работа определенного ведомства будет зависеть общее благосостояние жизни населения.

Под качеством государственных услуг подразумевается комплексный процесс, в основе которого лежит принцип, основанный на обратной связи. Он включает в себя степень удовлетворения клиентов от полученной ими услуги, а также уровень соответствия органов управления поставленным целям и задачам, предписаниям и так далее.

Существует методика, при помощи которой можно многосторонне оценить качество услуг, предоставляемых государством. В ее основе лежит синтез 3 подходов:

1. Первая модель включает в себя описание определенных разрывов, из-за которых клиенты остаются неудовлетворенными в сфере предоставления услуг. Модель носит название GAP (с английского gap – разрыв).

2. Вторая модель представляет собой отчетность, которая собирается каждый квартал и на ее основе подсчитываются баллы. Итоговое количество баллов покажет, насколько клиенты удовлетворены. Модель называется ACSI (с английского European Customer Satisfaction Index – европейская степень удовлетворенности клиента).

3. Третья модель строится на отношениях между клиентами (персоналом) и компанией. Выявив связи можно будет сделать вывод, какие факторы негативно влияют на отношения, чтобы в будущем повысить уровень удовлетворенности.

Прежде всего нужно структурировать этап организации и ответить на такие вопросы как:

- На что будет направлена деятельность, какой результат нужно получить?
- На основе какой информации будет производиться работа, какая модель будет в обороте?
- На какую аудиторию рассчитан проект?
- Кто будет составлять основную рабочую силу в достижении цели?
- Какие индикаторы будут отражать состояние рабочего процесса?
- В какой последовательности будут выполняться процессы?

После завершения этапа организации наступает этап информационный:

- Производится сбор информации, а также определяется сфера, которая подвергается исследованиям.
- Создаются специальные бланки, при помощи которых производят сбор информации непосредственно у клиентов. Чаще всего такие бумаги имеют вид анкет.

После получения необходимой информации можно приступить к ее разбору:

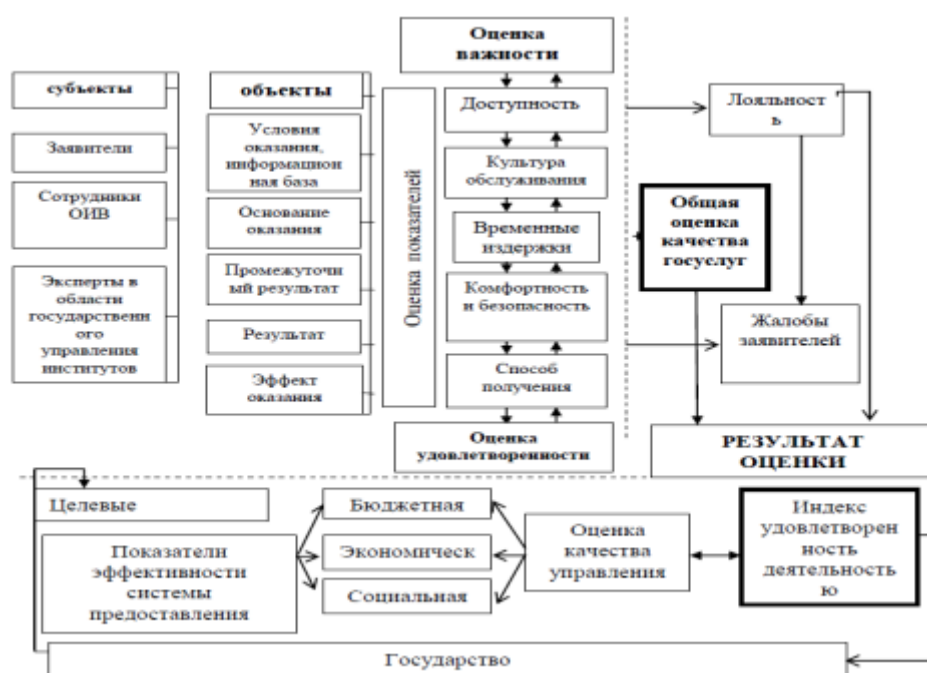
- Строится схема, с учетом важных оценочных критериев.

- Оценивается удовлетворенность государственными услугами.
- Анализ расхождений средних оценок «важности» и «удовлетворенности».

- Формирование результатов.

И вот после организации, сбора и анализа информации следует завершение:

- Разрабатывается задание, на основе которого будут производиться исследования.
- Занимаются созданием определенных механизмов, которые будут мотивировать, управлять, а также прогнозировать дальнейшее развитие.



Если опираться на данную модель, то становится понятно, что оценка государственных услуг процесса не просто комплексный, он является жизненно необходимым на каждом этапе жизненного цикла.

Говоря об итоговом показателе: здесь такую роль выполняет показатель оценка эффективности деятельности правительства. Сюда включаются такие факторы, как степень взаимодействия граждан и политических деятелей, качество реализации, качество проектирования и разработки и т.д.

Подводя итоги, можно выделить 7 основных принципов, на которых базируется представленная методика:

1. Сперва определяется группа потребителей, которой будет предоставляться обслуживание в лице госучреждения.
2. Проводится опрос, в ходе которого выявляют все актуальные потребности клиентов, а также составляется статистика удовлетворенности предоставляемыми услугами.

3. Далее проводится опрос уже среди работников, чтобы выявить недостатки работы.

4. До граждан доносят всю необходимую информацию касательно предоставляемого спектра услуг.

5. Конечным потребителям дают выбор в сфере услуг, дают выбор их получения.

6. Население получает доступ ко всей заинтересовавшей их информации в полном объеме.

7. В случае с жалобами со стороны граждан происходит поиск путей их разрешения с максимальной эффективностью.

Заключение. Таким образом, представленная модель поможет осуществить многопрофильную оценку услуг, предоставляемых государством на всех этапах жизненного цикла продукта, с учетом причинно-следственных связей и при этом, учитывая мнения разных групп потребителей.

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НОВАЯ ПАРАДИГМА И МЕТОДЫ ИННОВАЦИОННОГО УПРАВЛЕНИЯ РЕСУРСОСБЕРЕЖЕНИЕМ

Аннотация: в работе рассмотрено такое понятие как «ресурсосбережение». Данная система управления базируется на инновационном ресурсозамещении и позволяет повысить качество продукции, при этом уменьшая итоговые затраты.

Ключевые слова: ресурсосбережение, инновационное ресурсозамещение, механизм управления, принципы замещения.

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A NEW PARADIGM AND METHODS OF INNOVATIVE RESOURCE MANAGEMENT

Abstract: the paper considers such a concept as "resource conservation". This management system is based on innovative resource substitution and allows you to improve the quality of products, while reducing the final costs.

Keywords: resource conservation, innovative resource substitution, management mechanism, principles of substitution.

В связи с тем, что в современном обществе экономически развитые страны постоянно прогрессируют возникает потребность в преодолении критической разницы между странами с развитой структурой и странами, которые в меру своей индустриальных особенностей. Из-за того, что развитые страны банально не обладают достаточными возможностями, которые позволили бы сформировать и управлять развитием "человека инновационного", встал вопрос о разработке механизмов управления развитием организации. Механизмы должны базироваться на высоких технологиях.

Посредством введения данных систем на предприятие можно будет сократить несоответствия, тем самым, непосредственно, достичь главную цель механизмов – сделать предприятие более устойчивым и повысить эффективность инновационного функционирования.

Однако, на современном этапе развития, те системы управления ресурсами, которые функционируют во многих отечественных организациях не имеют возможности своевременно предоставить нужную стратегию по развитию ресурсоснабжения, основанных на инновациях.

Прежде чем начать разрабатывать методологию управления ресурсосбережением нужно дать определение понятию "инновационное ресурсозамещение", а также выявить, что общего между такими понятиями, как "ресурсосбережение" и "инновационное ресурсозамещение", а также, в чем их отличия. Для того, чтобы в дальнейшем в организации ресурсы использовались по максимуму, то есть коэффициент полезного действия стремился к единице, нужно выявить грань, на которой усиление и коммуникационный уровень будут в оптимальной пропорции.

Под инновационным ресурсозамещением можно понимать процесс, в ходе которого нематериальные ресурсы, например, интеллектуальные и организационные, вытесняют и занимают место ресурсов финансовых и материальных. В ходе преобразования нематериальных ресурсов появляются инновационные решения и продукты, которые дают глобальный прирост эффективности. Как итог, такое замещение дает возможность стабилизировать процесс, основанный на генерации, адаптации, коммерциализации и модернизации инновационных решений.

Чтобы включить данную систему в процессы организации потребуется целесообразно использовать принципы замещения, которые способствуют решению проблем, связанных с ресурсосбережением:

1. Принцип создания. В его основе лежит постоянный поток замещения, который вытесняет материальные и энергетические блага и добавляет интеллектуальные и организационные. Данный принцип позволит предприятию продвигать инновационную продукцию.

2. Принцип цикличности. В нем заложено отражение потребности организации в постоянном воспроизводстве процесса ресурсозамещения.

3. Принцип синхронизации. В идеале, нужно снизить конечные затраты на каждый из этапов жизненного цикла. Для этого в ходе производства каждый ресурс заменяется парой других, таким образом, чтобы итоговая себестоимость становилась, хоть и на 1 %, но ниже.

4. Принцип составления пропорций. В данном случае стратегия по развитию и инновационная составляющая в организации приводятся в баланс для рационального функционирования.

5. Принцип сингулярности. В связи с тем, что процессы, связанные с интеллектуальным и организационным ресурсозамещением имеют высокую степень важности, на них идет фокусировка и повышается приоритет выполнения.

Изучив и проследовав каждому из принципов разрабатывается определенный механизм, который даст возможность рационального

управления ресурсосбережением. При помощи различных методов, таких как метод оценки параметров конкуренции или метод сбора данных о целевых характеристиках, можно добиться улучшенного развития в сфере инноваций.

Для общей стабилизации каждый этап цикла проходит через согласование с другими этапами. Пройдя итоговую синхронизацию вырисовывается картина взаимосвязанных процессов и различных проектов. Концепция носит название «5К». В ее основе лежат такие понятия как:

- Координация
- Компетенция
- Коммерциализация
- Конкуренция
- Коммуникация

На основе представленной информации строится заключение, что в системе, фундаментом которой являются процессы, связанные с инновационными решениями, инновационный характер имеет устойчивое положение.

Генерация и адаптация. Синхронизация этих процессов подразумевает, что будет преобразование входных ресурсов в показатели эффективности использования ресурсов. Как итог, будет уменьшение времени, необходимого на процесс, будут уменьшаться итоговые затраты и так далее.

Адаптация и коммерциализация. Характерной чертой данного этапа является обеспечение инновационной привлекательности результатов научно-исследовательских и опытно-конструкторских работ.

Коммерциализация и модернизация. Данный этап предполагает, что продукты инновации будут произведены и проданы точно в срок. Для этого нужно соблюсти несколько условий, таких как обеспечение продукции необходимым уровнем качества и создание адресности вида товаров для конечного потребителя.

Модернизация и генерация. Предполагается, что этапы экономического освоения, а также этапы, связанные с производством, будут работать в ускоренном режиме. Для достижения поставленной цели зачастую используются инструменты бережливого производства.

Для того, что система имела возможность функционировать, строятся различные пути реализации методов, базируемых на проектных и процессных решениях. При помощи данного подхода происходит сопряжение между стадиями производства и коммерциализации.

Если судить по информации из различных источников, система себя хорошо зарекомендовала на практике в реальных условиях. Предприятия имели отличную конкурентоспособность благодаря методологии ресурсосбережения.

Заключение. Новая парадигма и механизм управления являются неотъемлемыми частями в сфере инновационного развития. Их использование в организации позволит раскрыть потенциал процессного подхода.

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ПЛАНИРОВАНИЕ И ПОСТРОЕНИЕ СИСТЕМЫ МЕНЕДЖМЕНТА КАЧЕСТВА БАНКА

Аннотация: в данной работе описана система менеджмента качества в сфере банковской деятельности и рассмотрены ключевые структурные единицы, на которых базируется дальнейшее построение эффективного управления организацией.

Ключевые слова: система менеджмента качества, банк, функционирование, структура, стандарт.

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METHODOLOGY AND MODEL FOR ASSESSING THE QUALITY OF PUBLIC SERVICES, ADAPTING TO THE RUSSIAN SYSTEM OF PUBLIC ADMINISTRATION

Abstract: this paper describes the quality management system in the field of banking and examines the key structural units on which the further construction of effective management of the organization is based.

Keywords: quality management system, bank, functioning, structure, standard.

В последние несколько лет происходило постепенное внедрение системы менеджмента качества в банки. Некоторые из них имеют сертификацию, основанную на требованиях такого стандарта как ISO 9001:2008. Прежде чем заниматься организацией СМК стоит уяснить, что система должна выполнять все заложенные в ней функции с наибольшей эффективностью. Из практики видно, что банки, внедрившие данную систему, имели успешный старт в ее развитии, но в связи с масштабной внутренней структурой банковской сферы, ее полезность со временем падала до нулевой отметки. Такие основные принципы, как постоянное улучшение, мотивация работников, лидерство всех звеньев руководительской системы забывались. Но были банки, которые обладая необходимыми процессами функционирования СМК, процессами, которые

выдержали испытание временем, смогли удержать целостность и не потерять в эффективности.

Тем банкам, которые только начинают познавать и выстраивать собственную систему менеджмента качества будет полезно, а в некоторых аспектах и обязательно, проанализировать информацию, связанную с функционированием такой системы. Данный подход к проблеме позволит выявить недостатки и недоработки, с которыми организация может столкнуться в дальнейшем, а также увидеть, какую выгоду можно будет получить в будущем.

Говоря о функционировании СМК в банковской сфере нужно использовать процессный подход, который не имеет себе равных в вопросах, касающихся обеспечения эффективной управляемости банковской структурой. Различный входы и выходы, наличие подпроцессов, исполнителей, подисполнителей и так далее - все это является неотъемлемой частью процессного подхода.

Стоит подчеркнуть, что процессный подход может стать фундаментом для становления других способов и методик, при помощи которых можно будет добиться значимых результатов в оптимизации внутренней структуры организации.

Система менеджмента качества банка базируется на трех структурных подразделениях:

1. Служба качества - подразделение, которое занимается обеспечением требуемым уровнем качества всех процессов работы банка, а также в целом поддерживает функционирование СМК.
2. Процессная команда - рабочая группа людей, которая подчиняется владельцу процесса и занимается его становлением и продвижением.
3. Комитет по процессам и качеству – координируют действия процессных команд.

Структура комитета по процессам и качеству и процессных команд



Рисунок 1 – Структура комитета по процессам и качеству и процессных команд.

Рисунок является олицетворением внутренней кухни организации и показывает, какие специалисты сопряжены между собой.

- Функциональный менеджер. Перед данным специалистом стоит задача по обеспечению подпроцесса, он в ответе за результат его деятельности. Его непосредственным начальником является владелец процесса.

- Аналитик процесса. В его обязанности входит контроль качества и отслеживание возможных рисков, с целью их предупреждения, а также оптимизация процесса.

- Группа аналитиков строится на следующих группах, подразделениях:

- Служба качества.
- Маркетинговое подразделение.
- Подразделение операционных рисков.
- Подразделение банковских технологий.
- Подразделение методологии.

Если процесса имеет комплексную структуру или же носит специфический характер, то для его выполнения подбираются определенные специалисты, разбирающиеся в структуре.

Беря во внимание службу качества стоит отметить, какие задачи она выполняет и на какие компоненты СМК ориентируется:

- Планирование и аудит СМК.
- Разработка определенной документации, предназначенной для процессных команд.
- Управление документацией СМК, а также анализ претензий клиентов, с целью устранения слабых мест.
- Регламенты СМК.

В обязанности процессных команд входят:

- Выполнение процесса, для которого и была создана процессная команда.
- Выполнение процедур, обязательных для исполнения по управлению процессом.
- Создание документации процесса.
- Подбор и обучение персонала.

Для того, что процессные команды четко понимали, какая на них возложена обязанность, и, чтобы эффективно решали задачи, их нужно обучить. Следует помнить, что для каждого процесса, включенного в план по развитию СМК, должны быть сгенерированы задачи главного(верхнего) уровня, а также создан перечень обязательных действий, в случае возникновения непредвиденных обстоятельств.

Заключение. Подводя итоги стоит еще раз отметить, что СМК в банковской сфере еще далеко от совершенства и есть «узкие» места, над которыми нужно работать, однако при должных усилиях организация сможет обрести гораздо большую стабильность, нежели до внедрения системы менеджмента качества.

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СИСТЕМА УПРАВЛЕНИЯ КАЧЕСТВОМ В ОРГАНИЗАЦИЯХ ТУРИСТСКОЙ ИНДУСТРИИ

Аннотация: в статье изложены основные критерии, которые помогут добиться максимальной конкурентоспособности, а также позволят структурировать деятельность туристической организации, путем соблюдения основных принципов, касающихся стандартизации и персонала.

Ключевые слова: туризм, персонал, стандартизация, оптимизация, обслуживание, сертификация услуг.

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QUALITY MANAGEMENT SYSTEM IN TOURISM INDUSTRY ORGANIZATIONS

Abstract: the article outlines the main criteria that will help to achieve maximum competitiveness, as well as allow structuring the activities of a tourism organization by observing the basic principles concerning standardization and personnel.

Keywords: tourism, personnel, standardization, optimization, maintenance, certification of services.

С каждым годом в России появляется все больше и больше новой программной документации, касающейся туристической сферы и всего, что с ней связано. В связи с их появлением перед организациями встают задачи повышения качества предоставляемых услуг.

Чтобы поддерживать требуемый уровень качества многие туристические организации производят разработку определенных стандартов обслуживания, то есть создают комплекс правил, которые нужно неукоснительно выполнять, чтобы для всех производимых операций установился гарант качества. При помощи стандарта определяют критерии, проанализировав которые оценивают текущий уровень обслуживания в организации и в случае недостаточного уровня производят

работу над ошибками. К таким критериям можно отнести, например, промежуток времени, за который происходит ответ на входящий звонок о бронировании или внешний вид работников и их заинтересованность.

В любом случае, определенные стандарты не дают возможности решить все вопросы, касающиеся обслуживания клиентов, ведь каждый клиент обладает собственными интересами, имеет свое видение обстановки. И в связи с этим, большая часть качества обслуживания зависит от персонала и их умений, а именно:

1. Умение распознать и произвести целостную оценку требований каждого клиента, по отношению к предоставляемому сервису.

2. Оценить то, как клиент воспринимает и реагирует на оказанные ему услуги.

3. В случае недовольства со стороны клиента, внести коррективы и добиться максимальной результативности и степени удовлетворенности клиента.

Исходя из всех выше перечисленных факторов, помимо того, что нужно быть достаточно технически подготовленным, а также быть осведомленным в области туристической деятельности, нужно обладать специальными умственными аспектами и иметь психологическую подготовку, уметь находить общий язык с клиентами. В современном мире большую роль в данной сфере играют такие умения, как коммуникабельность, ответственность, стрессоустойчивость, умение работать в команде и так далее. Обладая данными качествами, работник с большей долей вероятности сможет удовлетворить потребности клиента и принести пользу своей организации. В противном же случае, неумение и незнание может отрицательно сказаться на репутации, что повлияет на дальнейший выбор клиента и на его уровень удовлетворенности обслуживанием.

Интересный факт: в США было проведено исследование, по итогам которого выяснилось, что если клиента обслужили хорошо и он остался доволен сервисом, то он расскажет об этом пятерым. Но если уровень обслуживания не оправдал его ожиданий или же и вовсе оставил неизгладимое ощущение потраченных денежных средств, то количество осведомленных об этом случае людей увеличивается до десяти человек.

Почти в каждой туристической организации есть своя специально-подготовленная служба, в обязанности которой входит:

1. Сертификация услуг.

2. Повышение квалификации персонала, посредством постоянного обучения.

3. Проведение опросов и анкетирования, с целью узнать у клиентов их мнение о предоставленных услугах и выявить недостатки работы.

Касаемо службы управления качеством, их деятельность должна базироваться на основе информации, полученной от всех работников

туристической фирмы, таким образом можно будет выявить недостатки на микроуровнях и повысить качество услуг.

Говоря о качестве обслуживания, то здесь можно выделить 4 основных условия, при помощи которых можно добиться качественного сервиса в организации:

1. Соблюдение принципов, которые являются основополагающими в сфере туристического бизнеса:

- Услуги должны соответствовать требованиям, выдвигаемым со стороны клиента.

- Маркетинг и сервис должны быть связаны.

- Сервис должен быть гибким и в зависимости от требований рынка подстраиваться под них.

2. Создание условий для персонала:

- Увеличение производительности работников и уменьшение усталости, посредством создания эргономичных рабочих мест.

- Правила должны быть четко сформулированы и понятны для работников.

- Мотивация персонала, с целью их большей вовлеченностью в работу, чтобы повысить эффективность работы.

- Своевременное обучение персонала, в связи с изменением рынка.

3. Структуризация и оптимизация процессов на предприятии.

Нужно добиться такого числа процессов, чтобы их было как можно меньше (чем их больше, тем выше вероятность совершения ошибки при обработке), но при этом не было потери в качестве услуг.

4. Всесторонний контроль за качеством предоставляемых услуг:

- Участие клиента в оценке предоставляемого сервиса.

- Создание определенных методик, которые позволят рационально соотнести требования стандартов и текущего положения дел.

- Разработка систем самоконтроля персонала.

- Постоянное участие персонала в разработке критериев качества

- Организация служб контроля.

Во время разработки системы контроля обязательно нужно соблюдать так называемый принцип непрерывности, то есть система должна обеспечивать "ежесекундно" контролировать каждый этап технологического цикла, его степень соответствия заданным параметрам.

Функция контроля является возвратной. Имеется ввиду, что она должна обеспечивать гибкость всех других действий по обеспечению качества.

Исходя из этого, выделяется 2 критерия СМК:

1. Система должна обеспечивать стабильный и высокий уровень качества в организации, а также соответствовать стандартам.

2. Быть в роли инструмента, при помощи которого создают специальные технологии по рациональному управлению.

Как говорилось ранее, стратегия управления качеством базируется на стандартизации, то есть на процессе, в ходе которого подтверждается соответствие исследуемого объекта требованиям стандарта. Говоря о настоящем времени, на сегодняшний день ГОСТы и сертификация не имеют ничего общего, в отличие от того, времени, когда ГОСТы разрабатывались как раз "под сертификацию".

Заключение. Подводя итоги, стоит отметить, что для стабильной работы организации в данной сфере, нужно не только следовать всем выше перечисленным требованиям, но также и опираться на ГОСТы, так как это способствует росту конкурентоспособности. Базируясь на информации, полученной в ходе мировой практики, можно сделать вывод, что организации, услуги которых не соответствуют стандартам, бывают вынуждены покинуть сферу.

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ЯПОНСКАЯ СИСТЕМА УПРАВЛЕНИЯ КАЧЕСТВОМ

Аннотация: в статье раскрыто понятие японской системы менеджмента качества, история ее создания и преобразования сквозь годы использования, затронуты основные инструменты, посредством которых выполняются ключевые задачи системы, а также приведены несколько особенностей.

Ключевые слова: Япония, японская система управления качеством, инструменты качества, кружок качества.

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JAPANESE QUALITY MANAGEMENT SYSTEM

Abstract: the article reveals the concept of the Japanese quality management system, the history of its creation and transformation through the years of use, touches on the main tools through which the key tasks of the system are performed, and also provides several features.

Keywords: Japan, Japanese quality management system, quality tools, quality circle.

Япония занимает одну из лидирующих позиций в сфере управления качеством, потому что именно эта страна внесла колоссальный вклад в мировой опыт данной деятельности. Из-за того, что в Японии внедрили доселе невиданные методы управления качеством, которые строились на рациональном использовании людей в роли ресурсов, в стране на протяжении длительного времени экономика была непоколебима и кризис обходил их стороной.

Согласно источникам, в начале 1950-х годов Д. Макгрегор (американский социолог) сформулировал два подхода, которые легли в основу организации труда и непосредственно управления качеством.

Первый постулат был составлен опираясь на сформировавшиеся постулаты:

1. Труд по своей ценности приравнивается к товару, то есть если появится потребность, труд можно будет приобрести так же, как и товар.

2. У большинства рабочих попросту нет желания заниматься самоподготовкой и самоконтролем.

3. Также множество работников испытывают неприязнь к деятельности и по возможности стараются ее избежать. Но при этом, для них гораздо важнее то, что им достается после работы (например, денежное вознаграждение), нежели ощущение удовлетворенности от проделанной работы.

4. Если работник всячески нарушает дисциплину или делает вещи, несовместимые с рабочим процессом, то на него можно повлиять при помощи демотивирующих факторов (например, штрафов, чтобы отбить какое-либо желание продолжать нарушать правила) или, наоборот, дать мотивацию (условные премии за проделанную работу).

Второй подход ассиметричен первому:

1. Рабочий - это уже не просто ресурс, рабочий - это главное сокровище организации.

2. Для человека сам факт того, что он работает и добивается определенных успехов, является источником удовольствия.

3. Большая часть работников рассматривается как группа людей, которая хочет и стремится к развитию самоконтроля.

4. Предполагается, что работники стремятся к получению максимально возможного результата качества.

5. Создание всех необходимых условий для раскрытия потенциала и способностей своих работников - ключевая задача истинного начальника.

На сегодняшний день известно, что в чистом виде ни один из этих способов на практике реализовать не удалось. Стоит отметить, что национальный менталитет в Японии имеет свои черты: чувство ответственности; работники работают как один механизм; каждый старается сделать свою часть работы и не выпячиваться вперед других. Все это послужило отличным фундаментом, чтобы реализовать второй подход.

Помимо этого, заслуживает внимания тот факт, что в разработке японской системы менеджмента качеством принимали участие американские ученые, а именно Э. Деминг и Д. Джуран. Деминг занимался становлением передовой системы, а Джуран был первопроходцем и дал обоснование перехода от контроля качества к управлению качеством.

Теперь стоит выделить шесть главных "инструментов", которые способствуют продвижению системы японского управления качеством:

1. Организация кружков качества и поддержание низшей иерархической ступени управления.

2. В зависимости от степени и типа проблемы, происходила организация коллективов, в которые входили специалисты, которые были заинтересованы в решении проблем качества.

3. Если требовалось что-то изменить, усовершенствовать или внедрить, то решение принималось посредством консенсуса.

4. Каждый работник нес за себя ответственность, то есть одной из его ключевых задач был самоконтроль себя и своего рабочего места.

5. Выработка того, чтобы у каждого работника организации было внутреннее стремление к совершенствованию, и он старался качественно выполнять свою работу.

6. Подготовка кадров, то есть их поиск и обучение, повышение квалификации работников и образование крайне важные факторы в развитии организации, следовательно, выделяются достаточные денежные средства на их осуществление.

Интересный факт, касающийся первого инструмента, а именно кружков качества: этот фактор занял свое начало в Японии, но со временем им начали пользоваться в 50 странах, которые использовали в своих системах управления качеством основные принципы японской системы.

Но если рассматривать кружки качества с точки зрения массовости, то Япония впереди планеты всей. Если верить официальным данным, то в 1995 году в Японии было зарегистрировано аж 385150 кружков качества, число членов которых насчитывало порядка 3 миллионов. И что удивительно, японцы утверждали, что на самом деле кружков было в 3 раза больше, с охватом почти в 15 миллионов человек.

Что касается экономического эффекта, то данные кружки принесли своей стране порядка 10 миллиардов иен. Исследования показали, что результативность выше всего в кружках, численность которого составляла от 5 до 15 человек.

Если опираться на зарубежный опыт, то без обеспечивающих мероприятий, таких как поддержка кружка руководителем, инженерное обеспечение и так далее, функционирование кружка будет не очень успешным и скоротечным. На основе этих данных можно отметить, что низкая эффективность кружков в отечественных организациях во многом связана с почти полным отсутствием обеспечивающих мероприятий.

Теперь стоит рассмотреть особенности системы, ведь японцы утверждают, что их система отличается от американских и европейских не только условной высокой мотивацией работников, но есть и множество других особенностей:

1. Система управления качеством на предприятиях включает в себя изучение всех сфер деятельности.

2. Каждый работник предприятия, от уборщицы до руководителя, участвует в управлении качеством.

3. Проводится внутренний аудит качества.
4. Политика, касающаяся качества, определяется руководством организации. Им же и производится контроль.
5. Касаемо методологии, то здесь используются все известные методы и способы в области управления качеством.

Заключение.

В заключение хочется сказать, что нельзя взять и скопировать чью-то системы управления качеством. Каждая страна должна на собственном опыте и ошибках выстраивать свой менеджмент, который в полной мере будет способен удовлетворить потребности. Япония яркий тому пример, как полагаясь лишь на себя выстроили крепкую и надежную систему управления.

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ЦЕЛИ И ЗАДАЧИ МЕТРОЛОГИЧЕСКОГО ОБЕСПЕЧЕНИЯ ВООРУЖЕНИЯ, ВОЕННОЙ И СПЕЦИАЛЬНОЙ ТЕХНИКИ

Аннотация: В статье раскрывается актуальность метрологического обеспечения вооружения, военной и специальной техники. Представлены основные причины возрастания роли измерений в обеспечении высокой эффективности и боевой готовности ВВСТ.

Ключевые слова: вооружение, военная и специальная техника, электроника, единство измерений, информация, метрологическое обслуживание.

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GOALS AND OBJECTIVES OF METROLOGICAL SUPPLY OF WEAPONS, MILITARY AND SPECIAL EQUIPMENT

Abstract: The article reveals the relevance of metrological support of weapons, military and special equipment. The main reasons for the increasing role of measurements in ensuring high efficiency and combat readiness of the AME are presented.

Key words: weapons, military and special equipment, electronics, uniformity of measurements, information, metrological services.

Чтобы достичь высокой эффективности, в современных образцах и комплексах вооружения, военной и специальной техники (ВВСТ) используются сложные и тонкие процессы получения и преобразования энергии, высокоточные системы автоматического управления информационного обеспечения. Как правило, они представляют собой органическое соединение механических, электрических, электронных и оптических систем, успешное взаимодействие которых обеспечивается лишь благодаря их совместимости, т. е. точному соответствию их характеристик установленным нормам, что достигается на основе измерений при разработке, производстве и эксплуатации. Необыкновенно усложнилось приборное оборудование современных образцов и комплексов ВВСТ. Если радиоэлектронное оборудование одного самолёта ВВС США в канун второй мировой войны оценивалось суммой в 3 - 5 тыс. долларов, то стоимость электронного оборудования современного реактивного бомбардировщика - около 1 млн. долларов.

Основными причинами возрастания роли измерений в обеспечении высокой эффективности и боевой готовности ВВСТ являются:

- рост сложности образцов и комплексов ВВСТ, насчитывающих в своём составе до миллиона элементов;
- полная или частичная автоматизация работы ВВСТ при значительном сокращении непосредственного участия человека в решении задач;
- существенное повышение ответственности за правильное принятие решений, что обусловлено возрастанием боевой мощи оружия;
- значительное усложнение условий и повышение интенсивности и динамичности боевых действий;
- повышение требований к эффективности ВВСТ и ее составляющим точности, быстродействию, надежности и др.

Разработка, производство и эксплуатация ВВСТ связаны с многочисленными и точными измерениями, которые осуществляются на макетах, опытных образцах, в ходе технологического процесса, при техническом обслуживании и ремонте. Затраты на измерения в России составляют 5 - 10% себестоимости промышленной продукции (в

радиоэлектронике - 25%, в электронике - 25 - 50%). Стоимость всех видов испытаний, измерений и контроля для большинства фирм США составляет от 4 до 21% всех затрат, достигая в некоторых случаях 30 и даже 70%.

Измерения и мероприятия по обеспечению их единства и точности объединяются единым понятием метрологическое обеспечение, которое традиционно определяют как комплекс мероприятий по установлению и применению научных и организационных основ, технических средств правил и норм, необходимых для достижения единства требуемой точности измерений.

Единство измерений как одно из слагаемых метрологического обеспечения - это такое состояние измерений, при котором результаты выражены в узаконенных единицах и погрешности измерений известны с заданной вероятностью. Единство измерений необходимо для того, чтобы можно было сопоставить результаты измерений, выполненных в разных местах, в разное время, с использованием разных методов и средств измерений.

Действительно, для того чтобы обеспечить требуемое качество измерительной информации, необходимо правильно и единообразно оценивать ее реальную точность и достоверность. Только в этом случае можно сопоставить реальную точность с требуемой. Сравнить между собой различную измерительную информацию, выбрать из нее наиболее подходящую (по точности или достоверности) для решения конкретной задачи, оценить точность расчетов и правильность решений, при принятии которых используется измерительная информация.

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РАЗВИТИЕ ДИСКРЕТНОЙ МАТЕМАТИКИ И ЛОГИКИ

Аннотация: В данной статье описана история дискретной математики и ее роль в современном обучении.

Ключевые слова: дискретная математика, дискретность, разрывность, методы, числа, развитие математики.

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ELEMENTS OF TOTAL QUALITY MANAGEMENT

Annotation: This article describes the history of discrete mathematics and its role in modern learning.

Keywords: discrete mathematics, discreteness, discontinuity, methods, numbers, development of mathematics.

Математика – является неотъемлемой частью образования человека. Любой современный человек просто не сможет прожить свою жизнь без знаний об элементарной математике. Даже самые простые действия, например поход в магазин за продуктами, сопровождаются различными вычислениями денежных средств. После выбора нескольких товаров, нам иногда очень важно знать сколько всего денег нам нужно будет отдать кассиру. Или же какой-либо товар может стоять на полке со скидкой в 20%, и нам так же придется вычислить сколько в итоге мы отдадим денег за данный товар. Но это самые простые вычисления, которые можно произвести в нашей дисциплине, современная математика влияет не только на образование молодых ребят в школе или университете, но также она имеет значительную роль в нашем будущем, поскольку вся современная наука строится на математике и физике.

Математика одна из самых древнейших наук. Ее рождение произошло в глубокой древности, раньше она была настолько простая и примитивная, что люди складывали мешки с зерном для того, чтобы

получить, так называемую заработную плату, и после она разделилась на две составляющие: дискретную и континуальную (непрерывную) математику. Вторая составляющая математики строится на действительных непрерывных числах и последовательностях. Все оставшееся относится к дискретной математике. Как раз именно дискретность, в дискретной математике является антиподом непрерывности.

Дискретная математика – является областью математики, которая изучает различные структуры, например графы, схемы или утверждения. Составляющие части современной дискретной математики появились очень давно. Различные логические задачи появились в далеком времени, суть решения заключается в перечислении комбинаций числовых объектов и использовании логики, а именно логический анализ, при получении какого-либо варианта. В современном мире остались некоторые принципы для решения задач в дискретной математике, но они видоизменились, и сейчас представлены различными задачками-головоломками, которые мы можем помнить из нашего обучения в школе.

Существует понятие дискретный объект, как правило, представляется объектом, который состоит из отдельных частей, но при этом их нельзя разделить друг от друга. Такие части оценивают как дискретные и в тех обстоятельствах, когда вроде бы они должны быть дискретными по всем свойствам и показателям, но не являются таковыми по ряду различных причин и обстоятельств. Из этого следует выделить то, что некоторые объекты в дискретной математике отходят от своей характерной непрерывности. Соответственно само разделение на «непрерывную математику» и противоположную ей «дискретную» является символическим. Это было совершено для того, чтобы разделить ее на более простые составные элементы, которые будут легче усваиваться в отдельных дисциплинах, поскольку все представленная о математике едины. Похожие мысли и также системы, в одинаковой мере, благополучно функционируют в различных разделах всей математики. Но как бы всё успешно не происходило, возникают некоторые проблемы, с одной стороны совершается взаимообмен различных идей и методов решения людей со всей планеты, а с другой стороны – появляются потребность в изучении и рассмотрении, некоторых моделей и методов, которым присущи неразрывные и дискретные качества одновременно. Так как у всех людей имеется свое мнение, возникают противоречия о дискретности какой-либо математической модели.

Хоть рождение классической и дискретной математики произошло очень давно, математика начала быстро раскрывать свои невероятные возможности в прошлом веке, и теперь ни один специалист не сможет что-либо изучать без нее. Поскольку современный мир охвачен компьютерными технологиями, и все электронно-вычислительные

машины включают в себя знания математики, без нее просто ничего не получится. Раньше ЭВМ использовали только ученые и те, кто обслуживали эти системы, но сейчас практически каждый имеет персональный компьютер в своем доме. И этот интерес к дискретной математике возник из-за того, что большая часть всех современных изучаемых областей не обходится без математического анализа и вычислений. Например информатика, в частности взаимодействие человека и компьютера. Человек «общается» с компьютером на машинном языке, а он в свою очередь состоит из чисел и различных команд. Даже для примитивных программ необходимы некоторые формулы, которые как раз можно взять из курса обучения, например дискретной математики и логики.

Само изучение составляющих дискретной математики, считается основной и важной составляющей всего математического образования в целом, на всех этапах изучения обучающихся: дошкольников, школьников, студентов, а также преподавателей. И весь смысл дискретной математики заключается в изучении различных разделов математики, возникших в далекой древности, такие как: алгебра, теория чисел и различных множеств, математический анализ и логика и т.п.

Главными задачами дискретной математики считается развитие у обучающихся математических (вычислительных и логических) способностей, различных умений анализа уравнений, моделей и алгоритмов решения поставленных задач. Во время обучения формируются взгляд и некое представления о самой математике, строятся связи с другими дисциплинами, например с информатикой.

На сегодняшний день дискретная математика является фундаментом математического образования. Ее важность настолько велика, что нашего мира компьютерных наук, без нее просто бы не существовало. Математическое образование, в особенности дискретность, помогает в любому человеку освоить компьютер и его программы, чтобы использовать его для решения различных практических задач. Без дискретной математики не существовало бы многих информационных технологий и соответственно нам бы пришлось искать иные пути для развития нашего мира.

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PYTHON – ЯЗЫК ПРОГРАММИРОВАНИЯ

Аннотация: В данной статье описано развитие языка программирования Python и его преимущества.

Ключевые слова: Python, программирование, язык программирования, код, информация.

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PYTHON PROGRAMMING LANGUAGE

Annotation: This article describes the development of the Python programming language and its advantages.

Keywords: Python, programming, programming language, code, information.

Python – (в русском языке часто его называют – питон), обширный, но в то же время довольно простой в изучении и применении язык программирования общего назначения, который часто применяют для повышения производительности разработчика кода, различных приложений и программ, написанных на данном языке, и служит для того, чтобы код был читаемым, а так как язык программирования Python довольно прост и понятен большинству начинающих программистов. Синтаксис представленного языка довольно прост и понятен, можно даже определить данный язык в число минималистичных языков программирования. И одновременно с таким набором различных качеств, он включает в себя обширную библиотеку, содержащую огромный объём полезных функций, которые в свою очередь упрощают работу для написания кода.

Python часто начинают изучать в старшей школе, 8-11 классах, поскольку он прост в применении, и отлично сгодится для старта деятельности начинающего программиста. Уже на Едином

государственном экзамене по информатике поставлены задачи, на создание простой программы с различными циклами и функциями, и ученики старшей школы без особых трудностей могут написать программу.

Python, являясь довольно немолодым языком для программирования, и по сей день держит строчку самой интеллектуальной среды разработки программ. Автором языка Python, стал Гвидо ван Россум, которому пришла идея усовершенствовать старый структурированный язык программирования «АВС», поскольку он имел ряд недостатков, и для идей его создателя не годился. После упорной, тяжёлой и длительной работы Гвидо ван Россум создал высокоинтеллектуальный, скриптовый и в это же время простой язык программирования Python. Именно благодаря этому разработчику вся вселенная программирования поднялась на новый уровень, открыла новую ветвь своего развития, ведь в описанном выше языке, появилась возможность поддержки сразу нескольких стилей программирования и создания кода.

Новый язык привлёк программистов, и они активно начали его изучать, поскольку Python был очень эффективным в то время, продуктивность работы разработчиков взлетела до небывалых высот, программисты были в восторге.

Python имеет большой список преимуществ, который помогает разработчикам кода упростить свою работу:

- Простота. Для программирования на Python не нужно иметь широкие знания и умения, ведь этот язык годится не только для программистов высокого и начального уровня, но также его можно использовать специалистам совсем другой области. Поскольку сам язык содержит простые математические действия и в принципе содержит схожесть с обычным английским языком, Python не несет в себе особых сложностей или проблем, которые могут помешать при написании кода.

- Разнообразие разработки. Популярнейшей реализацией была признана версия «Питона» на языке «С» - «СPython». Написанный на СPython код, свободно взаимодействует с языком программирования «С», и все библиотеки данного языка можно свободно применять для разработки. Такую же аналогию можно привести и с другими языками, поскольку Python имеет множество реализаций на других языках. И данных сравнений существует масса, доходящих до взаимодействия с нашими телефонами с операционными системами.

- Высокое распространение. Данный язык используют в многочисленных сферах разного вида деятельности. Это факт, потому что Python изучили очень хорошо, даже если человек, который не работает в сфере программирования, столкнется с какой-либо проблемой или ошибкой при написании кода, например разработчик не знает, как создать цикл, или возникла ошибка при создании программы, он может

посмотреть решение проблемы в сети. Скорее всего с данной проблемой уже сталкивался другой человек, а значит решение существует. Так же уже разработаны различные шаблоны, которые можно подстроить под свои цели.

- **Компиляция.** Python – замечательно подстроенный под программирование язык, после внесения изменений или при обычной проверки написанного кода, можно сразу же запустить программу и проверить код на наличие ошибок. Это способствует тому, что сама разработка, доработка кода, отладка и исправление ошибок происходит очень быстро, что является преимуществом перед другими языками программирования.

Стандартная библиотека языка программирования Python, содержит в себе обширные средства для работы с протоколами, те же самые модули HTTP-серверов и клиентов, например для создания почтовых сообщений, или же XML и т.д. Различные модули для создания кроссплатформенных приложений, да и других различного вида программ. И многое другое.

Python зачастую сравнивают с такими языками, как «Perl» или «Ruby». Данные языки, так же как и Python, являются интерпретируемыми и обладают хорошей скоростью при реализации программ. Python, так же как и Perl, благополучно используется при создании скриптов, или как их называют – «сценариев», И Python, как Ruby, считается очень хорошо продуманной системой для объектно-ориентированного программирования. Из языков «Scheme» и «Icon» позаимствованы способы, так называемого функционального программирования. При создании коммерческих приложений, скорость исполнения в Python часто сравнивают со скоростью в языке «Java».

Хоть Python и является простым языком для программирования, построенным на примитивном синтаксисе, он до сей поры держится на месте самого популярного и удобного языка программирования в мире. Он максимально прост в изучении, и с помощью него можно открыть для себя мир новых возможностей в программировании. Вся эта простота и удобство кодирования, сделали Python из простого интерпретатора, в один из самых популярных языков программирования, который помогает обучить миллионы студентов по всей планете.

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ИСТОРИЯ УСПЕХА ЯЗЫКА PASCAL

Аннотация: В данной статье описана история языка программирования.

Ключевые слова: IT, программирование, работа, код, информация.

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ELEMENTS OF TOTAL QUALITY MANAGEMENT

Annotation: This article describes the qualities of a good programmer, and how a developer can choose a field of activity.

Keywords: IT, programming, work, code, information.

Язык Pascal, или как его называют в России «Паскаль», получил свое название в честь известного математика и физика из Франции Блеза Паскаля (1623-1662). В 50-е годы XX века, начали появляться первые языки программирования, такие как «КОБОЛ» и «АЛГОЛ». Как раз «АЛГОЛ» стал прародителем языка для программирования Паскаль. Первая версия языка «АЛГОЛ» была создана в 1958 году, после его обновили до версий «АЛГОЛ-60» и «АЛГОЛ-68», но язык был неудобным, из-за этого возникли трудности при написании кода. Из-за этого в 1965 году Международная федерация по обработке информации приняла решение предложить некоторым специалистам создать новый язык программирования на основе прошлого. Как раз в его создании и принял участие создатель данного языка – Николас Вирт. Изначально целью проекта считалось обучение студентов основам «структурного программирования». Назвал Николас свой язык Паскаль, в честь французского математика Блеза Паскаля, из-за его изобретения - вычислительного устройства, или же паскалево колесо.

Паскаль стал языком с строгой структурной формой, но оставался при этом простым и понятным для большинства разработчиков различных программ. Как только его создали он произвел впечатление на многих программистов. Паскаль стал универсальным языком программирования и подходящим для решения различных задач, создания широкого круга программ и т.п. Точность значительно уменьшило количество совершаемых ошибок при написании кода, и облегчило работу разработчикам, из-за своей шаблонности.

В данный момент язык существует в шести видах реализации:

- Turbo Pascal. Фирма Borland выпустила свою первую версию языка Паскаль в 1983 году, и именно эта версия приобрела популярность среди разработчиков, пользующихся операционной системой под названием MS-DOS.
- Borland Pascal. Так же от фирмы Borland, стал младшей версией Turbo Pascal. Реализация получилась дешевой и не такой мощной как у его собрата, но он поддерживал другие функции, в пример приведем возможность создания как под защищенную, так и под реальную 16-ти битную систему DOS. В Borland Pascal существует функция открытых системных библиотек. И программисты зачастую писали код для некоторых приложений операционной системы Windows именно на данной реализации.
- Free Pascal. Широко распространенный компилятор языка Паскаль, направленный на объектное программирование.
- Delphi. Созданная фирмой Borland интегрированная среда разработки программного обеспечения для Microsoft Windows. Данная реализация использует язык Delphi. На данный момент Delphi поддерживает и развивает компания Embarcadero Technologies.
- Lazarus. Реализация с возможностью кроссплатформенной разработки, является не малоизвестной интегрированной средой. Она очень похожа на Delphi. Предназначена в основном для создания программного обеспечения в компиляторе Free Pascal.
- PascalABC. Наверное, самая известная реализация языка Паскаль, которая представляет собой интерпретатор Pascal со встроенной оболочкой. Известна она потому, что данная реализация является хорошим началом для знакомства с языком Паскаль, поскольку является учебной средой для программирования и написания простых программ, но из всех вышеописанных версий PascalABC считается самым распространенным программным обеспечением.

Неудивительно, что язык программирования Pascal приобрел такую популярность во всем мире, ведь у него есть множество реализаций, предназначенных для разнообразных задач в сфере программирования.

Сам успех языка Pascal определен несколькими весомыми, для создания кода, причинами:

- Благодаря своей компактности, полноте и простоте, язык программирования стал очень легким и удобным для первоначального знакомства, изучения и овладения искусства программирования.

- Глядя на легкость языка, хочется подумать о том, а стоит ли его вообще изучать, если речь идет о создании приложений. И ответ очевиден. Да, конечно! Хоть сам язык и простой, но он подходит для создания довольно обширного спектра различных программ и приложений, и не только для простых, но и для массивных и сложных программ, можно создать даже некоторую операционную систему, и Pascal будет отлично себя показывать в разработке ОП.

- Pascal в своем конечном облики смог показать наиболее важные современные представления технологий для разработки программ и приложений.

- Язык программирования Pascal стал довольно «технологичным» для создания практически всех известных машинных текстур, как традиционных, так и не совсем таковых. И разработка различного приложения не столь сложна, как это может показаться на первый взгляд, ведь Паскаль прост и понятен.

Сама история языка программирования Pascal очень интересна, но является очень долгой, ведь идея создания данного языка началась аж в 1965 году. За пройденные года Паскаль очень изменился, приобрел ряд различных версий, которые подходят для широкого спектра программирования. Из-за своей простоты и легкости, основы языка программирования можно изучать как будучи студентом высшего учебного заведения, так и будучи простым учеником средней школы, который только начал свой путь программиста или уже знает несколько языков для создания кода. Программирование на языке Pascal, является увлекательным, поскольку в нем нет громоздкости, он состоит в основном из простых английских команд, цифр и математических формул. Этот язык стоит иметь в своей библиотеке языков программирования.

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БЕЗОПАСНОСТЬ ДАННЫХ В СЕТИ ИНТЕРНЕТ

Аннотация: В данной статье описаны цифровая безопасность и меры предосторожности для ее соблюдения.

Ключевые слова: Безопасность, интернет, данные, сеть, информация.

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ELEMENTS OF TOTAL QUALITY MANAGEMENT

Annotation: This article describes digital security and precautions to comply with it.

Keywords: Security, Internet, data, network, information.

Современный мир существует в эпоху Интернета, и не один день сегодняшнего человека не проходит без взаимодействия с информационной сетью. Безграничный поток информации, столько знаний хранится в нем, столько всего прекрасного, или же нет.

Интернет, являясь источником огромного количества разнообразной информации, может не только ее вам отдать, но и забрать, можно сказать даже украсть, без вашего ведома, и вы можете даже спустя годы не узнать об этом. Любая информация, которая попала в сеть, останется там навсегда. И не обладая некоторыми знаниями, можно совершить огромную ошибку, которая может привести к большой проблеме, например утечка личной информации, конфиденциальных данных, паролей от банковских карт, информации с вашего паспорта или важных документов. Если неправильно пользоваться информационной сетью можно попасть в неприятность. Но не стоит паниковать, ведь зная простые принципы безопасности в сети интернета, можно избежать столь страшных последствий.

Информационная безопасность – прежде всего, представляет собой защищенность информационных данных от различного вида угроз, как внутренних, так и внешних. Угроз, которые способны нанести ущерб не только человеку, но и целой стране.

Безопасность информации – защищенность данных (информации) от ее разглашения, утечки, деформации (изменения информационных данных), а также незаконного ее распространения.

Исходя из вышеописанных понятий, можно сделать вывод, что информационная безопасность служит для того, чтобы обеспечить защиту данных, безопасность и конфиденциальность.

Сама защита информации представляет собой комплекс мер, направленных на:

1. Обеспечение безопасности информационных данных от незаконного ее получения сторонними лицами, ее искажения или вовсе уничтожения, утечки, деформации, распространения и других подобных действий.

2. Оберегание информации, ее конфиденциальности, если она имеет ограниченный, к ее получению, доступ.

3. Исполнению права на свободный, защищенный доступ к информационным данным

Безопасность в Интернете не ограничивается вышеуказанными свойствами, поскольку она имеет более широкие понятия, в пример можно привести такие понятия, как: кибербезопасность, компьютерная безопасность, защита сети и браузера. Безопасность достигается за счет правильных действий, соблюдения некоторых правил и правильного поведения в Интернете.

В сети Интернет присутствует множество потенциальных угроз пользователю. Мошенничество, вирусы и различные вредоносные программы скрываются за вполне безобидными ссылками, и они просто выжидают своего часа, чтобы нанести удар по вашей системе, и возможно даже украсть вашу личную информацию для выгоды создателя данных вредоносных программ.

Интернет-безопасность довольно широкое понятие, требующее от пользователя знаний, которые помогут свободно взаимодействовать с информационными просторами.

Они включают в себя:

1. Определение безопасного взаимодействия с сетью.
2. Понимание ценности личных данных персонального пользователя сети.
3. Понимание кода
4. Пользование блокировщиками надоедливой рекламы
5. Использование защищенных сетей
6. Использование сетей (VPN)

Пользуясь следующей информацией, и соблюдая простые правила, можно не только обеспечить свободное и безопасное пользование информационными ресурсами, но и повысить свои знания в понимании того, как правильно работать и взаимодействовать с информационной сетью Интернет.

Правила:

1. Обеспечение безопасного подключения к сети. Не стоит подключаться к неизвестным сетям, особенно которые не имеют пароля, в случае подключения по WI-FI.

2. Не стоит переходить по ссылкам из непроверенных источников.

3. Использование официальных ресурсов. Не стоит пользоваться малоизвестными браузерами, поскольку они не гарантируют безопасное пребывание в сети. Нужно посещать только проверенные официальные сайты, особенно, если на вашем персональном компьютере не установлена система по выявлению вирусов (антивирус).

4. Использование надежного пароля. В различных социальных сетях особенно важно использовать хороший пароль для защиты личной информации. Пароль должен содержать набор из цифр, букв разного регистра и символов. Не стоит создавать пароль, состоящий из вашего имени или даты рождения, ведь так вы просто упрощаете работу злоумышленникам.

5. Использование лицензионного ПО. Нередко бывали случаи, когда при скачивании программы с какого-либо сайта, вместе с программой на компьютер попадает вирус. Лицензионные приложения, надежнее всего обеспечат защиту компьютера. Но это не означает, что в Интернете нельзя ничего скачивать. Можно, но только из проверенных многими людьми источников.

Интернет содержит в себе огромное количество полезных знаний, и зная как обеспечить свою безопасность, можно уверенно пользоваться информационными ресурсами.

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СФЕРЫ ДЕЯТЕЛЬНОСТИ ПРОГРАММИСТА

Аннотация: В данной статье описаны качества хорошего программиста, и как разработчику выбрать сферу деятельности.

Ключевые слова: IT, программирование, работа, код, информация.

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ELEMENTS OF TOTAL QUALITY MANAGEMENT

Annotation: This article describes the qualities of a good programmer, and how a developer can choose a field of activity.

Keywords: IT, programming, work, code, information.

За понятие «программист», часто принимают людей, которые разрабатывают программное обеспечение, создают программы, пишут код, но всё не так как кажется. Программистов объединяет способность преобразовать человеческие требования и различные задачи в машинный код. Они это делают для того, чтобы сделать работу, труд или развлечения более простым и удобным в использовании. Программист создаёт шаблон действий для компьютера, по которым компьютер выполняет поставленную задачу, написанный код, в результате работы которого человек получает нужный ему результат.

Профессионализм является наиважнейшим качеством опытного программиста, без него профессиональным и востребованным программистом не стать, поскольку именно это качество является показателем ответственности за выполненную работу. Программисты обязаны контролировать качество выполнения своей работы, иначе плохо написав код, программа вовсе может не работать, следовательно такой труд оплачен не будет, поэтому очень важно качественно выполнять свою работу.

Обычно разработчики создают свое портфолио, для того чтобы продемонстрировать свои знания, умения и навыки будущему работодателю. Но до создания такого портфолио программисты ставят перед собой какую-либо цель, например разработчик хочет попасть в зарубежную компанию, которая создаёт различные базы данных, значит ему нужно широко изучить создание разнообразных баз данных, чтобы показать на что он способен, показать то, почему именно его должны принять на работу в эту компанию. Но если нет определённой цели, например попасть в компанию за границей, то выбор работы идёт по некоторому набору критериев. И самым главным становится заработная плата, но некоторые программисты не обращают внимания и на это, и готовы получать чуть меньше, чем могли бы. Для них целью является не заработок, а комфортные условия труда и возможные будущие перспективы. К примеру, возьмем бренд, который в будущем должен стать очень известным, тогда о этой компании будут говорить везде, и соответственно посмотрят в сторону разработчика, тогда ему могут предложить более выгодные условия работы. Или же программист, выбирающий работу не по оплате его труда, смотрит в сторону своего развития и самообразования. Поскольку программистам нужно постоянно изучать что-то новое, получать новые навыки и умения, это отличный вариант для того, чтобы развить свои профессиональные качества.

Подходя к выбору места работы, нужно определить свой вектор, по которому разработчик планирует развиваться и работать. Поэтому важно понять какая сфера вам ближе;

- Мобильная разработка. Создание различных приложений, создание или обновление программного обеспечения. Эта разработка отличается от других постоянным и непрерывным развитием, и в данном варианте требуется контроль над самообучением.

- Web-разработка. Создание различных сайтов, web-приложений для разнообразных задач. И тут нет какого-то конкретного отличия, потому что наш мир существует в эпоху интернета и в нем каждый разработчик может найти себе нужную работу, и выполнять те задачи, которые у него лучше всего получаются.

- Программирование систем. Его можно назвать разработкой низкоуровневого программного обеспечения. Вся работа построена на взаимодействии с «железом», требуется высокий интеллект и хорошая логика, инженерный ум, и тщательный подход ко всем мелочам.

- Анализ данных. Данная сфера подходит для тех, кто любит поискать среди огромного количества данных перспективные идеи, кто усидчив и внимателен, кто умеет распознавать взаимосвязи и закономерности.

- Нейронные сети. Направление, которое сейчас очень быстро развивается, и здесь требуется исключительное знание математики и

логики. Так как направление очень быстро растёт, то и спрос на разработчиков в ближайшие несколько лет будет идти только вверх.

В каждой компании свой график работы, свой офис, и свои перспективы развития. Тут каждый программист должен выбирать место работы под себя, поскольку кому-то нравится работать на дому, а кто-то дома работать не может. Офис компании может находиться в другом районе или же городе. Различная система мотивации работников в виде бонусов тоже является значимым критерием при выборе работы.

Компания в свою очередь выбирает тех разработчиков, которые ответственно подходят к своей работе, готовы работать в большой команде и готовы брать на себя контроль качества при выполнении поставленных задач. И не важно сколько языков программирования знает разработчик, или сколько сайтов и приложений он создал, здесь требуется выполнение четко поставленных целей и задач, полная отдача от каждого разработчика из большой команды.

После того, как программист поставил цель перед собой, нужно понять, где приобрести те навыки, которые помогут трудоустроиться в выбранную компанию, возникает вопрос, где научиться этому.

В современных ВУЗах существует широкий выбор различных специальностей, связанных с программированием, есть форма дополнительно образования. Но если есть некое образование программиста, но этого не хватает, то следует посмотреть в сторону саморазвития и изучать все самому, пользуясь книгами, интернетом, различными курсами или записаться в онлайн-школу. Хотя и высшее образование очень важно для работодателя, не стоит забывать, что для того, чтобы стать высококвалифицированным программистом, его будет недостаточно в современном мире.

Программист – человек с математическим складом ума, который не просто пишет код, а который способен преобразовать требования человека в программу, тем самым облегчая работу, учебу и даже отдых. Разработчик уже и сейчас одна из самых востребованных профессий в мире.

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ГРАММАТИЧЕСКИЕ НОРМЫ УПОТРЕБЛЕНИЯ СЛОВ, СЛОВСОЧЕТАНИЙ И ПРЕДЛОЖЕНИЙ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ

Аннотация: В настоящей работе рассмотрены все три вида основных грамматических норм современного русского языка и проанализированы распространенные ошибки, связанные с нарушением грамматических норм.

Знания грамматических норм и случаев их нарушения позволяет сделать речь выразительнее и чище, повышает общий культурный уровень носителя языка и определяет степень его грамотности.

Хорошая речь с соблюдением всех грамматических норм литературного языка - это речь, которая обладает грамматической правильностью, может быть охарактеризована как речь логичная, точная, богатая, благозвучная, чистая, уместная, выразительная и т.д.

Ключевые слова: методы, учебный процесс, грамматические нормы, знания, умения, речь, обучение.

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GRAMMATIC NORMS FOR USE OF WORDS, WORDS AND SUGGESTIONS IN THE MODERN RUSSIAN LANGUAGE

Annotation: This work examines all three types of basic grammatical norms of the modern Russian language and analyzes common mistakes associated with violation of grammatical norms.

Knowledge of grammatical norms and cases of their violation allows you to make speech more expressive and cleaner, increases the general cultural level of a native speaker and determines the degree of his literacy.

Good speech in compliance with all the grammatical norms of the literary language is speech that has grammatical correctness, can be characterized as speech that is logical, accurate, rich, harmonious, clean, appropriate, expressive, etc.

Key words: methods, learning process, grammatical norms, knowledge, skills, speech, learning.

Грамматические нормы современного русского языка можно разделить на три категории:

- словообразовательные;
- морфологические;
- синтаксические.

Со словообразованием связаны две большие проблемы:

1. соблюдение норм или правил образования слов;
2. выбор того или иного слова, в составе которого есть оценочные морфемы, в соответствии с конкретной ситуацией общения.

Первая проблема относится к области культуры речи, вторая в большей степени относится к стилистике.

Морфологические нормы определяют правильность образования и употребления форм слова.

Морфологические нормы касаются всех частей речи русского языка. Род имен существительных относится к постоянным признакам, поэтому зачастую нарушения грамматических норм связаны именно с неправильным употреблением имен существительных в определенном роде. Определить род существительного несложно, достаточно правильно подобрать к нему местоимение (он, она, оно).

Существуют также морфологические нормы склонения имен существительных, где четко определяются варианты падежных окончаний. Основными грамматическими нормами вариантов падежных окончаний являются следующие:

✓ стандартными окончаниями им.п. мн.ч. сущ. м.р. являются -ы (-и), нестандартными (- (-я), -е), например: кроты, кони, снега, стулья.

✓ в форме род. п. неодушевленные им. сущ. м.р. в ед.ч. имеют окончание -у (-ю), что чаще всего встречается у слов с вещественным значением и у собирательных существительных в значении количества от части целого, например: насыпать песку/песка.

✓ форма на -у стойко держится во фразеологических сочетаниях, например: с глаза на глаз.

✓ уменьшительные формы с ударением на окончании употребляются преимущественно с формой -у, например: коньячку, творожку.

Определены нормы вариантов окончаний имен существительных в форме именительного падежа множественного числа, например: конструктор - конструкторы, фронт - фронты, якорь - якоря.

Существуют нормы фразеологического сочетания и сочетания с формами на -у в предложном падеже, например: не хватит пороху, час от часу, не в ладу с сердцем, на каждом шагу.

Определены грамматические нормы окончаний существительных мужского рода на твердый согласный в родительном падеже множественного числа, например: бермуды - бермудов, манжеты - манжет, греки - греков, эвенки - эвенков.

Определенную группу имен существительных, употребляемых с определенными грамматическими нормами, составляют существительные с окончаниями существительных м.р., ж.р., ср.р. с основой на мягкий согласный, Ж, или шипящий согласный в родительном падеже множ.ч., например: гуся - гусей, сплетня - сплетен, ложа - лож, шестерня - шестерен.

Существуют грамматические нормы употребления имен прилагательных. Полная форма прилагательного чаще всего указывает на постоянный признак предмета, а краткая - на временный. Например: она образованная и она образованна. Краткая форма выражает признак более категорично, чем полная: он умный - он умен.

Определены также грамматические нормы склонения имен числительных. Например, при склонении сложных числительных, обозначающих сотни и десятки и заканчивающихся на -сот или -десят в именительном падеже, каждая часть склоняется как простое числительное (пятидесяти, семьюдесятью). Также существуют нормы употребления собирательных существительных. К примеру, в случаях их употребления с личными местоимениями: нас двое, их было пятеро.

Глаголы должны согласовываться с существительными в числе. Употребляя глагол, необходимо следить за глагольным управлением. Определенные трудности возникают при образовании форм прошедшего времени некоторых глаголов. Так, например, глаголы на -нуть в указанной форме имеют грамматические варианты: вникнул - вник, сохнул-сох. Однако, в последнее время наблюдается тенденция к утере суффикса -у.

Грамматические нормы образования причастий содержат, к примеру, норму о том, что страдательные причастия прошедшего времени не образуются от глаголов на - (а) нуть: толкануть, садануть от глаголов облобызывать, осиротить и т.п.

Тоже самое касается норм об образовании деепричастий. Деепричастия не образуются, к примеру, от бесприставочных глаголов несовершенного вида, заканчивающихся на -нуть: сохнуть, мерзнуть, виснуть, липнуть и т.п. Действие, выраженное деепричастием, должно

относится к тому же лицу (предмету), к которому относится действие, выраженное глаголом-сказуемым.

Знание грамматических норм и правил построения словосочетаний и предложений и внимательное отношение к собственной речевой культуре позволяет избежать в речи синтаксических ошибок. Словосочетание - это сочетание двух и более слов знаменательных частей речи, в котором есть главное (ые) и зависимое (ые) слово (а). Словосочетания не являются средством общения. Они лежат в основе предложения, которое служит средством коммуникации. Предложение именно предназначено для выражения какого-либо сообщения, побуждения или вопроса.

Таким образом, мы рассмотрели основные группы грамматических норм современного русского языка. Незнание грамматических норм, приводит к тому, что неправильное употребление тех или иных речевых оборотов нарушает грамматический строй языка. Рассмотрим наиболее распространенные случаи ошибок, связанные с нарушением грамматических норм русского языка.

Таким образом, грамматические нормы языка - это правила использования морфологических форм разных частей речи и синтаксических конструкций.

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КОММУНИКАТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В УЧЕБНОМ ПРОЦЕССЕ В ВУЗЕ

Аннотация: В настоящей выпускной работе раскрываются теоретические и методические основы использования речевых моделей в учебном процессе в целях развития коммуникативно-речевых навыков и умений у студентов, а также презентации актов речи в целях совершенствовании коммуникативных способностей студенческой молодёжи, а также представлена методика коммуникативного обучения на занятиях русского языка в вузе. В работе также рассматриваются вопросы дефиниции понятий «коммуникативные методы» и «коммуникация», структура, их виды, особенности. Система работы по лингвометодической презентации речевых единиц обеспечивает развитие коммуникативно-речевых умений и навыков студентов.

Ключевые слова: интеграция, мировые языки, интенсификация, оптимизации, интуиция, теории, лингвометодика, педагогические технологии.

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COMMUNICATIVE METHODS OF TEACHING RUSSIAN LANGUAGE IN THE EDUCATIONAL PROCESS AT THE UNIVERSITY

Annotation: This graduation work reveals the theoretical and methodological foundations of the use of speech models in the educational process in order to develop communicative-speech skills and abilities in students, as well as the presentation of acts of speech in order to improve the communicative abilities of student youth, and also presents the method of

communicative teaching in the classroom of the Russian language. at the university. The work also examines the definition of the concepts of "communicative methods" and "communication", structure, their types, features. The system of work on the linguo-methodical presentation of speech units ensures the development of communicative-speech skills and abilities of students.

Keywords: Integration, world languages. intensification, optimization, intuition, theory, linguistic methods, pedagogical technologies.

Президент Узбекистана Шавкат Миромонович Мирзиёев в своем послании парламенту отдельно уделил внимание образованию. Новые горизонты в развитии сферы, несомненно, открывает недавно принятый Закон «Об образовании».[2, с.6]

О дальнейшем углублении демократических образований в стране, в том числе и в системе образования особо отметил Президент Республики Узбекистан: «Для всех нас ясно, что наука, образование, воспитание – это краеугольный камень развития, сила, приумножающая мощь страны и народа. Завтрашний день, будущее Родины неразрывно связаны с системой образования и воспитанием, которое получают сегодня наши дети».[5, с. 5]

«Для стабильного развития нашего государства, - отметил Президент Республики Узбекистан Ш.М. Мирзиёев в своём выступлении «О стратегии действий по дальнейшему развитию Республики Узбекистан», - его экономического благосостояния и укрепления правового статуса Республики Узбекистан самым важным в современном мире является богатство интеллектуального и духовно-нравственного потенциала общества».[5, с.5]

Коренные преобразования в стране еще раз подтвердили необходимость формирования языковой культуры учащихся на иностранных языках, в число которых входит русский язык. Как известно, русский язык продолжает оставаться языком общения, как в республике, так и за ее пределами. Владение иностранными языками, в частности русским языком - одно из условий повышения качества подготовки высококвалифицированных специалистов.

Совершенно очевидно, что современное общество должно быть основано на диалоге языков и культур. Общество, которое рассматривает знание иностранных языков, в том числе, и русского, преуспевает во всех отношениях (социально-экономическом, научно-техническом, общекультурном). Известно и то, что процветает и то общество, которое предъявляет достаточно высокие требования к хорошему знанию языков людьми, работающими в различных сферах общества; которое воспитывает у своих граждан убеждение, что знание языков - это общение, это диалог людей разных национальностей и их культур. Отрадно и то, что в Республике Узбекистан с его идеологией нового мышления появился

целый ряд факторов, способствующих формированию готовности общества к изучению русского и других иностранных языков. К таким факторам можно отнести и особенности внешнеполитического курса ведущих мировых держав (Англия, США, Франция, Германия, Россия) на современном этапе, значительное расширение международного сотрудничества с Узбекистаном, и рост числа совместных предприятий, исследовательских коллективов, обществ, и расширение прямых контактов, и гуманизация общества и т.д. [4, с. 65]

Действительно, сегодня возобладали главные цели - общение между странами, народами, которое опирается, прежде всего, на коммуникативную функцию языка. За последние годы в области методики русского языка как иностранного была осуществлена огромная научно-исследовательская, научно-методическая работа в рамках данной проблемы.

Глобальная проблема выживания, объективная историческая необходимость международного сотрудничества, партнерства, диалога языков и культур усиливают насущность межкультурной коммуникации. [5, с. 12]

Данные исследования убеждают, что интеграция наук в целях развития диалога мировых языков и культур нуждается в модернизации, так как одной из задач науки является помощь в решении современных проблем общества и возможность достижения высоких показателей на пути взаимопонимания во всех сферах жизнедеятельности, в том числе и в образовательной.

Вопросы интенсификации и оптимизации учебного процесса постоянно занимают умы специалистов в области преподавания иностранных языков. Научная интуиция нацеливает их на поиск и систематизацию резервных возможностей учебного процесса. Не случайно сейчас в мировой практике обучения иностранным языкам так велик интерес к теории усвоения, призванной дать ответ на вопрос о коммуникативных возможностях личности. Моделирование новых, чаще всего интенсивных систем обучения на основе принципиально новых открытий и находок в лингвометодике. Эти действия методистов могут быть описаны термином „коммуникативность”. [9, с. 20]

Преподавателями давно осознана необходимость использования интенсивных и педагогических технологий в процессе изучения не только иностранных языков, в том числе и русского, но и всех дисциплин учебного плана. Современная стадия развития методики обучения неродным языкам характеризуется ведением поисков и работ на двух уровнях: интенсивном и проблемном, использованием нереализованных резервов в недрах коммуникативных методов обучения. Эти действия методистов могут быть описаны термином «развитие или совершенствование коммуникативной компетентности».

Одной из важнейших задач профессиональной подготовки студентов-бакалавров лингвистического направления является формирование и развитие их лексической компетенции на иностранном языке, под которой понимается способность адекватно использовать словарный состав изучаемого языка в ситуациях межкультурного взаимодействия. В современной теории и методике преподавания иностранных языков и культур общепризнанным считается тот факт, что именно лексическая компетенция является первостепенным условием освоения других компонентов лингвистической компетенции, а для ее формирования требуется целенаправленная работа в процессе организации обучения иностранным языкам в университете. Исследования имеют междисциплинарный характер, так как опираются на теоретические основы когнитивной лингвистики, психологии, теории и методики преподавания иностранных языков и культур, педагогики высшей школы.

Подводя итог, исследования показывают, что на базисном уровне иноязычная речемыслительная деятельность студентов-бакалавров осуществляется в виде сформированных в процессе обучения ассоциативных семантических связей, компактных схем, гештальтов, лексических категорий, концептов, фреймов, семантических сетей и т.п., что позволяет им в условиях коммуникативного цейтнота успешно декодировать получаемую ими в ходе иноязычного общения информацию. [16, с. 22].

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ГОСУДАРСТВЕННОЕ УПРАВЛЕНИЕ В ПЕРИОД АМИРА ТИМУРА

Аннотация: В этой статье рассматриваются реформы, проведенные Амиром Тимуром в области государственного управления, а также во внутренней и внешней политике, которые привели к укреплению его королевства в свое время и подчеркнули важность сегодняшнего дня.

Ключевые слова: Тимур Тузуклари, справедливые принципы, Государство Тимуридов, Справедливость, дисциплина.

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PUBLIC ADMINISTRATION IN THE PERIOD OF AMIR TEMUR

Annotation: In this article, the reforms carried out by Amir Temur in the field of public administration, as well as in domestic and foreign policy, led to the strengthening of his kingdom in his time and highlighted the importance of the present day.

Key words: Temur tuzuklari, fair principles, Temurid State, Justice, discipline.

Государственность, духовность времен Амира Тимура и Тимуридов по своему потенциалу, содержанию, воспитательной силе и влиянию занимает особое место в истории нашего народа.

После обретения Узбекистаном государственной независимости были созданы широкие возможности для всестороннего изучения его общественно-политической истории, насчитывающей несколько тысячелетий. В частности, были освещены вопросы централизованного правления Амира Тимура, его роли в развитии узбекской государственности и культуры, наши ученые-историки и востоковеды перевели и опубликовали на узбекском языке множество работ, имеющих первостепенное значение. Основываясь на политике нашего государства и волеизъявлении народа, 29 декабря 1994 года было принято постановление Кабинета Министров «О праздновании 660-летия со дня рождения Амира Тимура», а 26 декабря 1995 года-указы Президента «Об объявлении 1996 года Годом Амира Тимура». В марте 1996 года были изданы указы о

создании Государственного музея» История Тимуридов «об учреждении ордена» Амир Тимур». По решению ЮНЕСКО 660-летие со дня рождения Амира Тимура широко отмечалось во всем мире.

Наш народ, строящий сегодня демократическое правовое государство, хочет знать о возникновении и развитии представлений и представлений о правовом государстве в истории нашей Родины, его правовых источниках, вопросах светского права и законодательства. С этой точки зрения историко-правовое исследование структур Тимура приобретает особую актуальность. Ведь наследие нашего прошлого, его богатые государственно-правовые основы, в частности принципы справедливости, применявшиеся в сфере государства и права в период правления Амира Тимура, сегодня служат и нашей независимости, способствуют формированию высокой политической, нравственной и правовой культуры личности. Основные исторические источники, освещающие жизнь и деятельность Амира Тимура, многочисленны и разнообразны, о чем свидетельствует его имя, его роль в мировой истории, исключительная популярность.

Научный анализ исследований, проведенных за рубежом и в нашей республике, посвященных Амиру Тимуру, Тимуридскому государству, вопросам его создания, также освещен в книгах ряда наших ученых. "Тимурские солончаки" интересуют научное сообщество уже более 600 лет.

Более подробно описывая систему социально-политических принципов Тимура, складывается следующая картина:

1. Амир Тимур понимал экономику как основу любого царства. "Государство и царство, - утверждает Тимур в своих «ловушках», - живы тремя вещами-имуществом, сокровищами и войском». Тем самым Тимур подчеркивает, что для выживания и социального развития государства необходимо, прежде всего, иметь экономические возможности.

2. По мнению Амира Тимура, каждая страна, исходя из ее различных экономических возможностей, должна «иметь полную информацию о всех регионах и учитывать их экономические особенности».

3. Амир Тимур уделял большое внимание земельной собственности, которая была основным средством производства, и при управлении каждой провинцией сохранял порядки государственного, крепостного, частного землевладения, стараясь при этом изменять размеры земельных наделов, право собственности, руководствуясь интересами государства.

4. Тимур понимал труд как социальную ценность, имея в виду созидательную деятельность.

5. В системе экономических принципов Амир Тимур уделял большое внимание вопросам финансов. Потому что финансы в глазах Тимура считались экономической опорой государства.

Политико-правовые взгляды Тимура обоснованы его моральными воззрениями и построены на религиозной морали. Поэтому успех любой политики в глазах Тимура заключается в милосердии царя к своим подданным, в его щедрости. В своей политике Тимур опирался также на справедливость, правдивость, справедливость. Потому что он выбрал правильный путь в своей политике. Тимур не мог больше проводить политику. Что бы он ни делал, он действовал в рамках шариата, руководствуясь мусульманскими правилами фикха и силой ислама в целом. Таким образом, Тимур также изложил свои взгляды на справедливость на основе религиозных принципов. В дошедших до нас летописях и исторических источниках ярко выражено отношение Тимура к религии. В частности, выработка принципа отношения к религии ислама послужит программой для всех Тимуридов. Потому что Тимур полностью полагался на ислам не потому, что у него не было политического принципа управления государством, а потому, что он был наиболее близок и благосклонен к народу, а также из-за его гуманного характера.

В основе политического начала Тимура лежит человек. Тимур был в свое время главой государства, сумевшим подчинить интересы царства интересам народа. Другим важным аспектом системы политических взглядов Тимура было то, что он консультировался с образованными людьми, учеными в этой области, прежде чем решать каждый политический вопрос, а затем принимать решения. Его консультации с учеными будут разных форм и размеров. Следует также отметить, что мыслители XIV-XV веков в своем творчестве и идеологических воззрениях делали Верховным качеством справедливого и просвещенного царя то, что одни проявляли справедливость, другие - разум, а третьи - нравственные качества. Интересно, что если теоретически они описывали свою идейную иллюзию так называемого идеального государства, то к XIV веку Амир Тимур смог применить ее на практике и вышел на арену как справедливый правитель, воплотивший в себе богатство и черты. Тимур, строивший политику своего царства на основе мистики, высоко поднял знамя справедливости, призывая народ подчиняться не сухому закону, а человеческому порядку. Потому что Тимур, придавая божественный характер человеческой дисциплине, считает ее священной и поэтому считает, что она должна подчиняться любому царю и правителю, который обуздывает тех, кто стремится к злу, и поддерживает тех, кто стремится к добру.

Амир Тимур покорил большую часть мира, довольствуясь до конца жизни скромным званием эмира. Амир Тимур не только боролся за то, чтобы сделать общество, в котором он живет, самой зрелой социальной системой, построить процветающую жизнь, но и верил в торжество этих идей во всем мире. Только для этой цели он был одет в военную форму. Он

читает, что каждый глава государства, который совершает невежество с такой целью, должен помнить в основном четыре вещи:

во-первых, какую страну он хочет завоевать, действуя с правильной мерой и советом;

во-вторых, чтобы избежать ошибок, нужно много думать, быть бдительным и осторожным во всем;

в-третьих, собрать и сплотить вокруг себя благородных мужей (эмиров);

в-четвертых, не откладывать дела сегодняшнего дня на завтра.

В программе и политико-правовых взглядах Амира Тимура более отчетливо прослеживается стремление к совершенному обществу, чем к его реализации и принятию на себя ответственности. Поэтому отличительной чертой Амира Тимура как государственного деятеля, полководца и мыслителя было то, что он строил совершенное общество в образе царствующего над ним царства (империи) и старался всячески его укреплять. Важным аспектом политического учения Амира Тимура является вопрос о верховенстве закона, законности в управлении обществом. Главным условием правления тимуридского царства стало признание верховенства закона над всеми создание его основных положений.

В заключение следует отметить, что реформы, проведенные великим полководцем Амиром Тимуром в сфере государственного управления, а также во внутренней и внешней политике, привели к еще большему укреплению его царства. Широкомасштабные реформы, осуществляемые в процветающей с каждым днем независимой Республике Узбекистан, еще больше укрепляют веру в завтрашний день нашей страны в сфере государственного управления, углубляют опыт великого государственного деятеля Амира Тимура и на практике эффективно используют опыт наших великих предков. Это результат усилий по созданию справедливого образа жизни для будущего нашего народа.

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ОСНОВНАЯ СХЕМА ОБЩИХ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ ФУНКЦИОНАЛЬНОЙ ПИЩЕВОЙ ТЕХНОЛОГИИ

Аннотация: При разработке технологии функционального питания, прежде всего, необходимо обращать внимание на физико-химические и микробиологические характеристики сырья для производства.

Ключевые слова: питание, функциональный, технология, физико-химический, ферментация, теплофизика, производство.

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BASIC DIAGRAM OF GENERAL TECHNOLOGICAL PROCESSES OF FUNCTIONAL FOOD TECHNOLOGY

Annotation: In the development of functional food technology, first of all, it is necessary to pay attention to the physicochemical and microbiological characteristics of raw materials for production.

Keywords: food, functional, technology, physicochemical, fermentation, thermophysics, manufacturing.

При разработке технологии функционального питания в зависимости от вида продукта технологические процессы питания столь же разнообразны, как и виды продуктов. Классификация или группировка технологических процессов основана на сходстве способа обработки сырья. Поэтому, исходя из общности методов их обработки, их условно можно разделить на четыре группы:

- I группа - Продукция на основе ферментации;
- II группа - физико-химические производства;
- III группа - механические и теплофизические производства;
- IV группа - химическое производство.

При производстве продуктов функционального питания используются все производственные процессы из вышеперечисленных групп при систематическом внедрении технологических процессов. При разработке технологии функционального питания используется ряд схожих технологических процессов.

Технологические параметры подобных технологических процессов различаются в зависимости от вида сырья. Наличие в сырье минеральных, органических и металлических соединений, в первую очередь, резко отрицательно сказывается на хранении сырья, качестве продукта, эффективности оборудования. В то же время это влияет на техническую безопасность и пожарную безопасность..

Часто используемые технологические процессы в технологии функционального питания

Качество сырья, относящегося к каждой группе, измеряется и определяется определенными количествами. К таким показателям сырья можно отнести:

- физические показатели;
- химические индикаторы;
- технологические показатели;
- можно разделить на группы размеров, которые показывают органолептические характеристики и другие свойства. В частности, показатели качества зерна делятся на шесть групп:
 - Ботанические и физиологические показатели - вид, сорт растения, период и количество всхожести, энергия прорастания;
 - органолептические характеристики - цвет, вкус, запах;
 - физические параметры - форма и размер, абсолютный и натуральный вес и т.д .;
 - механические параметры - модуль растяжения, хрупкость, вязкость и др .;
 - химические параметры - влажность, зольность, клейковина, кислотность и др .;
 - Технологические параметры - специальные размеры, указывающие, что зерно пригодно для производства муки, хлеба или макаронных изделий..



Сырье, необходимое для производства других аналогичных видов функциональных пищевых продуктов, также анализируется по конкретным показателям.

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**ФУНКЦИОНАЛЬНАЯ ТЕХНОЛОГИЯ ПРОИЗВОДСТВА
ПИЩЕВЫХ ПРОДУКТОВ (НА ПРИМЕРЕ ТЕХНОЛОГИИ
ПРОИЗВОДСТВА РАФИНИРОВАННОГО, РАФИНИРОВАННОГО,
ДЕЗОДОРИРОВАННОГО ХЛОПКОВОГО МАСЛА
ПЕРИОДИЧЕСКИМ МЕТОДОМ)**

Аннотация: Президент Республики Узбекистан Шавкат Мирзиёев на 75-й сессии Генеральной Ассамблеи ООН одобрил предложение Генерального секретаря Антониу Гутерриша о проведении саммита по актуальным вопросам продовольственной безопасности в условиях сегодняшнего кризиса. Это наглядный пример шага вперед. .

Ключевые слова: природно-климатические условия, производство продуктов функционального питания, госсипол.

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**FUNCTIONAL FOOD PRODUCTION TECHNOLOGY
(ON THE EXAMPLE OF THE TECHNOLOGY FOR THE
PRODUCTION OF REFINED, REFINED, DEODORIZED
COTTONSEED OIL BY PERIODIC)**

Annotation: At the 75th session of the UN General Assembly, the President of the Republic of Uzbekistan Shavkat Mirziyoyev approved the proposal of Secretary General António Guterres to hold a summit on topical issues of food security in the current crisis, which is a clear example of a step forward. ...

Key words: climatic conditions, production of functional food products, gossypol.

Узбекистан – одна из немногих стран мира, где благоприятные природно-климатические условия позволяют выращивать высококачественные продукты питания и сырье, богатое биологически активными веществами. Кроме того, благодаря удобному расположению в регионе, наша страна уже давно является регионом развития сельского хозяйства – фруктов и овощей, дынь и зерна, а также выращивания, переработки, хранения и экспорта ягод и орехов в другие страны через Великий шелковый путь.

Семена хлопчатника – это сельскохозяйственное сырье, химически богатое сложными компонентами. Семена хлопка содержат вещество, называемое госсиполом, которое является свободным веществом, содержащимся в мешках с госсиполом (желе). Госсипол включен в класс токсичных веществ, поскольку в свободном состоянии он проявляет более токсичные свойства. Для устранения токсических свойств госсипола при производстве хлопкового масла проводится ряд технологических процессов, то есть госсипол переводится из свободного состояния в связанное. В этом случае госсипол соединяется с другими веществами, такими как фосфатиды, белки, аминокислоты, с образованием сложных соединений и удаляется из масла.

Были проведены исследования по устранению токсикологических свойств госсипола в семенах хлопчатника путем его связывания с другими веществами. В результате этих исследований разработаны оптимальные показатели «влажно-термической» обработки и «обжарки» хлопкового масла при производстве хлопкового масла. В частности, высокотемпературная обработка семян хлопчатника внедрена на всех нефтегазовых предприятиях страны. В 80-х и 90-х годах прошлого века на предприятии ОАО «Коканд Ойл» в Ферганской области был предпринят ряд позитивных шагов по выделению вещества госсипол из семян хлопчатника как отдельного товара.

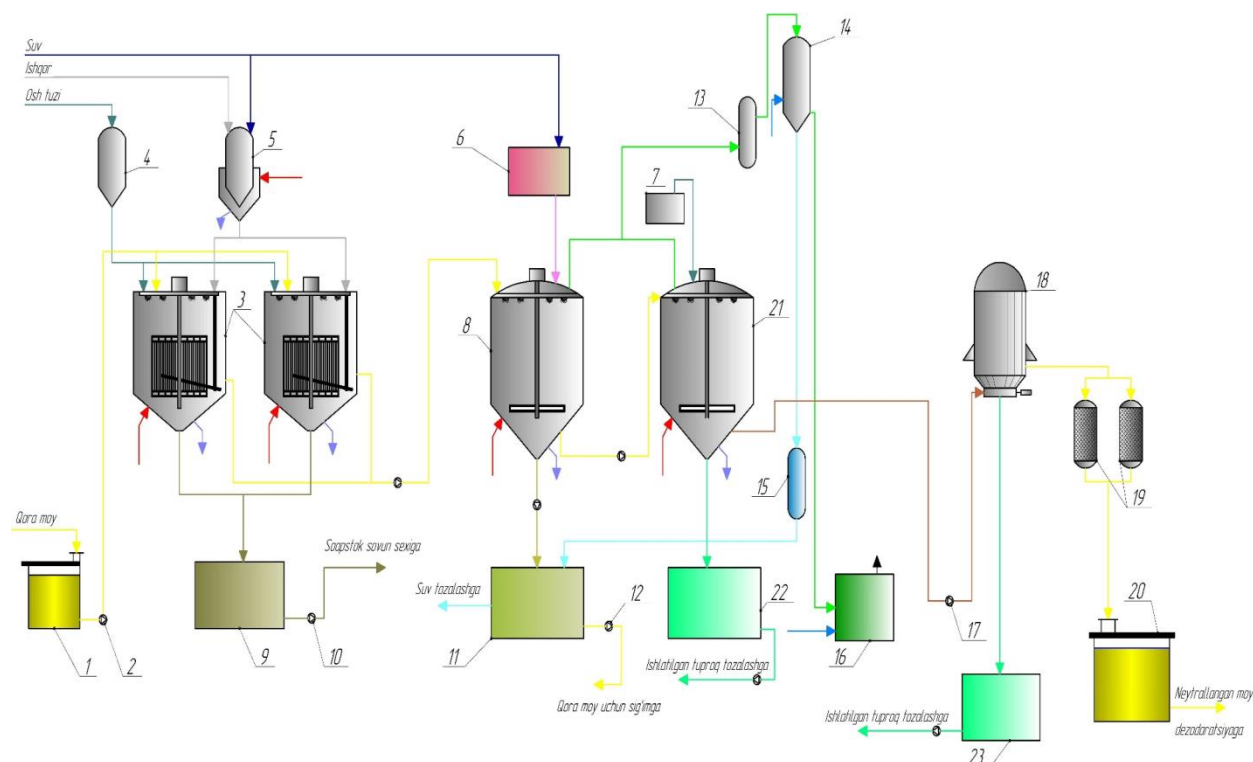
Процесс рафинирования является одним из наиболее важных процессов в производстве рафинированных растительных масел, особенно хлопкового масла, путем обработки сельскохозяйственных продуктов, включая семена хлопка.

Технологии функционального питания разрабатываются в зависимости от типа продукта, производимого пищевой промышленностью, и рекомендаций по его использованию.

Любое сырье – это биоматериал, специфические свойства которого определяются такими показателями, как химический состав, элементы клеточного и тканевого строения. В химический состав этого сырья входят белки, углеводы, липиды, витамины, ферменты и микроэлементы.

Кроме того, в зависимости от типа функционального питания каждый продукт состоит из определенной последовательности

технологических процессов. Например, рассмотрим процесс производства рафинированного растительного масла периодическим способом:



Технологическая схема периодической очистки, отбеливания и промывной сушки хлопкового масла.

Недостатком периодического метода является длительность замачивания, большое количество нейтрального масла в soapstocke и тот факт, что процесс длительный, поэтому нейтральное масло нейтрализуется. Жирность soapstocka 30-50%.

В методе непрерывного рафинирования нейтрализация осуществляется в смесителях, а разделение фаз - в сепараторах. Существуют непрерывные производственные линии A1-JRN (производительность 80-120 т / час), Alfa-Laval (производительность 80-180 т / час), Westfal (производительность 300 т / час).

Процесс непрерывной переработки хлопкового масла представлен на следующей технологической схеме.

Нерафинированное хлопковое масло поступает в резервуары (2) через автоматические весы (1). Там он насосом (3) направляется в двухтрубный теплообменник (4.5): в первом теплообменнике (4) он охлаждается водой, а во втором (5) - увлажнителем до 25 ° C. -300C. Охлажденное масло поступает в реактор-турбулизатор (6). Концентрированный щелочной раствор (34) направляется из резервуара (33) в резервуар насосом (32) через фильтр (31) в резервуар, в который также подается свежая вода. Щелочной раствор направляется в реактор-

турбулизатор (6) посредством охладителя с насосом-дозатором (30) и увлажнителя (29). Полученную смесь (7) подают в устройство осадителя-сепаратора (28) с помощью насоса (8) и нагревателя (где она нагревается до 65-700 ° С для снижения вязкости соапстока). Масло непрерывно переливается в резервуар (27), где оно дополнительно охлаждается (27). Отделенный соапсток в резервуаре отправляется на переработку вместе с основным отделенным соапстоком. При необходимости смесь смешивается с водой (9) в смесителе перед попаданием в аппарат сепаратор-сепаратор. Для непрерывной промывки масла (27) из бака (26) с помощью насоса масло (25) направляется через нагреватель (нагретый до 85-900С) в лопастной смеситель (10), и одновременно подается вода. . Смесь (11) разделяют в сепараторе. Масло (12) направляется через нагреватель (13) в ножевой смеситель для второй промывки с помощью насоса и отделяется в сепараторе (15). Промытая вода из сепараторов (23) попадает в маслоуловитель. Здесь отделенное масло (24) подается насосом (2) в резервуар, а вода (22) подается насосом в систему очистки. Масло (16) поступает в нагреватель, а затем в вакуум-сушильный аппарат (19). Перед сушкой масло смешивают с раствором лимонной кислоты, который готовят в емкости (17). Масло направляется из вакуум-осушителя (19) в резервуар (21) для очищенного масла насосом из аппарата (20).

Исходя из приведенной технологической схемы, можно сказать, что технологии функциональных пищевых продуктов включают в себя определенную последовательность технологических процессов, зависящую от конкретных классов технологических процессов и типа продуктов, которые имеют общую черту. Однако в зависимости от вида функционального питания требует индивидуального технологического подхода.

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ПРОЦЕСС ОТДЕЛЕНИЯ ДЫННОГО СОКА ЦЕНТРАЛЬНОЙ СИЛОЙ

Аннотация: Экспериментальная установка представляет собой стандартную лабораторную центрифугу. Принципиальная схема центрифуги показана на рисунке 3-2. Центрифуга состоит из 2-х рабочих камер с крышкой. Камеры 2 имеют вертикальный вал 3, в камере четыре съемных стационарных алюминиевых гнезда 5 для размещения полимерных стаканчиков с дынной пастой. Вал соединен с электродвигателем 7 через регулятор скорости 8, который обеспечивает постоянное изменение скорости вращения беговых стекол. В центрифуге установлен таймер для установки времени обработки образца, введенного в центрифугу.

Ключевые слова: стандарт, центрифуга, суспензия, отжим сока.

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THE PROCESS OF SEPARATION OF MELT JUICE BY CENTRAL FORCE

Abstract: The experimental setup is a standard laboratory centrifuge. A schematic diagram of a centrifuge is shown in Figure 3-2. The centrifuge consists of 2 working chambers with a lid. Chambers 2 have a vertical shaft 3, in the chamber there are four removable stationary aluminum nests 5 for placing polymer cups with melon paste. The shaft is connected to an electric motor 7 through a speed regulator 8, which provides a constant change in the speed of rotation of the running glasses. The centrifuge has a timer to set the processing time of the sample introduced into the centrifuge.

Key words: standard, centrifuge, suspension, juice extraction.

Скорость вращения вертикального вала регулируется пультом дистанционного управления 9. Центрифуга оснащена 10 замками.

Метод работы в лабораторной центрифуге МЕТРИМПЭКС. В тщательно подготовленный полимерный стакан суспензия переливается в центрифугу, крышка закрывается и время обработки пробы задается таймером. Центрифуга включается. После самостоятельной остановки центрифуги стаканы снимаются и проверяется степень отделения сока.

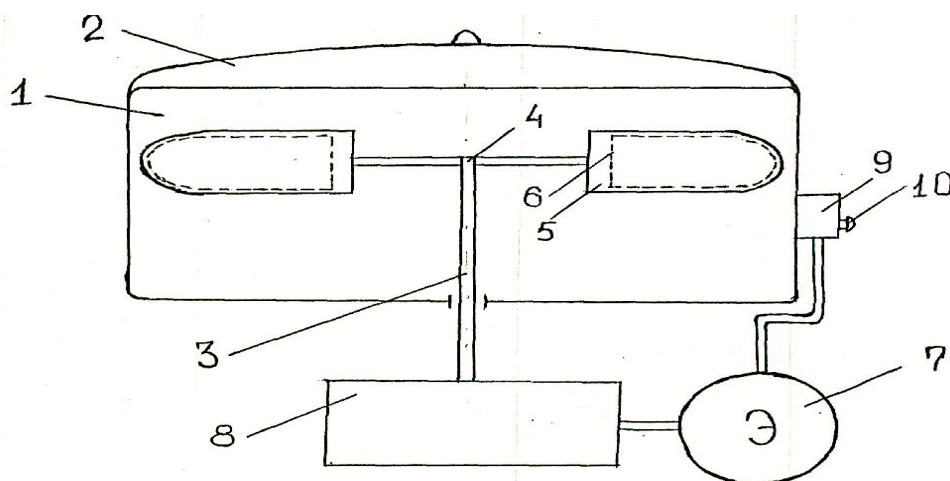


Рисунок 1. Схема лабораторной центрифуги

Берем заранее подобранную дыню, тщательно промываем кожуру, удаляем с ее поверхности пыль и грязь, измеряем длину и диаметр толстой части плода, измельчаем, разрезаем и удаляем косточки, измельчаем семена. Далее снимаем болгарку, измельчаем и разбираем скорлупу. Результаты измерений заносятся в журнал наблюдений. Обрабатываем семена 1% раствором едкого натра. Внешнюю влагу удаляют с поверхности семян, взвешивают, сушат в печи и взвешивают.

Измельчите гравий на терке и выберите грубую часть. Очищенный сок нагревают до 900°C , выдерживают не менее трех минут и охлаждают до 500°C , затем ферментируют, чтобы расщепить пектин и крахмал.

С помощью центрифуги измельченные частицы, находящиеся на дне жидкости, удаляются во время ферментации. Очищенный сок предназначен для испарения и получения концентратов.

Таблица 1

Результаты исследования физических свойств дыни.

№	Индикаторы	Меры измерения	Размер	% От общего веса дыни
1	Длина	мм	285	-
2	Диаметр	мм	180	-
3	Толщина панциря с мясной частью	мм	58	-
4	Толщина корпуса	мм	12	-

5	Вес дыни	г	3760	100
6	Вес мясной части	г	2701,6	71,85
7	Вес чашки	г	882	23,46
8	Масса отходов (семена и лузга)	г	1058,4	28,15
9	Вес семян:			
	с семенами	г	176,4	4,69
	бессемянный	г	63,1	1,68
	сушеный	г	36	0,98

Расход (выход) дынной массы на входе в центрифугу известен и равен $G1 = 1,39$ кг / с. Также известен состав входящей смеси:

$ap1=8\%$; $an1=5\%$, $av1=87\%$.

Фугат - это определенная часть сока, которая высвобождается из нерастворимых твердых компонентов в поле центробежных сил, а также из водорастворимых компонентов в результате осаждения последних. Твердые компоненты могут быть определены путем расчета плотности путем предварительного расчета. Наши исследования и расчеты показали, что плотность сока составила $\rho = 1050$ [кг / м³].

Твердая масса Твердый сок, полученный центрифугированием: волокна, целлюлоза, гемицеллюлозы, пигменты с влажностью 79-88%. Густая масса имеет жидкую консистенцию, липкая из-за наличия сахаров, биополимеров: крахмала и пектина. Это связано с биополимерами, удерживающими влагу. Плотность плотной массы 1010-1014 кг / м³. Плотную массу можно получить откачкой.

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УЛУЧШЕНИЕ ЭКСПОРТА ТЕХНОЛОГИИ ПРОИЗВОДСТВА ГРАНАТНОГО СОКА И АНАЛИЗ ЕГО БЕЗОПАСНОСТИ

Аннотация: Сегодня в мире используются современные технологии, основанные на научно разработанных технологиях для обработки фруктов и овощей, богатых натуральными витаминами, микро- и макроэлементами, в том числе плодов граната, для получения максимально консервированных натуральных компонентов сока и концентрата, а также потребительского качества. Исследования проводятся в таких областях, как улучшение, повышение продовольственной безопасности и биологической ценности, обеспечение конкурентоспособности готовой продукции за счет рационального использования местных сырьевых ресурсов, снижения затрат и затрат.

Ключевые слова: гранат, фрукты и овощи, производство, анемия, семена.

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IMPROVEMENT OF EXPORT OF POMEGRANATE JUICE PRODUCTION TECHNOLOGY AND ANALYSIS OF ITS SAFETY

Abstract: Today, the world uses modern technologies based on scientifically developed technologies for processing fruits and vegetables rich in natural vitamins, micro- and macroelements, including pomegranate fruits, to obtain the most preserved natural components of juice and concentrate, as well as consumer quality. research is carried out in such areas as improving, increasing food security and biological value, ensuring the competitiveness of finished products through the rational use of local raw materials, reducing costs and expenses.

Key words: pomegranate, fruits and vegetables, production, anemia, seeds.

Среди фруктов гранат, считающийся субтропическим фруктом, издавна привлекал человечество. Это связано с тем, что его цвет очень похож на цвет человеческой крови, обладает естественными целебными свойствами для улучшения здоровья человека и продления жизни, предотвращения и лечения рака, анемии, которые сейчас обнаруживаются у молодых людей при регулярном употреблении.

В настоящее время действующие в стране предприятия в основном перерабатывают кислые плоды граната, которые, в свою очередь, производят кислый сок, что свидетельствует о низком качестве его из-за технологических недостатков. Важно стандартизировать кислотность кислого сока кислых плодов граната, улучшить производственный процесс в результате анализа, повысить эффективность процесса за счет формирования технологии с использованием существующих устройств и оборудования. С учетом этого в магистерской диссертации проводилась научно-исследовательская работа по формированию технологии производства концентрата гранатового сока с нормированным содержанием кислот и обеспечению их безопасности.

Для достижения положительных результатов в этой области необходимо совершенствование существующей технологической системы, дальнейшее развитие теоретических и практических аспектов этого процесса, формирование технологии получения гранатового сока и концентрата с кислотностью, на основе которой обеспечить экспортную возможность продукции, повысить экономическую эффективность.

Существует около 140 разновидностей плодов граната, и их обычно делят на 2 типа: кислые, с низким содержанием сахара. Его используют для приготовления пищевых добавок; сладкий сорт.

Существует 2 вида плодов граната, но только один вид *Punica granatum* используется в основном в природе и в научных исследованиях. Это название было введено в основном римлянами. В Древнем Риме было 2 латинских имени:

1. «*Puimalum rupicum*» означает «Пуний яблоко». Древние римляне называли финикийцев, которые основали несколько групп на территории нынешней Малайзии в двенадцатом-седьмом веках до нашей эры, в том числе Карфаген, Утика и Лептис-Магна, пунийцами. В то время считалось, что лучшие плоды граната растут в Карфагене.

2. «*Malum rupicum*» означает «яблоко с семенами». Слово «граната» в русском языке тоже происходит от латинского слова. Слово «Гранатус» буквально означает «семя». Согласно источникам, в те времена плод граната назывался «Гранатин».

Состав гранатового сока. Гранатовый сок может быть замоченным,

постным, натуральным или подслащенным. Было замечено, что натуральный гранатовый сок содержит не менее 10-12% сухого вещества и 0,6-3,0% кислотности. Содержание сухого вещества гранатового сока с добавлением сахара 15-17%, кислотность 0,5-2,1%.

В настоящее время предприятия по производству соков и концентратов в стране не производят гранатовый сок, подслащенный сахаром или его сиропом.

Продолжить брожение сока можно, только применив процесс термического осветления и сепарации. В трехсекционном трубчатом нагревателе-охладителе сок нагревают до 75-80 ° С и охлаждают до 35-40 ° С. В соке белок и другие термолабильные вещества коагулируются и выводятся в процессе разделения.

Не рекомендуется нагревать сок при высоких температурах, так как это приведет к разрушению антоксинов, в результате чего сок изменит свой рубиновый цвет на темно-коричневый.

В процессе отделения сок удаляется из различных тканей, но опалесценция сохраняется. Для получения прозрачного прозрачного сока сок фильтруют в фильтровальных фильтрах с помощью картонного фильтра. После фильтрации сок нагревают до 70-75 оС и разливают по емкостям, затем пастеризуют при 85 оС в течение 15 мин.

Такая технология обеспечивает получение натурального качественного сока, но не гарантирует, что в процессе хранения в соке не будет образовываться осадок.

В некоторых странах сок обрабатывают желатином и фильтруют с помощью кизельгура, чтобы предотвратить образование осадка в соке, но такое осветление ослабляет естественный цвет и вкус сока. Срок годности таких соков - до 6 месяцев.

По традиционной технологии с помощью салфеток отжимается качественная ткань для сока. В процессе прессования его измельчают под давлением не менее 10 МПа. Недостатком метода является то, что он позволяет получить не более 41% сока от массы сырья. Оставшееся сырье отжимают в шнековом прессе и отправляют на производство дополнительного граната «Наршараба».

Очень мало полифенолов осаждается в соке, отжимаемом в пакпрессе. Вкус более мягкий, при хранении почти не выпадает осадок. (Таблица 1)

Результаты анализа показывают, что продление времени замачивания гранатового сока может привести к ухудшению его качества.

Содержание гранатового сока (в%) в зависимости от способа отжима

Таблица 1

Индикаторы	При прессовании в шнековом прессе (сам посевной материал)	Когда весь фрукт прессуется в пакпрессе

Сухие растворимые вещества	16,2	16
Кислоты (лимонной кислотой)	2,16	2,00
Полифенолы	0,149	0,044
Седиментация	3,60	1,75
Выход	44-49	41

На некоторых заводах по производству соков в Азербайджане время варки составляет 12 часов и более (Таблица 2).

Содержание гранатового сока (в%) в зависимости от способа обработки

Таблица 2

Индикаторы	Не обработано	разделение		Отдых 12 часов
		Не термически обработанный	После термообработки и охлаждения	
Сухие растворимые вещества	16,4	16,6	16,4	16,2
Кислоты (лимонной кислотой)	2,68	2,52	2,52	2,49
Полифенолы	0,37	0,33	0,19	0,29
Седиментация	-	-	0,05	0,35

Как видно из таблицы 2, количество сухого вещества и кислоты в соке не зависело от способа обработки, количество полифенолов и образование осадка варьировались незначительно. Настой в течение 12 часов приводит к снижению содержания полифенолов, но образованию большого количества осадка.

Для получения гранатового сока сырье сначала проверяют на конвейерной ленте, затем промывают в вентилируемой стиральной машине, ополаскивают на водяной бане. Семена подаются на сортировочную машину с помощью элеватора. Сепаратор семян граната представляет собой горизонтальный цилиндр с прикрепленным к нему валом. Поверхность цилиндра окружена оболочкой, а передняя часть имеет приемный бункер. Через дно бункера пропускается шнек, который обеспечивает равномерную подачу гранатов в полость цилиндра. Гранаты, падающие в цилиндр, ударяются о биты вращающегося вала, зерна граната отделяются и под действием центробежной силы ударяются о стенку цилиндра, а затем проходят через перфорацию. Отделенный сок и зерна попадают на поддон машины и затем передаются в следующий технологический процесс. Оболочка снимается с цилиндра на конвейер.

В результате скорости вращения вала машины и ударов граната по кусочкам зерна граната трескаются и взаимодействуют с измельченной кожурой, увеличивая содержание фенолов в соке. Это, в свою очередь, отрицательно сказывается на последующих процессах. Затем семена граната опускаются в шнековый пресс, где отделяется сок. Его охлаждают 1,5-2 часа, отделяют на «турбинной» центрифуге, фильтруют в сетчатом фильтре и удаляют кислород воздуха в деаэраторе. Нагрейте до 85оС в пластинчатом пастеризаторе, разлейте по бутылкам в вакуумных наполнителях и закройте крышками. Готовый продукт непрерывно пастеризуется в пастеризаторе.

Линия по производству сырья 5 т / ч. При хранении гранатовый сок быстро меняет свой естественный рубиновый цвет и образует осадок. Чтобы предотвратить эти негативные изменения, рекомендуется хранить сок при температуре (0-10°С).

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**МЕТОДИЧЕСКАЯ РАЗРАБОТКА ОТКРЫТОГО УРОКА ПО
ДИСЦИПЛИНЕ: ОП14.ОСНОВЫ ФИНАНСОВОЙ ГРАМОТНОСТИ.
ТЕМА: «СОСТАВЛЕНИЕ ЛИЧНОГО ФИНАНСОВОГО ПЛАНА»**

Аннотация: Методическая разработка открытого урока является приложением к проведению урока по дисциплине «Основы финансовой грамотности» для обучающихся 2 курса среднего профессионального образования по теме: «Разработка личного финансового плана».

Методическая разработка открытого урока может быть использована с целью изучения плана и методики проведения занятия, установления междисциплинарных связей.

Ключевые слова: финансовый план, доходы, расходы, сбережения.

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**METHODOLOGICAL DEVELOPMENT OF AN OPEN LESSON
BY DISCIPLINE: OP14. FUNDAMENTALS OF FINANCIAL
LITERACY
TOPIC: «MAKING UP A PERSONAL FINANCIAL PLAN»**

Annotation: Methodical development of an open lesson is an appendix to the lesson on the discipline "Fundamentals of financial literacy" for students of the 2nd year of secondary vocational education on the topic: "Development of a personal financial plan".

The methodical development of an open lesson can be used to study the plan and methodology of the lesson, establish interdisciplinary connections.

Keywords: financial plan, income, expenses, savings.

Структура занятия

№ п/п	Этапы работы	Деятельность преподавателя	Деятельность студентов
1.	Подготовительный этап (5 мин.)	Вступительное слово. Мотивация, постановка цели, стимулирование интереса к занятию.	Приветствуют преподавателя
2.	Теоретическая часть (20 мин.)	Объяснение нового материала	Получение опорных знаний

4.	Практическое задание (30 мин.)	Раздает карточки с заданиями	Выполняют практическое задание по образцу. Желаящие – проводят защиту своей работы перед аудиторией
5.	Тестовые задания (10 мин.)	Даёт указания по выполнению заданий (ЭУМК)	Заходят на платформу Цифровой колледж Подмосковья и выполняют задания в ЭУМК
6.	Подведение итогов (5 мин.)	Выставление оценок	
7.	Рефлексия. (5 мин.)	Проведение рефлексии	Отвечают на вопросы, делают выводы.

Открытый урок по теме:

«Составление личного финансового плана»

Образовательная организация: ГБПОУ МО «Колледж «Подмосковье»

Дисциплина: Основы финансовой грамотности

Специальность: 21.02.05 Земельно-имущественные отношения

Тип занятия: практическая работа.

Вид занятия: практическое занятие.

Применяемые технологии: игровые, проектной деятельности, информационно-коммуникационные, технология проблемного обучения

Средства обучения: ПК, мультимедийный проектор, презентация, карточки с практическим заданием, ЭУМК.

Цель занятия: Формирование социально-финансовой компетентности обучающихся.

Задачи:

1. Образовательные:

- обучить методам и анализу распределения личных доходов и достижения финансовых целей через личное финансовое планирование;

2. Развивающие:

- формировать навык эффективного использования имеющихся доходов и применения современных финансовых инструментов

- развивать навык умения анализировать, сравнивать, обобщать, делать выводы;

- развивать экономическое мышление и логику;

- формировать устойчивый интерес к дисциплине;

3. Воспитательные:

- воспитывать чувство ответственности за результат учебного труда, понимания его значимости;

-воспитывать ответственное отношение к финансовой деятельности.

Ход занятия

1. Подготовительный этап

Вступительное слово преподавателя.

По мере своего взросления каждый человек сталкивается с необходимостью планирования собственных финансов.

Тема нашего сегодняшнего «Составление личного финансового плана».

Целью нашего занятия является формирование социально-финансовой компетентности, освоение навыка распределения личных доходов и достижения финансовых целей.

Перед тем, как приступить к теоретическому блоку, ответьте мне на вопрос – Кто из вас ранее сталкивался с такой ситуацией, когда вам за определенный период времени, было необходимо накопить определённую сумму денежных средств?

Обучающиеся отвечают на поставленный вопрос и приводят примеры.

Таким образом, так или иначе, можно говорить о том, что каждый из вас ранее сталкивался с финансовым планированием.

Для того, чтобы грамотно распределять свои доходы и достигать поставленные финансовые цели в срок – составляется финансовый план.

Обратимся к терминологии. Для этого посмотрим видео-лекцию онлайн-курса «Основы финансовой грамотности» на сайте цифрового колледжа Подмосковья.

Преподаватель включает видео-лекцию, выводя её с помощью мультимедиа проектора на экран.

Перед тем как приступить к выполнению практической работы обратим внимание на этапы составления личного финансового плана. *(Сопровождается презентацией).*

Составление личного финансового плана начинается с постановки финансовой цели. Цель является побудительным мотивом к действию. Она должна быть чётко поставлена и определена по количеству, качеству и времени. Далее необходимо определиться со сроками: финансовые планы подразделяются на краткосрочные (до 1 года), среднесрочные (от 1 года до 3 лет) и долгосрочные (от 3 и более лет). Следующий шаг – оптимизация доходов и расходов. Завершающим этапом является планомерное и систематическое следование намеченному плану.

2. Практическая часть

Перейдём к выполнению практической работы.

Преподаватель выдаёт обучающимся карточки с заданиями (приложение 1).

Как вы могли заметить, практическая работа состоит из названных ранее этапов.

Обучающиеся выполняют практическую работу, процесс

сопровождается комментариями и объяснениями преподавателя. По мере готовности, обучающиеся защищают выполненную работу перед аудиторией, и сдают работу преподавателю, преподаватель задаёт уточняющие вопросы и, при необходимости, корректирует ответ).

3. Тестовое задание

Для закрепления полученных знаний проведём тестирование и ответим на вопросы (приложение 2).

4. Подведение итогов

Итак, занятие завершено. Мы повторили, обобщили и оценили знания и умения, полученные ранее по рассматриваемой теме. Спасибо за работу.

Выставляем оценки за практическую работу. (*Преподаватель выставляет оценки тем обучающимся, кто защитил свою работу*) А также проверим результаты тестирования.

5. Рефлексия

Ваши впечатления о занятии? Считаете ли вы приобретённый навык составления личного финансового плана полезным? Довольны ли вы своими результатами тестирования? Кто из ваших одноклассников на занятии был самым активным? Чей финансовый план показался вам наиболее подробный и креативным?

Приложение 1

Практическая работа

по дисциплине «Основы финансовой грамотности»

Тема: Составление личного финансового плана

Цель работы: научиться составлять личный финансовый план.

ОБЩИЕ СВЕДЕНИЯ

Личный финансовый план - план достижения ваших личных финансовых целей.

Личный финансовый план (ЛФП) – это инструмент долгосрочного планирования. Он рассчитывает ряд путей к достижению важных для вас целей — чтобы выбрать из них оптимальный.

Этапы построения личного финансового плана:

1. Определить свои финансовые цели

При формулировании цели необходимо пройти трехэтапный процесс финансовой оценки ваших целей:

1) Какова ваша цель?

2) Когда вы хотите её осуществить?

3) Сколько это будет стоить?

Цели должны иметь: временное ограничение, денежную оценку, конкретику (место отдыха, количество человек, марка машины, название вуза и т. д.). Кроме того, они должны быть реалистичными.

2. Определить свои финансовые возможности

Определите, какие источники дохода у вас есть и какие расходы Вы обычно несете каждый месяц, т.е. выделите ваши активы и обязательства, составив ваш личный бюджет. Определите сколько денег вы можете откладывать в виде сбережений.

Сбережения = Доходы - Расходы

3. Сопоставить цели с возможностями и составить план

Сопоставив цели с возможностями, определите сроки достижения целей. Для достижения своих финансовых целей необходимо:

1) Оптимизировать свой бюджет (определите все ли расходы действительно необходимы, на чем можно сэкономить).

2) Найти дополнительные источники дохода (подработка, продажа ненужных вещей).

Личный финансовый план помогает спрогнозировать доходы, расходы и накопления. Он помогает буквально заглянуть в своё финансовое будущее, ставить цели и достигать их.

ПРАКТИЧЕСКАЯ ЧАСТЬ

Задание 1. Определите свои финансовые цели.

Цель	Планируемая дата достижения цели	Цена

Задание 2. Определите свои финансовые возможности.

Мои доходы		Мои расходы	
наименование	сумма	наименование	сумма
Общий доход		Общий расход	

Рассчитайте свои сбережения (доходы – расходы) _____ рублей в месяц.

Задание 3. Сопоставьте цели с возможностями и составьте план.

Цель	Планируемое количество месяцев до достижения цели	Цена (в руб.)	Сбережения в месяц (в руб.)

Определите скорость достижения цели.

Скорость достижения цели = Цена / Сбережения в месяц

Если скорость достижения цели = планируемому количеству месяцев до достижения цели, то следуйте намеченному плану. Если скорость достижения цели больше или вы хотите ускорить дату достижения цели - ответьте на вопросы, указав возможные суммы:

1) Могу ли я уменьшить свои расходы, отказавшись от чего-то ненужного?

2) Есть ли у меня возможность дополнительного дохода?

Сравните, сколько вы откладываете сейчас и сколько могли бы откладывать, при необходимости укажите новые сроки достижения целей.

Цель	Планируемое количество месяцев до достижения цели	Цена (в руб.)	Сбережения в месяц (в руб.)
Скорость	достижения		цели

Приложение 2

Тестовые задания

1. С чего следует начинать составление финансового плана?

- А) с определения сроков;
- Б) с определения цели;
- В) с плана действий.

2. Цель должна быть - ...

- А) определена по количеству;
- Б) определена по качеству;
- В) определена по времени;
- Г) определена чётко;
- Д) всё указанное верно.

3. Цель является - ...

- А) конечным результатом;
- Б) побудительным мотивом к действию;

4. Финансовый план составляется ...

- А) из будущего положения семьи;
- Б) из планируемого финансового положения семьи;

В) из реального финансового положения семьи.

5. Главные задачи составления финансового плана:

А) достижение поставленных целей благодаря переориентации денежных потоков;

Б) достижение поставленных целей благодаря взятию денежных средств в долг;

В) определение, как можно большего количества целей.

Использованные источники:

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СОЗДАНИЕ ЛАЗЕРНОГО ФОТОГРАММЕТРИЧЕСКОГО СКАНЕРА С ДОПОЛНИТЕЛЬНЫМ ГЕОМЕТРИЧЕСКИМ ПОРЯДКОМ

Аннотация: В статье представлены разработка, внедрение и оценка недорогого 3D-сканера для небольших объектов, в процессе эксплуатации которого также используются геометрические привязки с целью повышения его точности и надежности. Описанный здесь сканер сочетает в себе методы стереоскопического зрения с методами лазерного триангуляционного сканера.

Ключевые слова: протестированные процедур, гомологичные точки.

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CREATION OF LASER PHOTOGRAMMETRIC SCANNER WITH ADDITIONAL GEOMETRIC ORDER

Abstract: This paper presents the development, implementation and evaluation of a low-cost 3D scanner for small objects, which also uses geometric referencing to improve its accuracy and reliability. The scanner described here combines stereoscopic vision techniques with laser triangulation scanner techniques.

Keywords: tested procedures, homologous points.

Две сетевые камеры (простые веб-камеры), автоматически откалиброванные заранее, наблюдают за следом ручного лазерного уровня на поверхности сканируемого объекта. Визуализированная лазерная линия позволяет автоматически решать проблему соответствия между пиктограммами и, наконец, вычислять координаты 3D-точек, применяя простые уравнения параллакса к эпи полярным изображениям[2]. Это разрешение повышается за счет дополнительных геометрических привязок. Система автоматически калибруется на основе лучевого метода (оценка внутренней ориентации двух машин и их правильной относительной ориентации в масштабе) с помощью стереоскопических снимков поля управления 2D-шахматной доской. Для целей данного исследования был разработан алгоритм определения системы координат

поля и сбора его точек при автоматической оценке начальных значений параметров[4]. Таким образом, пары изображений, полученных во время сканирования, теперь могут быть эпи полярно повторно собраны (за счет устранения ошибок, смоделированных во время калибровки). На используемых эпи полярных изображениях изображен только след лазера, поскольку фон удален с исходных изображений, в то время как для смягчения эффектов шума применяются сглаживающие фильтры. Поэтому поиск точечных связей ограничивается гомологичными эпи полярными линиями[6]. Гомологичными точками считаются пересечения эпи полярных линий с лазерными линиями, то есть максимумы интенсивности изображения на каждой эпи полярной линии. Из всех протестированных процедур обнаружения пиков в итоге была выбрана подгонка гауссовой кривой к профилю тона. Окончательное положение пика получается путем одновременной подгонки трех кривых Гаусса, где дополнительные кривые интерполируются в двух диагональных направлениях через начальную оценку положения пика. Положение пика должно находиться на суперполюсной линии, но следует также учитывать более широкую окрестность оценки, чтобы уменьшить воздействие шума [8]. Неопределенность определения положения точки на поверхности является критерием исключения точек в процессе сканирования. Первоначальная оценка трехмерных 3D координат точек из уравнений параллакса (решение без лишних измерений) улучшается за счет введения дополнительных геометрических обязательств:

- Все точки в пространстве, реконструированные каждой парой изображений, являются более видными как точки, принадлежащие плоскости лазера.

Размещение объекта в узле, образованном двумя плоскостями (предварительно отсканированными), для позволяет ввести дополнительное ограничение конгруэнтности для реконструированных точек, принадлежащих этим плоскостям. Наконец, соседние точки не должны находиться более чем на одной границе друг от друга (элемент сглаживания реконструированной поверхности). В статье изучается влияние этих обязательств и рассматривается их строгость или гибкость [1]. Общее решение состоит в том, что координаты точек полного сканирования и все неизвестные коэффициенты уровней оцениваются одновременно с помощью одной итерационной коррекции. Введение геометрических ограничений улучшает решение, предлагая избыток наблюдений, тем самым повышая его надежность, а также позволяя решить проблему множественных максимумов из-за маскировки или отражений. Сгенерированное облако точек может быть дополнено значениями цвета из фоновых изображений, которые извлекаются из набора данных с помощью временного интервала[3]. Поскольку для создания полной 3D-модели объекта требуется множество сканирований с разных позиций, отдельные облака точек должны быть объединены в одно облако, например, с помощью известных алгоритмов, таких как ICP.

Полная автоматизация процесса предполагает, что необходимое начальное приближение параметров преобразования для ICP также должно оцениваться автоматически. В этом случае он основан на самих изображениях, если в объекте присутствует минимальная текстура, которая позволяет обнаруживать точки интереса с достаточным количеством и соответствующим распределением. Алгоритмы SIFT и RANSAC используются для определения гомологичных точек (на основе эпполярной матрицы) в парах изображений, состоящих из изображений, полученных из разных (соседних) позиций сканирования, для которых интерполируются 3D-точки в облаках из каждого места сканирования. Таким образом, 2D- двумерные гомологии сводятся к гомологиям в 3D-трехмерном пространстве, поэтому теперь возможно автоматическое преобразование твердого тела между двумя перекрывающимися облаками[5]. Заключительным шагом является сглаживание сгенерированного облака точек. Необходимо оценить несколько различных алгоритмов псевдонимов, применяемых к комбинированным или отдельным облакам точек. Сглаживание выбирается с учетом того, что поверхность приближается локально с помощью элементарных математических поверхностей, с возможностью введения анизотропного распределения веса для учета локального рельефа поверхности[7]. Точность типовой схемы сканера составляет 0,2 мм, что оценивается как теоретически, так и экспериментально. Точность типичного макета сканера составляет порядка 0,2 мм, что оценивается как теоретически, так и экспериментально. Объекты определенного размера следует сканировать для практической оценки точности, и сканер должен давать удовлетворительные результаты как на дорогостоящих, так и на недорогих коммерческих сканерах[9]. Для практической оценки точности следует сканировать объекты определенного размера, а также проверять сканер на дорогих и недорогих коммерческих сканерах, дающих удовлетворительные результаты. Точность должна быть проверена для объектов, которые необходимо применить на практике, а также для служб сканирования и недорогих коммерческих сканеров, которые были протестированы и дали удовлетворительные результаты[10].

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ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

Аннотация: в данной статье рассматривается использование инновационных и информационных технологий в преподавании узбекского языка и литературы. С нашей точки зрения, к инновационно-информационным технологиям относятся, прежде всего, методики как преподавания, так и обучения, направленные на использование интерактивных технологий, под которыми принято понимать совокупность средств и методов взаимодействия между преподавателем и обучающимися с помощью информационных технологий и интерактивного оборудования, целью которого является помощь в преобразовании информации общего характера в личные знания и умения.

Ключевые слова: инновация, информационно-коммуникативные технологии.

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APPLICATION OF INFORMATION TECHNOLOGIES IN THE LESSONS OF THE UZBEK LANGUAGE AND LITERATURE

Annotation: This article examines the use of innovative and information technologies in teaching the Uzbek language and literature. From our point of view, innovative and information technologies include, first of all, methods of teaching and learning, aimed at using interactive technologies, by which it is customary to understand a set of means and methods of interaction between a teacher and students using information technology and interactive equipment, the goal which is to help transform general information into personal knowledge and skills.

Key words: innovation, ICT, Information and communication technologies.

Процесс развития информационных технологий затрагивает все сферы нашей жизни. Не является исключением образовательная система. Активное внедрение интерактивных и информационно-

коммуникационных технологий в различные сферы современной системы образования приобретает все более комплексный и масштабный характер. Полагаем, что результатом является повышение интереса к применению инновационно-информационных образовательных технологий [9]. С нашей точки зрения, к инновационно-информационным технологиям относятся, прежде всего, методики как преподавания, так и обучения, направленные на использование интерактивных технологий, под которыми принято понимать совокупность средств и методов взаимодействия между преподавателем и обучающимися с помощью информационных технологий и интерактивного оборудования, целью которого является помощь в преобразовании информации общего характера в личные знания и умения [7].

Опыт работы над проблемой использования ИКТ на уроках узбекского языка и литературы свидетельствует о преимуществах их применения: это и дополнительный материал к учебникам, позволяющий расширить кругозор учащихся, и быстрый контроль их знаний, и новая занимательная информация, повышающая познавательные интересы учащихся, и более эффективные условия для проведения индивидуальной, фронтальной и групповой форм деятельности. Информационно-коммуникативные технологии применяю на всех этапах урока: при объяснении нового материала, закреплении, повторении, контроле. В основном использую такие формы подачи материала и оценивания знаний с помощью информационных технологий, как информационно-обучающие программы, тесты, проекты, наглядные пособия, слайдовые презентации, видео уроки [5]. Возможности мультимедиа делает уроки узбекского языка и литературы яркими, интересными, эффектными. Конкретно-наглядная основа урока позволяет сделать обычные учебные занятия зрелищными и поэтому легко запоминающимися [3]. Компьютерные информационные технологии дают возможность подготовить презентацию иллюстративного и информационного материала, (набор слайдов-иллюстраций, репродукций, портретов, фотографий, раздаточного и справочного материала, снабженных необходимыми комментариями для работы на уроке [1]. Ученики за урок могут не только познакомиться с портретами, фотографиями, иллюстрациями, но и просмотреть отрывки из фильмов, прослушать аудиозаписи, побывать на экскурсии в музеях, театрах, на концертах. Умелый учитель может превратить презентацию в увлекательный способ вовлечения учащихся в образовательную деятельность, может проявить свое творчество, индивидуальность, избежать формального подхода к проведению уроков. Причём презентация может стать своеобразным планом урока, его логической структурой, отражением самых интересных моментов темы. Компьютерные технологии представляют широкие возможности как для учителя в процессе подготовки и проведения уроков, так и для развития творческого

потенциала школьников, организации их самостоятельной познавательной деятельности [10]. Например, к уроку литературы в 10 классе на тему «Осень в литературе, музыке и живописи» мои ученики готовят групповые домашние задания – презентации: «Тема осени в музыке», «Образ осени в узбекской живописи», «Осень в жизни и творчестве М Юсуфа », «Осенние шедевры А Орипова .», видеофильм «Осень в родном краю», видео фотоальбом «Отговорила осень золотая», аудио-сборник «Песни об осени современных композиторов». Групповая творческая деятельность захватывает детей, объединяет их интересы, учит толерантности. Они получают навыки общения, сотрудничества, само регуляции поведения в коллективе [8]. Работа в микрогруппах раскрепощает ребят, создает условия психологического комфорта, помогает преодолевать неуверенность, вселяет чувство взаимной заинтересованности, учит свободно излагать свои мысли, отстаивать свою позицию, слушать мнение других [6]. Они учатся ставить перед собой цели, определять способы их достижения, прогнозировать результат и самостоятельно действовать по намеченной программе. Хороший эффект дает применение ИКТ на итоговых и обобщающих уроках по творчеству поэтов и писателей. К ним ученики обычно готовят свои проектные работы с компьютерной презентацией. Например, к итоговому уроку по творчеству поэтов в 10 классе школьникам предлагаются следующие проектные работы: «Друзья А. Орипова», «Благотворительная деятельность А.Орипова», «Мухаммад Юсуф и узбекские художники», «Произведения Г. Гуляма в кино», «Хуршид Даврон и музыка» и др. На основе проектных, исследовательских, творческих работ учащихся с использованием компьютерных технологий провожу научно-практические конференции, творческие вечера [9]. Например, итогом размышлений учащихся на уроках литературы, посвященных теме «Человек и природа» стала школьная конференция «О чем скорбишь, мое село?», на которой ученики представили свои презентации: «С чего начинается родина?», «Красивое и безобразное рядом», «Святые места родного края», Узбекфильм «Ватан». Ребята с большим желанием выполняют творческие задания и получают моральное удовлетворение и познавательную пользу для себя. Задача учителя заключается в том, чтобы научить учеников правильно использовать компьютер для своего самосовершенствования, показать, что он не только игрушка и средство общения, но важный источник знаний и незаменимый помощник в умственном, духовном, творческом развитии человека и решении многих жизненных проблем [2]. Но иногда, пользуясь компьютером, ученики без труда и усилий выполняют домашние задания: скачивают с сайтов готовые доклады, рефераты, сочинения, творческие работы. Считаю, что от такой «работы» пользы мало и для ученика, и для учителя. Поэтому педагог должен научить учеников обработать найденную информацию, преобразуя ее в виде тезисов, опорной схемы,

презентации, тестовых заданий, вопросов по теме и т.д. Учащимся нравится выполнять задания на компьютере: редактировать тексты, набирать тексты своих творческих работ, составлять сборники, оформлять свои доклады, проектные работы, рефераты, создавать слайдовые презентации, клипы, компьютерные рисунки, пособия к урокам, дидактические материалы. Так можно соединять приятное с полезным, скучное с интересным. Использование ИКТ на уроках узбекского языка и литературы значительно повышает не только эффективность обучения, но и мотивацию учащихся к изучению предметов, развивает их творческую активность. Уроки получаются более интересными, насыщенными, проходят в хорошем темпе, дают положительные результаты [4].

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ПЛАТФОРМА MOODLE – НЕОБХОДИМЫЙ ИНСТРУМЕНТ ДЛЯ ПРЕПОДАВАТЕЛЕЙ

Аннотация: Все чаще создаются новые продукты и инструменты, появляется все больше возможностей для онлайн-обучения. Цифровая революция способствовала распространению новых профессиональных выходов, в том числе в сфере образования.

Ключевые слова: Moodle, цифровая революция, программное обеспечение.

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MOODLE PLATFORM IS A MUST-HAVE TOOL FOR EDUCATORS

Annotation: More and more products and tools are being created, and more and more opportunities for online learning are emerging. The digital revolution has contributed to the proliferation of new professional outputs, including in the field of education.

Keywords: Moodle, digital revolution, software.

Обучение в Интернете становится все более важным как в качестве выбора работы, так и в качестве способа обучения. В этом контексте расширяется использование платформы Moodle, необходимой для преподавателей. Мы расскажем вам, что такое Moodle, для чего Moodle, как вы можете получить доступ к платформе Moodle и как вы можете работать онлайн благодаря Moodle. Успех платформы Moodle не является случайным, а определяется ростом онлайн-образования и распространением курсов и мачт, которые проводятся в этом режиме. Поэтому, по другим причинам, которые мы рассказываем вам ниже, необходимо, чтобы вы узнали об этом инструменте и узнали, почему в течение следующих нескольких лет необходимо научиться управлять и использовать Moodle, чтобы обеспечить себе место в сфере образования [6]. Платформа Moodle - абсолютно бесплатное приложение, занимающееся в основном онлайн-обучением. Позволяет создавать виртуальный кампус и виртуальный класс без затрат. Предоставляет

специальные возможности и поддержку из любого веб-браузера, независимо от использованной операционной системы. Moodle - свободное программное обеспечение. Moodle сделан на основе конструктивистской социальной педагогики, где общение имеет актуальное пространство на пути построения знаний. Задача заключается в том, чтобы получить опыт в области обогащения [1]. Концепция виртуального класса материализуется с помощью этого инструмента, где можно создавать содержимое, делиться им и устанавливать роли между администратором и пользователями для правильной работы инструмента. Допускается взаимодействие на внутренних форумах, прямых чатах, в частном мессенджере и т.д.[3]. Онлайн обучение - полезен для преподавателей, которые проводят онлайн-курсы, или даже для тех, кто проводит занятия в Интернете в качестве дополнения к некоторым предметам [5]. С помощью виртуального класса происходит интересный обмен знаниями, который отличается более прямолинейным, динамичным и решительным. Платформа Moodle полезна для учителей всех уровней образования, для преподавателей самообразования, для инструкторов по физико-спортивной деятельности, например, для обучения теоретической части того или иного предмета; для педагогов, психоаналитиков, юношеских агентов, наставников, мониторов свободного времени в образовании, тренера и т. д. На платформе можно создать любой контент, то есть нет ничего лучше, чем какой-либо другой материи. Многие компании также выбирают платформу Moodle для проведения внутренней подготовки или «профессиональной подготовки в компании». Moodle предлагает возможность разработки контента с использованием различных методологий и с использованием таких средств, как видео, изображения, интерактивный контент и т.д. Кроме того, она предоставляет возможность разработки различных методов оценки и оценки обучения [4]. Для учащихся обучение становится более динамичным, в конечном счете, веселым. На платформе Moodle существует взаимодействие между эмитентом и приемником общего контента. Она позволяет работать со всеми форматами, включая документы Word, Excel, PPT, Flash, видео, audio.etc. Студенты могут работать из дома, отправляя работы через интернет, а учителя или педагоги могут одновременно реагировать на возможные сомнения [2]. Создание виртуального класса может способствовать совместному обучению учащихся, а также индивидуальному развитию навыков каждого ученика. Она позволяет каждому ученику учиться в своем темпе и даже расширять знания, не изменяя при этом динамики класса явки. Обычно встречаются с учениками, которые хотят глубже изучить некоторые предметы, поэтому мы помогаем им. Кроме того, возможность работы с мобильным приложением Moodle еще больше увеличивает шансы на взаимодействие. Наличие мобильного официального приложения moodle в google play позволяет получить доступ к образовательным и учебным

мероприятиям где угодно, даже в автономном режиме. Приложение предоставляет доступ к учебным материалам и уведомлениям с мобильных устройств. Говорить о приложении Moodle - это говорить о дистанционном образовании, но он считает, что, если вы обучаетесь на визуальных курсах, вам также может потребоваться использовать этот инструмент для более динамичного обучения учеников. Все больше учителей начальных и средних школ предпочитают использовать форумы, блоги, социальные сети для обмена контентом со своими учениками. Создание виртуального класса может быть весьма полезным для отслеживания, например, дополнительных школьных занятий и обязанностей, которые дети берут с собой домой. Кроме того, вы можете предложить использование инструмента в качестве дополнительной оценки и оценки, так что вы будете мотивировать их взаимодействовать по этому пути с коллегами [7]. В дополнение к технологическому прогрессу, который предполагает включение таких платформ, как Moodle, этот инструмент представляет собой новый профессиональный горизонт в области образования. На самом деле, все больше и больше предложений о работе вокруг этой области, запрашивая специалистов в области онлайн-обучения.

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Узбекистан, Андижан

БИОЛОГИЯ РАСТЕНИЙ МАКСАР (CARTHAMUS L.) И ЗНАЧЕНИЕ В НАЦИОНАЛЬНОЙ ЭКОНОМИКЕ

Аннотация. Большинство масличных семян накапливают масло в своих семенах и плодах. Масличные семена бывают жидкими, полужидкими и твердыми, прессованными или экстрагированными. К масличным относятся кунжут, сафлор, подсолнечник и арахис. Семена этих культур содержат 15-63% масла. Поэтому они широко используются в пищевой, консервной и кондитерской промышленности. Максар - представитель масличных культур. Семена Maxsar содержат 25-35% масла, которое в основном используется в пищевой промышленности и при производстве маргарина. Масло Maxsar используется для изготовления алифа, красителей и мыла. Фисташки Maxsar являются ценным кормом для птицы и используются как источник и удобрение. В последние годы в некоторых хозяйствах республики сафлор выращивают как продовольственную культуру.

Ключевые слова: масличные, однолетние и многолетние растения, сафлор, семена, цветы, листья, стебли, корни, кора, красители, посеvy.

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MAXAR (CARTHAMUS L.) PLANT BIOLOGY AND IMPORTANCE IN THE NATIONAL ECONOMY

Annotation. Most oilseeds accumulate oil in their seeds and fruits. Oilseeds are liquid, semi-liquid and solid, pressed or extracted. Oilseeds include sesame, safflower, sunflower, and peanut. The seeds of these crops contain 15-63% of oil. Therefore, they are widely used in the food, canning and confectionery industries. 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, dye, and soap. Pistachios are a valuable food for poultry and are used as a source and

fertilizer. In recent years, in some farms of the republic safflower is grown as a food crop.

Keywords: oilseeds, annuals and perennials, safflower, seeds, flowers, leaves, stems, roots, bark, dyes, crops.

Вступление. Во флоре Узбекистана выявлено 500 видов дикорастущих масличных культур. Масличные культуры считаются растениями, для получения масла. Это однолетние и многолетние растения разных семейств. Соцветия включают: подсолнечник, сафлор, бобовые: соевые бобы, арахис, ромашки: периллу, *lyelemaisia*, лютики, рапс, горчицу и др. Результат исследования.

Maxsar-Carthamus принадлежит к поколению L, которое включает 19 видов. Из них 15 - однолетние, 1 - двухлетние и 3 - трехлетние. Только один из 15 однолетних видов, *Carthamus Tinctorius* L., культивируется, а его различные экотипы культивируются более чем в 90 странах мира.

Махсар - однолетнее травянистое растение, относящееся к семейству астрагаловых. Корень представляет собой стрелу и проникает на глубину 1,5-2 метра. Поглощает влагу и питательные вещества из нижних слоев почвы. Стебли прямостоячие, шершавые, деревянистые, угловатые, белые, блестящие, ветвистые, внутренняя часть стебля нежно-белая, высота шейки от 40-50 см до 100-120 см в зависимости от климатических условий. Стебель макссара иногда разветвляется снизу до кончика, иногда до половины стебля. Главный стебель заканчивается цветочными корзинами, сформированные боковые и второстепенные ветви также заканчиваются цветочной корзиной.

Региональные разновидности максаров разветвленные, с множеством боковых ветвей, далеко от основного стебля. Листья ланцетные, голые, шершавые, различной формы и окраски, с зубчатыми краями, часто колючие и без шипов.

Соцветие диаметром 1,5-4,0 см, в корзинке 24-28 семян. Края корзины плотно обернуты листьями, что предотвращает выпадение семян и утопление птиц, и не упадет, если их долго не собирать. Цветки трубчатые, верхняя часть желтая, при увядании краснеет. С гектара можно собрать от 50 до 200 кг желтых цветочных лепестков. По внешнему виду плод похож на подсолнух, цвет белый, голый, блестящий, четырехгранный, с тонким кончиком.

Цветы очень ароматные и содержат нектар. Вот почему пчелы любят это растение. Также можно сажать как красивый цветок. Размер семян зависит от сорта и окружающей среды.

Шелуха составляет 50-60% веса фисташки. Масса 1000 семян 30-42 г. Это теплолюбивое растение.

Как и злаки, семена прорастают при 1-2 C°. Трва выдерживает морозы -6-100C, поэтому сеять можно поздней осенью. Максар - растение,

устойчивое к высоким температурам и засухе на пахотных землях. Благодаря сильным корням максар впитывает влагу с глубины 1,5-20 м под почвой, создавая условия для роста растений, а также сохраняет много влаги. Когда растение цветет и погода влажная и дождливая, опыление уменьшается.

В сухую погоду и при сильном ветре цветы не прорастают, а семена засыхают. Поэтому в период вегетации полив не рекомендуется, так как могут заразиться вши. В засушливые годы легкий полив можно проводить один раз во время фазы налива зерна, если это возможно.

Максар не требователен к почве, но дает очень высокие урожаи на плодородных почвах. Хорошо растет на слабозасоленных почвах.

В засушливых регионах Узбекистана от всходов сафлора до созревания семян проходит 105-120 дней. В засушливых регионах период роста 95-110 дней.

Сегодня семена сафлора выращивают в основном как растительное масло, цветы как экологически чистый потребительский краситель для кондитерской промышленности и богатый витаминами корм для скота.

Сафлоровое масло, измельченное с шелухой семян, имеет горький вкус и непригодно для употребления в пищу человеком. Из него можно делать качественные краски, масла, мыло и линолеум. Масло, извлеченное из ядра, по вкусу очень похоже на подсолнечное масло и используется во многих блюдах, маргаринах, консервах и салатах.

Семена Махсар содержат 25-35% эфирного масла. Это растение выращивают для получения масла. Нефть - ценное сырье для пищевой и легкой промышленности. Масло Махсар абсолютно ничем не отличается от подсолнечного. Он бледно-желтого цвета и по вкусу очень похож на подсолнечник. Масло Махсар - это полувывсыхающее масло, которое широко используется при производстве оливковых и лаковых красок. Для получения эфирных масел в медицине из лепестков роз махсар, оно используется как бесценный краситель в кондитерской промышленности. Махсар кунжара - питательный корм для домашнего скота, но шелуху и кожицу ядра нужно отделять, иначе кунджара будет горькой. Вот почему кора используется как топливо.

Сено Махсар едят домашний скот и так же питательно, как сено люцерны. В мешке по 100 кг 15 единиц продуктов. Средняя урожайность максара составляет 8-10 центнеров с гектара. Это растение в основном выращивают в засушливых районах.

Краситель розы широко использовался в Древнем Египте и Индии. При раскопках 16 века до нашей эры были обнаружены засушенные цветы максара. По-арабски это называется «усфур». Считается, что название произошло от русского названия.

В древней Индии санскритский словарь упоминал максар как древнюю культуру. Все ботанические виды максаров сохранились в Индии.

Максар был импортирован из Индии в Китай. Греческие ученые Диоскорид и Плиний упоминали в своих трудах установку максара. Как культурная культура сафлор выращивают в Северной Африке, Центральной Азии, Афганистане, Месопотамии, Малой Азии, Сирии, Палестине, на Кавказе, в Объединенных Арабских Эмиратах, Иране, Центральной и Южной Америке и широко выращивают в Туркменистане.

В Туркменистане сафлоровое масло используется в пищевых продуктах и лампах для освещения. По мере роста хлопковой промышленности росли и сафлоровые культуры, так как потреблялось растительное масло. Выращивание началось в южных регионах Европы, во Франции. Изначально Махсар сажали только для производства красок. Однако с развитием искусственного анилина производство красителей Махсар прекратилось. Максар - наиболее широко выращиваемая масличная культура в Индии.

Заключение. По данным ФАО, население мира составляет 7,82 миллиона человек. Средняя урожайность 8,5 ц / га, валовая урожайность 6,47 млн тонн. В Узбекистане посажен на 58,6 тыс. Га. Благодаря засухоустойчивости широко используется на засушливых землях. На засушливых землях убирают 3-4 т / га семян и 45-60 т / га зелени или 16-23 т / га сена.

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АКТУАЛЬНЫЕ ВОПРОСЫ ИССЛЕДОВАНИЯ ЛАКОКРАСОЧНЫХ МАТЕРИАЛОВ МЕТОДОМ ТЕРМИЧЕСКОГО АНАЛИЗА

Аннотация: изучено физико-химические параметры и идентифицировано лакокрасочных материалов с помощью термического анализа, влияющие на определение кода товара по товарной номенклатуре внешнеэкономической деятельности.

Ключевые слова: лакокрасочные материалы, идентификация, термический анализ лакокрасочных материалов, Термогравиметрический анализ, FAT-000 BPR BASE COAT SOLID, NT-661U ROYALMEL.

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TOPICAL ISSUES OF RESEARCH OF PAINT AND PAINT MATERIALS BY THE METHOD OF THERMAL ANALYSIS

Abstract: the physico-chemical parameters of paint and varnish materials have been studied and identified using thermal analysis, which affect the determination of the product code according to the commodity nomenclature of foreign economic activity.

Keywords: paint and varnish materials, identification, thermal analysis of paint and varnish materials, Thermogravimetric analysis, FAT-000 BPR BASE COAT SOLID, NT-661U ROYALMEL.

С обретением независимости в республике проделана определённая работа по классификации товаров при применении товарной номенклатуры внешнеэкономической деятельности Республики Узбекистан. Актуальным является кодирование лакокрасочных материалов на основе их физико-химических и физико-механических показателей для применения товарной номенклатуры внешнеэкономической деятельности [1].

Термические методы анализа-методы исследования физико-химических и химических процессов, основанные на регистрации тепловых эффектов, сопровождающихся в условиях программирования температуры. Установка для термических методов анализа обычно

включает печь, держатели образцов, термопары, измеряющие температуру в печи и образцов. При нагревании или охлаждении образца фиксируются изменения температуры объекта во времени. В случаях фазовых превращений на кривой нагревания (охлаждения) появляется площадка или излом. [1,2]. Термогравиметрический анализ (ТГА) основан на регистрации изменения массы образца в зависимости от температуры в условиях программированного изменения температур среды. При дифференциальном термическом анализе (ДТА) производится регистрация во времени изменения разности температур между исследуемым образцом и образцом сравнения, не претерпевающим в данном интервале температур никаких превращений. Эффекты, регистрируемые ДТА, могут быть обусловлены плавлением, возгонкой, испарением, кипением, изменением кристаллической решетки, химическими превращениями.

Образцы предварительно измельчали в агатовой ступке до порошкообразного состояния с целью равномерного заполнения тигля дериватографа и равномерности градиента температур во время нагревания образца в дериватографа. Затем образец высушивали в сушильном шкафу для удаления остаточной влаги и растворителя. [2,3].

Анализ проводили по кривым ДТГ, ДТА и ТГ, которые получали регистрацией на персональном компьютере, имеющем аналого-цифровой преобразователь. Из полученных термограмм определяли термо-окислительную стабильность и кинетические характеристики термо-окислительной деструкции образцов: скорость деструкции, константу скорости деструкции, энергию активации.

Термический анализ проводили на дериватографа системы Паулик-Паулик-Эрдей скоростью нагрева 100С/мин и навеской 0,1 г. при чувствительности гальванометра Т-900, ТГ-200, ДТА-1/10, ДТГ-1/10 в атмосфере воздуха. Навеска образцов была в пределах 10-40 мг. Образец нагревали в атмосфере воздуха в керамических тиглях в области температур от 250С до 7000С. Запись проводили при атмосферных условиях с постоянным удалением газовой среды с помощью водоструйного насоса. Держателем служил платиновый тигель диаметром 7 мм без крышки. В качестве инертного носителя использовали оксид алюминия [4,5].

Объекты исследования. Идентификацию лакокрасочного материала проводили по товарам производимым СП Уз Донг Жу Пейнт Ко. В качестве образцов для исследования были отобраны более 2 красок относящихся к различным группам.

FAT-000 BPR BASE COAT SOLID - ЛКМ для окраски пластмассовых изделий. Описание: Это основное покрытие на основе полиэфир-меламиновой смолы со смесью пигмента, обладает хорошей адгезией, является стойким к УФ-лучам и атмосферным воздействиям. Рекомендация к использованию: Предварительно за грунтованное

пластмассовое покрытие. Состав: Полиэфир-меламиновая смола, двуокись титана, наполнители, органические растворители, пигменты [3,5].

NT-661U ROYALMEL – ЛКМ для архитектурно-строительных работ. Описание: Алкидная эмаль, используется для отделочных работ над металлическими, деревянными и другими поверхностями как внутренних, так и наружных работ. Состав: Алкидный эмаль, пигменты, наполнитель, растворитель и специальные добавки [4,5].

Обсуждение результатов: Термический анализ проводили на дериватографе системы Паулик-Паулик-Эрдей.

Результаты термогравиметрического анализа красок приведены на рис. 1 и 2. Результаты термогравиметрического анализа краски BPR BASE COAT (GAZ) с четыре эндоэффекта и восемь экзоэффекта. Эндоэффект при 105°C соответствует выходу связанной воды, следующие эндоэффекты 135, 165, 340°C являются характерными для карбоксильных, кетонных, гликолевых и этиловых групп. Результаты термогравиметрического анализа краски BPR BASE COAT (GAZ) с четыре эндоэффекта и восемь экзоэффекта. Эндоэффект при 105°C соответствует выходу связанной воды, следующие эндоэффекты 135, 165, 340°C являются характерными для карбоксильных, кетонных, гликолевых и этиловых групп.

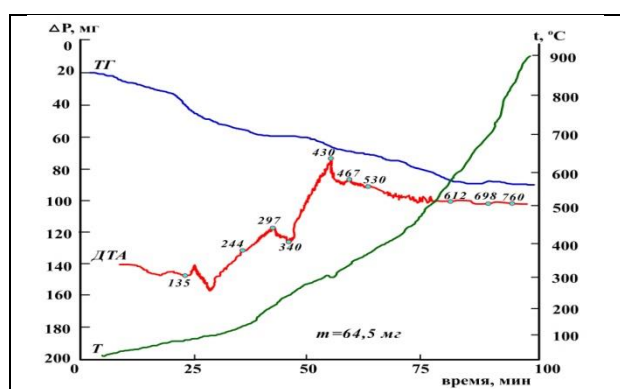


Рисунок 1. Результат дифференциально-термического анализа краски BPR BASE COAT (GAZ)

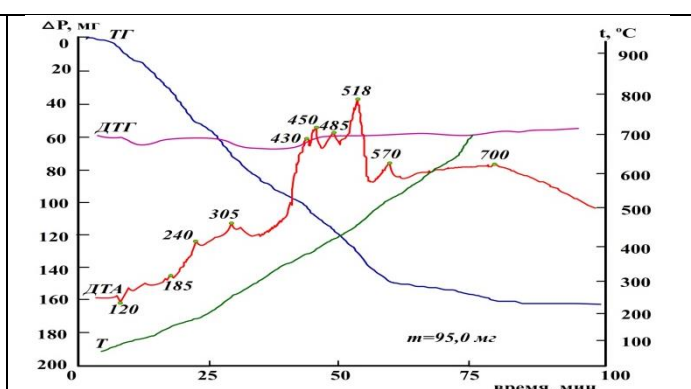


Рисунок 2. Результат дифференциально-термического анализа краски Royal mel.

Восемь экзоэффектов при 244, 297, 430, 467, 530, 612, 698, 760°C термогравиметрическом анализе образца BPR BASE COAT (GAZ) соответствуют экзоэффектам при термоанализе-полистирина, этил бензена, кселена, метоксипропилацетата, циклопентана, бензена, метилена, циклопропанола. На кривой нагревание образца Royal mel обнаружены два эндотермических эффекта, при 120, 185°C, что соответствует по альдегидам и спиртам. Экзотермические эффекты при 240, 303, 430, 450, 485, 518, 570 и

705°C соответствуют с термическими эффектами полиакриламида, о-ксилена, циклопентана, октана, ундекана, циклогексана, циклодекана, пентадекана.

Заключения: Изменения температуры образца вызываются физическими или химическими реакциями, связанными с изменением энтальпии. Термическое поведение образцов зависит от химического состава и количества добавляемых компонентов. Классификация и кодирование товаров являются важными составными элементами таможенного дела. От правильного определения кода того или иного товара зависит обоснованное начисление и взимание таможенных платежей. В международных экономических отношениях всем экспортируемым и импортируемым товарам, исходя из их химического состава, объема, количества, стоимости и значения товара на рынке, присваиваются кодовые номера по Товарной номенклатуре внешнеэкономической деятельности (ТН ВЭД). Правильное определение кода товаров по ТН ВЭД является одной из актуальных задач.

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ФОРМИРОВАНИЕ ЛИЧНОСТИ И ВЛИЯЮЩИЕ НА НЕЁ ФАКТОРЫ

Аннотация: Личность относится к отличительным образцам мышления, чувств и поведения человека. Это происходит из-за сочетания врожденных склонностей и склонностей, а также факторов окружающей среды и опыта. Хотя личность может меняться в течение жизни, основные черты личности, как правило, остаются относительно неизменными в зрелом возрасте.

В формировании личности не маловажную роль играют несколько факторов: географическая, национальная, школьная, семейная и социальная среда, наследственность и материальные условия жизни.

Ключевые слова: личность, факторы, окружающая среда, социум, наследственность, Я-концепция.

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PERSONAL FORMATION AND FACTORS AFFECTING IT

Abstract: Personality refers to a person's distinctive patterns of thinking, feeling, and behavior. This is due to a combination of innate inclinations and tendencies, as well as environmental and experience factors. Although personality can change over the course of life, basic personality traits tend to remain relatively unchanged into adulthood. Several factors play an important role in the formation of personality: geographic, national, school, family and social environment, heredity and material living conditions.

Keywords: personality, factors, environment, society, heredity, I-concept.

Актуальность

Многие известные учёные как М. Монтессори, Э. Фромм, К. Лоренц и другие утверждают, что на формирование личности влияют не только интеллектуальные, но и моральные качества, передающиеся по наследству. Однако академики Н.М.Амосов, П.К.Анохин высказываются в пользу наследования нравственных качеств.

Б. Г. Ананьев считал, что «исходным моментом структурно-динамических свойств личности является ее статус в обществе... равно как статус общности, в которой складывалась и формировалась данная личность». На основе статуса формируются системы «общественных функций-ролей» и «целей и ценностных ориентаций» [1]. На развитие личности влияет множество внешних факторов. Это семейная среда, количество детей в семье, школьная атмосфера, учителя и группы сверстников, отношения с братьями и сестрами, средства массовой информации, социальные сети и культурная среда.

Среди них можно выделить семейное воспитание и роль семьи. Семья - малая социальная группа, это тыл и фундамент, на котором строится вся жизнь. Формирование личности начинается именно в семье: семейные ценности прививают нужные навыки для гармоничного развития целостной натуры. Тут важную роль имеют родители. Так как они формируют первые навыки к жизни. Отношение родителей может меняться, в зависимости от того какое у них эмоциональное состояние и довольны ли они жизнью. Примером может быть, если у взрослых проблемы на работе или финансовые трудности, они могут быть раздражительными и не обращать внимание на ребёнка и порой даже проявлять агрессию по отношению к ним. Это может привести к еще большему конфликту между родителями и детьми, и то, как родители управляют конфликтом, еще больше влияет на качество родительского отношения. Порой ребёнок может чувствовать себя одиноким и никому не нужным в семье, что уже приводит к определённым изменениям в личности ребёнка. При гармоничном отношении родителя к своему ребёнку, у детей формируется правильное восприятие мира и правильное воспитание.

Воспитание является высшим приемом формирования психики. Этот процесс эффективен в том случае, когда вызывает необходимость в самовоспитании и постоянном самосовершенствовании. «Воспитание, которое стимулирует самовоспитание, – писал в свое время В. А. Сухомлинский, – является задачей современного воспитания. Учить самовоспитанию намного важнее, чем организовать воскресный отдых» [2]. Итоговым продуктом процесса самопознания является динамическая

система представлений человека о самом себе, сопряженная с их оценкой, называемая термином «Я-концепция».

Р. Бернс, один из ведущих английских ученых в области психологии, так определяет это понятие: «Я-концепция – это совокупность всех представлений человека о самом себе, сопряженная с их оценкой...». [4]. Описательную составляющую «Я-концепции» часто называют образом Я или картиной Я. Составляющую, связанную с отношением к себе или к отдельным своим качествам, называют самооценкой или принятием себя. «Я-концепция», в сущности, определяет не то, что собой представляет индивид, а то, что он о себе думает, как смотрит на свое деятельное начало и возможности развития в будущем. Я-концепция возникает у человека в процессе социального взаимодействия с другими людьми. Оно накладывает неизгладимый отпечаток на все жизненные проявления человека – с самого детства до глубокой старости.

На формирование личности так же влияет взаимоотношения среди сверстников. В отношениях со сверстниками дети учатся инициировать и поддерживать социальные взаимодействия с другими детьми. Они изучают навыки управления конфликтами, такие как очередность, компромисс и торг. По мере биологического взросления детей характеристики темперамента проявляются и меняются с течением времени. Новорожденный не способен к самоконтролю, но по мере развития способности мозга к самоконтролю изменения темперамента в саморегуляции становятся все более очевидными. Кроме того, помимо темперамента личность складывается из множества других черт. Развивающаяся у детей самооценка, их мотивация к достижению или общению, их ценности и цели, их чувство ответственности и добросовестности и многие другие качества заключены в личности. На эти качества влияют биологические предрасположенности, но еще больше – опыт общения ребенка с другими людьми, особенно в близких отношениях, которые определяют рост индивидуальных характеристик. Ранее в своей статье **«Методологические составляющие подхода «Я – концепция» для юношеского возраста»** я рассматривала такие моменты как: «В формировании «Я» также огромное значение имеет полноценность семьи и его окружение. Каждый родитель и близкий член семьи имеет своё влияние и авторитет в жизни подрастающего поколения. «Я-концепция» формируется по мере взросления».

З.Фрэйд развивал представление о характеризующем личность соотношении сознательного и бессознательного [3]. Он рассматривал личность как опосредованное звено между мотивом и его реализацией, в котором преобладают бессознательные процессы. Личность, по его мнению, представляет собой трехкомпонентную структуру: ИД - ЭГО - СУПЕРЭГО, где ИД – соединение инстинктивных влечений, подчиняющихся принципу удовольствия. ИД содержит все

унаследованное, она носит бессознательный характер. ЭГО – это часть психики, которая находится в контакте с внешней реальностью, которая управляет произвольными движениями. Это, как правило, самосознание человека, восприятие им своей собственной личности и поведения. Его задачей является самосохранение. ЭГО является своеобразным буфером между ИД и СУПЕРЭГО и согласует противоположные силы, действующие в психике человека. СУПЕРЭГО – это итог воздействия общества на сознание и самосознание личности, принятие его норм и ценностей. Оно выполняет три основные функции: совесть, самонаблюдение, формирование идеалов личности.

Американский психолог, основатель гуманистической психологии А.Маслоу посвятил свою жизнь изучению людей, которых он считал психологически здоровыми: «Несомненно, самоактуализирующиеся люди, те, кто достиг высокого уровня развития, здоровья и самореализации, могут научить нас столь многому, что иногда они кажутся людьми иной породы» (Маслоу 1968, р. 71). [7, с.13] Одно из этих определений, сделанное американскими психологами Рэнди Ларсеном и Дэвидом Бассом, звучит примерно так: «личность - это стабильный, организованный набор психологических черт и механизмов в человеке, который влияет на его или её взаимодействия с психологическими факторами и на их модификации, социальная и физическая среда, окружающая их». Социальное и личностное развитие продолжается в подростковом и взрослом возрасте и находится под влиянием той же совокупности социальных, биологических и репрезентативных влияний, о которых говорилось в детстве. Изменение социальных отношений и ролей, биологическое созревание, а также то, как индивид представляет опыт и личность, продолжают формировать основы для развития на протяжении всей жизни. Человек утверждает себя в обществе исходя от своего мировоззрения, то есть осознания действительности, принципами жизни, отношением к труду, другим людям, стремлениями, вкусами и интересами.

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РЕВАЛЬВАЦИЯ ЦИФРОВОЙ КУЛЬТУРЫ СТУДЕНТОВ В ПРОЦЕССАХ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

Аннотация: В статье раскрывается термин «Цифровая культура». Так же, цифровая культура рассматривается как важный аспект жизни человека, который обеспечивает способность рационально применять информационные ресурсы в таких феноменах как информационное или дистанционное образование. Отмечается важность применения методики технологий дополнительной реальности во время процесса обучения, которая повышает эффективность обучения.

Ключевые слова: цифровая культура, информационные технологии, дистанционное образование, информационное пространство.

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REALVATION OF THE DIGITAL CULTURE OF STUDENTS IN THE PROCESS OF DISTANCE LEARNING

Abstract: The article reveals the term "Digital culture". Also, digital culture is considered as an important aspect of human life, which provides the ability to rationally use information resources in such phenomena as information or distance education. The importance of applying the methodology of augmented reality technologies during the learning process, which increases the effectiveness of learning, is emphasized.

Keywords: digital culture, information technologies, distance education, information space

Актуальность

В настоящее время данная проблема играет преимущественно важную роль в процессе получения дистанционного образования. Так как от этого зависит успеваемость обучающихся студентов, в следствии чего возникает потребность посещения образовательных сайтов, порталов и платформ, где не обойтись без применения развитой цифровой культуры. Частичный переход большинства университетов мира на дистанционное образование послужил развитию информационной культуры.

Термин «цифровая культура» подразумевает понимание и использование информационных коммуникационных цифровых технологий, предназначенных для коммуникации или же взаимодействия с обществом для решения определенных задач в определенной сфере деятельности. Другими словами под цифровой культурой студента можно понимать приобретенное качество личности, которое включает в себя единство знаний, умений и навыков работы с информацией и коммуникацией; готовность к эффективной информационной деятельности в цифровой среде; информационное мировоззрение, ориентированное на ценности взаимодействия в цифровой среде. Так как в современном мире каждый человек охвачен большим информационным потоком и требованием выступает умение ориентироваться в информационном потоке, отбирать нужную и полезную для себя информацию. В противном случае он не сможет освоить новые знания умения и навыки, требуемые современным обществом.

Так как цифровая культура находится в постоянной динамике, важно сформировать и повышать уровень цифровой культуры студентов, необходимо развить цифровую и информационную грамотность, которые являются фактором развития информационной культуры. Тогда возникает потребность получения знаний. В настоящее время создаются благоприятные условия для получения образования и для самообразования в целом. Потребность получить образование в определенной области возникает у людей из различных стран. Вследствие чего возникает потребность создания информационной цифровой среды для обучения. Студенты могут воспользоваться услугами дистанционного образования, используя образовательные порталы, платформы, оснащенные и обогащенные цифровой информацией.

Современный мир требует использование цифровых технологий в процессе обучения. Так как большинство стран мира активно переходят на цифровую экономику, а определяющим фактором для развития государства в условиях цифровой экономики является уровень цифровой культуры общества, а также персональная цифровая культура граждан. Подобное определение с дополнительной ориентацией на предметное обучение и методическое воздействие на обучающихся, характеризуя цифровую культуру будущего педагога. Процесс интеграции дистанционного образования затрагивает практически каждое высшее учебное заведение, в следствии чего происходит переход на смешанное обучение. Тогда как возможность получить дистанционное образование, которое используется почти во всех странах мира, полностью зависит от использования информационных коммуникационных технологий, использование которых требует цифровой компетентности.

Исходя из вышесказанного можно сделать вывод, что наличие информационной и цифровой компетенций у специалистов различных

областей, является создание информационно-образовательной среды вуза, который включает в себя такие свойства как: следование интересам и мотивам обучающихся, использование различного аппаратного оборудования в образовательных процессах, применение в процессах обучения различных форм обучения- как традиционных, так и нетрадиционных, а так же использование открытых и локальных образовательных ресурсов. Можно так же добавить важность применения методики технологий дополнительной реальности во время процесса обучения, которая повышает эффективность обучения путем создания эмоциональной среды во время какого-либо образовательного события. Это способствует переживанию, осмыслению, в результате чего обучающимися накапливается опыт деятельности, практические знания, умения и навыки. Таким образом, цифровые технологии способствуют самообучению в определенной сфере, повышению мотивации и эффективности процесса обучения. В ходе использования оборудования разного типа при интерактивных, нетрадиционных методах обучения и организованных условий развития информационно-образовательной среды вуза, будут формировать факторы формирования цифровой культуры студента, что ведет к активизации учебного процесса и самообразования. Возникает направленность на решение творческих задач нестандартного типа, требующих креативного мышления. Новые методы совместно с цифровыми технологиями во время процесса обучения и контроля знаний способствуют формированию у студентов знания, умения и навыков самостоятельно прокладывать маршруты обучения, эффективно искать необходимую информацию и участвовать в исследовательских проектах.

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МИФОЛОГИЧЕСКАЯ ОСНОВА ПРОИЗВЕДЕНИЙ ЧИНГИЗА АЙТМАТОВА

Аннотация: В данной статье сделана попытка раскрыть фольклорную основу произведений известного писателя мирового значения Чингиза Айтматова. В молодости он благодаря своей бабушке слушал сказки и легенды, связанные своим народом, позже основательно изучал этих феноменов как литературный жанр, писатель в своих воспоминаниях писал о них, они окончательно пленяли его воображение, что впоследствии в композицию своих произведений ввел сцены из фольклора, благодаря чему его произведения стали бессмертными.

Ключевые слова: мифология, фольклор, легенда, писатель, произведение, сказки, бабушка, поэзия, эстетическое наслаждение, племя, варвары.

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Annotation: This article is an attempt to reveal the folklore basis of the works of the famous writer of world importance Chingiz Aitmatov. In his youth, thanks to his grandmother, he listened to tales and legends associated with his people, later he thoroughly studied these phenomena as a literary genre, the writer wrote about them in his memoirs, they finally captivated his imagination, which later introduced scenes from folklore into the composition of his works, thanks to to which his works became immortal.

Key words: mythology, folklore, legend, writer, work, fairy tales, grandmother, poetry, aesthetic pleasure, tribe, barbarians.

Каждый год в декабре все прогрессивное человечество торжественно отмечает день рождения всемирно известного великого писателя Чингиза Туракуловича Айтматова. Творчество стало своеобразным феноменом во всей мировой литературе. Вся биография писателя позволила формироваться как прозаик, а его наблюдательность дала возможность создать незабываемые литературные образы.

Отрочество и юность писателя пришлись на годы войны. Край, где он родился (долина реки Талас в Киргизии), богат мифами, легендами, сказками, преданиями. Этот сказочный мир приоткрыла Чингизу бабушка,

о которой он сохранил благодарную память: «Пожалуй, сама того не подозревая, бабушка привила мне любовь к родному языку. Родной язык! Сколько об этом сказано. А чудо родной речи необъяснимо. Только родное слово, познанное и постигнутое в детстве, может напоить душу поэзией, рожденной опытом народа, пробудить в человеке первые истоки национальной гордости, доставить эстетическое наслаждение многомерностью и многозначностью языка предков. Детство – не только славная пора, детство – ядро будущей человеческой личности. Именно в детстве закладываются подлинные знания родной речи, именно тогда возникает ощущение причастности своей к окружающим людям, к окружающей природе, к родной культуре» («Заметки о себе»).

После шестого класса началась трудовая жизнь мальчика в родном колхозе. Потом были годы учебы: Айтматов стал зоотехником. Но всегда особый мир для него составляли книги: «Я всегда с трепетом, с благоговением брал в руки книгу, как нечто действительно святое... а человек, написавший книгу, мне неизменно представлялся только таким, как Пушкин и Толстой». Огромным было для писателя значение русской литературы, бессмертия которой он видит в том, что она «шла из народа и несла свой свет в народ».

Очень рано у юноши сформировались представления о добре и зле, о долге и верности. Как-то, вспоминая эпизод из военного детства, Айтматов высказал мысль о том, что «добро в человеке надо растить... это общий долг всех людей, всех поколений. Это в огромной своей доле и задача литературы и искусства». Эту задачу он и решает всем своим творчеством.[1]

Начало его литературной деятельности – журналистская работа (с 1952 года) и занятия переводами. И первый его рассказ был опубликован в том же 1952 году. Потом, до 1956 года, были пять лет литературной учебы на Высших литературных курсах в Москве. С 1961 года Айтматов – корреспондент «Правды» по среднеазиатским республикам и Казахстану.

В 1963 г. за повести «Первый учитель», «Тополек мой в красной косынке», «Джамиля» Айтматову была присуждена Ленинская премия. Трижды: в 1968, 1977 и в 1983 годах – он был удостоен Государственной премии.

Во всех произведениях писателя рассказывается какую-то сцену из фольклора и сюжет произведения раскрывается на основе этого мифа, или же он прямо не указывает какого-то мифа, который составляет основу определенного произведения и тогда чуткий читатель, знающий древнетюркские мифы может догадаться какой миф лежит в основе произведения. Как и другие народы древние тюркские племена имели в своем арсенале огромное количество мифов, которых писатель основательно изучал и ими пользовался в своих произведениях, чем и они стали бессмертными.

Фольклорные мотивы и элементы непосредственно входят в контекст произведений писателя. Писатель своими произведениями стремился исследовать первопричину беды с помощью мифа, предания, легенды. Обращение к мифу, использование его в художественной рефлексии позволяет раздвинуть возможности отражения проблем современного мира и места в нем человека. Писатель, создавая свои произведения, переработал богатейший фольклорный материал. Корни айтматовского мифологизма находятся в родной тюркской и мировой словесности и культуре.

Сквозная символика произведения писателя затрагивал вопрос мифологичности сознания. Писатель, опираясь на мифическую картину мира, строит свою особую модель мира. Миф как «сгусток мудрости» древних для Чингиза Айтматова становится инструментом моделирования художественной картины мира, средством проникновения в глубины общественного разума. Миф служит средством выработки современного сознания.

Автору данной статьи посчастливилось два раза участвовать в беседе с писателем. В беседах он рассказал о себе, творчестве, произведениях и о мифах, которые составляют основу того или иного произведения писателя.

Читая повесть «Джамиля» можно вспомнить древнюю сказку тюркского народа, где рассказывается о любви двух молодых людей со счастливым концом. Когда-то жили древнетюркские племена. Хотя они во многом отношении ладили друг с другом, но одно племя не отдавало девушку своего племени парню другого племени, но этот обряд нарушили двое молодых из этих племен. Однажды они познакомились и полюбили друг друга. Они хотели пожениться, но древний обряд преграждал им путь и они долго мучились. В этом случае им помог один добрый обряд «Киз олиб кочди» («Тайно увести девушку»). Они договариваются и парень уводит на коне, до определенного места их преследуют, если не догонят вынуждены будут сыграть свадьбу и обвенчать их. Этот обряд сохранился и в наши дни, даже превратился в спортивное состязание, что проводится в весенние праздники.

Исходя из этого мифологической сказки в «Джамиле» (1958 г.), рассказывая историю любви, отразившей драматизм общественных конфликтов, писатель показал взаимосвязь важных исторических перемен и нравственных коллизий, которые произошли в сознании людей в середине двадцатого столетия. Гордый и свободолюбивый характер Джамилы сформирован новыми условиями жизни. Она упорна в труде, говорит людям правду в глаза, умеет постоять за свое человеческое достоинство как свои предки. Когда она встретила Данияром, произошло столкновение двух сильных людей, двух ярких характеров, не похожих, но словно созданных друг для друга. С этой встречи и началось их пробуждение, осознание ими самих себя. Тема нравственного

пробуждения личности – это и есть главная философская тема повести. Сложен путь Джамили и Данияра друг к другу. И жителя аула трудно было понять их самих, правду их чувства, их право на счастье. Однако герои пошли против устоявшихся обычаев. Их бунт не против законов нравственности, а против того, чтобы человек убивал любовь – эту высшую мудрость жизни. Мы не знаем, как сложится жизнь героев, но хочется верить, что два сильных и любящих человека сумеют пройти через все эти трудности.

В повести «Белый пароход» (1970 г.) поднимаются характерные для творчества Айтматова моральные и социальные проблемы: беспощадное разоблачение корысти, общественной трусости, основанной на страхе и лжи. Здесь особенно ощутима боль за бессилие доброты, которая не может защитить человека от зла.

Место действия – маленький лесной кордон. Его населяют люди-антагонисты, силы которых не равны: с одной стороны – семилетний мальчик и его дед Момун, с другой – безжалостный, жестокий Орозкул.

Дед Момун не всегда был зависим, беспомощен, тяжело придавлен старостью. Когда-то он был силен, работал на стройках в Магнитогорске, был стахановцем. Он добр, его волнует судьба дочери, внука. Он мог бы с мальчиком уехать с кордона, но сдерживает его вера в патриархальные родственные отношения, в их нравственность. И, конечно же, он не может предположить, что произойдет трагедия, о которой с такой болью и гневом рассказывает писатель.

Дед учил внука понимать природу (для них обоих она была живой), знакомил его с прошлым своего народа (подарил легенду о Рогатой матери-оленихе, спасшей когда-то киргизский народ), учил радоваться всему живому («Как просто вдруг стать счастливым и принести счастье другому! Вот так и нажой жить всегда!»). Мальчик научился складывать сказки.

Очень лаконично, обманчиво спокойно начинается повесть: «У него было две сказки. Одна своя, о которой никто не знал. Другая – та, которую рассказывал дед. Потом не осталось ни одной. Об этом речь».

Мальчик любил сказки, особенно он затаив дыхание слушал миф о Рогатой матери-оленихе. Об этом ему рассказал дед Момун.

Маленького человека лишили веру в сказку. Лишили веру в добро, справедливость. И сделали это взрослые люди, смысл жизни которых должен быть в том, чтобы защитить детей от зла. И среди них – самый близкий человек – дед Момун, не нашедший в себе сил противостоять тому злу, которое жило вокруг него. Это зло воплощено в Орозкуле и ему подобных, считавших, что «красотой сыт не будешь», и потому безжалостно уничтожающих эту красоту.

В один узел стянулись взаимоотношения людей на кордоне: добро и зло, бескорыстие и потребительство, любовь и ненависть к природе, к

миру, ко всему живому. Переплелись реальность и сказка. Сюжет легенды о Рогатой матери-оленихе повторяется в действительности. Орозкул жестоко мстит сказке, когда отрубает голову убитой оленихе, ибо он беден душой и не может верить в нее. В его душе нет места для сказки, в которую верит Момун, не имеющий сил постоять за свою веру. И маленький мальчик не захотел более оставаться с ними. Он ушел к своим друзьям – к сказке, к камням, к реке, к белому пароходу. Он еще не мог бороться со злом, но и принять его тоже не мог. И потому он ушел из жизни, в которой был так одинок. Ушел в сказку. «Одно лишь могу сказать теперь, – пишет Айтматов, – ты отверг то, с чем не мирилась твоя душа. И в этом мое утешенье. Ты прожил, как молния, однако сверкнувшая и угасшая. А молнии высекаются небом. А небо вечное. И в этом мое утешенье. И в том еще, что детская совесть в человеке – как зародыш в зерне, без зародыша зерно не прорастает. И чтобы ни ждало нас на свете, правда пребудет вовеки, пока рождаются и умирают люди...».

Писатель-гуманист верит в торжество правды, в великие нравственные силы человека. Он учит нас быть сильными и мужественными в борьбе со злом, не оставаться равнодушными, «следовать прекрасным идеалам даже ценой своей жизни...»

Герой романа «Буранный полустанок» (1980 г.) Едигей Жангельдин – человек-труженик, на такой земля держится. Он – сын своего времени, неразрывной связью связанный с ним. Писатель смотрит на мир через его судьбу – судьбу фронтовика, рабочего. Следуя заветам Горького, Айтматов считает, что главным объектом литературы должен быть человек труда. Вместе с тем признает, что «человек-труженик интересен и важен настолько, насколько сконцентрировано в нем его время». Едигея он называет «человеком трудолюбивой души». У таких, как Едигей, нет готовых ответов на все вопросы, они их всю жизнь ищут, умеют задумываться над сложными проблемами. А XX век действительно ставит перед всем человечеством сложные вопросы и требует найти на них ответы, ибо, как утверждает писатель, «если человечество не научится жить в мире, оно погибнет».

Человек не должен жить только сегодняшним днем. Определить свое место в мире ему поможет его исторический опыт, а значит, и историческая память. В романе очень сильно звучит именно мотив памяти.

Крохотный поселок Боранлы – Буранный находится в бескрайней Сарозекской степи. Только стук поездных колес – как пульс происходящей вокруг жизни. Поселок напоминает затерянный островок человеческого братства: здесь и ученый-геолог, знаток истории сарекезов Елизаров, и старожил Казангап, хранящий древние предания степей, и Едигей – человек совестливой и отзывчивой души, и учитель истории Абуталиб, сам ставший жертвой истории, ибо его «живым мясом отодрали от живого, от самого дорогого для него, от детей». Фронт, побег из фашистского плена,

борьба в составе подразделения югославских партизан, боевые награды и ранения – и подозрительность, недоверие, жестокость в отношении этого светлого человека, погибшего вследствие репрессий и позднее оправданного.

Писатель упорно заставляет нас размышлять о «болевых точках» минувшего. «За все на земле есть и должен быть спрос», - говорит Казенгап, веря в духовные силы человека, который сумеет преодолеть подлость и жестокость.

Большое значение имеет в романе легенда о древних кочевниках жуань-жуанях, которые пытками приводили людей к потере памяти, делая из них послушных рабов, забывших о прошлом. Таких людей, потерявших память, называли манкуртами. Легенда о юноше-манкурте, убившем свою мать – страшное предостережение тем, кто добровольно становится манкуртом, забывая традиции родного народа, его искусство. В романе таким показан Сабитжан: он равнодушен к памяти своего отца Казангапа, мечтает о том времени, когда людьми будут управлять по радио. Рассказывая о нем, Айтматов с тревогой говорит о бездуховности, которая приводит к обезчеловеченности человека.

«Буранный полустанок» – роман, в котором тесно переплетаются прошлое, настоящее и будущее человечества. Труден путь человечества, но тверда вера писателя и его героев в то, что «справедливость не истребима на земле!»

В основе романа «Плаха» (1986 г.) – чувство личной ответственности человека за все, происходящее на планете. Это роман-призыв, обращенный к каждому из нас: он призывает человечество осознать свое отношение к Земле, ко всему живому на ней.

В романе Ч.Айтматов ведет разговор об экономических и социальных проблемах, которые неразрывно связаны с проблемой нравственной – проблемой состояния человеческой души. Трагедия в Моюнкумской степи – это трагедия не только природы, когда по приказу человека разрушается его гармоничная сущность, но это трагедия и самого человека, приводящая к деформации человеческой личности...

Тема волков, в своей сути более нравственных, чем те люди, которые бессмысленно уничтожают все живое; тема Авдия Каллистратова с его поисками добра в человеке; тема Бостона, который платит высокую цену за совершенное людьми зло, – все это переплетено в романе Ч.Айтматова и философски осмысливается.

Условно роман можно разделить на 3 части: в первой рассказывается история семейства волков и ставится экологическая проблема; вторая часть – история правдоискателя Авдия Каллистратова – поднимает нравственно-философскую проблему; третья часть, рассказывающая о жизни чабанов, дает возможность писателю решать социальные проблемы.

Однако в ткани художественного произведения все эти проблемы тесно переплетены на протяжении всего романа.

Духовный распад личности показан писателем в образах бандита Гришана, «гонцов», Базарбая и Кандалова с его бездумными и бездушными помощниками.

Мир зла страшен, и в романе показана его социальная сущность. Высшее назначение человека – это его труд и добро, им творимое. Бандиты с карабинами расстреливают стада сайгаков, чтобы выполнить план на мясу. «Гонцы» едут за анашой, чтобы наживаться на наркоманах и множить горе и зло. Они истребляют жизнь на земле, нарушают гармонию в отношениях человека и природы. А так как зло наказуемо, то за это расплачиваются другие, в частности Бостон.

Суровый реализм романа позволяет Ч.Айтматову показать, что несущие зло и страдание всегда бездуховны. Писатель говорит нам о вине человека за все зло, происходящее на земле, призывает бороться с этим злом и утверждать гуманность в высшем ее проявлении.

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**ИССЛЕДОВАНИЕ ВОЗМОЖНЫХ ОТРИЦАТЕЛЬНЫХ
СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ ПОСЛЕДСТВИЙ,
НЕГАТИВНЫХ ЭФФЕКТОВ И РИСКОВ, НАСТУПАЮЩИХ ДЛЯ
РЕГИОНАЛЬНОЙ ЭКОНОМИКИ, ВСЛЕДСТВИЕ ПОЛНОГО
ОТКАЗА, НЕЭФФЕКТИВНОГО ЛИБО НЕНАДЛЕЖАЩЕГО
УПРАВЛЕНИЯ ВОПРОСАМИ РАЗВИТИЯ И ОБЕСПЕЧЕНИЯ
СОХРАННОСТИ СЕТИ АВТОМОБИЛЬНЫХ ДОРОГ, ДОРОЖНОЙ
ДЕЯТЕЛЬНОСТИ И РАЗВИТИЯ ДОРОЖНОГО ХОЗЯЙСТВА СО
СТОРОНЫ ОРГАНОВ ИСПОЛНИТЕЛЬНОЙ ВЛАСТИ
СУБЪЕКТОВ РОССИЙСКОЙ ФЕДЕРАЦИИ**

Аннотация: На основании анализа специальной отраслевой литературы, нормативных актов и документов стратегического планирования автору статьи удалось выявить, установить, сформулировать и показать не менее чем три десятка возможных наглядных отрицательных социально-экономических последствий, негативных бюджетных и управленческих эффектов и рисков, в короткой, средне- и долгосрочной перспективе наступающих для регионов вследствие и находящихся в прямой причинно-следственной связи с полным отказом, неэффективным либо ненадлежащим управлением вопросами развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства со стороны органов исполнительной власти субъектов Российской Федерации.

Ключевые слова: государственное управление, региональное управление, стратегическое планирование, автомобильные дороги, дорожная деятельность, дорожное строительство, дорожное хозяйство.

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**INVESTIGATION OF POSSIBLE NEGATIVE SOCIO-ECONOMIC
CONSEQUENCES, NEGATIVE EFFECTS AND RISKS FOR THE
REGIONAL ECONOMY DUE TO COMPLETE FAILURE,
INEFFICIENT OR IMPROPER MANAGEMENT OF ISSUES OF
DEVELOPMENT AND PRESERVATION OF THE HIGHWAY
NETWORK, ROAD ACTIVITIES AND ROAD INFRASTRUCTURE**

DEVELOPMENT BY THE EXECUTIVE AUTHORITIES OF THE SUBJECTS OF THE RUSSIAN FEDERATION

Abstract: Based on the analysis of special industry literature, regulations and strategic planning documents, the author of the article managed to identify, establish, formulate and show at least three dozen possible visual negative socio-economic consequences, negative budgetary and managerial effects and risks, in short, medium- and in the long term, coming for the regions as a result of and being in direct causal connection with the complete failure, ineffective or improper management of issues of development and preservation of the highway network, road activities and road infrastructure development by the executive authorities of the constituent entities of the Russian Federation.

Keywords: public administration, regional management, strategic planning, highways, road activities, road construction, road management.

Актуальность повышения эффективности государственного управления вопросами развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства на федеральном и региональном уровнях является извечной для России и во многом объективной, ведь именно от качества автомобильных дорог, от регулярного последовательного улучшения транспортно-эксплуатационных качеств автомобильных дорог зависит как степень обеспечения безопасности дорожного движения, так и собственно развитие экономики всех без исключения субъектов Федерации.

Справедливо и обратное суждение: социально-экономическое развитие многих регионов России во многом сдерживается именно из-за ограничений при эксплуатации автомобильных дорог, так как практически везде исчерпана их пропускная способность, высока степень износа значительной части автомобильных дорог, со многими населенными пунктами попросту отсутствуют круглогодичные связи. Низкий технический уровень автомобильных дорог обуславливает высокий уровень транспортной составляющей в себестоимости продукции, увеличивает отставание в развитии автомобильных магистралей в составе международных транспортных коридоров.

Иными словами, создание усилиями органов исполнительной власти региона динамично развивающейся, устойчиво функционирующей и сбалансированной сети автомобильных дорог является необходимым условием подъема экономики субъекта Федерации, укрепления его имиджа и повышения инвестиционной привлекательности, решения задачи достижения устойчивого экономического роста территории, улучшения условий предпринимательской деятельности и повышения качества жизни населения.

Таким образом, развитие дорожного хозяйства и укрепление сети

автомобильных дорог общего пользования является ключевым условием снятия инфраструктурных ограничений экономического роста для любого субъекта Российской Федерации.

В том числе ввиду вышесказанного, действующее отечественное федеральное законодательство обязывает органы исполнительной власти субъектов Российской Федерации осуществлять регулярную и последовательную деятельность в сфере развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства регионов. Однако степень интенсивности такой работы со стороны региональных властей остается, преимущественно, лишь на их усмотрение. Для того, чтобы руководство российских регионов, их законодательная и исполнительная власти, могли адекватно оценить степень влияния сферы дорожного хозяйства на социально-экономическое благополучие территории при принятии решений о выделении средств на очередной финансовый год в рамках бюджетного процесса, все его участники должны достаточно твердо и четко понимать не только экономическую целесообразность, социальную значимость и управленческую необходимость развития отрасли автодорожного хозяйства, но и прямо осознавать возможные и реальные социально-экономические последствия, риски частичного либо полного отказа (уклонения) от надлежащего управления вопросами развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства со своей стороны.

С подобного ракурса, с такой стороны названная проблематика в отечественной научной и специальной литературе к сегодняшнему дню практически ни разу и никем не была исследована. По мнению автора настоящей статьи, задача теоретического обеспечения и методологической помощи органам власти в решении названных вопросов и является одной из основных прикладных задач современной науки государственного управления.

С целью преодоления вышеназванного теоретического вакуума, автором настоящей статьи была предпринята попытка самостоятельного исследования и поиска ответа на вопрос о том, к каким же именно (конкретно) возможным отрицательным социально-экономическим последствиям, негативным эффектам и рискам, наступающим для региональной экономики, может привести полный отказ, неэффективное либо ненадлежащее управление вопросами развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства со стороны органов исполнительной власти субъектов Российской Федерации?

Решение поставленной задачи осуществлялось в рамках осуществленного автором настоящей статьи самостоятельного теоретического исследования, направленного на выявление, консолидацию

и обобщение содержащихся в специальной литературе, доктрине современной науки государственного управления, нормативных актах и документах стратегического планирования наиболее важных тезисов о роли и значении автомобильных дорог и дорожного хозяйства как отрасли региональной экономики и сферы государственного управления.

Уже на первых стадиях исследования была подтверждена исходная гипотеза о том, что недостаточный уровень развития дорожной сети в любом субъекте Российской Федерации практически автоматически приводит к значительным потерям для экономики и населения региона и является одним из наиболее существенных инфраструктурных ограничений для реализации приоритетных национальных проектов и темпов социально-экономического развития территории.

Ключевым результатом и главным итогом проведенного исследования явилось то, что оно позволило автору настоящей статьи сформулировать и констатировать ряд нижеприведенных выводов о том, что ненадлежащим образом организованная либо несистемная и непоследовательная, нерегулярная деятельности органов исполнительной власти субъектов Российской Федерации в сфере развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства региона в короткой, средне- и долгосрочной перспективе действительно способна дать ряд наглядных отрицательных социально-экономических последствий, негативных бюджетных и управленческих эффектов и рисков, наступающих для региональной экономики и, что особенно важно, находящихся в прямой причинно-следственной связи с выше обозначенном бездействии властей, которые, в конечном счёте, проявляют себя и выражаются в следующем:

1) В административном плане понижение качества либо полное отсутствие деятельности органов исполнительной власти субъектов Российской Федерации в сфере развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства регионов неизбежно ведет к общему снижению эффективности государственного управления в целом, снижению качества и оперативности предоставления государственных услуг, отставанию в вопросах внедрения логистических инноваций [1];

2) В бюджетной сфере наблюдаются устойчивые отрицательные эффекты, связанные со снижением доходов бюджетной системы региона вследствие всё большей неразвитости сферы услуг на объектах дорожной инфраструктуры, снижения рыночной стоимости земель и имущества вблизи устаревающих, не реконструируемых и не ремонтируемых автомобильных дорог [2];

3) Для добывающих производств в минерально-сырьевом секторе региональной экономики неразвитая дорожная инфраструктура также приводит к очевидному увеличению транспортной составляющей затрат

при освоении месторождений полезных ископаемых и, соответственно, становится явным тормозом в развитии как отдельной названной отрасли, так и экономики региона в целом [3];

4) Недостаточное развитие сети автомобильных дорог на территории субъекта Российской Федерации напрямую влияет на снижение личной мобильности граждан (например, снижаются объемы покупки личного автотранспорта, снижается частота передвижений на междугородних автобусных рейсах и так далее), ведёт к снижению темпов развития малого и среднего предпринимательства, которое в рыночных условиях невозможно без высокого уровня автомобилизации [4];

5) Недостаточные объемы ремонта и содержания автомобильных дорог не только отрицательно влияют на сами технико-эксплуатационные показатели дорожного покрытия, но и резко увеличивают транспортные издержки в экономике региона [5];

6) Недостаточный уровень развития сети автомобильных дорог не позволяет региону в полной мере использовать конкурентные преимущества территории с точки зрения реализации его транзитного потенциала [6];

7) Недостаточное финансирования ремонтных работ и работ по содержанию автомобильных дорог отрицательно сказывается на работе специализированных предприятий, функционирующих на рынке дорожных работ региона. Как следствие, такие предприятия становятся неспособны вести качественные ремонтные работы на автомобильных дорогах, а конкурентная среда на рынке дорожных работ упускается местными игроками в пользу дорожно-строительных организаций из других регионов либо иностранных компаний [7];

8) Несомненно одним из самых важных отрицательных управленческим эффектом от снижения эффективности либо отсутствия деятельности органов исполнительной власти субъектов Российской Федерации в сфере развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства регионов является пропуск либо смещение нормативных сроков ремонта и капитального ремонта дорожной сети, ненадлежащее обеспечение ликвидации основных очагов дорожно-транспортных происшествий. Таким образом органы исполнительной власти и их должностные лица получают ситуацию, характеризующуюся увеличением количества случаев нарушения положений действующего законодательства, а также корреспондирующих им предписаний и санкций со стороны органов прокуратуры, иных правоохранительных и проверяющих контрольно-надзорных органов за ненадлежащее осуществление полномочий в области обеспечения безопасности дорожного движения [8];

9) Отсутствия должного обеспечения удовлетворительного

состояния сельских дорог практически всегда приводит к резкому увеличению экономических потерь региональных сельхозпроизводителей, так как ведет к несвоевременному выполнению посевных и уборочных работ, невозможности вывозить сельскохозяйственную продукцию, невозможности круглогодичного увеличения площадей обрабатываемых сельскохозяйственных угодий, снижению общих объемов сельскохозяйственного производства, понижению его рентабельности, снижению количества рабочих мест в сельской местности и так далее [9];

10) Последовательный отказ от развития сети автомобильных дорог субъекта Федерации крайне отрицательно сказывается на транспортно-логистической привлекательности региона в глазах отечественных и зарубежных транспортных компаний в части осуществления ими транзитных перевозок. Ведь очевидно, что игроки логистического рынка при разработке маршрутов доставки грузов всегда учитывают фактическое состояние и реальную пропускную способность автомобильных дорог, осуществляя рациональный выбор в пользу наилучших вариантов [10];

11) Неразвитая и неразвивающаяся отрасль дорожного хозяйства ведет к снижению капитализации всего транспортного сектора региональной экономики, его экономической нестабильности, ввиду, в том числе, объективному отсутствию возможности привлечения и внедрения инновационных технологических отраслевых решений [11];

12) Не проведенные либо несвоевременно проведенные мероприятия по повышению комплексной безопасности и устойчивости транспортной системы региона отрицательно влияет на число и частоту происшествий на транспорте, снижает эффективность работы аварийно-спасательных служб, служб гражданской обороны, подразделений специальных служб, не позволяет готовить квалифицированные кадры для транспортной отрасли [12];

13) Регион с неразвитыми автомобильными дорогами является практически всегда и по определению не может иметь благоприятного инвестиционного климата. Такая территория, со стороны инвесторов, всегда воспринимается как крайне либо наименее неблагоприятная среда, непригодная для экономического развития относительно иных возможных инвестиционных альтернатив [13];

14) Регион с неразвитыми автомобильными дорогами, будучи в глазах его жителей неблагоприятной средой проживания, зримым образом увеличивает риски оттока капитала, квалифицированных кадров и общей трудовой миграции [14];

15) Непоследовательная и нерезультативная деятельности органов исполнительной власти субъектов Российской Федерации в сфере развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства регионов никак не способствует решению стратегических и тактических политических задач

и в социальной сфере. В частности, она отрицательно влияет на такие параметры как, например, продолжительность жизни населения, которая, в свою очередь, снижается за счёт высокого числа дорожно-транспортных происшествий. Отрицательное воздействие происходит и на окружающую среду. Затрудняется обеспечение своевременного медицинского обслуживания в отдаленных населенных пунктах субъекта Федерации. Доказано, что неудовлетворительные дорожные условия способствуют возникновению дорожно-транспортных происшествий приблизительно в каждом восьмом зарегистрированном случае [15];

16) Ограничения в транспортной доступности городских и сельских территорий субъекта Федерации ухудшает социальное самочувствие жителей, увеличивает реальное либо потенциальное возмущение и недовольство населения от отсутствия комфортной среды проживания, несвоевременного оказания срочной и профилактической медицинской помощи, нерегулярным движением школьных автобусов, рейсовых маршрутов. Иными словами, на территории региона со временем дестабилизируется социальная обстановка, увеличивается протестная активность, гражданский мир становится непрочным и неустойчивым [16];

17) Неудовлетворительное состояние дорог в населенных пунктах субъекта Федерации, особенно в областном и районных центрах, загруженность местных автомобильных дорог, необустроенность подъездных дорог к жилым домам и дворовым территориям многоквартирных домов, напрямую ведет к снижению имиджа региона и особенно его центра со стороны инвесторов, а со стороны граждан – к снижению имиджа местных властей [17];

18) Неразвитость и несформированность дорожной сети субъекта Федерации ведёт не просто к частным случаям неудовлетворенности спроса населения и организаций на перевозки автомобильным транспортом, но и к общей экономической стагнации региона [18].

Дополнительно осуществленное исследование позволяет выявить и сформулировать ряд прочих косвенных негативных общественно значимых и управленческих эффектов для региональных экономик, находящихся в прямой либо косвенной причинно-следственной связи и возникающих в связи с полным отказом, неэффективным либо ненадлежащим управлением со стороны органов исполнительной власти субъектов Российской Федерации вопросами развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства субъекта Федерации. Комплексное отрицательное и негативное воздействие неразвитости сферы дорожного хозяйства на региональную экономику в целом проявляет себя и в том, что:

- компенсируется несоответствие уровня развития автомобильных дорог уровню автомобилизации и спросу на автомобильные перевозки;

- разрастается и вовремя не ликвидируется бездорожье в сельской местности ввиду отсутствия факта строительства подъездов с твердым покрытием к сельским населенным пунктам региона;
- исключается возможность возникновения мультипликативного эффекта, который мог бы иметь место в виде содействия обслуживанию новых транспортных связей, освоения новых территории и ресурсов;
- происходит снижение доходов всех экономических агентов в результате снижения рыночной стоимости земель и имущества вблизи не строящихся и не реконструируемых автомобильных дорог;
- наблюдается снижение экономической активности промышленных и сельскохозяйственных предприятий, сферы бытового обслуживания, общественного питания, дорожного сервиса региона за счет снижения транзита через его территорию;
- снижается доступность услуг транспортного комплекса для населения;
- снижается мобильность и деловая активность населения субъекта Федерации ввиду отсутствия либо затрудненного круглогодичного транспортного сообщения с населенными пунктами внутри региона;
- снижается общая комплексная безопасность и устойчивости транспортной системы региона;
- снижается скорость движения легковых, грузовых и пассажирских транспортных средств;
- снижается общий уровень жизни населения субъекта Федерации ввиду повышения стоимости товаров и услуг, ухудшения социальных условий жизни и увеличения доходов;
- повышается стоимость и, соответственно, снижается эффективность расходов на дорожное хозяйство за счет более эффективного планирования государственных инвестиций, совершенствования механизмов расходования средств через систему закупок для государственных нужд;
- понижается общий рост экономической активности во всех отраслях региональной экономики ввиду повышения времени и ухудшения условий доставки грузов и пассажиров, снижения транспортной доступности территорий и населенных пунктов субъекта Федерации;
- происходит общее снижение обороноспособности государства;
- происходит усиление отрицательных последствий чрезвычайных ситуаций за счёт снижения скорости и оперативности их ликвидации;
- деградирует и (или) должным образом не развивается сфера услуг на объектах дорожной инфраструктуры;
- увеличивается процент износа основных фондов предприятий дорожно-строительной отрасли ввиду отсутствие экономической возможности и управленческой целесообразности приобретения и ввода в эксплуатацию нового высокопроизводительного и технологичного

дорожно-строительного оборудования;

- не создаются дополнительные рабочие места в дорожном хозяйстве, сфере услуг и прочих отраслях экономики региона и сфере услуг;

- увеличивается число дорожно-транспортных происшествий, увеличивается тяжесть их последствий;

- увеличиваются перепробеги транспортных средств, что, например, для их собственников, ведет к увеличению издержек на ремонт и обслуживание.

В заключение статьи её автор приходит к общему результирующему выводу о том, что надлежащим образом организованная системная, последовательная и регулярная деятельность органов исполнительной власти субъектов Российской Федерации в сфере развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства регионов не только и не просто способна в относительно короткие сроки дать определенный набор положительных социально-экономических, управленческих и бюджетных эффектов, оказав самое позитивное влияние на развитие региональной экономики и его социальной сферы, но и в действительности оберегает территорию от наступления существенного объема и внушительного массива рисков, проблем и возникновения отрицательных бюджетных, социально-экономических последствий, - как прямо вышеперечисленных, так и иных, им подобных и прямо из них вытекающих (производных).

Следовательно, исключение негативного влияния опорной транспортной сети на развитие экономики, повышение качества и снижение издержек транспортных услуг для населения и бизнеса должны быть одним из самых важных критериев, фокусов социально-экономического развития для органов исполнительной власти всех без исключения субъектов Российской Федерации, стать ключевым учитываемым индикативным целевым параметром при разработке приоритетов стратегического планирования территории.

Иными словами, со всей очевидностью, вопросы развития и обеспечения сохранности сети автомобильных дорог, дорожной деятельности и развития дорожного хозяйства должны являться не просто неотъемлемой частью ежедневной регулярной деятельности органов исполнительной власти всех без исключения субъектов Российской Федерации, но и со всей серьёзностью восприниматься как важнейший механизм и базовое условие достижения задач укрепления финансовой системы, создания эффективной конкурентной экономики региона, обеспечивающей повышение уровня и качества жизни его жителей.

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Оглавление

ОСНОВНОЙ РАЗДЕЛ

Abdiyeva S.A., Haydarova Z.A., EARLY TOXICOSIS IN PREGNANCY	3
Abdulazizov S.A., MODERN METODE TREATMENT CASTRATION-REFRACTORY PROSTATE CANCER.....	7
Abdullayeva G., MODELING FOR THE FORMATION OF STUDENTS' READINESS FOR PROFESSIONAL COMMUNICATION.....	11
Abdullayeva G., THE USE OF READING AS ONE OF THE TYPES OF SPEECH ACTIVITY IN THE PROCESS OF LEARNING ENGLISH	15
Abdullajonov M., FEATURES OF CREATION OF CONVERSATIONAL SITUATION IN THE PROCESS OF STUDENTS' MULTILATERAL COMMUNICATION	18
Abdullajonov M., THE NEED TO LEARN THE GERMAN LANGUAGE AND THE PROSPECTS THAT IT OPENS UP	22
Abdullayev M., PRINCIPAL TRENDS OF FOREIGN LANGUAGE LEARNING STRATEGIES' FORMATION	26
Abdullayev Sh.Sh., Rahmatshoyev I.N., UTILIZATION OF RENEWABLE ENERGY IN THE TEXTILE INDUSTRY IN UZBEKISTAN	30
Abdullayeva G.A., QUALITY OF EDUCATIONAL WORK IN THE GENERAL SECONDARY EDUCATION SYSTEM AS A PROBLEM	35
Abdullayeva G., PROBLEM OF TEACHING FOREIGN LANGUAGES IN THE FRAMEWORK OF GLOBALIZATION AND INTEGRATION	40
Abdurakhmonov A., Sultonova N.A., LEVELS OF IMPACT OF THE PRODUCTION ENVIRONMENT FOR HUMAN	44
Abdurazakov A., Mirzamaxmudova N., Maxmudova N., ISHLAB CHIQRISHDA YALPI MAXSULOTNI REJALASHTIRISH UCHUN MAPLE DASTURIDAN FOYDALANISH.....	48
Abduxamidov I.A., ALLOMALARIMIZNING MEROSIDA TARBIYA MASALALARI	53
Akhmadaliev U.K., DIAGNOSIS OF THE DEGREE OF LIVER FIBROSIS IN PATIENTS WITH CHRONIC HEPATITIS AND CIRRHOSIS OF THE LIVER	57
Akhmedov R.M., Nazaraliev A.R., SOIL ANALYSIS DURING ROAD CONSTRUCTION	61
Alabayev S.I., MANAGEMENT OF ECONOMIC GROWTH OF BUSINESS ENTITIES	64
Alimov J., LEXICAL ANALYSIS OF THE CONCEPT «FRIENDSHIP»	68

Allamurodov Y., WAYS OF MATERIALS DEVELOPMENT FOR ESP STUDENTS	72
Almatova M., ASSESSMENT OF THE RESULTS OF TEACHING A FOREIGN LANGUAGE FOR UNDERGRADUATES OF A NON-LINGUISTIC UNIVERSITY	76
Almatova N.A., CLASSIFICATION OF CONDITIONAL SENTENCES IN ENGLISH LANGUAGE	80
Almatova N.A., THE DEVELOPMENT OF LEADERSHIP QUALITIES OF A MODERN STUDENT IN MODERN EDUCATION	84
Altinova F.P., THE PECULIARITIES OF THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS	88
Annaguliyev J., FUNCTIONAL GRAMMAR ANALYSIS OF UZBEK SHORT NEWS (ON KUN.UZ)	92
Askarova S.T., Khakimova S.M., Khakimova G., PHARMACOLOGICAL ACTION OF THE COMPONENTS OF CHAMOMILE PHARMACY AND ITS USE IN COSMETICS	98
Azizova S.N., CMS PLATFORMALARIDAN FOYDALANIB TA'LIMiy RESURSLARNI YARATISH.....	102
Barakayeva D.H., IMPORTANCE ROLE OF ENGLISH LANGUAGE IN THE DEVELOPMENT OF TOURISM.....	105
Baratboyev B.M., NAQQOSHLIK VA YOG'OCH O'YMAKORLIGI SAN'ATINING RIVOJLANISHI	109
Berdikulova S.A., Jamalova N.U., FACTORS THAT NEGATIVELY AFFECT THE SENSE OF PATRIOTISM OF YOUTH AND THEIR CHARACTERISTICS	114
Bobokhonova M.M., Dehqonova D.V., FEATURES OF THE COURSE OF COVID-19 VIRAL INFECTION DURING PREGNANCY	118
Boboyeva M.X., PREDLOGLARNING GAPDAGI O'RNI VA QO'LLANILISHI	122
Bohdaniuk O.V., EVALUATION OF CASH FORMATION OF THE ENTERPRISE FOR THE PURPOSE OF EFFECTIVE MANAGEMENT OF ITS FINANCIAL ACTIVITY	128
Bokiyev M.M., Khaldarov S.A., CAUSES, SYMPTOMS OF THE DEVELOPMENT OF DIABETES MELLITUS IN GANT	131
Boymurodov E., Xasanova G., Olimov S., FARMAKOLOGIYA FANIGA KIRISH, FANNING BOSHQA FANLAR BILAN BOG'LIQLIGI, KELIB CHIQISH TARIXI	135

Burkhonov I.M., FROM THE HISTORY OF THE TRANSLATION OF THE WORK OF ABURAZZAK SAMARKAND «MATLA'I SA'DAYN AND MAJMA'I BAHRAIN»	138
Daliyeva E.Z., «MAHBUB UL-QULUB» ASARIDA INSON TARBIYASIGA OID QARASHLAR	145
Djalolidinova Sh.D., THE EXPEDIENCY OF PARTNER CHILDBIRTH IN THE PRACTICE OF MATERNITY CARE IN THE REPUBLIC OF UZBEKISTAN	150
Dumanova N.M., FORMATION OF PRESCHOOL CHILDREN'S MATHEMATICAL INTELLIGENCE AND COMPUTER LITERACY	154
Egamberdieva G.N., Usmonova G.B., INDICATORS OF PHYSICAL DEVELOPMENT IN CHILDREN AND THEIR DEPENDENCE ON THE HABITAT	158
Egamberdiyeva D.U., DEVELOPMENT OF INTERCULTURAL COMPETENCE AS A FACTOR IN THE FORMATION OF A CULTURAL AND LINGUISTIC PERSONALITY	162
Egamberdiyeva D.U., THEORETICAL BASES OF FORMATION OF INTERCULTURAL COMPETENCE OF STUDENTS AT LESSONS OF FOREIGN LANGUAGE	166
Egamberdiyeva D.U., METHODOLOGY AND METHODS OF PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH	170
Ergashev M.M., Otakulov B.A., USE OF VERMICULITE FOAMED WITH THERMAL INSULATION MATERIAL.....	173
Ergashev M.M., Otakulov B.A., USE OF ALKALINE CEMENT OBTAINED WITHOUT BURNING IN CONSTRUCTION	176
Ergashev M.M., Otakulov B.A., ABOUT THE USE OF WOLLASTONITE AGGREGATE CONCRETE.....	180
Ergashev M.M., THE IMPORTANCE OF USING THE GEOGRAPHICAL INFORMATION SYSTEM (GIS) IN THE FIELD OF ROAD ENGINEERING	184
Ergasheva H.T., CORROSION-RESISTANT NON-FERROUS METALS AND THEIR PROPERTIES.....	188
Esonov O., LINGVODIDACTICS AS A METHODOLOGICAL CONCEPT	191
Fozilov O.Yu., METONYMIC TRANSFER IN STABLE TERMINOLOGICAL PERIPHRASES	194
G'afforov N., Tursunova N., JAHON TILSHUNOSLIGIDA SOHAVIY TERMINOLOGIYA TARAQQIYOTI	198

Gulomjonova M., IMPROVING THE QUALITY OF TEACHING COMPUTER SCIENCE DISCIPLINES TO FOREIGN STUDENTS	205
Gulomjonova M., THE SOCIAL ASPECT OF THE PROFESSIONAL TRAINING IN THE CONTEXT OF THE IMPLEMENTATION OF EDUCATIONAL STANDARDS.....	209
Gulomova R.I., Masharipova S., PSYCHOLOGICAL-MEDICAL ASSISTANCE TO THE MOTHER IN THE PROCESS OF CHILDBIRTH .	213
Hakimova M.S., IMPROVING SPEAKING COMPETENCE OF STUDENTS IN PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS IN TEACHING FL	217
Hamrokulova Sh.E., PROBLEMS OF IMPROVING THE MECHANISMS OF ENVIRONMENTAL EDUCATION IN GENERAL SECONDARY SCHOOLS	222
Haydarova B.A., PROFESSIONAL EDUCATION	227
Husanboyeva M.B, TAQSIMOTLARNING FURE INTEGRAL ALMASHTIRISHLARI VA ULARNING XOSSALARI	231
Irgashev M.U., THE ROLE OF ENGLISH VOCABULARY IN THE FIELD OF INNOVATIVE TECHNOLOGIES AND COGNITION FOR THE STUDENTS IN MODERN EDUCATIONAL SYSTEM	235
Irgashev M.U., A PROFESSIONALLY ORIENTED APPROACH TO THE FORMATION OF A STUDENT'S LINGUISTIC PERSONALITY	239
Ismatov J.F., Qobilov J.X., Abdurasulov E.X, Muhammadiyev U.Sh., INCREASING SAFETY BY SYSTEMATICAL ORGANIZATION OF MAINTENANCE OF GAS CYLINDER VEHICLES	243
Kambarov A.M., FORMS AND METHODS OF DEVELOPING STUDENTS TO SCIENTIFIC CREATIVITY, THEIR SIGNIFICANCE	247
Karimova M.M., UMUMLASHLGAN FUNKSIYALARNING LAPLAS ALMASHTIRISHI.....	251
Khaydarova Z.E., Normatov M.B., NEWEST METHODS OF ARRHYTHMIA MONITORING IN PREGNANT PATIENTS.....	255
Khodjaeva G.A., COUGH IN VIRAL RESPIRATORY INFECTIONS. PROBLEMS AND SOLUTIONS	259
Khoshimov S., INTERPRETATION OF HUMAN PROBLEMS IN PHILOSOPHICAL THINKING OF EAST AND WEST	262
Khudayberdieva Kh.U., MAIN FEATURES OF PEDAGOGICAL ACTIVITIES IN THE HIGHER EDUCATION SYSTEM	267
Khurramova G., VARIOUS DEFINITIONS OF THE TERM «LITOTES» IN THE LINGUISTIC LITERATURE.....	271

Khusainova D.I., INNOVATIVE EDUCATIONAL METHODS IN TEACHING A FOREIGN LANGUAGE	275
Komilova D.T., BIOPHYSICS AS AN INTERDISCIPLINARY SCIENCE .	279
Kurbanova Sh.T., ZIYRAK, TOPQIR, HOZIRJAVOB TARBIYACHI-BOLA IQTIDORI KO`ZGUSIDIR.....	283
Kuzibayeva S.K., PRINCIPLES OF CLASS MODELING IN FOREIGN LANGUAGE TEACHING AND LEARNING	288
Madiyeva Ch.D., ADVANCED INTERNATIONAL EXPERIENCES IN TEACHING MATHEMATICS.....	292
Makhmudova M.N., COMMON PROBLEMS IN ADOLESCENTS	296
Mallaboev N.M., Nazarova Sh.Sh., Muhammadjonov K.O., BULUTLI TEXNOLOGIYALARDAN FOYDALANISHDA AFZALLIKLARI VA KAMCHILIKLARI.....	300
Mamajonova U., Ergasheva R., THE INFLUENCE OF SPORTS GAMES ON THE INDICATORS OF PHYSICAL FITNESS OF THOSE INVOLVED	306
Mamajonova G.K., BASIC ASPECTS OF THE PROBLEMS OF EXISTENCE IN PHILOSOPHY AND SCIENCE	310
Mamatov R.R., INFORMATIONAL COMPUTER TECHNOLOGIES AS A MEAN OF DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS ACCORDING TO THE CONDITIONS OF NEW CONTEXT OF EDUCATION	314
Mamatova N.K., THE IMPORTANCE AND USAGE OF THE CONTROL IN THE LESSON OF FOREIGN LANGUAGE	318
Mamatqulova M.Z., MAIN FEATURE PROFESSIONAL COMPETENCE OF THE TEACHER	322
Matkarimova G.A., THEORETICAL ASPECTS OF EDUCATION AND COMPETENCE OF TEACHER OF FOREIGN LANGUAGE	326
Matkarimova G.A., FEATURES OF TEACHING LEXICAL MATERIAL IN FOREIGN LANGUAGE LESSONS.....	330
Mavlonova D., BOSHLANG`ICH SINFLAR NUTQINI O`STIRISHNING LUG`ATLAR BILAN ISHLASH TOMONI.....	334
Minamatov Yu.E., IMPORTANT ASPECTS OF CLOUD TECHNOLOGY .	338
Mokhira M.K., Yazdonova S.K., IN THE DEVELOPMENT OF WORLD SCIENCE AND CULTURE THE ROLE OF THINKERS AND SCIENTISTS OF THE GREAT SILK ROAD COUNTRIES	342
Mirzayeva M.G., EFFECTIVE WAYS OF IMPROVING SPEAKING SKILLS AND COMMUNICATIVE COMPETENCE	348

Mukhitdinova F.R., ANALYSIS OF THE PECULIARITIES OF THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS	352
Mukhitdinova F.R., FORMS AND METHODS IN MODERN APPROACHES TO STUDENT SELF LEARNING	356
Naimov E.G., Rustamov M.M., THE MAIN TRENDS IN THE DEVELOPMENT OF THE WORLD EDUCATIONAL SYSTEM	360
Narziyev N.N., DEVELOPMENT AND ANALYSIS OF CREATIVE THINKING IN PAINTING	364
Nasretdinova Kh.T., COMPLICATION OF PREDICATE AND TYPES OF COMPLICATIONS	367
Nasretdinova Kh.T., THE WAYS AND PROBLEMS OF TRANSLATING PREDICATE FROM ENGLISH INTO UZBEK.....	371
Nasretdinova X.T., LANGUAGE TEACHING METHODS IN HIGHER UNIVERSITY AS A SCIENCE.....	375
Nazarova Sh.Sh., RAQAM VA HARFLI TASVIRLAR UCHUN IDENTIFIKASION BELGILARNI ANIQLASH ALGORITMLARINI YARATISH BILAN BOG'LIQ ILMIY MASALA	377
Nazarova G.T., Egamberdiev O.R., EARLY CORRECTION OF NEUROLOGICAL DISORDERS IN CHILDREN WITH DOWN SYNDROME BORN WITH HEART DEFICIENCY	380
Nosirjonov Sh.I., Qobulov M.A., MAN CLA 16.220 AVTOMOBILINING TORMOZLANISH XUSUSIYATINI NOQULAY OB-HAVO SHAROITLARIDA HISOBLASH.....	384
Nosirova M.K., ANALYSIS OF THE STRUCTURE OF COMPLEX WORDS IN THE GERMAN LANGUAGE, THEIR CHARACTERISTIC STRUCTURAL TYPES.....	389
Nosirova M.K., FUNCTIONAL AND STYLISTIC CHARACTERISTICS OF SUBORDINATE CLAUSES IN MODERN GERMAN LANGUAGE	393
Nuriddinov M.A., DEVELOPMENT OF STUDENTS' SOCIAL COMPETENCE	397
Nuritdinova Yo.A., SUGGESTIONS FOR THE USE OF TESTING IN THE EDUCATIONAL PROCESS	403
Nuritdinova Yo.A., ESTABLISHMENT OF SPECIFIC, OBJECTIVELY NECESSARY RESULTS OF KNOWLEDGE CONTROL	407
Nurseitov M.R., ISSUES OF ILLEGAL FINANCIAL FLOWS AND SHADOW ECONOMY	411

Ochilova N.S., METHODOLOGICAL COMPETENCE OF STUDENTS AS A BASIS FOR DEVELOPING PROFESSIONAL COMPETENCE	417
Odiljonova M.S., TYPOLOGICAL ANALYSIS OF THE PHONOLOGICAL SYSTEMS OF ENGLISH AND UZBEK	421
Okhunjonova F.A., METHODOLOGY OF HISTORICAL AND PEDAGOGICAL RESEARCH OF THE DEVELOPMENT OF PEDAGOGICAL KNOWLEDGE	425
Otaboeva Z.G., FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE THROUGH THE USE OF MODERN PEDAGOGICAL METHODS	429
Panjiyev J.T., Bozorov Q.D., Mardonova M.H., ZAHRIIDIN MUHAMMAD BOBURNING HINDISTONGA HARBIY YURISHI	433
Parmankulova Yu.D., LYMPHOTROPIC THERAPY OF PATIENTS WITH OPEN-ANGLE GLAUCOMA.....	438
Parmankulova Yu.J., TACTICS OF SURGICAL TREATMENT OF PATIENTS WITH OPEN-ANGLE GLAUCOMA AND CATARACTS	441
Primkulova G.N., MANAGEMENT OF PATIENTS WITH CHRONIC HEART FAILURE AT THE PRESENT STAGE	446
Primova D.X., CHARACTERISTICS OF PSYCHO CORRECTIONAL ACTIVITY.....	449
Qodirova G.T., IMPROVING THE EFFICIENCY OF INDEPENDENT WORK OF STUDENTS AS A PROBLEM OF HIGHER SCHOOL	452
Qodirova G.T., THE PROBLEM OF DEVELOPING SKILLS OF INDEPENDENT ACQUISITION OF LEARNING NEW INFORMATION .	456
Qoraboyev J., THE PRINCIPLES OF ORGANIZING THE INTERACTION OF STUDENTS IN A FOREIGN LANGUAGE LESSON	460
Qoraboyev J., PSYCHOLOGICAL FEATURES OF THE ORGANIZATION OF SPEECH INTERACTION OF STUDENTS IN A FOREIGN LANGUAGE LESSON	464
Qoraboyeva N., THE OPTIMAL CHOICE OF TEACHING METHODS IN ORDER TO INCREASE THE EFFICIENCY OF THE LEARNING PROCESS	468
Qoraboyeva N., ACTIVATION OF COGNITIVE PROCESSES IN THE STUDENT'S EDUCATIONAL ACTIVITY	472
Qo'yliyeva M.U., Ernazarova M., Usmonova M., Imomova Yu., CHILONJIYDA HAQIDA UMUMIY MA'LUMOT, TARKIBI, XALQ TABOBATIDA QO'LLANILISHI, XUSUSIYATLARI VA ULARNING HAR XIL TURLARI, O'STIRISH UCHUN SHAROIT	476

Рафиқова Д., PEDAGOGIK TA'LIMNI MODENIZATSIYALASH ZARURATI VA MAQSADI.....	481
Rakhimov A.M., Tairova N.S., NEW INNOVATIVE TECHNOLOGIES IN THE TEACHING OF THE SUBJECTS «DRAWING GEOMETRY» AND «ENGINEERING GRAPHICS»	487
Rakhmatova U.M., INNOVATIVE APPROACH TO LEARN ENGLISH LANGUAGE	494
Rasulova F., THE INFLUENCE OF EARLY VEGETABLES, RE-CROPS AND WINTER WHEAT ON THE MICROBIOLOGICAL PROPERTIES OF SOIL IN VEGETABLES-GRAIN CROP ROTATION SYSTEMS	498
Rustamova G.Yo., MAKTABGACHA YOSHDAGI BOLALARGA TA'LIM BERISHDA TRIZ TEXNOLOGIYASI METODLARIDAN FOYDALANISH	503
Saliakhunova Kh.O., COMORBIDITY IN CHRONIC OBSTRUCTIVE PULMONARY DISEASE AND RHINOSINUSITIS: CLINIC AND TREATMENT FEATURES.....	507
Salokhiddinova N.I., THE MAIN TASKS OF EDUCATIONAL ACTIVITIES OF STUDENTS AT THE UNIVERSITIES	511
Shamuratova B.Yu., VOLEYBOLCHI SHAXSINING MA'NAVY JIHATLARI VA SIFATLARINI TARBIYALASH	515
Sharipova F.D., THE ROLE OF PRAGMATICS IN TRANSLATION AND THE PRAGMATIC DIFFICULTIES THAT ENCOUNTER TRANSLATORS	518
Shirinqulova S.M., TEACHING ENGLISH THROUGH STORYTELLING.	522
Shukurova D.Yo., Olimov S.M., Xasanova G.R., TARKIBIDA EFIR MOYI BO'LGAN DORIVOR O'SIMLIKLAR VA MAHSULOTLAR.....	526
Shukurova D.Yo., Usmanova M.B., Imomova Yu.A., POROSHOKLARNING XUSUSIY TEXNOLOGIYASI (TO'ZG'UVCHI, BO'YOVCHI VA QIYIN MAYDALANUVCHI MODDALAR, EKSTRAKTLAR VA EFIR MOYLARI BILAN POROSHOKLAR TAYYORLASH).....	530
Sodikova D.T., CLINICAL JUSTIFICATION OF ACUTE RESPIRATORY DISTRESS SYNDROME AND OTHER PULMONARY COMPLICATIONS IN COVID-19	534
Sultonov R.A., Shermatov B.A., IMPROVING PRODUCT QUALITY BY REDUCING THE ENERGY CONSUMPTION OF ELECTRIC DRIVES IN THE SILK INDUSTRY	538
Sultonov R.A., Karimov N.U., DEVELOPMENT OF MATHEMATICAL MODELS AND ALGORITHMS FOR INTELLIGENT CONTROL OF MULTI-LINK HIGH-SPEED ELECTRICAL CIRCUITS.....	545

Temirova Z.A., SOME ISSUES OF THE FORMATION OF THE SUBJECT AREA OF BIOPHYSICS	552
Tojiboyev I.O., XITOY TILIDA IBORALAR	556
Toxirova G.Q., GRAFIKA SAN' ATINI O'QITISHDA INTERFAOL METODLARDAN FOYDALANISH	561
Turdibekova D., MADANIYATNING IJTIMOIIY FANLAR VA IJTIMOIIY FANLARDA TUTGAN ÓRNI	565
Tuychieva O.N., DETERMINING THE COST-EFFECTIVENESS OF INVESTMENTS SPECIFIC FEATURES.....	568
Umarova D., THE USE OF TRADITIONAL APPROACHES AND METHODS IN THE MOST EFFECTIVE TRAINING	579
Umarova D., FEATURES OF THE BUSINESS TERMINOLOGY OF THE ENGLISH LANGUAGE.....	583
Umarova Z., Obidova F., ENTREPRENEURSHIP AND INNOVATION AS THE FOUNDATION FOR THE CREATION OF SMALL ENTERPRISES .	587
Urunbaeva Yu.P., Umirzakova M.I., Baratova M.I., THE ESSENCE OF THE SERVICE SECTOR AND THE SOCIO-ECONOMIC SIGNIFICANCE OF RAPID DEVELOPMENT TODAY	591
Usmonova Sh.R., DEVELOPMENT OF WRITING SKILLS IN FOREIGN LANGUAGE LESSONS	598
Usmonova Sh.R., THE USE THE TECHNOLOGY OF CRITICAL THINKING AND THE PROGRESS OF THE STUDENT IN COGNITIVE ACTIVITY ..	602
Xakimova D., ISHAKKHAN TURA IBRAT'S ROLE IN THE LAW OF TURKESTAN.....	606
Xomidjonova F.K., KURASHCHINING KO'P YILLIK TEXNIK-TAKTIK VA JISMONIY TAYYORGARLIGIDA PEDAGOGNING PROFESSIONAL O`RNI VA AHAMIYATI	609
Yarkinova B.B., THE CONCEPT OF TESTS, ITS ESSENCE AND FEATURES, SUBJECT AND METHODS OF STUDY	613
Yo'ldasheva G., THE ROLE OF VIRTUAL LABORATORIES IN THE CREATION OF E-LEARNING SYSTEMS	617
Yusupov A.R., Isoyev Y.A., SEISMIC RESISTANCE OF A MULTI-STORY FRAME-FRAME BUILDING TAKING INTO ACCOUNT THE SEISMIC ENERGY SUPPLY OF THE BASE, BEARING FRAME AND DAMPERING DEVICES	621
Yusupov A.R., Isoyev Y.A., PREREQUISITES FOR CALCULATING THE SEISMIC RESISTANCE OF REINFORCED CONCRETE FRAME FRAME	

BUILDINGS AT THE ELASTOPLASTIC AND PLASTIC STAGES OF THE STRESS-STRAIN STATE.....	624
Абдуллаева М.С., ИСПОЛЬЗОВАНИЕ КЛАСТЕРНОГО МЕТОДА В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ	627
Абдуллажанова Н.Т., К ВОПРОСУ ОБ ОБЫЧАЯХ И ОБРЯДАХ, В КОТОРЫХ ПРИНИМАЮТ УЧАСТИЕ ТОЛЬКО ЖЕНЩИНЫ (НА ПРИМЕРЕ ФЕРГАНСКОЙ ДОЛИНЫ)	631
Абдурахмонов Г.З., НАЦИОНАЛЬНЫЕ ОСНОВЫ ОБЕСПЕЧЕНИЯ ИДЕОЛОГИЧЕСКОГО ЕДИНСТВА В ОБЩЕСТВЕ	635
Авдониная Э., АРТ-ТЕРАПИЯ В СИСТЕМЕ ПОМОЩИ ДЕТЯМ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ И ИХ СЕМЬЯМ	639
Авезов А.Х., ТРАНСПОРТНАЯ СИСТЕМА КАК ИНСТРУМЕНТ ПОВЫШЕНИЕ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ РЕГИОНА.....	643
Авлиёкулов Ж.С., Абдуразоков А.А., Қосимов И.А., НЕКОТОРЫЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ КОМПОЗИЦИОННЫХ МАТЕРИАЛОВ НА ОСНОВЕ ТЕРМОПЛАСТОВ.....	652
Аграновский М.Л., Пулатова Р.Р., Маликова А.Э., Махмудова Х.Х., Муминов Р.К., ДИАГНОСТИКА, ТЕЧЕНИЕ И ПРОФИЛАКТИКА ДЕПРЕССИВНЫХ СОСТОЯНИЙ У МОЛОДЕЖИ	659
Аграновский М.Л., Махмудова Х.Х., Пулатова Р.Р., Муминов Р.К., Хасанов Ж.Б., СРАВНИТЕЛЬНАЯ АНАЛИЗ НЕГАТИВНЫХ РАССТРОЙСТВ ПРИ ШИЗОФРЕНИИ И ЗАБОЛЕВАНИЙ ШИЗОФРЕНИЧЕСКИХ СПЕКТРАХ	666
Азизов Д.Т., Мирзаев К.К., Алейник В.А., Бабич С.М., ОСОБЕННОСТИ ИЗМЕНЕНИЯ СОДЕРЖАНИЯ ПРОТЕАЗ И ИНГИБИТОРОВ ПРОТЕАЗ В ХРОНИЧЕСКИХ ГНОЙНЫХ РАНАХ	672
Азизов Д.Т., Мирзаев К.К., Алейник В.А., Бабич С.М., ОСОБЕННОСТИ ИЗМЕНЕНИЯ ЦИТОКИНОВ В ХРОНИЧЕСКИХ ГНОЙНЫХ РАНАХ .	680
Азимов Д.Ғ., Асадова С.Р., ЎРТА АСР ШАРҚ АЛЛОМАЛАРИНИНГ МУСИҚИЙ ҚАРАШЛАРИ	688
Азимов У.А., Тожибоева Г.А., ТАЪЛИМ-ТАРБИЯ ЖАРАЁНИДА ЁШЛАРНИНГ ДЕМОКРАТИК ҚАДРИЯТЛАР ТИЗИМИГА АКСИОЛОГИК МУНОСАБАТИНИ РИВОЖЛАНИТИРИШ ИСТИҚБОЛЛАРИ.....	694
Алимова З.Х., Собиржанов А., Ниязова Г.П., Мелиев В.М., КОРРОЗИЯ И ЕЕ ПОСЛЕДСТВИЯ В ОБЩЕМ ИЗНОСЕ ДЛЯ СЕЛЬХОЗТЕХНИКИ ...	699

Алимова З.Х., Шамансуров Б.Р., Мирзабоев И.А., ИССЛЕДОВАНИЯ ПРИЧИНЫ ЗАГРЯНЕНИЯ СМАЗОЧНЫХ МАТЕРИАЛОВ ПРИМЕНЯЕМЫХ В ДВИГАТЕЛЯХ ТРАНСПОРТНЫХ СРЕДСТВ	705
Алимова З.Х., Авлиёкулов Ж.С., Қосимов И.А., ФАКТОРЫ, ВЛИЯЮЩИЕ НА ИЗМЕНЕНИЯ СВОЙСТВ ЖИДКОСТЕЙ В ПРОЦЕССЕ РАБОТЫ АВТОМОБИЛЬНЫХ АМОРТИЗАТОРОВ	711
Алиханов М., ДОСТИЖЕНИЯ В ПРОТИВОДЕЙСТВИИ КОРРУПЦИИ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ	716
Алматова М.Л., ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ПРОЦЕССА РАЗВИТИЯ ИССЛЕДОВАТЕЛЬСКОГО МЫШЛЕНИЯ МАГИСТРАНТОВ	720
Альбакасова Д.Е., НАЛОГОВЫЙ КОНТРОЛЬ, ЕГО ЗНАЧЕНИЕ И РОЛЬ В УПРАВЛЕНИИ ТЕРРИТОРИЕЙ.....	725
Альбакасова Д.Е., ПРИНЦИПЫ, ФОРМЫ И МЕТОДЫ НАЛОГОВОГО КОНТРОЛЯ	729
Амаев А.А., ТЕОРЕТИЧЕСКИЕ ОСНОВЫ СТРАТЕГИЧЕСКОГО ПЛАНИРОВАНИЯ	733
Амаев А.А., МЕТОДЫ ОЦЕНКИ РИСКОВ	738
Ананьева Ю.В., УПРАВЛЕНЧЕСКИЙ АНАЛИЗ КАК ИНФОРМАЦИОННАЯ БАЗА ТЕКУЩЕГО КОНТРОЛЯ ЗАТРАТ В СТРОИТЕЛЬСТВЕ.....	743
Андреасян Г.М., Тихонов Н.Е., ПЛАТЁЖНЫЕ СИСТЕМЫ ЧЕРЕЗ ИНТЕРНЕТ. БЕЗОПАСНОСТЬ ДАННЫХ	748
Андреасян Г.М., Тихонов Н.Е., ОСОБЕННОСТИ ВНЕШНЕГО АУДИТА ДЛЯ ОЦЕНКИ КАЧЕСТВА РАБОТЫ КОМПАНИИ.....	751
Андреасян Г.М., Тихонов Н.Е., ВНУТРЕННИЙ АУДИТ И ЕГО ВЗАИМОСВЯЗЬ С КОМПАНИЕЙ.....	756
Андреасян Г.М., Тихонов Н.Е., ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ПРИЛОЖЕНИЙ ДЛЯ УВЕЛИЧЕНИЯ МОЩНОСТЕЙ КОМПАНИЙ	760
Аскарова М.Т., ГЕНДЕРНЫЕ РАЗЛИЧИЯ В ПРОЯВЛЕНИИ АГРЕССИИ У СТУДЕНТОВ.....	764
Атамурадова Д.Р., Хайдарова И.М., РЕКОМЕНДАЦИИ ПО САМОСТОЯТЕЛЬНОМУ ИЗУЧЕНИЮ ТЕМЫ «АКСИОМЫ ОТДЕЛИМОСТИ ТОПОЛОГИЧЕСКИХ ПРОСТРАНСТВ»	768
Ахмедов Р.М., Махмудов О., МЕТОДЫ ПЛАНИРОВАНИЯ И УПРАВЛЕНИЕ РЕМОНТОМ МОСТОВ	774
Ашурова З.Р., Жураева У.Ю., Тоштемирова Н.О., О НЕКОТОРЫХ СВОЙСТВАХ БИГАРМОНИЧЕСКИХ ФУНКЦИЙ В R^2	789

Бадалов Н.Ж., БОЗОР ИҚТИСОДИЁТИ ШАРОИТИДА МАХСУЛОТ СИФАТИНИ ОШИРИШДА СИФАТИНИ БОШҚАРИШНИНГ АХАМИЯТИ	796
Бадина О.А., ЦИФРОВИЗАЦИЯ И ИНФОРМАТИЗАЦИЯ ПЕНСИОННОГО ФОНДА РОССИИ В РАБОТЕ С ГРАЖДАНАМИ	801
Баракаева Д.Х., ИНДУСТРИЯ ГОСТЕПРИИМСТВА И ТУРИЗМА В УЗБЕКИСТАНЕ	805
Баходиров У.З., ОЧИҚ МАЙДОНЛАРГА ЭКИЛАДИГАН ПОМИДОР ЭКИНИНИНГ АСОСИЙ ЗАРАРКУНАНДАСИ ПОМИДОР КУЯСИНИНГ БИОЭКОЛОГИК ХУСУСИЯТЛАРИ	809
Бахтиярова Ш., ДИСГРАФИЯ - ПРОФИЛАКТИКА И КОРРЕКЦИЯ	812
Башарова Г.Г., ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ПИСЬМЕННО – РЕЧЕВЫХ УМЕНИЙ..	815
Беккулиева Б.М., Разакова Д.И., ОСОБЕННОСТИ УПРАВЛЕНИЯ МАРКЕТИНГОВОЙ ДЕЯТЕЛЬНОСТЬЮ НА ОСНОВЕ CRM – ТЕХНОЛОГИИ	819
Бекматова Ш.К., Юлдошева Л.О., Режабов Б.Б., КРИТЕРИИ ДИАГНОСТИКИ И РАСПРОСТРАНЁННОСТЬ МЕТАБОЛИЧЕСКОГО СИНДРОМА И ЕГО КОМПОНЕНТОВ	823
Бекмурадов Б.И., Хасанов Д.Ш., Кодирханова М.К., ХИРУРГИЧЕСКАЯ ТАКТИКА ПРИ ЛЕЧЕНИИ РАКА ЩИТОВИДНОЙ ЖЕЛЕЗЫ.....	830
Бекназаров Ф.Х., Мирхаликов М.М., ИЗУЧЕНИЕ ЗАРУБЕЖНОГО ОПЫТА ЗОНИРОВАНИЯ ТЕРРИТОРИИ РЕСПУБЛИКИ УЗБЕКИСТАН ДЛЯ ЭФФЕКТИВНОЙ ЭКСПЛУАТАЦИИ АВТОМОБИЛЬНЫХ ДОРОГ	834
Блонская А.А., УПРАВЛЕНИЕ КАЧЕСТВОМ И ВСЕМИРНЫЙ МАРКЕТИНГ	838
Блонская А.А., КАК ЗАДЕЙСТВОВАНО УПРАВЛЕНИЕ КАЧЕСТВОМ В ОРГАНАХ ГОСУДАРСТВЕННОЙ ВЛАСТИ?.....	841
Блонская А.А., УПРАВЛЕНИЕ КАЧЕСТВОМ НА ПРЕДПРИЯТИИ	844
Блонская А.А., ВНУТРЕННИЙ АУДИТ	847
Блонская А.А., Давыдова Э.И., КОНТРОЛЬ ПРИЕМА ПРОДУКТОВ	849
Блонская А.А., Давыдова Э.И., КОНТРОЛЬ КАЧЕСТВА ЗА ТОВАРАМИ НА СКЛАДЕ.....	852
Бойжигитов Ш., ПЕДАГОГНИНГ КРЕАТИВЛИК ҚОБИЛИЯТИ ТАЛАБА-ЁШЛАРНИНГ ИЛМИЙ ИЗЛАНИШЛАРИДАГИ ЎРНИ ВА АҲАМИЯТИ	855

Ботиров А., Тухтабаев А., ДЕЙСТВИЕ ФУЗИКОКЦИНА НА РОСТ, РАЗВИТИЕ И УРОЖАЙНОСТЬ ХЛОПЧАТНИКА	861
Буваева А.А., ФОРМИРОВАНИЕ И РАСПРЕДЕЛЕНИЕ ПРИБЫЛИ НА ПРЕДПРИЯТИИ (НА ПРИМЕРЕ АО «БЕЛЕБЕЕВСКИЙ ЗАВОД «АВТОНОРМАЛЬ»)	867
Ваҳобов Ш.В., НЕФТ ВА ГАЗ САНОАТИДА ИШЛАБ ЧИҚАРИШНИ РЕСУРСЛАРДАН ФОЙДАЛАНИШ УСУЛЛАРИНИНГ ИЛМИЙ- НАЗАРИЙ АСОСЛАРИ.....	872
Герман О.А., ОЦЕНКА ЭФФЕКТИВНОСТИ ИНВЕСТИЦИОННЫХ ПРОЕКТОВ В СФЕРЕ КОММЕРЧЕСКОГО ЗДРАВООХРАНЕНИЯ.....	878
Гирина Т.В., КОМПЛЕКСНАЯ РЕЙТИНГОВАЯ ОЦЕНКА: РАЗЛИЧИЕ ПОНЯТИЙ.....	887
Глашкина В.С., Цыплов Е.А., НЕПРЕРЫВНОЕ СОВЕРШЕНСТВОВАНИЕ ПРОЦЕССОВ	892
Глашкина В.С., Цыплов Е.А., ДОКТОР УИЛЬЯМ ЭДВАРДС ДЕМИНГ	896
Глашкина В.С., Цыплов Е.А., КАЧЕСТВО ПРОДУКТА И ПОНИМАНИЕ КАЧЕСТВА	900
Глашкина В.С., Цыплов Е.А., КОНТРОЛЬ КАЧЕСТВА	904
Григоренко О.В., УСТОЙЧИВОЕ РАЗВИТИЕ КАК ФАКТОР СТАБИЛЬНОГО РОСТА ЭКОНОМИКИ.....	908
Гульмурзаева Р.Е., КАРТОГРАФО-ГЕОДЕЗИЧЕСКОЕ ОБЕСПЕЧЕНИЕ КАДАСТРА ОБЪЕКТОВ НЕДВИЖИМОСТИ	914
Давронов З.З., Якубов Н.И., Расулова М.М., ВОЗМОЖНОСТИ КОМПЛЕКСНОЙ УЛЬТРАЗВУКОВОЙ ДИАГНОСТИКИ КИСТ ПЕЧЕНИ	919
Давыдова Э.И., Блонская А.А, СУЩНОСТЬ ЭКОНОМИЧЕСКОГО ПРОГНОЗИРОВАНИЯ	924
Давыдова Э.И., ЛИЗИНГ. ПРЕИМУЩЕСТВА ЛИЗИНГА	927
Давыдова Э.И., МАРКЕТИНГОВАЯ ДЕЯТЕЛЬНОСТЬ ПРЕДПРИЯТИЙ	930
Давыдова Э.И., МЕТОДИКА ЭКОНОМИЧЕСКОГО ПРОГНОЗА	934
Давыдова Э.И., РОЛЬ БУХГАЛТЕРСКОГО УЧЁТА НА ПРЕДПРИЯТИИ	937
Давыдова Э.И., СУЩНОСТЬ ЛИЗИНГА	940
Давыдова Э.И., МЕТОДОЛОГИЯ РАЗВИТИЯ БИЗНЕСА	943
Джамалдинова М.Б., STEAM - ОБРАЗОВАНИЕ И ПЕРСПЕКТИВЫ ЕГО РАЗВИТИЯ.....	946
Джуракулов Р., Умаров Р.А., ПРЕПОДАВАНИЕ – ЭТО ИСКУССТВО..	950

Дульцев Д.О., МЕТОДИКА И МОДЕЛЬ ОЦЕНКИ КАЧЕСТВА ГОСУДАРСТВЕННЫХ УСЛУГ, АДАПТИРОВАНИЯ К РОССИЙСКОЙ СИСТЕМЕ ГОСУДАРСТВЕННОГО УПРАВЛЕНИЯ.....	955
Дульцев Д.О., НОВАЯ ПАРАДИГМА И МЕТОДЫ ИННОВАЦИОННОГО УПРАВЛЕНИЯ РЕСУРСОСБЕРЕЖЕНИЕМ	959
Дульцев Д.О., ПЛАНИРОВАНИЕ И ПОСТРОЕНИЕ СИСТЕМЫ МЕНЕДЖМЕНТА КАЧЕСТВА БАНКА	963
Дульцев Д.О., СИСТЕМА УПРАВЛЕНИЯ КАЧЕСТВОМ В ОРГАНИЗАЦИЯХ ТУРИСТСКОЙ ИНДУСТРИИ	967
Дульцев Д.О., ЯПОНСКАЯ СИСТЕМА УПРАВЛЕНИЯ КАЧЕСТВОМ.	971
Дюнов В.А., Казаков А.А., Густилин А.В., Кашубин А.Д., ЦЕЛИ И ЗАДАЧИ МЕТРОЛОГИЧЕСКОГО ОБЕСПЕЧЕНИЯ ВООРУЖЕНИЯ, ВОЕННОЙ И СПЕЦИАЛЬНОЙ ТЕХНИКИ	975
Ельсуков Д.А., РАЗВИТИЕ ДИСКРЕТНОЙ МАТЕМАТИКИ И ЛОГИКИ	978
Ельсуков Д.А., PUTHON – ЯЗЫК ПРОГРАММИРОВАНИЯ	982
Ельсуков Д.А., ИСТОРИЯ УСПЕХА ЯЗЫКА PASCAL.....	986
Ельсуков Д.А., БЕЗОПАСНОСТЬ ДАННЫХ В СЕТИ ИНТЕРНЕТ	989
Ельсуков Д.А., СФЕРЫ ДЕЯТЕЛЬНОСТИ ПРОГРАММИСТА	992
Жалолов Ш.У., ГРАММАТИЧЕСКИЕ НОРМЫ УПОТРЕБЛЕНИЯ СЛОВ, СЛОВСОЧЕТАНИЙ И ПРЕДЛОЖЕНИЙ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ	995
Жалолов Ш.У., КОММУНИКАТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В УЧЕБНОМ ПРОЦЕССЕ В ВУЗЕ.....	999
Жиянова Ш.М., ГОСУДАРСТВЕННОЕ УПРАВЛЕНИЕ В ПЕРИОД АМИРА ТИМУРА	1003
Зайнобиддинов М.З.Т., ОСНОВНАЯ СХЕМА ОБЩИХ ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ ФУНКЦИОНАЛЬНОЙ ПИЩЕВОЙ ТЕХНОЛОГИИ	1007
Зайнобиддинов М.З.Т., ФУНКЦИОНАЛЬНАЯ ТЕХНОЛОГИЯ ПРОИЗВОДСТВА ПИЩЕВЫХ ПРОДУКТОВ (НА ПРИМЕРЕ ТЕХНОЛОГИИ ПРОИЗВОДСТВА РАФИНИРОВАННОГО, РАФИНИРОВАННОГО, ДЕЗОДОРИРОВАННОГО ХЛОПКОВОГО МАСЛА ПЕРИОДИЧЕСКИМ МЕТОДОМ).....	1011
Зайнобиддинов М.З.Т., ПРОЦЕСС ОТДЕЛЕНИЯ ДЫННОГО СОКА ЦЕНТРАЛЬНОЙ СИЛОЙ.....	1016

Зайнобиддинов М.З.Т., УЛУЧШЕНИЕ ЭКСПОРТА ТЕХНОЛОГИИ ПРОИЗВОДСТВА ГРАНАТНОГО СОКА И АНАЛИЗ ЕГО БЕЗОПАСНОСТИ	1020
Захарова Л.В., МЕТОДИЧЕСКАЯ РАЗРАБОТКА ОТКРЫТОГО УРОКА ПО ДИСЦИПЛИНЕ: ОП14.ОСНОВЫ ФИНАНСОВОЙ ГРАМОТНОСТИ. ТЕМА: «СОСТАВЛЕНИЕ ЛИЧНОГО ФИНАНСОВОГО ПЛАНА».....	1025
Ибрагимов З.З., Ибрагимова Н.А., СОЗДАНИЕ ЛАЗЕРНОГО ФОТОГРАММЕТРИЧЕСКОГО СКАНЕРА С ДОПОЛНИТЕЛЬНЫМ ГЕОМЕТРИЧЕСКИМ ПОРЯДКОМ	1032
Ибрагимов З.З., Ибрагимова Н.А., ПРИМЕНЕНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ НА УРОКАХ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ	1036
Ибрагимов З.З., Ибрагимова Н.А., ПЛАТФОРМА MOODLE – НЕОБХОДИМЫЙ ИНСТРУМЕНТ ДЛЯ ПРЕПОДАВАТЕЛЕЙ	1040
Исаков Т.Т., БИОЛОГИЯ РАСТЕНИЙ МАКСАР (CARTHAMUS L.) И ЗНАЧЕНИЕ В НАЦИОНАЛЬНОЙ ЭКОНОМИКЕ	1044
Исламова С.Т., АКТУАЛЬНЫЕ ВОПРОСЫ ИССЛЕДОВАНИЯ ЛАКОКРАСОЧНЫХ МАТЕРИАЛОВ МЕТОДОМ ТЕРМИЧЕСКОГО АНАЛИЗА	1048
Исмагилова Ф.С., Асанова Г.М., ФОРМИРОВАНИЕ ЛИЧНОСТИ И ВЛИЯЮЩИЕ НА НЕЁ ФАКТОРЫ	1052
Исмаилов Р.З., РЕВАЛЬВАЦИЯ ЦИФРОВОЙ КУЛЬТУРЫ СТУДЕНТОВ В ПРОЦЕССАХ ДИСТАНЦИОННОГО ОБУЧЕНИЯ.....	1057
Исмоилов Х., МИФОЛОГИЧЕСКАЯ ОСНОВА ПРОИЗВЕДЕНИЙ ЧИНГИЗА АЙТМАТОВА	1061
Ишанкулов А.А., ИССЛЕДОВАНИЕ ВОЗМОЖНЫХ ОТРИЦАТЕЛЬНЫХ СОЦИАЛЬНО-ЭКОНОМИЧЕСКИХ ПОСЛЕДСТВИЙ, НЕГАТИВНЫХ ЭФФЕКТОВ И РИСКОВ, НАСТУПАЮЩИХ ДЛЯ РЕГИОНАЛЬНОЙ ЭКОНОМИКИ, ВСЛЕДСТВИЕ ПОЛНОГО ОТКАЗА, НЕЭФФЕКТИВНОГО ЛИБО НЕНАДЛЕЖАЩЕГО УПРАВЛЕНИЯ ВОПРОСАМИ РАЗВИТИЯ И ОБЕСПЕЧЕНИЯ СОХРАННОСТИ СЕТИ АВТОМОБИЛЬНЫХ ДОРОГ, ДОРОЖНОЙ ДЕЯТЕЛЬНОСТИ И РАЗВИТИЯ ДОРОЖНОГО ХОЗЯЙСТВА СО СТОРОНЫ ОРГАНОВ ИСПОЛНИТЕЛЬНОЙ ВЛАСТИ СУБЪЕКТОВ РОССИЙСКОЙ ФЕДЕРАЦИИ	1068

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