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TALABALARNING KARYERAVIY O'SISH PERSPEKTIVLARI, TURIZM VA MEHMONDO'STLIK SANOATIGA SODIQLIGI: QABUL QILINGAN IJTIMOYIY ISH STATUSI VA KUTILAYOTGAN MAOSHLARI

Annotatsiya: Ushbu tadqiqot talabalarning turizm va mehmondo'stlik sohasidagi mavjud ish ijtimoiy statusi haqidagi tushunchalari hamda ularning ish haqiga bo'lgan umidlari ishga sodiqlik munosabatlarini o'rganadi.

Kalit so'zlar: Karyeraviy o'sish perspektivalari, qabul qilingan ijtimoiy ish statusi, kutilayotgan maoshlar.

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STUDENTS 'CAREER GROWTH PROSPECTS, LOYALTY TO THE TOURISM AND HOSPITALITY INDUSTRY: ADOPTED SOCIAL WORK STATUS AND EXPECTED SALARIES

Abstract: This research examines students' perceptions of the social status of their current work in the field of tourism and hospitality, as well as their job expectations and commitment to work.

Keywords: Career prospects, accepted social work status, expected salaries.

1. Kirish. Dunyo bo'ylab sayyohlik va mehmondo'stlik sanoatida xizmat ko'rsatuvchilarni jalb qilish va sifatini oshirish bir qancha muammolar olib keldi. Natijada, ishchi kuchining yetishmasligi va xizmat ko'rsatadigan joylarning soni tobora ko'paymoqda (Penny Wan et al., 2014; Richardson, 2008). Turizm sanoatida bir nechta muammolar bor, bular: ish haqi kamligi, ish soatlarning ko'pligi, yuqori martabaga ko'tarilish imkoniyati pastligi (Akış Roney, 2007). Xodimlarning har bir sohaga sadoqati ularning qarashlari va u yerda ishlashga bo'lgan munosabati hamda mavjud ish o'rinlari bilan belgilanadi (Richardson, 2009). Turizm va mehmondo'stlik sohasidagi xodimlarning tushunishi bo'yicha, siz yaxshi ma'lumotli, yetarli bilimga egaligi, g'ayratli va fidoyi bo'lishi ishchi kuchini oshirmaydi (Kusluvan & Kusluvan, 2000). Yoshlarning umidlari, istaklari va intilishlarini bilish, ularni ish sharoitlariga yo'naltirishga yordam beradi (Aycan & Fikret-Pasa, 2003). Xulosa qilib shuni ta'kidlash joizki, yaxshi tushunish turizm sanoatida talabalarni barcha jarayonlarda o'zini tutishi, dasturlarni bilishi va mehmondo'stlik sohasida o'sishga yordam beradi.

Ko'pgina turizm va mehmondo'stlik sanoatidagi adabiyot qo'llanmalar talabalarning sohaga bo'lgan munosabati, ularning ishdagi imkoniyatlari, shu sohada ishlash rejalari va turizm sohasidagi bilimlarga diqqat qaratishgan (Akış Roney, 2007; Kusluvan & Kusluvan, 2000; Richardson, 2008a). Boshqalar esa studentlarning erkak yoki ayoligiga, ish tajribasiga, nechinchi kursligi, xulq-atvoriga e'tibor berishgan (Akış Roney, 2007; Richardson, 2009). Shu tariqa, ushbu tadqiqotning maqsadi turli xil o'zgaruvchilarning talabalar sohasidagi ta'sirlari va majburiyatlariga to'g'ridan-to'g'ri, bilvosita va bevosita ta'sirini o'rganish. Bu talabalarning sanoat mezonlari, ijtimoiy holati va ish haqi kutishlarini idrok etadigan rolini har tomonlama o'rganish orqali talabalarning mehmondo'stlik va turizm sohasidagi tasavvurlarini shakllantiruvchi omillarni va ularning kasbiy niyatlarini o'rganib chiqadi. Ishonamizki, talabalarning martaba istiqbollari va turizm va mehmondo'stlik sohalariga sodiqligini shakllantirish uchun turli xil omillar qanday paydo bo'lishini yanada chuqurroq tushuntirib, adabiyotga hissa qo'shadi. Turizm va mehmondo'stlik bo'yicha o'qituvchilar talabalarni tegishli ish sharoitlariga yo'naltirish va yaxshi tashkiliy muvofiqlikni ta'minlash uchun qo'shimcha ma'lumot olishlari mumkin (Aycan & Fikret-Pasa, 2003).

2. Adabiyotlar tahlili. Ijtimoiy tizimning o'lchov birligi - bu ijtimoiy holat (Penny Wan et al., 2014). Ijtimoiy sinf iqtisodiy hayotning ijtimoiy munosabatlaridan kelib chiqadigan tengsizlikning tuzilishi, ya'ni mehnat bozori

va ishlab chiqarish birliklaridagi munosabatlar sifatidir (Chan, 2019). Shaxs o'z maqomini ikki jihatdan oladi: tug'ilgan xususiyatlar (famiyasi, irqi va boyligi kabi) va bu xususiyatlarni shaxs tomonidan olish va erishish mumkin (bilim malakasi va ish unvoni kabi). Shu sababli, ko'plab xususiyatlar shaxsning maqomini namoyish etishga yordam beradi (Asghar et al., 2008). Kusluvan va Kusluvanning (2000) aytishicha: ijtimoiy status insonlar o'zining ishidan faxrlanishi, oila a'zolari o'zining ishidan qoniqishi yoki bu ishni kerakli va jamiyatning muhim bo'lagiga asoslanganini ta'kidlashadi.

Ish xarakteri va ijtimoiy status orasida bog'liqlik bor. Ba'zi tadqiqotlar ish statusining afzalligini ko'rsatadi. Misol uchun: ischilarga nima qiziq (ish joylarini yoki ishga bo'lgan qiziqish), muassasa taklif etayotgan martaba (status), ya'ni ishchilar ish joyidan mamnundir (Asghar et al., 2008; Douglas Creed & Saporta, 2003). Yuqoridagilarga asoslangan holda, turizm va mehmondo'stlik sanoatidagi ish xarakteristikasi talabalar uchun ijtimoiy mavqeiini mustahkamlashi mumkin.

Ishning tabiati yoki xarakteri lavozim va martaba bilan o'zaro bog'liq. Martabaga ko'tarilish istiqboli ish va o'sishga bog'liq (Richardson, 2008a). Turizm va mehmondo'stlik sanoatida talabalarining shu sohada pul topishlari, ish bo'yicha afzalliklari, turizm sohasi bo'yicha bakalavrni o'qishlari kelajakka sarmoya qilish aytilgan (Kusluvan & Kusluvan, 2000). Tadqiqot o'tkazilganda, ish xarakteri bilan martabaning istiqboli orasida bog'liqlik bordeb aytilgan (Kusluvan & Kusluvan, 2000; Richardson, 2008a). Psixologik kontrakt teoriyasi bu ishchi va ish beruvchi o'rtasidagi aloqa, ya'ni har bir ishchiga alohida yondashuv, ishchi va ish beruvchi bir-biriga nimadirni berishni va olishni xohlaydi (Maguire, 2002) Talabalar ko'pincha qiyinchiliklarga duch keladi. Bunga sabab, ish haqqining kamligi, ish soati ko'pligi, martabaning ko'tarilmasligi va pozitiv shartnomaga erisholmaslik (Kelley-Patterson & George, 2001). Shuning uchun biz aytishimiz mumkinki, ishning mohiyati to'g'ridan-to'g'ri martaba istiqbollari bilan bog'liq. Xodimlar ishning mohiyatini salbiy idrok etishsa, martaba istiqbollari nisbatan salbiy ta'sir ko'rsatadi.

Turizm va mehmondo'stlik sanoatida ijtimoiy status va karyera istiqboli chambarchas bog'liq. Talabalarining qaysi biri ishiga to'g'ri yondashuv qilgan bo'lsa, martabalari ko'tarilishiga ijobiy ta'sir ko'rsatgan (Kusluvan & Kusluvan, 2000). Mehmondo'stlik va turizm sanotining xarakteriga: ishning mavsumiyligi, ish vaqti ko'pligi, maoshning kamligi, mahorat yetishmasligi va ish muhitining yomonligi bu sohaga salbiy ta'sir ko'rsatadi (Akış Roney, 2007). Ijtimoiy status xodimga tashkilotda ijobiy imidj yaratadi va hozirgi paytda shug'ullanishadi (Penny Wan et al., 2014)

Tadqiqot natijalariga binoan ish haqi, lavozimga ko'tarilish imkoniyatlari va talabalar va ularning menejerlari o'rtasidagi munosabatlar sanoatini ta'minlash uchun ishlash kerak bo'lgan asosiy yo'nalishlardir. Talabalar o'zlari ishlayotganda ijobiy tasavvurlarga ega bo'lishlari uchun yuqori rag'batlantirish kerak (Richardson, 2008) Shu sababli ma'lumotnomalar shakllari ichki standart

bo'yicha variantlarga yoki joriy holatni baholaydilar. Masalan, shaxs o'z ishini baholashi mumkin o'zi haqida ma'lumotlarga asoslanib tegishli ish haqi, avtonomiya yoki martaba daraja istiqbollarini inobatga oladi. Shunday qilib, agar shaxs o'zi shug'ullanadigan soha tomonidan taqdim etiladigan martaba istiqbollariga katta ahamiyat bersa, yaxshi martaba istiqbollarini ta'minlaydi. Taxmin qilish mumkinki, martaba ko'tarilish omilini talabalarning niyatini belgilash va mehmondo'stlik va turizm sohalariga sodiq qolish sifatida taklif qilinishi mumkin (Penny Wan et al., 2014).

Natija kutishlari va martaba o'rtasidagi bog'liqlik tanlovlarni ish qiymatlari tushunchasi bilan ham izohlash mumkin. Ish qiymatlari shkalasi odatda ikkita qiymat domenini o'zida mujassam etadi: ichki va tashqi (Penny Wan et al., 2014) Yuqorida aytib o'tilgan adabiyotlarga asoslanib, u oqilona bo'lishi mumkin jismoniy shaxsning kutilayotgan ish haqi unga yordam beradi deb taxmin qildi ichki yo'riqnoma yoki kasb tanlash va maqsad sari intilish. Ish haqi yuqori darajada kutilgan shaxs taklif etadigan ish qidiradi yuqori ijtimoiy mavqe va yanada yaxshi martaba istiqbollarini va unga sodiq qolish uning ish qadriyatlariga mos kelishini buyurish. Ish haqini kutish, shuning uchun ijtimoiy mavqe va martaba o'rtasida moderator vazifasini bajaradi istiqbollarini va martaba istiqbollarini va sanoat majburiyatlari o'rtasidagi. Adabiyotlarga asoslangan holda oltita gipoteza shakllangan. Bular:

1-gipoteza. Turizm va mehmondo'stlik sanoatidagi ish xarakteri qabul qilingan ijtimoiy ish statusi bilan bog'liq..

2-gipoteza. Qabul qilingan ish xarakteri karyeraviy o'sish perspektivalariga bog'liq..

3-gipoteza. Qabul qilingan ijtimoiy ish statusi karyeraviy o'sish perspektivalariga bog'liq

4-gipoteza. Karyeraviy o'sish perspektivalari turizm va mehmondo'stlik sohasiga sodiqlikka bog'liq.

5-gipoteza. Qabul qilingan ijtimoiy ish statusi va karyeraviy o'sish perspektivalari orasida aloqani kutilayotgan maosh mo'tadillashtiradi.

6-gipoteza. Karyeraviy o'sish perspektivalari va sohaga sodiqlik munosabati kutilayotgan maosh tufayli mo'tadillashadi.

Ushbu tadqiqotni o'tkazish uchun ma'lumotlar self-administred survey orqali Toshkent shahridagi Yozu texnika institute talabalaridan yig'ildi. Yanayam ishonchli ma'lumot olish uchun self-administred surveydan foydalanildi. Ma'lumot yig'ish ikki bosqichda amalga oshirildi. Birinchi bo'lib, convenient sampling orqali respondentlarni Yozu instituti turizm 3-bosqich talabalarini tanlab olindi, ikkinchi bosqichda ularga tadqiqotga ishtirok etish uchun, anketa so'rovnoma tarqatildi. Anketa so'rovnoma 39 ta savoldan iborat bo'lib, 5 ta bo'limga bo'lingan. Birinchi ikki b'lim orqali respondentlar demografik profillari va ish tajribasi haqidagi ochi va yopiq savollardan iborat. So'rovnomada 45 kishi qatnashdi, ularning 45,5% erkak va 54,5% qismi ayollarga to'g'ri keldi. Respondentlarning 13,6%i hozirda turizm va

mehmondo'stlik sanoatida faoliyat yuritmoqda va 13,6%i shu sohada ishlagan bo'lib ammo hozirda ishlamaydi, 11,4%i 1 yildan kam, 11,4%i 1-2 yillik, 6,7% qismi esa 2-5 yillik tajribaga ega va qolgan 70,5% talabalar ish tajribasiga ega emasligi aniqlandi.

Keyingi 3 bo'limda turizm va mehmondo'stlik sanoatidagi karyeraviy kelajak natijalari, ish tabiati, ijtimoiy statusi to'grisida yopiq savollardan iborat bo'lib, bir necha qiziqish shkalasi anketa so'rovnomasini tashkil etti. Ularni Likert shkalasida 1dan 5 gacha darajada baholandi. So'rovnoma anketasi Penny Wan Y, Wong I, Kong W (2014) maqolasidan moslashtirildi.

Qabul qilingan ish xarakteri. Bu yerda turizm talabalari tomonidan mehmondo'stlik va turizm sanoatidagi ishlarni qabul qilish xarakterini aniqlandi. 1-Jadvalda ko'rsatilgandek, 70,5% talaba bu soha kasblarini qiziq deb hisoblashadi. 40,1% odam ushbu kasblarni qiyin emas deb hisoblaydilar. Talabalarining 68,2%i bu kasblarda ko'p yangiliklar o'rganish mumkin deb hisoblashadi. Va eng yuqori natija ko'rsatgan natija yangi odamlar bilan tanishish yoqimli tajriba sifatida qaralishidir, 86,4%.

Qabul qilingan ish status. Bu qism anketa so'rovnomada qatnashgan talabalar orasida turizm sanoatining qabul qilinuvchi ijtimoiy ish statusini baholaydi. Qabul qilinuvchi ijtimoiy ish statusi ikki faktor qabul qilinuvchi ijtimoiy ish ijobiy statusi va qabul qilinuvchi ijtimoiy ish salbiy statusi orqali tekshirildi. 1-jadvalda oila faxri punkti (29,5%)dan boshqa qolgan 3ta ijobiy ta'sir qiluvchilar yuqori natijaviy ko'rsatib, qabul qilinuvchi ijtimoiy ish ijobiy statusini yuqoriligini anglatmoqda, hamda 1-jadvaldagi 75%dan yuqori natijalar bilan respondentlarning qabul qilinuvchi ijtimoiy ish salbiy statusini yoqlamaydi.

Karyeraviy o'sish perspektivalari. Karyeraviy o'sish perspektivlari talabalar institutni tamomlaganidan keyingi maqsad va rejalarini aniqlaydi. Eng yuqori natija ko'rsatgan faktor "yaxshi pul ishlash mumkinligi" 72,7% natija va "oliy ta'lim diplomining karyeraviy o'sishiga ta'siri" 59,1% ularning asosiy maqsadini ochib bermoqda.

Kutilayotgan ish haqi. Kutilayotgan ish haqi talabalar institutni tamomlaganidan keyingi kutayotgan maoshlarini aniqlaydi. Kutilayotgan ish haqi 2mlndan 11mln va undan ko'p 4talik shkala bilan baholandi. 11 va undan ko'p maosh olishni kutuvchilar yetakchilikni ko'rsatib, 43,2% natija va eng kam natijani 2-4mln oylik kutuvchilar 9,1%ni tashkil etmoqda.

1-jadval

O'lchanuvchilar	Mutlaqo qo'shilama n	Neytral	Mutlaqo qo'shilmaym an
Qabul qilingan ish tabiati			
Bu sanoat kasblari qiziqarli	70,50%	20,50%	9,10%
Bu sanoatda har kuni o'rganish uchun nimadir bor	68,20%	22,70%	9,10%
Bu sanoat kasblari qiyin	13,60%	50%	13,60%

Bu sanoatda ishlab yangi odamlar bilan tanishish yoqimli	86,40%	11,40%	2,20%
Qabul qilingan ijtimoiy ish ijobiy statusi			
Oilam mening kasbim bilan faxrlanadi	29,50%	4,60%	65,90%
Turizm va mehmondo'stlik sanoati kasblari hurmatga sazovor kasb	70,50%	18,20%	11,40%
Turizm va mehmondo'stlik sanoati kasblari jamiyatimizda muhim kasb	84,10%	4,50%	11,40%
Men bu sanoatdagi karyeram bilan faxrlanaman	70,50%	20,50%	9,10%
Qabul qilingan ijtimoiy ish salbiy statusi			
Bu sanoat ishchilari jamiyat uchun hech qanday ahamiyatga ega emas	6,80%	15,90%	77,30%
Bu sohada ishlash axloqsiz	4,60%	13,60%	81,80%
Karyeraviy o'sish perspektivalari			
O'sish imkoniyatlari bu sanoatda qoniqarli	59,10%	31,80%	9,10%
Turizm va mehmondo'stlik sanoatini universitet darajasida o'rganish to'g'ri sarmoya	65,90%	18,20%	15,90%
Bu sohada yaxshi pul ishlash mumkin	72,70%	20,50%	6,80%
Bu sohada boshqa sohalardan ko'proq pul topish mumkin	43,2%	38,60%	18,20%
Bu sohada ishlashning foydasi kamchiliklardan ko'proq	52,30%	34,10%	13,60%

O'tkazilgan tadqiqot yordamida yuqoridagi giootezalarni to'griligini tekshirildi. Tadqiqot natijalari Gipoteza 1ga ko'ra qabul qilingan ish xarakteri bilan qabul qilinuvchi ijtimoiy ish statusi bog'liqligi faqat ijobiy statusi bilan bog'liqlikni, salbiy statusi bilan esa bog'liqlik yo'qligini ko'rsatdi. Gipoteza 2 ham natijalar yuqoriligi bilan tasdiqlandi. Gipoteza 3 ham so'rovnoma natijasi bilan tasdig'ini topdi. Gipoteza 4 ham ijobiy natijalar yuqoriligi asosida tasdiqlandi. Gipoteza 5 esa Gipoteza 3 to'griligini kutilayotgan maosh tufayli mo'tadillashishi bu ko'rsatkich yuqori maosh ko'pchilik tomonidan belgilangani sabab qo'llab quvvatlandi. Gipoteza 6 ishga sodiqlik va karyeraviy o'sish perspektivalari orasida aloqani mo'tadillashishi kutilayotgan maoshga bog'liq emasligi bilan rad etildi.

Muhokama. Ushbu hisobotda talabalarning qabul qilingan ijtimoiy ish statusi va kutilayotgan ish haqini ularning turizm va mehmondo'stlik sohasiga munosabati va martaba niyatlariga ta'sirini o'rganadi. Natijalar ish sifati va ijtimoiy mavqeining bevosita va bilvosita ta'sirini hamda kutilayotgan ish haqining talabalarni ish bilan ta'minlash istiqbollariga ta'sirini va ularning mehmondo'stlik va turizm sohasiga sodiqligini ko'rsatadi va ushbu konstruktsiyalar o'rtasidagi munosabatlarning tarmog'ini ifodalaydi. Ishning qabul qilingan xarakteri ijobiy qabul qilingan ijtimoiy status bilan kuchli bog'liqligi aniqlandi, ammo salbiy taxmin qilingan ijtimoiy maqom bilan bog'liq emas, bu 1-gipotezani qisman qo'llab-quvvatlaydi.

Xulosa. Tadqiqot talabalarining niyatlari va ularning mehmondo'stlik va turizm sohasida ishlashga sodiqligini yaxshiroq tushunishga yordam beradi. Mehmondo'stlik sohasidagi ish joylari bo'yicha ilgari o'tkazilgan tadqiqotlarda talabalar ushbu soha haqida fikrlarini, ularning martaba maqsadlari va sodiqligini tekshirish uchun chiziqli tenglamadan foydalanilgan (Aksu & Köksal, 2005; Barron & Maxwell, 1993; Jenkins, 2001; Kusluvan & Kusluvan, 2000; Richardson, 2008; Roney & Öztin, 2007; Wan & Kong, 2011, 2012). Shu bilan birga, ushbu tadqiqotda kasb tanlash dinamik va ko'p qirrali hodisa ekanligi, talabalarining karyeraviy o'sish perspektivalariga ta'sir ko'rsatadigan ko'plab omillarga va ularning turizm va mehmondo'stlik sohasiga sodiqligiga e'tirof etiladi. Natijada, talabalarining bandlik darajasi, qabul qilingan ijtimoiy ish statusi va ish haqining kutilishi kabi o'zgaruvchilarning to'g'ridan-to'g'ri, bilvosita va mo'tadillovchi ta'sirini o'rganish uchun talabalarining sohadagi bandlik imkoniyatlari haqidagi tushunchasi bo'yicha tarmoq yaratildi. Ushbu topilmalar yoshlarning istaklarini yaxshiroq tushunishga yordam beradi, shuningdek, ularni bitirgandan so'ng ularni ishchi kuchiga qo'shilishga undash strategiyasi, shuningdek, shaxs va tashkilot o'rtasida yaxshi aloqani ta'minlash uchun ularga to'g'ri ish muhiti yaratadi. Ish xarakteri qabul qilingan ish statusining muhim omilidir. Qabul qilingan ish statusi karyeraviy o'sish perspektivalariga sezilarli ta'sir qiladi. Va bu karyeraviy o'sish perspektivalari ishga sodiqligini ko'rsatuvchi omildir. Ushbu tadqiqot shuningdek, mehmondo'stlik va sayyohlik kasblariga oid adabiyotlarni to'ldiradi, ushbu sohaga talabalarni jalb qilishda sanoatning ijtimoiy statusini saqlash va targ'ib qilish muhimligini ta'kidlaydi. Bundan tashqari, boshqa sohalarga qaraganda mehmondo'stlik va turizm sohasidagi ish haqlari kamligi sababli, yuqori maoshli kasb qidirayotgan talabalar ularga kamroq qiziqishadi. Ushbu natija, yuqori ish haqi bilan harakatlanadiganlarni ushlab qolish uchun yuqori ish haqini almashtirish uchun qanday turdagi pul bo'lmagan motivatorlardan foydalanish mumkinligini aniqlashning muhimligini ko'rsatadi. Qolaversa, qabul qilingan ish ijtimoiy statusi ishning imkoniyatlariga to'g'ridan-to'g'ri ta'sir ko'rsatishi va bu o'z navbatida talabalarining ushbu sohaga sodiqligiga ta'sir qiladi. Ushbu tadqiqot shu ma'lum bo'ldiki, kutilayotgan maosh motivatsiya vazifasini bajaradi va qabul qilingan ijtimoiy maqomning ish istiqbollari ijobiy ta'sirini kuchaytiradi. Shuningdek, u mo'tadillashtiruvchi vazifasini bajaradi va past ijtimoiy statusning zararli ta'sirini kamaytiradi.

Foydalanilgan adabiyotlar:

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THE ROLE OF RISHTON SCHOOL OF CULTURE IN THE DEVELOPMENT OF APPLIED ART

Annotation. This article discusses the unique artistic and aesthetic value of the art of pottery, the history of development and current activities of Uzbek art pottery and Rishtan pottery.

Keywords. Pattern elements, ceramics, pottery school, pottery, masterpieces.

Concept of development of teaching of fine arts in preschool, general secondary, vocational and higher education systems of the Republic of Uzbekistan Development Strategy of the Republic of Uzbekistan till 2035, Presidential Decree of May 8, 2019 "On approval of the Concept of development of preschool education system of the Republic of Uzbekistan till 2030"

Resolution PQ-4312 of April 29, 2019 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030" PF-5712 and PF-September 6, 2019 "On additional measures to further improve the system of vocational education" -Decrees No. 5812 and PF-5847 of October 8, 2019 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030", the Concept of industrial development of Uzbekistan until 2025 and the implementation of the tasks set by the President of the Republic of Uzbekistan developed on the surface [1].

In addition, the President expressed great confidence in our youth in the implementation of reforms. From this point of view, today's youth should also dedicate their knowledge, skills and abilities to the development of our country and the well-being of our people. To do this, it is necessary to engage in research aimed at obtaining new products on the basis of acquired knowledge, and thus contribute to the development of this field.

As a result of the entry and spread of Islam in Central Asia, architectural images and sculptures were replaced by artistic ornaments. This laid the foundation for the widespread development of the art of pottery. It is known that in the IX-XIII centuries in the decorative arts were created wonderful examples of pottery.

In the IX-XI centuries we can see that the art of pottery was further developed and complex pattern elements appeared in it.

As a result of archeological excavations in Afrosiyab, many pottery samples were found in the remains of palaces built in the IX-XI centuries. In the Fergana Valley in the XII century as an ornament were used various tile ceramics. From this it can be said that the decorative ceramic tiles used in architecture today were also widespread in the twelfth century.

In those times, when Central Asian culture developed rapidly, it was a period of new upsurges. Great thinkers, scholars and writers such as Abu Ali ibn Sina, Beruni, Firdous, Rudaki emerged. World-famous architectural monuments were built. The mausoleum of Ismail Samani was built in Bukhara.

By the 13th century, Bukhara, Samarkand, Urgench, Mavr, and Balkh were under fire as a result of the Mongol invasion. As a result, the development of the art of pottery was severely hampered.

From the 14th century onwards, pottery developed rapidly in Central Asia. Amir Temur paid great attention to art and culture, architecture. Thanks to the efforts of the people to improve their way of life, all kinds of applied arts also developed again. He brought masters from other countries and organized special rastas for them. He built world-famous, beautiful buildings, palaces, palaces, each of which is a research work that should be studied separately. However, after the death of Amir Temur, the centralized khanate weakened due to internal conflicts. As a result, Bukhara, Khiva and Kokand khanates will appear. As a result of such separation of several feudal states in Central Asia, relations weakened. That is why pottery develops differently in different khanates. In our opinion, the art of pottery in Rishtan was closely connected with the schools of Chorku, Gurumsaray and Andijan, which were the centers of pottery in the territories under the control of the Kokand Khanate.

According to the data, Rishtan ceramics, which has been widely used in our daily life since ancient times and has been passed down from generation to generation on the basis of teacher-student school and makes a worthy contribution to the promotion of Uzbek ceramics, is aimed at studying its mature representatives and its peculiarities. The art of pottery is closely connected with the history of mankind, and archaeologists, art critics and scientists have long been interested in it. Because the study of the art of pottery and its history helps people to determine their daily life, living conditions, customs, attitudes.

In the analysis of sources, it was found that the use of ceramics is more beneficial to human health than iron, copper or the like. In addition, from ancient times, our ancestors used earthenware jars to store grain such as barley, rice and wheat. Because in the process of storing cereals in ceramic containers, their quality and composition do not change at all. Vegetables and fruits are also well preserved in pottery. However, information about the art of Rishtan pottery and its history of origin is insufficient. It turned out that even the family tree of the master dynasty was not formed. There is little information about the

achievements of Rishtan masters, exhibitions in our country and abroad. It is necessary to study the creations of master potters and to propagate their unique style, to pass it on to the younger generation. Therefore, it is expedient to study the history and present of Rishtan pottery.

Rishtan pottery is an integral part of the Uzbek folk applied art, and it is of great interest not only because it preserves its ancient style and national traditions passed down from generation to generation, but also gives it modernity.

In addition, the uniqueness of Rishtan pottery plays an important role in the development of Uzbek tourism, including the attraction of foreign tourists to the Fergana Valley.

Rishtan ceramics and the history of its emergence, the traditional teacher-student school of centuries, the experiences of famous masters and their significance today, the famous masters of pottery created by the modern school and the historical and political influence on the development of pottery in Rishtan, are social processes that serve as government documents, newspapers, and magazines that reflect the process from its inception to the present.

The art of pottery also has a special place as its artistic and aesthetic value and as a means of satisfying our daily needs. The art of pottery, an integral part of applied art, an invaluable masterpiece of world art, has long been studied with great interest by art critics and folk masters.

It is known from scientific literature, newspaper and magazine materials that research works on Rishtan pottery and its unique style, life and work of famous masters-potters and cooperation with foreign countries are rare in the literature.

In Uzbekistan, art pottery has a special place among many types of folk arts. Uzbek artistic pottery has always expressed the original features of folk art with its unique impression and precision.

Plates, round bowls and bowls, vases and jugs, jars are easy to use from the largest to the smallest, and the shape is elegantly designed. From ancient times the pottery is in great demand among the people. They are distinguished by their excellent workmanship, the beauty of their shape, the harmony of bold fantasy, the norm in the use of color.

Artistic ceramics of Uzbekistan are divided into two groups: one - baked, unglazed red pottery, the other - glazed floral pottery.

Over the next 100-150 years, pottery centers were clearly formed in Uzbekistan. Famous pottery centers such as Gijduvan, Shahrisabz, Samarkand, Tashkent, Rishtan, Khorezm are among them. By the end of the last century, the work of potters of Rishtan, Quvasoy of Fergana region, Gurumsaray of Namangan region, Denov of Surkhandarya region, Chimbay district of Karakalpakstan became widely known and famous.

The actualization of ethnic and cultural traditions in the works of contemporary masters is an objective law that has historically required the current stage of development of independent Uzbekistan. The art of earlier

periods was a combination of different ethnic and cultural influences and their subsequent integration, which undoubtedly had an impact on the further development of art and culture of Uzbekistan [2].

Rishtan is one of the most famous and ancient centers of glazed pottery in Uzbekistan. In the late 19th and early 20th centuries, almost all of Rishtan's population was made up of potters. All pottery centers in the Fergana Valley, including Gurumsaray, Chorku, Konibodom and other similar centers, have long been influenced by the art of Rishtan pottery.

The reason for this was the presence of a special variety of pottery clay in this district, which is suitable for making any kind of pottery. The magnificent clay of reddish-yellow color is deposited in a layer 1-1.5 meters deep in almost the entire territory of Rishtan. The good quality of the clay allows local craftsmen to be involved in its production, unlike potters in other regions of Uzbekistan, without pre-cleaning and mixing with other types of soils. Potters have mined various dyes, quartz sand, and refractory clays from the mountains near Rishtan (Gunchirak, Chorku, Laklon, Haydarkon, etc.).

In the 1960s, the traditional centers for the production of the above-mentioned blue ceramics began to disappear, and the production based on the traditional alkaline secretion from the desert-grown "gulvak" grass ceased to exist. The Rishtan pottery plant has started to produce pottery coated with lead glaze, which is not typical for the Fergana school. In Rishtan pottery, as elsewhere, the use of tin glaze instead of traditional alkaline glaze required time for masters to master the use of new materials [3].

In this context, the decision of the All-Union Conference of Artists (Fergana, 1974) to preserve the traditions of production of blue-alkaline ceramics gained practical significance. This decision pleased all the masters. They gradually returned to previous production and began to re-establish the traditional forms and methods of decorating items. Over the next 30 years, Rishtan pottery was revived on the basis of traditional artistic and technological methods, and the preparation of alkaline glaze was also introduced. At present, flat (bowls, bowls) and tall (jugs, jugs) types of pottery are produced here.

In the past, the work was done in a specialized way - the masters who made flat objects, that is, the masters who made flat and short shapes, were called kosagar, and the masters who made tall, elongated objects were called kozagar. Now such a classification has not lost its former essence; Some masters I.Kamilov, U.Ashurov, I.Kamilov-small make both flat and elongated dishes. At the same time, a number of potters, mainly the middle-aged Sh. Yusupov, A. Nazirov, A. Usmanov and others, were engaged in the production of flat dishes - bowls [4].

It is no coincidence that during the years of independence, Rishtan potters also appealed to the art traditions of earlier periods. It is necessary to reconstruct not only Rishtan, but also the whole process of ethnogenesis and cultural origin of the people of Uzbekistan, the full picture of their interaction. Today's society

of Uzbekistan is consciously trying to preserve and further enrich the national culture.

In conclusion, this information can be used in general secondary education, in specialized lyceums, students and young people in the higher education system to master the secrets of applied arts. In addition, in the education system, textbooks and manuals used in the teaching of applied arts as a novelty in the art of Rishtan ceramics, as well as contributes to the growth of its practical significance in the development trends of the industry.

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THEORETICAL FOUNDATIONS OF TEACHING A SECOND FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

Abstract: The introduction of a second foreign language at the university means that education becomes multilingual: the native language, the first foreign language, the second foreign language form a unique linguistic phenomenon. However, since teaching any language is inextricably linked with the culture of the country of the target language.

Key words: second foreign languages, teaching, specialist-teacher, speech activity, higher education, skills.

Teaching a second foreign language in a non-linguistic university as a linguae-didactic problem. In the context of globalization of the economy, a surge in the development of telecommunication technologies, as well as taking into account the increasing competition in the labor market every year, the issues of teaching foreign languages to students of a non-linguistic profile are becoming more and more urgent. Linguistic training as a process different from linguistic education, that is, from teaching foreign languages to future professional linguists, is covered in great detail in modern scientific works of domestic scientists, including dissertations. It should be noted, however, that linguistic training mainly means teaching English by default. There are two reasons for this. 1) English is the leading means of intercultural communication at the beginning of the 21st century 2) In the domestic methodology, the issues of teaching foreign languages other than English are not covered very fully. First of all, this happened because active mass study of them began to take place in our country only after the collapse of the USSR. The new period in the history of our country just coincided with the final formation of the English language as the main international language. The practical problem in this case is that a teacher teaching other foreign languages has to be guided either by general didactic provisions or "transfer" knowledge of English teaching methods to other languages, which often negatively affects the effectiveness of teaching them. The issues of teaching students a second foreign language are even less covered. It is understood that the process of mastering a second foreign language is no different from learning the first, except that the second language is learned in a slightly smaller volume. In fact, the development of a second foreign

language by a person has a number of features that must be taken into account in the process of teaching it to students.

1) A person studying a second foreign language already has experience in mastering a new language. This is no longer a new activity for him.

2) Considering that European languages have many common roots of words and similar principles of grammar functioning, much can be memorized by analogy with the first foreign language. This significantly reduces the time spent and increases the efficiency of mastering a second language.

3) With the successful study of the first foreign language, a person feels the practical benefits of mastering it, which has a positive effect on the motivation to learn the second. The teaching of a second foreign language to students of non-linguistic specialties in lingua didactics and in higher education pedagogy is almost not covered. The novelty of this article lies in the fact that it examines the features of teaching a second foreign language in a non-linguistic university. At the same time, in this issue, the most relevant are the aspects discussed in the following chapters of this article. The expediency of teaching a second foreign language to non-linguists. If the need for linguistic training of future non-linguistic specialists is becoming more and more obvious today in view of the rapid spread of English as a leading means of intercultural communication in various fields of activity, then the question of whether non-linguists need a second foreign language at a university is very controversial. At the same time, the main arguments against studying it are as follows:

1) The second foreign language is an extra discipline in the curriculum that takes hours that could be used for a deeper study of the first foreign language or for professional disciplines.

2) The second language is always learned from scratch, so it is difficult to achieve a high level of proficiency in it within the hours allotted to the curriculum.

3) If English as the first foreign language will definitely come in handy for a graduate in professional activity, then it is not at all necessary that the language that was studied at the university will be useful as the second, in which case a person will have to re-learn the third foreign language. Undoubtedly, all of these arguments are valid, and most non-linguistic students really only learn one foreign language (English).

On the other hand, in our time, other international languages are also actively spread in the world, in addition, now the knowledge of a specialist in English is not something special. That is why, as well as due to the increasing competition in the labor market, knowledge of English alone may not be enough. This is especially true for students studying in areas that are not formally linguistic, but imply the graduate's entry into active intercultural communication. These areas of training include, for example, "Tourism". A second foreign language is also provided in the curricula of some other areas, for example, "Management". On the other hand, knowledge of a foreign language

other than English is useful for a modern person, not only from a professional point of view. Foreign languages help a person to feel more confident in tourist trips abroad. Here you can recall the statement of Francis Bacon that a person who goes to a country, not having first mastered its language, goes on a study, and not on a journey.

A non-linguistic specialist who is fluent in three or more foreign languages in our country is a rather rare phenomenon. In addition, students of language universities have the opportunity to choose a second foreign language to study, while their choice is often dictated by taste rather than calculation. In a non-linguistic university, there is often only one second language, since in the absence of a specialized department it is difficult to attract a large number of teachers who speak different foreign languages. This is especially true for rare languages. Thus, which second foreign language students will study may depend on the institution. Let's consider below the most possible options. German. This language is actively recapturing the positions that it somewhat lost in the second half of the last century.

Methodological and organizational features of teaching a second foreign language in a non-linguistic university From the point of view of the organization of the educational process, the question of which courses should be taught in a second foreign language is important. As practice shows, in non-linguistic universities, a second foreign language is taught in senior years, mainly when students have already completed their study of English, which in most cases is studied in the first and second years. The main arguments in favor of this state of affairs are as follows:

1) Linguistic training is extended for the entire period of students' study at the university.

2) For students of a non-linguistic profile, studying two foreign languages at once is an overload, which can result in antipathy towards them.

3) Senior students are more focused on professional activities, many already have employment experience, understand the specifics of the labor market and understand the importance of language skills for a successful career.

Teaching a second foreign language at a non-linguistic university has the following features. 1) Education is conducted from scratch 2) Education is not based on the school curriculum and is not tied to it in any way. 3) Training can be conducted with support not only in Russian, but also in English. 4) Teaching a second foreign language is deepening of the linguistic training of students, which is useful, among other things, for expanding their general horizons. 5) Learning a second foreign language takes place without a detailed analysis of the alphabet, which allows you to speed up the process of mastering the language at the initial stage. Recently, much has been said about the fact that teaching a foreign language to non-linguistic specialists should be practical, since knowledge of the language has an applied value for them.

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**EVALUATION OF THE EFFECTIVENESS OF THE DEVELOPMENT
PROCESS OF INFORMATION AND MANAGEMENT
COMPETENCIES AMONG MASTERS OF TECHNICAL HIGHER
EDUCATIONAL INSTITUTIONS**

Abstract: In the article presents the results of an ascertaining experiment on problems in the field of development of information and management competencies of masters of Technical higher educational institutions. The author analyzes the effectiveness of the process of development of information and management competencies, identifies factors that contribute to improving the development of masters of of Technical higher educational institutions for future teaching activities. In the article the diagnostics of revealing readiness of development of information and management competencies on a measuring instrument (indicators) is given. The quality of education was monitored, on the basis of which indicators for the following evaluation objects were developed and tested: educational activities; extracurricular activities; the quality of the conditions for ensuring the educational process. Their use in the process of experimental and experimental work is also considered. The results of the determination of readiness of development of information and management competencies on combined levels of assessment are summarized.

Keywords: information and management competencies, teacher, student, of Technical higher education, methodology, criteria, levels, experiment, indicators.

1.Introduction

In modern situations, the content of the pedagogical activity of the teacher of vocational education is changing dramatically, as the methods and methods of teaching develop rapidly. The effectiveness of teaching methods and technologies is determined, above all, by ensuring a new quality of education, when the result of education is the competence of the teacher in various spheres of life. Such a result is reachable if a graduate is ready to carry out educational activities. The readiness of students for pedagogical activity helps to successfully use knowledge and skills, maintain self-control and restructure themselves when unforeseen obstacles appear in the future. Improving the efficiency of the process of preparing students for pedagogical activity in the direction of vocational education serves as a means and goal of the methodical

and substantive development of pedagogical processes in secondary specialized vocational educational institutions.

2. Material and Methods

Based on the current relevance, there is a necessity for a scientific substantiation and improvement of the measuring tool for determining readiness and identifying conditions for improving the efficiency of the preparation process for students' pedagogical activities in the Vocational Education direction. To achieve the goal of the study, the author of this article solved the following tasks:

- improve indicators (indicators) of students' readiness for teaching activities;
- to determine the level of readiness of students in the direction of "Professional education in the field of organization and management of pedagogical processes;
- to study the effectiveness of pedagogical processes organized by young professionals;
- identify the influencing factors on the effectiveness of pedagogical processes.

At the same time, it becomes important that the measuring tools for studying readiness for the pedagogical activity of future college teachers meet several requirements:

- measurement methods should complement and mutually check each other;
- the information obtained in the course of measurement must expressly state the readiness process for the pedagogical activity of future teachers of vocational education, be objective and sufficient.

Based on the above requirements, we have improved the indicators as measuring tools, with the help of which it was possible, on the one hand, to determine the current state of pedagogical training of students in the Vocational Education direction, on the other hand, to determine the quality of training and education of college students to identify and resolving existing problems, the solution of which will enhance the effectiveness of the process of preparing students for pedagogical activity.

The experiment, which determines the current state of readiness for the pedagogical activities of students in the direction of "Vocational Education" and teachers of the college, was held at the Tashkent State Pedagogical University, Namangan Engineering and Construction Institute (formerly Namangan Engineering and Pedagogical Institute), Fergana and Namangan State University, Namangan Transport College and information technologies.

With the subjects (graduate students in the direction of "Vocational Education"), the final diagnosis was carried out and the level of readiness for teaching activities was identified, systematization, synthesis, evaluation and analysis of the results were carried out.

Pedagogical processes are carried out in the field of two complementary systems, that is, in the process of educational and extracurricular activities. Therefore, indicators (indicators) have been improved for the following assessment objects: educational activities; extracurricular activities; quality conditions of the educational process.

The complex of educational activity indicators includes: educational achievements in the subjects of the pedagogical cycle and teaching practice; educational programs defining the content of vocational education in the direction 5330200 - Computer Science and Information Technology; pedagogical skills of a teacher (pedagogical tact, pedagogical abilities, culture of speech, possession of progressive pedagogical and information technologies).

The complex of indicators of extracurricular activities includes: types of non-educational activities carried out by a teacher during extracurricular activities: curatorial activities, organization of circles, organization of various types of events and competitions, conferences, etc., as well as achievement of a teacher in these types of activities.

The complex of indicators of the conditions for ensuring the educational process includes indicators for testing the knowledge of the future teacher on the equipment of the educational process, educational and methodological support of the educational process, material and technical equipment of the educational process.

The above sets of indicators (indicators) characterize the main elements of the quality of education (quality of goals,

The above sets of indicators (indicators) characterize the main elements of the quality of education (quality of goals, quality of conditions, quality of the process, quality of results).

Indicators of the level of preparedness of students of higher educational institutions in the direction of "Vocational education" for future work in colleges include:

First, preparation for teaching activities in the subjects of the teaching cycle and teaching practice, their personal achievements in educational activities;

Secondly, the quality of the organization of pedagogical processes;

Thirdly, knowledge in the field of conditions for ensuring the educational process.

Monitoring was conducted during 2014-2017.

Monitoring the quality of the results of students' educational activities: in the subjects of the pedagogical cycle was assessed by the rating system of higher educational institutions (current, intermediate, final grades), based on which, students' performance in the subjects of the pedagogical cycle, mastery of knowledge, skills, skills according to the state educational standards on pedagogical practice by the method of questioning (according to the developed indicators).

3. Result

Monitoring the quality of the results of extra-curricular activities was assessed by a system for collecting data on the results of extra-curricular activities, which includes two complementary systems for collecting and processing data:

- Questionnaires (questionnaires), which are filled by students in the direction of "Vocational Education";
- Questionnaires (questionnaires), filled by college teachers.

The quality monitoring of the educational process provision conditions was assessed by the data collection system for the educational process support conditions, which includes complementary data collection and processing systems:

- Questionnaires (questionnaires), which are filled by students of higher educational institutions in the direction of "Professional Education";
- Questionnaires (questionnaires), filled by college teachers.
- Questionnaires (questionnaires), filled by the administration of the college.

Knowledge in the field of extracurricular pedagogical activity was assessed by indicators by proposing to the student in the Vocational Education direction a set of questions for identifying the knowledge necessary to perform extracurricular pedagogical activities. The use of these questions allowed us to reveal students' knowledge of the Vocational Education direction about the role, types of extracurricular teaching activities in the professional work of a teacher of vocational education, as well as the organization and management of extracurricular educational processes.

To date, there is already a well-established rating-point system for assessing the educational activities of students in directions that determine readiness for pedagogical activity during school hours. However, the readiness of students of the "Vocational Education" direction for extracurricular activities, as a rule, does not have an objective assessment and has a serious drawback. Therefore, we have improved the indicators to determine the quality of preparation for extracurricular activities of the future college teacher - this is extremely important in development.

Identification of knowledge necessary for the implementation of extracurricular pedagogical activities was carried out according to student surveys in the direction of "Vocational Education" after undergoing pedagogical practice. Using this method revealed students' knowledge about the role, types of extracurricular teaching activities in the professional work of a teacher of vocational education, as well as the organization and management of extracurricular educational processes.

If a student in the direction of "Vocational education" the sum of points received for the proposed survey (12 in total) ranged from 11-12 points, then he referred to a high level of formation of readiness for the organization of

extracurricular processes. They were clearly aware of the role and importance of extracurricular teaching activities, and fully possess solid knowledge, skills and abilities in technology for organizing extracurricular activities.

With a score of 9 to 10, students belonged to the average level, they stated that they did not have enough complete and solid knowledge to solve pedagogical problems in the field of extracurricular pedagogical activity.

If a student had a sum of points from 7 to 8, then he referred to a low level of readiness for the organization of extracurricular educational processes. The student had a poor understanding of the role and significance of extracurricular teaching activities. They had not mastered all the knowledge necessary for the performance of pedagogical actions.

If a student received a result of less than 7 points, then it was believed that he was not ready to implement pedagogical processes outside extracurricular time. His knowledge turned out to be unsystematic, fragile.

The definition of knowledge on the conditions of the educational process was also carried out according to the polls of students in the direction of "Vocational Education", the number was 14 questions. The answers were evaluated in points, after which the points were calculated. A student who scored from 8 to 9 points belonged to a low level, from 10 to 11 points to an average, from 12 to 14 points to a high level of preparedness in the field of knowledge of the conditions for ensuring the educational process (Table 1). In the course of our work, we realized that the

level of readiness for learning activities, extracurricular activities, and the conditions for ensuring the educational process may be different, and it is in this form that they can hardly be identified.

Therefore, it was decided to draw up a scale of combined assessment of the level of readiness for pedagogical activity, which takes into account mixed graduation, combining two adjacent levels. This will allow to take into account the variation in the level of preparedness for educational activities (table 2).

Table 1. Indicators of readiness for the pedagogical activity of students in the direction of "Vocational education" (5330200 - Informatics and information technology)

Level	Level Signs	Level ratio
9	All components of high-level educational readiness	Tall
8	Two components of high-level educational readiness, one on average	
7	All components of preparedness for teaching at the middle level	Average
6	Two components of readiness for pedagogical activity at an average level, one at a high level	
5	Two components of readiness for teaching at the middle level, one at a low level	
4	One component of readiness for pedagogical activity at a medium level, one at a low level, one at a high level.	

3	All components of readiness for pedagogical activity at a low level	Low
2	Two components of readiness for teaching activities at a low level, one on average	
1	Two components of readiness for pedagogical activity at a low level, one at a high	
0	At least one readiness component is not formed.	Unacceptable

Willingness on the levels of educational, extracurricular activities and the conditions for ensuring the educational process of students in the direction of "Vocational education", college teachers was determined by comparing questionnaires with a measuring tool (indicators). To determine the total amount of points by level and total readiness, each level of readiness was assessed according to a five-point system. And for each level, we took into account the average amount of points. The maximum amount of points (M_{S_b}) on three levels was 15.

The average amount of points and the volume of students' knowledge in the direction of "Vocational Education" by groups and teachers of colleges was determined by the following formulas:

$$O_{r_{1,2}} = E_{A_1} + E_{A_2} + E_{A_3}; (1)$$

Table 2. The combined assessment of readiness for pedagogical activity

Level	Learning activities	Extracurricular activities	Terms of the educational process
	Number of points	Number of points	Number of points
	In percents	Total 12 points	Total 12 points
Tall	86 - 100	11 - 12	12 - 14
Average	71 - 85	10 - 9	11 - 10
Low	55 - 70	8 - 7	9 - 8
Unacceptable	Below 55	Below 7	Below 8

$$S_r = \frac{O_{r_{1,2}}}{G_{r_{1,2}}}; (2)$$

$$Q_r = \frac{S_r}{M_{S_b}} \times 100\%; (3)$$

$$Q_{K_1} = \frac{S_{K_1}}{M_{S_b}} \times 100\%; (4)$$

G1, G2, G3, G4, G5, G6, G7, G8 - groups; $O_{r_{1-8}}$ – total points of groups G1, G2; $E_{A_{1,2,3}}$ – the sum of points of groups according to the levels of educational activities, extracurricular activities, the conditions for the educational process; $G_{r_{1-8}}$ – number of students in groups; S_r – average

amount of points by groups; Q_r – average amount of points by groups; M_{S_b} – volume of students' knowledge in groups; maximum points (15 points).

The result indicates a lack of knowledge of students in the direction of "Vocational education" and college teachers in the field of educational, extracurricular activities, conditions for the provision of the educational process.

So, the experiment showed that the effectiveness of pedagogical processes organized in higher educational institutions in preparing students in the direction of "Vocational Education", as well as by young specialists in college, is unsatisfactory.

Graduates in the direction of "Vocational Education" do not sufficiently form pedagogical skills in organizing and managing pedagogical processes; theoretical knowledge in the field of ensuring the effectiveness of pedagogical processes is insufficient. Many of them express dissatisfaction with their preparation for teaching. The analysis of the results of the experiment was one of the factors that led to the conclusion that it would be expedient to create a pro-pedagogical course "Pedagogical Competence of a Vocational Education Teacher" (PEP), the main goal of which is to improve the training of students in the "Vocational Education" direction to work in college. The theoretical substantiation and experimental assessment of the readiness of future college teachers, after studying the propaedeutic course, is significant and important.

After analyzing the state of pedagogical literature, we came to the conclusion that in educational institutions methodological support in the field of organization and management of pedagogical processes is insufficient. Therefore, to solve the above problems, there is a need to develop appropriate methodological support. Methodological support as one of the conditions for the effectiveness of pedagogical processes is one of the determining factors for the high quality of education.

Therefore, it is necessary to develop the following types of methodological support and equip them with graduates of higher educational institutions and young teachers:

A fund of technologies for the implementation of educational work, expressed in various approaches for the organization and management of pedagogical processes;

Methodological development, manuals, recommendations on the organization and management of pedagogical processes in the conditions of specialized secondary educational institutions.

They will help ensure that the graduate can consciously and conscientiously, competently begin and successfully perform their teaching activities.

Acknowledgements:

Thus, students of higher educational institutions in the direction of "Vocational Education" should be given special attention, since they are the

ones who in the future carry out their work in colleges and lyceums and are responsible for the quality of education of junior specialists. The importance and necessity of increasing the efficiency of the preparation process for the educational activities of graduates of higher educational institutions in the direction of "Professional Education" appears.

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ARID ZONE LANDSCAPES OF NORTHERN FERGANA HILLS AND USE PROBLEMS OF THEIR

Annotation: The northern Fergana adiris were in the context of antropogen influence from time immemorial, this process was especially taken into account of the extensive development of Agriculture from the 90 years of the 20th century. In the following years, there has been an increase in the scale and risk of arid regions and a change in landscapes, followed by climate change and a decrease in the stability of the entrap.

Key words: climate change, arid, natural landscapes, relief, endemic, steppe, vegetation, irrigation farming, land development.

According to the geomorphological structure of the Fergana Valley, it consists of mountain ranges, foothills, plains of the middle of adir and the range of adir, and the plain of Adir. The widespread use of cultural landscapes along with Steppes, half steppes, hill and taillandshafts is a common feature of the nature of the valley. The occurrence of landscape regions of such a diverse height is due to the fact that the territory of the region is a trough of the trough and secondly, due to the influence of human economic activity, cultural landscapes are overlapping, and in the Fergana Valley there are no landscapes that are not directly and indirectly affected by human economic activity.

The Fergana Valley extends from the south-west direction of the valley to the north-east direction, while the northern hill extend to the territory of the Namangan region. The main part of the Chust-Pop, Namangan, Chortok, Yangikurgan districts of the region hills.

The absolute height of the hills in the territory of the region is on average 700-950 m, the relative height is 70-300 meters, the soil composition is mainly composed of a thick conglomerate, as well as its alternation with thinner layers of sandstone, clay and merkel. The northern Fergana hills have a slightly fragmented appearance with erosion-denudation edge-hill. The morphological appearance of the hills is polished and has a slightly wavy appearance. The characteristic appearance of the hills in the relief is characterized by the interaction of the coasts with dry stirrup and ravines. Rivers and shadows crossed the slopes in several places. The width of the valleys sometimes goes from several tens of meters to 2 km. In the northern hills, the soil layer is thicker and differs in that it is washed, and not ruddy, as it develops on the lyosymic rocks. Because of the soil conditions and the carved-depth of the relief, watering is inconvenient for farming. Typical burlap soils are unsuitable for irrigation in

large areas due to the fact that they are fragmented in terms of relief and the slope is different.

The landscape of the hills are occupied by ephemeroids in the south, and in the north by wormwood. From ephemeral and ephemeroids, color and bellstone are the main sagittarius edficator. In spring, productivity on average goes up to 2-3 ts per hectare. Together with them, weeds grow, barley mixed. In this situation, sagittarius productivity will increase even more. Wormwood is a subspecies sagittarius plant, which is consumed in the spring together with ephemers, and in the autumn together with virgo and steppe plants.

Since 1990-ies in Fergana began to assimilate the princes. At first, the use of favorable lands in irrigation farming began to give a good result. Subsequently, as a result of the assimilation of large masses, the development of unfavorable environmental consequences began to be felt. In their time, they had given the right assessment that it was worthwhile not to assimilate the Fergana princes. In the Fergana Valley, the population is extremely densely populated, therefore, in the hope of expanding the area of irrigated land, the cultivation of the land of hill was initiated by local company farms.

Since the middle of the two millennia BC, the first irrigation was laid on the basis of the simplest manifestations of farming. According to him, the most comfortable and fertile lands of the basins of the hill middle part of the beans and rivers such as Karadarya, Akbara, Kosonsoy and Govasoy are mastered. Historical data indicate that in the XIII-XII centuries BC it was stated that the first manifestations of irrigation farming appeared in the north of the Fergana Valley, namely in the hill parts of the Kosonsoy and Govasoy basins [1].

Today, according to the natural landscape views of the northern Fergana hills, the adverse effects of antropogen activity and climate change are evident..

The extensive appropriation of the northern Fergana hills in order to organize farmland and economic affairs for the population causes a wide change in the appearance of the adir landscape. Population, who live in the regions of the hill region of Namangan region, is 36.3% of the aging population of the region. It is desirable to study the negative impact areas in the northern Fergana hill regions by type 2 from the point of view of natural and social geography.

1) Influence of population from the point of view of economic development in a wide range from the 1990s. During this time, more than 130 thousand hectares of different agricultural (horticulture, viticulture, gardening) sectors were formed. In the area of more than 186 thousand hectares, regions have been distributed in the field of animal. As a result of this, processes such as the change of natural ores, erosion cases in soils, reduction of vegetation and animal life of the endemic species were observed.

2) reduction of rainfall and water resources associated with climate change in the Fergana region. Climate change is evident in economic sectors in the northern Ferghana region, in the condition of living conditions of the aholini, in the distribution and reproduction of the plant and animal world, in the wake

of a decrease in humidity in the soil and a sharp rise in atmospheric air, in the wake of an increase in the indicators of erosion. It is noteworthy that the lack of moisture is one of the most important features of life in the drought. Although initially the predominance of mesophyte plant groups in the regions of the adir region was felt, today in the place of this plant cover plant species of the genus xerophyte.

In general, 2625 species of plants were registered and identified in the Fergana Valley region, 246 species in Chust Pop hills, 267 species in Chortok hills, and 663 species in Chodaksoy basin. How many species of plants or animals are distributed in a small geographic area or location is directly related to the stability of natural geographies.

1-table.

The natural and social environmental problems of the northern Fergana hills and the cases of their occurrence

№	Name given in trust	Existing problems		
		Earth and water	Biological resources	Antrap effect
1	Hills of Pop-Chust	A sharp decrease in precipitation, arid areas	Reduction of the crop and animal world of the endemic type (decrease in the productivity of feed livestock areas)	
3	Hills of Kosonsoy			Increased development of hills as a result of the formation of economic sectors
4	Hills of Chartak and Yangikurgan	Soil erosion, arid climates		

Source: table compiled by the author.

Such processes as vegetation and fauna in the regions extending from the south western part of the northern Fergana hills to the north eastern part, fertility of the soils, opportunities to live in the population, development of economic sectors are directly related to the cases of moisture and precipitation. According to gidrometeorological data, the annual precipitation in most regions of the Pop and Chust hills is 170-175 mm. Although it is established, this indicator rises with a difference of up to 190-210 mm in the eastern parts.

As a result of the emergence of problems of a natural and social character, comparative changes are taking place in the northern Fergana adir landscapes. In the current process, the occurrence of arid territories in the hill regions, which are used for the purpose of farming and livestock on account of the economy, is becoming more and more affected. As a result of gidrometeorological observations, annual precipitation under the conditions of hill is about 180-200 mm in the middle score, while annual evaporation is observed around 1000 mm. And this leads to a violation of the stability of natural landscapes in the conditions of adir.

Based on the results of the observation, the future use of arid regions in the northern Ferghana hills will require the development of effective measures

to ensure the preservation and stability of natural landscapes, reduce the impact of economic sectors on nature.

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3-6 YOSHDAGI BOLALARNING UMUMIY VA JISMONIY RIVOJLANISHINING AHAMIYATI

Аннотация: Ushbu maqolada maktabgacha yoshdagi bolaning jismoniy rivojlanishi individual hayot davomida uning tanasining tabiiy morfologik va funktsional xususiyatlarini o'zgartirish jarayoni. Jismoniy rivojlanishning tashqi miqdoriy ko'rsatkichlari, tana vaznining o'zgarishi, sifat jihatidan jismoniy rivojlanish, organizmning funktsional imkoniyatlari ularning asab tizimi rivojlanishi, skelet, mushak tizimi mustahkamlanishi davrlar va bosqichlar bo'yicha sezilarli o'zgarishi keltirigan.

Kalit sozlar. Bolalar, jismoniy rivojlanishi. Asab tizimi, skelet, mushak tizimi, mustahkamlanish, davrlar va bosqichlar, o'zgarish, o'pka to'qimalari, tuzilishi, burun yo'llari, traxeya, bronxlar, tana, vazn,ining, sifat, organizm.

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FEATURES OF THE GENERAL AND PHYSICAL DEVELOPMENT OF CHILDREN FROM 3 TO 6 YEARS

Annotation: This article presents the process of changing the natural morphological and functional properties of its organism throughout the physical development of preschool children. External quantitative indicators of physical development, high-quality physical development, the functional capabilities of the body are given by significant changes in the development of their nervous system, skeleton, the period of strengthening the muscular system and stages.

Keywords. Children, physical development, nervous system, skeleton, muscular system, strengthening, periods, lungs, trachs, bronchi, body, weight, path, change, quality, body.

Maktabgacha yoshda sog'liq va to'liq jismoniy rivojlanishning poydevori qo'yiladi. Eng umumiy ma'noda maktabgacha yoshdagi bolaning jismoniy rivojlanishi individual hayot davomida uning tanasining tabiiy morfologik va funktsional xususiyatlarini o'zgartirish jarayoni deb ataladi. Jismoniy rivojlanishning tashqi miqdoriy ko'rsatkichlari, masalan, fazoviy o'lchamlari va tana vaznining o'zgarishi, ammo sifat jihatidan jismoniy rivojlanish, avvalo, organizmning funktsional imkoniyatlarining davrlar va bosqichlar bo'yicha sezilarli o'zgarishi bilan tavsiflanadi. Yoshga bog'liq rivojlanishining individual jismoniy sifatleri uning umumiy jismoniy ko'rsatkichlarning o'zgarishi bilan ifodalanadi. Maktabgacha yoshdagi bolalar tanasining etarlicha barqarorligi va motor qobiliyatlarining cheklanganligi bilan ajralib turadi. Ularning asab tizimi tez rivojlanadi, skelet o'sadi, mushak tizimi mustahkamlanadi va harakatlar yaxshilanadi. 3-4 yoshli bolalar organizmning umumiy statik beqarorligi va cheklangan dinamik imkoniyatlari bilan ajralib turadi. Ushbu yoshdagi bolalar tananing yuqori qismida va elka-kamar va egiluvchan mushaklarning nisbatan katta rivojlanishiga ega. 3-4 yoshgacha bo'lgan maktabgacha yoshdagi bolalar harakatlarning etarli darajada muvofiqlashtirilmaganligi bilan yuqori motorli faollikka ega bo'lib, unda katta mushak guruhleri ishtirok etadi. Ushbu davrda-bir xil holatni uzoq vaqt saqlab qolish va bir xil turdagi harakatlarni bajarish bilan charchoqning kuchayishi qayd etiladi. O'pka to'qimalarining tuzilishi hali to'liq rivojlanmagan; burun yo'llari, traxeya va bronxlar nisbatan tor, bu havo o'pkaga kirishini biroz qiyinlashtiradi; qovurg'alar biroz moyil, diafragma baland joylashgan va shuning uchun nafas olish harakatlarining amplitudasi kichikdir.

Bola kattalarga qaraganda yuzaki va juda tez-tez nafas oladi: 3-4 yoshdagi bolalarda nafas olish tezligi daqiqada 30, 5-6 yoshda - daqiqada 25; kattalarda - 16-18.boladi. Bolalardagi sayoz nafas olish o'pkaning nisbatan yomon shamollatilishiga va havoning biroz turg'unligiga olib keladi va o'sayotgan organizm to'qimalarga kislorod etkazib berishni ko'payishini talab qiladi. Shuning uchun toza havoda jismoniy mashqlar ayniqsa muhimdir, chunki u gaz almashinuvi jarayonlarini faollashtiradi. 3-4 yoshdagi bolalarda o'pkaning tiriklik sigimi 400-500 sm, 5-6 yoshda -800-900 sm³ tashkil etadi. Maktabgacha yoshdagi bolalardagi yurak-qon tomir tizimining faoliyati o'sayotgan organizm talablariga yaxshi moslashgan va qon ta'minoti uchun to'qima ta'minotiga bo'lgan ehtiyojning oshishi osonlik bilan qondiriladi. Axir, bolalardagi tomirlar kattalarga qaraganda kengroq va qon ular orqali erkinroq oqadi. Boladagi qon miqdori kattalarnikiga qaraganda nisbatan katta, ammo uning tomirlardan o'tishi kerak bo'lgan yo'l qisqaroq va qon aylanish darajasi katta. Biroq, mushaklar-skelet tizimining nisbatan zaifligi va tez charchash tufayli maktabgacha yoshdagi bolalar hali uzoq muddatli mushaklarning kuchlanishiga qodir emaslar.

Kichik maktabgacha yoshdagi bolalar yurish paytida aniq harakatlarni hali o'zlashtirmaydilar: ular ritmik tarzda yugura olmaydilar, ko'pincha muvozanatni yo'qotadilar va yiqiladilar. Ularning aksariyati yugurib erdan yaxshi siljiyolmaydi, butun oyoqlariga suyanadi. Ular o'z tanalarini hatto kichik

balandlikka ko'tarolmaydilar, shuning uchun baland sakrashlar, to'siqlardan o'tish va bitta oyoqqa sakrash ular uchun hali mavjud emas. Ushbu yoshdagi maktabgacha yoshdagi bolalar katta hohish bilan to'p o'ynashadi, lekin ularning harakatlari hali etarlicha muvofiqlashtirilmagan, ko'z rivojlanmagan: ular uchun to'pni ushlash qiyin. Ular tezda turli xil harakatlardan charchaydilar, chalg'iydilar.

4,5-5 yoshga kelib, bolalarning harakatlari yanada uyg'unlashadi: ular sakrashni, to'siqlardan o'tishni, to'pni egallashni o'zlashtiradilar. 5 yoshdan 7 yoshgacha bo'lgan maktabgacha yoshdagi bolalarning kuchi ikki baravar ko'payadi:- o'g'il bolalarda 25 dan 52 kilogrammgacha, qizlarda 20,4 dan 43 kilogrammgacha ko'tariladi. Tezlik ko'rsatkichlari yaxshilanadi. Harakatdagi 10 metrga yugurish vaqti o'g'il bolalar uchun 2,5 dan 2,0 sekundgacha, qizlar uchun 2,6 dan 2,2 sekundgacha kamayadi. Chidamlilikning umumiy ko'rsatkichlari o'zgaradi. O'g'il bolalar bosib o'tgan masofa 602,3 metrdan 884,3 metrgacha, qizlar 454 metrdan 715,3 metrgacha oshadi.

6 yoshli bolalarda yengillik paydo bo'ladi, yugurish ritmik bo'ladi, yonmayon tebranish kamayadi; ular balandlikdan, uzunlikdan, to'siqlardan sakrab o'tishadi, to'pni nishonga uloqtirish ustagi; ko'z rivojlana boshlaydi. Kattaroq maktabgacha yoshdagi bolalarda yosh bolalarga nisbatan tanasi kuchliroq, mushaklari mutanosib rivojlangan. Ularning yurish va yugurishdagi asosiy harakatlari asta-sekin avtomatizmga keltiriladi, harakatlarning muvofiqlashtirilishi yaxshilanadi va qo'l mehnati qobiliyati sezilarli darajada oshadi. Tananing ancha barqarorligi tufayli muvozanatdagi, chaqqonlik uchun yuguradigan eng oddiy mashqlar bola uchun qulayroq bo'ladi. Bolalar ancha chidamli bo'lib kelmoqdalar, lekin ular boshlang'ich pozitsiyalarini tez-tez o'zgartirishi va harakatlarini diversifikatsiya qilishi kerak. Ularning bu yoshdagi faoliyati asta-sekin tarkib bilan to'ldirilib, ongli bo'lib boradi. Quyidagi maqshni ta'kidlash mumkin: yoshi qanchalik yosh bo'lsa, vosita qobiliyatlari shunchalik nomukammal, kichik mushaklari kam rivojlangan, jismoniy rivojlanishning barcha jarayonlari intensivroq doladi.

Umumiy yosh ko'rsatkichlari o'zgarishsiz qolmaydi - ularning o'sish tendentsiyasi mavjud. Zamonaviy bolalar 15-20 yil oldingi tengdoshlariga qaraganda doyi o'rtacha balandroq, jismonan va aqlan yaxshi rivojlangan. Ushbu hodisa fanda "jadallashuv" deb nomlanadi. Ammo, maktabgacha yoshdagi bolaning jismoniy va ruhiy jihatdan tezroq rivojlanishiga qaramay, uning yosh xususiyatlari o'ziga xos xususiyatlarida qolmoqda.

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LANDSCAPE SOLUTIONS ABOUT HIGHWAYS

Annotation: The article describes the possibilities of landscape engineering - the effectiveness of the sanitary function of green crops through ecologically biologically correct design, the creation of landscape architecture in roadside areas through the use of local and climatic plants suitable for the territory of the republic.

Key words: landscaping, highways, ornamental plants, landscape design, sandy, soils.

Today, one of the problems of the day - street and road works for the organization of a scientific basis. The scale of landscaping is a testament to the culture of living of the population.

Demographic research has shown that the quality of the people came and settled in places, and this is where they rarely move.

In order to beautify and plant greenery around international and state and regional roads and railways of the country, to create roadside parks and windbreaks, by the Decree of the President of the Republic of Uzbekistan dated September 11, 2018-2020, roads, including public roads and a street greening program was adopted.

International, national and regional importance of the republic roads, residential areas, cities, towns, villages and rural landscape - the main tool to beautify these places.

Improvement of roads is mainly roadside protection, which protects the road from erosion, creates a favorable climate and hygienic conditions that ensure traffic safety.

These crops are planted in the plains of the relief, by row planting, the number of rows is determined by the width of the roadside. Multi-row crops created on the border of agricultural crops simultaneously serve as protective barriers to the field. In the hilly parts of the road, mainly trees and shrubs are placed. Rows of fences are of special importance on the roads of the southern regions of Uzbekistan.

However, a series of crops of the same type exhausts the driver of the vehicle. In order to ensure road safety, it is possible to establish a group of

ornamental trees, a group of shrubs and their mixed crops among the row crops. In the part of the road, row bushes, groups of shrubs, low trees, flowers are planted. Borders, green barriers or concrete walls will be built to limit it. Trees in the partition are planted on lawns (on the lawn).

Row crops at the back of bus stops; and on both sides of the station - separate or grouped crops of trees and shrubs are created.

Where possible, rabats will be placed in front of the station. Where there is an open area, small trees of one or more species are planted. These places are adapted for recreation.

Crops reduce the accumulation of carbon dioxide on streets with heavy traffic [1,2]. R.A. According to Babayants, at a distance of 2-2.6 km from a large chemical plant, birch, ash, birch, oak trees have dried up to 75-100%, while apple, willow, jasmine and poplar leaves have been damaged by 30-75%.

Atmospheric air is also polluted by incomplete combustion of fuel - powder hydrocarbon compounds. In the human respiratory tract, 13 to 48% of the mixture is retained in the air [3]. The rest of the toxins pass into the human internal organs, leading to poisoning of the body.

High air pollution is observed in the summer in the settlements of Uzbekistan. This is due to the peculiar physical properties of yellow, sandy soils and the influence of garmsel- cataract winds blowing in the sands that cover the oases. Green crops improve air circulation in the city streets and allow it to be cleaned.

As a result of complete landscaping, the air is almost completely cleaned of dust. At the same time, phytoncides released from plants reduce harmful microbes in the air by 40-50% [3,4]. Even if the trees do not have leaves during the winter months, they are important in protecting them from dust. Along with other additional measures to ensure clean air - measures to prevent the spread of industrial waste, it is also important to improve the streets. In the summer it is necessary to wash the dust from the leaves of trees and shrubs frequently, otherwise the crops may gradually perish.

By studying the dust protection properties of this or that type of tree and shrub, it is possible to achieve a high protective effect if they are selected and placed correctly.

Through engineering and ecologically-biologically correct design, the efficiency of the sanitary function of the work of green crops is ensured. The direction of the wind, the type, height and composition of the emissions into the atmosphere, chemical and physical properties must be taken into account when constructing green sanitary plantations.

The structure, width, height and composition of tree species of crops are closely related to these indicators. Large-branched, hairy, wrinkled, rough, uneven-leaved tree species (oak, elm, mulberry, black walnut, white poplar, maple, small-leaved jiida, barberry, catalpa, soap tree, carcass, etc.) holds well.

Similarly, they absorb and assimilate toxic chemical compounds, especially carbon dioxide [5,6].

Conifers retain more dust than deciduous trees. In autumn, snowless winters and early spring, when a lot of dust accumulates in the settlements, the importance of deciduous trees is great, because at this time there are no leaves of deciduous trees.

Since tall-growing oak, Sephora, ail ant, elm, and ash trees have large leaf surfaces, green massifs made of them provide good protection of the atmosphere from transport-industrial wastes and dust.

Dust accumulated on the surface of plant leaves contains particles of the following heavy metals and trace elements: lead, iron, titanium, copper, zinc, nickel, cobalt, manganese and others. The largest scattered around large enterprises (by ash volume) contain 37.9% iron, 15.3% aluminum, 2.7% copper, 0.9% titanium, 0.8% manganese and 0.2% lead. As a result of damage to the atmosphere and soil by heavy metal residues, their accumulation in plants is observed, as the leaves, stems and roots of plants have the property of accumulating these substances. Plants, especially those that grow in sandy soils, absorb and accumulate metal residues through the root system at an extremely high rate. The amount of ash in the leaves of plants in such soils increases by one and a half to two times, and is 13–17%. That's it therefore, it is advisable to build forest reserves around and near large industrial enterprises and highways.

Coniferous trees are plants that absorb heavy metals and trace elements (spruce, pine, willow, camel), which serve as indicators of air pollution, as they indicate the presence of necrosis in the body and the shedding of needles in the air of excessive toxic compounds.

For this reason, in the regions, perpendicular trees are planted, which impede the direction of the wind, and in cities - wide green alleys serve as ventilation corridors.

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REQUIREMENTS FOR EDUCATIONAL AND SPEECH SITUATIONS IN TEACHING FOREIGN LANGUAGE COMMUNICATION

Abstract: The main purpose of a foreign language as a subject area of education is the mastery by students of the ability to communicate in a foreign language. When teaching foreign language proficiency in the framework of a general education, teachers are faced with the problem of inconsistency of the teaching methods used with modern requirements for mastering a foreign language. The problem of creating conditions in the classroom that are close to real communication remains one of the most pressing problems in modern methods of teaching foreign languages.

Keywords: foreign language, communication, situation, project activity, research, education.

The success of teaching foreign language communication largely depends on the individual and age characteristics of students. The individualization of the learning process is closely related to the situation: many individual traits of students are reflected in the situation as its components, because with the help of communication we express purely individual thoughts, feelings and experiences. Life experience, interests, desires, inclinations, worldview, emotions and feelings, personality status in the team - all these properties can serve as a source of motivation for students to communicate.

The thinking of high school students is distinguished by a certain maturity. It is at this age that the worldview of a young person is formed. At this time, adolescents go through the next stage of socialization - they are preparing for an independent adult life. The range of social roles expands significantly, but at the same time, uncertainty and contradictions in the status of a teenager are created - demands are made on him as an adult, but obedience is required as from a little one. At the same time, there is a higher level of anxiety in comparison with the younger age group. [1]

In adolescence, self-esteem is formed, self-knowledge and self-perception of oneself as a person occurs. Of particular interest is the problem of the moral values of human relations, the desire to understand the inner world of other people is growing, the desire to try on some literary images. It is worth giving students the opportunity to express their opinion, to argue about what worries, taking into account, at the same time, their interpersonal communication in the group.

The high school student is distinguished by a relatively widely developed outlook, high cultural level, determined inclinations and interests. It is also necessary to note the high degree of cognitive activity, independence and the ability to focus on the educational process. There is a growing desire to learn more about the country of the target language, its history and culture.

Taking into account age characteristics does not provide for a clear definition of the specifics of educational and speech situations for each age group. It is more correct to talk about the dynamics of the formation of the peculiarities of communication in a foreign language, about the tendencies that are most clearly manifested in a particular age period. In addition to age characteristics, it is necessary to take into account the socio-cultural differences of students: place of residence (city or countryside), nationality. It is also necessary to remember about the change in value orientations of generations. Each generation has its own habits and preferences, loves its books, films, songs, admires its heroes. All of this affects the content of what students most often talk about in their native language. The most popular topics of communication among high school students today are fashion, sports stars, cinema, music performers, relationships with family members, peers, and teachers.

Knowledge of such psycho-age characteristics of students can help the teacher in the selection of speech situations and the distribution of the roles of positive and negative characters. An analysis of the characteristics of communication in adolescence leads to the conclusion that it is necessary to put the student in front of such problems that he has to solve in life and that correspond to his desire for self-affirmation, self-expression. The teacher should select such educational and speech situations, working with which students could express their own judgments, compare different points of view, give arguments, and discuss.

Any educational and speech situation presented by a teacher in the process of teaching foreign language communication requires a speech reaction of students. In addition to the individual abilities and psycho-age characteristics of students, special attention should be paid to the conditions of educational and speech situations. As mentioned above, learning and speech situations should arouse interest among students and correspond to their life experience. The conditions of the educational-speech situation should be communicated in a compact, but precise and clear form. The teacher should take into account the

language capabilities of students and present situations about which they are practically able to say something. The teacher can also give a list of keywords and expressions, which will not only give the speech reaction a certain direction, but also improve its language design.

Taking into account the age, psychological characteristics of students and their interests, the teacher can predetermine the emergence of some difficulties in the process of teaching foreign language communication (what to talk about and how). First of all, this concerns the use of visual and audiovisual teaching aids. Pictures, series of drawings help to retain in memory the logical sequence of the facts presented and clarify the situation of communication. The use of sound films will help students master the dynamic model of speech communication (gestures, facial expressions, intonation). In addition, students observe life situations that allow actors to perform speech acts in a socio-cultural context at a certain time in a certain space. [1]

We can conclude that taking into account individual abilities, psycho-age characteristics and socio-cultural differences of students in the design of educational and speech situations will help the teacher to greatly simplify the process of teaching foreign language communication and avoid many difficulties. In addition, the use of learning-speech situations that are different in structure and content makes the process of learning to communicate in a foreign language more interesting and enjoyable for students, which will have a positive effect on their motivation to learn foreign languages in general.

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THE EFFECT OF MEDIA SYSTEM DIVERSITY ON INTERCULTURAL COMMUNICATION COMPETENCE

Abstract: this article describes the process by which media products are exported from developed countries to developing countries but seldom the other way around. One possible outcome from this unbalanced trend is the difference in media diversity of countries on two ends exporting countries will result in a more homogenized media environment consisting of similar messages from the dominant culture while importing countries will result in a more heterogeneous media environment comprised of messages from various cultural backgrounds. Using cultivation theory and the transportation-imagery model as foundations, this study posits that individuals cultivated in importing countries will be able to become transported into a wider range of narratives, leading to differences in intercultural communication competence due to long-term media exposure.

Key words: one-way media flow, media diversity, intercultural communication competence, cultivation theory, transportation-imagery model.

Introduction

One-way media flow describes a process where media products are exported from developed countries to developing countries but seldom the other way around. After four decades of research into one-way media flow, it would be useful to examine how this long-term and global process shapes individual audiences from both the exporting and importing countries. From the audiences' experience, one possible impact of one-way media flow is in the diversity of content an audience is likely to experience within their media system and any effects of those differences in diversity. Countries that mostly import media are often developing countries without stable or economically powerful native media systems. Audiences from an importing country may be exposed to media products from a greater range of origins, including local media and imported media from other exporting countries, which reflect different cultures and worldviews. These audiences may therefore be more comfortable consuming and interpreting media products from different cultures. In contrast, countries that mostly export media are often developed countries with stable and economically strong native media systems, many of which profit greatly from exporting media to foreign markets. Audiences of these exporting countries may be exposed to a much more homogeneous system consisting primarily of their own content and reflecting their own culture.

Materials and methods

To explore these hypotheses and research questions, this study combined a 2x3 online experiment and media use survey. 370 participants were recruited. For Uzbekistan sample, 227 participants were recruited from undergraduate courses at National University. The average age was 19.78 ($SD = 1.79$) and 67.4% were female. When asked about the area they were raised, 29.5% reported urban areas, 51.1% suburban and 19.4% rural. For the Russian sample, 143 participants were recruited from undergraduate students at Central University of Finance and Economics in Russia. The average age was 21.15 ($SD = 3.64$) and 63.41% were female. When asked about the area they were raised, 54.0% reported themselves urban areas, 23.4% suburban and 22.6% rural. The participants were informed they were participating in a study about media use. Uzbek participants received extra credit for their participation of their classes while Russian participants volunteered. The experiment portion of the study was administered before the media use survey to avoid priming the participants about the purpose of the study. Beyond media use, three questions were asked about participant's daily interaction with people from other cultures. Participants were asked to recall within the last week, how many days they met at least one person from another culture, how many days they had at least one personal conversation with someone from another culture and how many days they had at least one work or school related activity with someone from another culture. These three were combined into one measure of interpersonal interaction.

Discussion

This study explored if the exposure to different media systems shaped by one-way media flow influenced the intercultural communication competence through more or less transportability into a range of narratives media products. As part of this study, a media-use survey was conducted to ensure the countries chosen to represent primarily importing or exporting countries, specifically Russia and the Uzbekistan, respectively, were valid. Results confirm that the Russian participants consumed significantly more foreign content in both entertainment and news media than Uzbek participants, affirming that Russia represents more of an importing country than the Uzbekistan. More so, the main source of foreign content in Russia came from the Uzbekistan, again suggesting that Russian audiences are familiar with Uzbek media and affirming Uzbekistan as more of an exporting country with regard to one-way media flow. Of the foreign media consumed in the Uzbek, Russian media were within the top three sources of origin for both entertainment and news media, suggesting that for the smaller percentage of Uzbek audiences who do consume foreign media, Russian content is likely to be somewhat familiar.

Results

The first hypothesis predicted that Russian audiences will report greater consumption of foreign media products than Uzbek audiences. In the survey, Uzbek participants reported a mean of 15.66% ($SD=15.99$) of foreign

entertainment they consume, which is significantly lower than the 49.70% ($SD=23.33$) of foreign entertainment Russian participants reported to consume ($t(206) = -14.79, p < .01$) Therefore, H1 was supported.

Percentage of Foreign Entertainment

	Equality of Variances	Sig.	T	DF	Sig 2(tailed)
Percentage of foreign entertainment	33.789	.000	-15.456	312	.000
			-14.256	198.303	.000

To answer RQ1 asking what countries produce the majority of foreign content consumed by Russian and Uzbek audiences, participants were asked to list the origin of foreign entertainment and news that they consume. Regarding entertainment, American participants listed 26 categories. Five answers that were mentioned most frequently were NA, meaning I don't consume foreign entertainment (34.8%), the U.K. (14.4%), Russia (9.4%), Japan (6.6%) and European countries (6.6%)

Therefore, in response to RQ1, foreign media in Russia is dominated by Uzbekistan content, which supports the assumption that Chinese media users would be familiar with exported Uzbek media products. While Russian media does not dominate the foreign content in the Uzbek media environment, it nevertheless represents one of the top three sources of foreign content in both entertainment and news media, suggesting that for those Uzbeks who do consume foreign content, Russia would represent a common source. RQ2 asked how Uzbek and Russian participants compare on amount of media they consume. Uzbek participants reported consuming 27.76 hours ($SD=21.50$) of entertainment per week, which was significantly greater than the 21.35 hours per week ($SD=14.72$) reported by Russian participants ($t(337)=3.28, p=.001$)

Time on Entertainment

	Equality of Variances	Sig.	T	DF	Sig 2(tailed)
Time on entertainment 8.254	33.789	.003	2566	354	.003
			3.654	321.503	.001

Therefore, in response to RQ2, American audiences consume more entertainment content than Chinese audiences while Chinese audiences consume more news than American audiences. Yet, because the source of foreign content for each countries were similar for both entertainment and news media, this difference may be of little consequence within a similar cultivating media environment.

Conclusion

One-way media flow has been studied from variety of perspectives and this research extends the potential effects of this uneven flow of media down to the individual level of cultivation and transportation into different media products. While the results did not confirm any of these impacts, they do show

how the media system of importing and exporting countries differ in terms of diversity and opened a door to learn more about how audiences are really influenced by such globalization. To investigate why, future research should explore the stereotypes of different countries and perceived cultural distance to understand the context of each interaction. Qualitative interviews may help to better understand audiences' thoughts and behaviors. Also, linguistic factors could be investigated as language similarity might also influence willingness and confidence in intercultural communication. A final limitation of both the media use survey and experiment is that the research is based on self-reported measures and might be biased compared to the validity of the real situation in question. Especially when examining variables like intercultural communication and media use, participants may hide their real feeling because of the social pressure or moral and political pressures. Based on this research, more work can be done to investigate the specific process of consuming foreign media and following consequences on audiences.

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ФОРМИРОВАНИЕ СОЦИАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО

Аннотация: в данной статье освещены вопросы по проблеме формирования социально-коммуникативной компетентности детей старшего дошкольного возраста. Рассматривается современный подход к формированию социально-коммуникативной компетентности дошкольников в театрализованной деятельности в условиях дошкольного образовательного учреждения. Раскрыты особенности взаимоотношений детей, возникающих в театрализованной деятельности. Описано значение ролевых взаимоотношений детей старшего дошкольного возраста в театрализованной деятельности и их значение для формирования социально-коммуникативной компетентности дошкольников

Ключевые слова: социально-коммуникативная компетентность, театрализованная деятельность, ролевые отношения, дети дошкольного возраста.

FORMATION OF SOCIO-COMMUNICATIVE COMPETENCE IN ELDER PRESCHOOL CHILDREN

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Abstract: in this article scientific researches on the problem of formation of social and communicative competence of children of the senior preschool age are analyzed. The modern approach to the formation of social and communicative competence of preschool children in the theatrical activity in the conditions of a preschool educational institution is considered. The peculiarities of the relationships of children arising in the theatrical activity are revealed. The importance of role-playing relationships of children of the senior preschool age in the theatrical activity and their importance for the formation of social and communicative competence of preschool children is described.

Key words: social and communicative competence, theatrical activity, role relationships, preschool children.

Проблема развития социально -коммуникативной компетентности детей - важная социальная и психолого-педагогическая проблема, ее решение затрагивает насущные вопросы общества и образования.

В современных условиях социально-экономических изменений перед образованием поставлена задача не просто дать дошкольникам определенный уровень знаний, умений и навыков по основным векторам развития, но и выработать у них способность и готовность жить в современном сверхсложном обществе, достигать социально-значимых целей.

Проблеме формирования компетентности дошкольников посвящены работы педагогов и психологов. Работы С.А. Козловой, Л.В. Коломийченко, Л.В. Моисеевой, С.Л.Новоселовой, Р.Б. Стеркиной содержат большой теоретический и практический материал, который обеспечивает реализацию задач по формированию социальной компетентности старших дошкольников на этапах дошкольного образования.

Социально-коммуникативная компетенция рассматривается как основополагающая характеристика личности дошкольника, как важнейшая предпосылка благополучия в социальном и интеллектуальном развитии, в освоении специфически детских видов деятельности.

При успешном развитии ребенка по всем вышеуказанным направлениям, должны сформироваться основные компетентности ребенка.

Компетентности формируются под влиянием нескольких составляющих, это не только обучение в дошкольном образовательном организации, но и общение в кругу близких, сверстников, отношения в окружающем обществе. Исходя из этого, воплощение компетентностного подхода находится в зависимости от сложившейся социально-эмоциональной обстановки, обстановки, в которой происходит становление ребенка.

Формирование социально-коммуникативной развитости ребенка имеет своей направленностью принятие и освоение норм и ценностей, свойственных обществу:

- морально-нравственные ценности;
- формирование способности общения и взаимодействия ребенка с другими личностями;
- становление самостоятельности, устремленности и самостоятельного руководства своими действиями;
- формирование интеллекта ребенка, эмоциональной устойчивости и отзывчивости, сопереживания;
- формирование готовности к совместной деятельности со сверстниками;
- формирование уважительного отношения и чувства принадлежности к своей семье и к сообществу детей и взрослых.

Основными формами развития социально-коммуникативных способностей являются сюжетные игры, в частности театрализованная деятельность. Театрализованные игры нацелены преимущественно на развитие воображения и развитие способности к пониманию другого.

Характерными особенностями театрализованных игр являются литературная или фольклорная основа их содержания и наличие зрителей. Их можно разделить на две основные группы: драматизации и режиссерские (каждая из них, в свою очередь, подразделяется на несколько видов).

В процессе ролевых отношений дети используют такие важные умения, как обозначение словом принятой на себя роли и условных действий, обозначение предметов, которые дети наделяют игровым значением и используют для реализации игрового замысла (словарь), формулирование мыслей, желаний, переживаний (фразовая речь), налаживание, построение игрового и словесного взаимодействия с партнерами по игре и с воображаемыми партнерами — игрушками (диалог).

Социально-коммуникативная компетентность заключается в развитии определенных умений:

- умение понимать эмоциональное состояние сверстника, взрослого (весёлый, грустный, рассерженный, упрямый и т.д.) и рассказать о нём;
- умение получать необходимую информацию в общении;
- умение выслушать другого человека, с уважением относиться к его мнению, интересам;
- умение вести простой диалог со взрослыми и сверстниками;
- умение спокойно отстаивать своё мнение;
- умение соотносить свои желания, стремления с интересами других людей;
- умение принимать участие в коллективных делах (договориться, уступать, т.д.);
- умение уважительно относиться к окружающим людям;
- умение принимать и оказывать помощь;
- умение не ссориться, спокойно реагировать в конфликтных ситуациях.

Когда у детей появляется потребность в игре, они начинают договариваться о ней с партнером. При этом у детей формируются способность взаимодействовать со сверстниками, обсуждать, отстаивать свою точку зрения, идти на компромиссы, анализировать суждения партнера.

Принимая на себя роль в игре, ребенок вынужден реагировать на действия и речь партнеров, связанных по смыслу с его ролью, то есть уметь изменять в ходе игры ролевое поведение в зависимости от роли партнеров.

При выстраивании ролевого диалога у детей активизируется словарный запас, развиваются такие коммуникативные навыки как: способность начинать и завершать беседу, менять вслед за мыслью собеседника тему речевого взаимодействия, поддерживать определенный эмоциональный тон, следить за правильностью языковой формы, дети более активно в игре используют мимику и жесты.

Основными требованиями к организации театрализованной деятельности дошкольников являются: содержательность и разнообразие тематики; постоянное, ежедневное включение театрализованной деятельности в жизнь ребенка, максимальная активность детей на всех этапах подготовки и проведения игр; сотрудничество детей со взрослыми на всех этапах организации театрализованной игры. Нужно понимать, что приступать сразу к театрализованной деятельности с включением детей нецелесообразно, ведь она не будет удачной до тех пор, пока ребенок не научится играть в ней [2].

Руководство воспитателя заключается в том, что он, прежде всего, подбирает произведения, имеющие воспитательное значение, сюжет которых детям нетрудно усвоить и превратить в игру-драматизацию. С дошкольниками не следует специально разучивать сказку. Прекрасный язык, увлекательный сюжет, повторы в тексте, динамика развития действия - все это способствует быстрому ее усвоению. При повторном рассказывании сказки дети достаточно хорошо ее запоминают и начинают включаться в игру, выполняя роли отдельных персонажей. Играя, ребенок непосредственно выражает свои чувства в слове, жесте, мимике, интонации.

Взаимоотношения и совместная деятельность ребенка со взрослым и сверстником - это необходимое условие психического развития ребенка, формирования его общественных качеств. Взаимодействуя со сверстниками, ребенок более самостоятелен и независим, он начинает точно оценивать себя и других, растет его способность выстраивать совместную деятельность.

Таким образом, роль театрализованной игры в формировании коммуникативных способностей, навыков и развития взаимоотношений детей друг с другом чрезвычайно велика. В процессе театрализованной деятельности развиваются диалогическая и монологическая речь; обогащается словарный запас; формируются предпосылки письменной речи, и, что самое главное, участие в таких играх стимулирует собственно речевую активность ребенка.

Театрализованная игра является эффективным средством социализации дошкольника в процессе осмысления им нравственного подтекста литературного произведения и участия в игре, которая имеет коллективный характер, что и создает благоприятные условия для развития

чувства партнерства, а, следовательно, и формирования социально - коммуникативной компетенции.

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DEVELOPING A CONCEPTUAL MODEL OF CLASSIFYING PHRASEOLOGICAL UNITS: CLASSIFICATION PRACTICES AND THEORETICAL FRAMEWORK

Abstract: This paper analyzes existing literature of lexical bundle classification practices and proposes a conceptual model of lexical phrase typology based on the findings. First, the study focuses on the literature review about multi-word unit classification, considering different aspects of lexical unit structure and their functions in texts. Second, the study attempts to devise a theoretical model which can be widely used to make lists of phrases no matter what field of specialization is encountered. We hope that this model enables educators and researchers from different fields to classify effectively different phrases in term of structure, function and content connection.

Keywords: classification, structure, function, practice, lexical bundle, framework, target discourse, criteria.

Introduction

Lexical phrases can be identified by using a variety of terms such as fixed expressions, multi-word units, lexical bundles, routines and prefabricated patterns. Biber et. al (2002) considered them as text building blocks, based on frequency - driven order of words. Evidently because these text builders can support smooth flow of cohesive devices which constitute the overall text cohesion. This innovative language level which can be found with multiple names (like we mentioned above) in many literature resources includes numerous advantages in itself. This can be clear with the fact that students from different fields can facilitate effectively their vocabulary acquisition and store a huge number of words in their mental lexicon when they use so called lexical bundles in spoken and written production which hold practical importance. It is also known that effective writing requires students to gain fuller understanding of word usage in context. Sinclair at al. (2007) stressed that lexis is responsible for the organization and patterning of language. There is so much to say about the benefits that come from lexical bundle usage. However, the classification of these phraseological units becomes one of the key issues that we need to handle because of a number of reasons. It must be the first and foremost reason that classification enables us to maintain the confidentiality, ease of access, and integrity of lexical resources in our language system. With clear classification,

students can find themselves much easily and fast study multiword-units in context. There is an enormous amount of research and studies devoted to typology of lexical phrases around the world. Below, in the section relevant to these resources, common practices about lexical phrase classification are identified in short review. Later, our article also tries to create a useful framework for teachers and researchers to classify the lists of specific phrases in both ESP and EAP contexts.

Existing Literature review

Having more obvious view of lexical phrase classification, a number of researchers such as Cortes (2004), Hyland (2008), and Grabowski (2013) came to the conclusion that functional classification is more applied to four- word lexical phrase typology possibly because of its easier specification. Both structural and functional classifications were included in the framework designed by Biber et al. (1999). In terms of structural classification, lexical phrases are divided into **noun phrases (the way in which)**, **prepositional phrases (about the nature of)**, and **verb phrases (is based on)**. In the case of functional classification, Biber et al. (2004) distinguished the following three categories, considering them as signals to discourse fluency.

Stance expressions link authorial presence and author's certainty with presented information by using impersonal and personal lexical units such as "*it is possible*" and "*I want you to*" respectively.

Discourse organizers support and hold the cohesion of texts by expressing the relationships between previous and the following textual information. Typical examples include *on the one hand*, *to look at the*.

Referential expressions connect directly to physical or abstract objects or more obvious context of texts in order to identify those objects and support topic continuity. As an example, *in terms of the* is a typical example to say.

Olga Mudraya (2006) illustrated instructional activities in order to help engineering students acquire language prefabs (or multiword units or phraseological units) by using lexical and corpus approaches. In this regard, we can see that her **semantic** research organized lexical bundles within the corpus data into three main categories: **technical, nontechnical and sub-technical units**. Olga's study focused on concordance data in which students were required to analyze syntactic patterns in general and technical senses.

Breeze (2013) classified lexical bundles into two main types, **content and non-content** phrases. To further categorize, the content lexical bundles are subdivided into **abstract concepts, agents, documents and dates**.

In efforts to identify different lexical characteristics of specific discourse communities, researchers found the following types of lexical bundles from functional and structural points of view.

Cortes (2004) identified the potential differences that in history discipline texts, two major types of lexical phrases are noun phrases and prepositional phrases while biology texts includes wider range of structural lexical phrase

types and specifically ***it+be+adjective* or *verb+complement* phrases** which emphasize disciplinary pragmatic hedging.

Hyland (2008) determined the common difference across various branches of science that the existence of **research-oriented lexical phrases** focused on the communication of empirical methods and showed the tendency towards the noun phrases (*the performance of the*). He also revealed **text-oriented bundles type** in humanities discourse because of the strong emphasis of fluent argumentation in these disciplines.

Another type of lexical bundles which is worthy to note here is participant-oriented bundles which focus on the author of the text such as *it should be noted*.

Veronika Tomakova (2016) retrieved lexical bundles in legal texts and categorized them from the perspectives of functional and structural view. In the discourse of legal English community, it is confirmed that noun and prepositional phrases occupy dominant position in legal English genre. In her study, Veronika used the methodology of Breeze (2013) and made some necessary changes like time and actions subdivisions of content phrases.

From what have been outline above, one can conclude that different disciplines have similarities and differences in their target discourse in terms of lexical phrase classification. That is why there should be a common method that is applicable to any field of specification for identifying their bundle types.

In this regard, a number of studies have offered their frameworks as we see below.

Methods and materials

To inform our classification model, we analyzed common practices and methods relevant to lexical bundle classification processes from different fields and identified common core characteristics of these processes. One of the typical practice by Philippa Otto (2020) is that although his work which is based on use of three - part methodology in the example of civil engineering is solely devoted to choose **specialized vocabulary**, we can extract the relevant practice how the list of **content words in target discourse** can be made and narrowed with surrounding context. This practice is “key word analysis and filters” which enables us generate a list of words in contexts that occurred more frequently in the specialized corpus rather than in general English corpus. This technique compares the frequency of each word in target corpus with its frequency in general English corpus. Then, it determines a list of words with unusual high frequency which mean they play a particular role or function in a specialized discourse. With proper concordance software (**AntConc.tool**) which is to analyze the corpus, the list of keywords is ranked from higher to lower according to their keyness value specified by log likelihood ratio (6.63 limit or higher). This statistic is intended to show the most representative phrases of language in target corpus. In this ranking, all word forms are treated as individual words analyzed separately without lemmatizing. After that, a set of filters is applied to reduce and refine the lists.

Another main practice to select **content specific bundles** is made by Dougal Graham (2014) which further informed how to determine common lexical phrases based on four main criteria frequency, occurrence in multiple texts, corpus-specificity and by co-occurrence. He also proposed six categories for determining marked lexical phrases. These are (1) marked part of speech, (2) marked word form (3) non-prototypical word meaning (4) marked collocation (5) non-literal phrase meaning (6) specialized syntax.

To identify **technical/non-technical/sub-technical** aspects of the given lexical bundles, a lexical frequency instructional model by Olga Mudraya (2006) is highly recommended since it can clarify how word frequency analysis and word list organization can be implemented.

More importantly, the analytical framework designed by Biber et al. (1999) to identify structurally and functionally classified lexical phrases highly informed our classification model because it helps us determine three main categories of lexical bundles (**Stance expressions, Discourse organizers, and Referential expressions**) from functional perspective and find structurally classified bundles (**noun, prepositional and verb phrases**) as well.

The model represented in this paper is designed to classify lexical bundles in term of structure, function, content specificity (or technical level). This model includes two sections: **bottom-up register analysis** which focuses on frequently occurring pervasive lexico-grammatical features (in our case lexical bundle) in target texts because of their well-suited functionality and **practice –based classification** which uses the existing methods of classifying lexical phrases (above mentioned typological methods) and special criteria relevant to discipline nature.

Bottom - up register analysis is the starting point of classifying target lexical bundles since the very first thing when beginning special corpus analysis is to automatic segmentation of all the texts in specialized corpus and identify various types of lexico grammatical features and examine their patterns. In the case, the research focus should be related to examine co-occurrences of multiword units (lexical bundles/phrases/collocations and so on). Based on Philippa Otto's practice, "key word analysis and filters", this step is to try to generate a list of words in contexts that occurred more frequently in the specialized corpus rather than in general English corpus. With available and practical concordance tools, it is easy to examine frequency lists and concordance lines to identify lexical multi word patterns.

Practice –based classification is the core stage of classifying the target lexical phrases. This process goes with analyzing lexical phrase units in terms of structure, function and content. For content based classification, Olga Mudraya and Dougal Graham's proposals will be taken in to practice while Biber's analytical framework enable us categorize multi-word units based on structural and functional criteria.

Results and Discussion

Using a set of existing methods and top-down transfer analysis to classify lexical phrases is a model with several benefits. First, because it provides clear and concise guidelines for instructors and researchers with which they can generate a list of reliable and well-classified multi-word units. Secondly, it has the potential applications for different fields of specification so that overall framework of this model allows specific purpose instructors analyze their target community's discourse. Thirdly, using the bottom-up register analysis approach enables teachers to induce lexical patterns with more clear focus rather than top-down approach does.

Unique to this study was that the model identified common core practices of effectively classifying representative pieces of target discourses from different fields as an important guidance for mastery of effective lexical bundle classification. Lexical bundles classified within this model amply fulfill the expectation of providing clear view of specific purpose lexical phrase units since it takes the account of essential aspects of lexical bundles into consideration. As noted earlier in this article, the list of lexical bundles representing the target domain of written and spoken academic discourse can serve reference materials for ESP teachers in higher education settings.

In applying the model developed for this article, three main criteria on classification stood out related to the structure, function, and content connection when analyzing specific purpose texts. From the functional classification perspective, the behavior of lexical phrases within the text is to be identified while structure puts stress on grammatical aspects and order of lexical phrases. Content connection is related to specific aspects of target texts.

Generally speaking, researchers can find a clarified view of how to analyze and classify target lexical phrases for target discourse community when they rely on this model. That is to say that application of this model can promote the analytic skills to identify common types of lexical bundles from specified corpus.

Conclusion

With the view of the superior position of the existing practices of lexical bundle classification within students' target discourse situations and in line with bottom –up register analysis which defines the initial process of classifying multi-word units as the way of segmenting automatically the contents of the specialized corpus and examining the frequency and range of generated list of lexical bundles, the goal of this investigation was to revise the common practices and develop a conceptual model which serves educators and researchers to classify their multi-word units in their specialized language contexts for different fields of specialization.

The first of the two parts of the model sought to provide a common view on analyzing target register with segmentation process and computer – assisted tools and produce a list of the most common lexical phrases in target contexts

with the objective of establishing a base for practice –based classification. On the other hand, the second part of this model, relying on the results of the first stage, was designed to provide proper uses of existing methods of classification and therefore draw attention to those language bundles which are specific to target discourse community. As implied earlier, because of its major role in classification, the second part of our model targeted only the structure, function and content specialization of lexical phrases as outline by the common practices.

The methods described in the second stage allow instructors even to provide students with clear guidelines to classify common lexical bundles in the classroom without distracting them to a huge number of bundle types. By using this model as a starting point in lexical bundle classification, instructors and researchers can take advantage of the strengths of existing methods and supplement their teaching materials with a list of specific phraseological units in classified forms.

Overall, the application of the generated model in this article imparts a clear and concise way to analysis and classification of linguistically marked lexical bundles, support the researchers by including hands-on practices which facilitate students' discourse processing and enrich their mental lexicon in a clear organized way.

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3D MODELING IN THE MODERN WORLD

Annotation: 3D modeling plays an important role in the life of modern society. Today it is widely used in marketing, architectural design and cinematography, not to mention industry. 3D modeling allows you to create a prototype of a future structure, a commercial product in a volumetric format. 3D modeling plays an important role in the presentation and demonstration of any product or service.

Key words: become in demand, 3D modeling plays, favorite cartoon.

Thanks to the emergence and popularization of 3D printing, 3D modeling has moved to a new level and has become in demand more than ever. Each person can already print a 3D object drawn by himself or downloaded from the Internet, whether it be a design model or a character of a favorite cartoon. Naturally, not everyone understands 3D programs and knows how to model three-dimensional objects. Hence, the demand for the profession in the field of 3D modeling has grown exponentially over the past decade.



What is 3D modeling?

3D modeling is the design of a three-dimensional model according to a previously developed drawing or sketch. To build a volumetric model of an object, special visualization software products and hardware devices in the form of computers, tablets and office equipment are used. In modeling, rendering is

an important step - converting the rough variation of the model into a format that is pleasing to the eye.

Modern three-dimensional computer graphics allow you to create the most realistic models of an object, which can be difficult to distinguish from a regular picture. A professionally modeled presentation allows you to demonstrate a product or service to potential clients, partners, investors at a high level.



Where is 3D modeling used today?

- Creation of various character models. This is usually used in the creation of cartoons and in the design of modern computer video games;
- 3D visualization of buildings. This is done by design organizations that want to evaluate the design features of the future facility for the customer;
- Creation of 3D models of interior items. In most cases, they are performed by design companies in order to demonstrate the aesthetic properties of the presented expositions;
- Advertising and marketing. Custom advertising objects are often required. An important component of three-dimensional graphics plays in the demonstration of any service. This allows you to make a more effective impression on stakeholders;
- Manufacturing of exclusive jewelry. Professional artists and jewelers use special programs that allow you to create an original and unique sketch;
- Manufacture of furniture and components. Manufacturing furniture companies often use 3D model development to place their products in electronic catalogs;
- Industrial sector. Modern production cannot be imagined without modeling the company's product. Each detail or full-fledged object is easier to assemble using a ready-made and well-thought-out 3D model;

- Medical field. For example, when carrying out plastic surgery or surgical intervention, three-dimensional graphics are increasingly used in order to clearly demonstrate to the patient how the procedure will proceed and what the result will be.

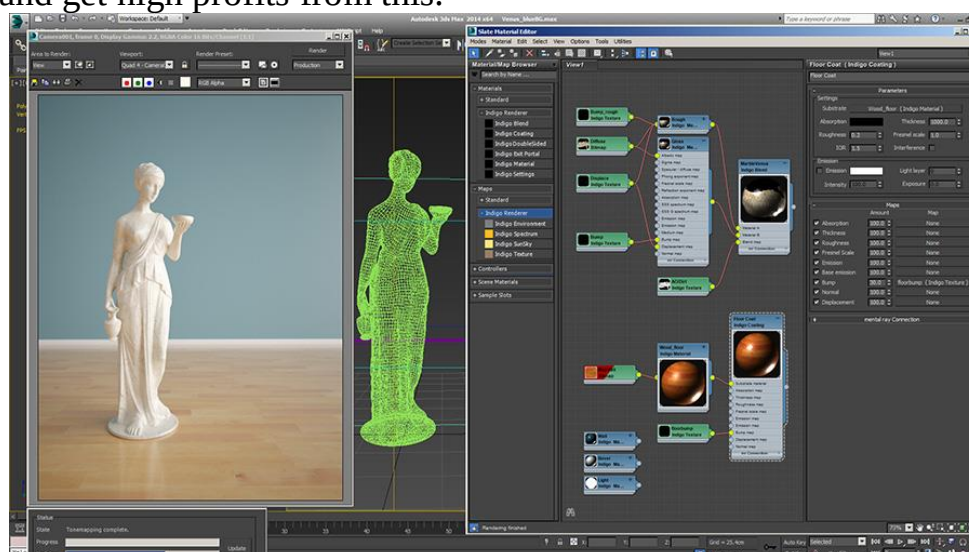
3D modeling, animation and visualization of objects plays an important role in the modern world in the implementation of various business processes and successful interaction with the customer.



Benefit from knowledge of 3D modeling

- The ability to create volumetric drawings and 3D models;
- Ability to work with all the necessary modeling tools;
- Execution of expensive projects costing from 30 thousand rubles;
- Acquisition of skills that will allow you to become a professional designer or architect;
- Achievement of the set goals, promotion in a professional or career plan.

Studying the principles of three-dimensional graphics is ideal not only for engineers, designers, fashion designers and architects, but also for all those who like to create three-dimensional objects according to given architectural drawings and get high profits from this.



Who usually orders 3D modeling?

- Heads of construction organizations. Three-dimensional graphics allows you to more effectively demonstrate the object to potential buyers;
- Administration of trade and exhibition halls. In order to attract tenants, they order the corresponding volumetric images of a supermarket, shopping complex;
- Representatives of an advertising agency. Demonstration of any product or service in a three-dimensional image allows you to more effectively present the product.

In addition, ordinary people who need to print any objects on a 3D printer also joined the orders. 3D printing houses have already begun to actively develop throughout Russia.

3D modeling plays a really significant role today and will obviously continue to evolve.

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PROBLEM OF INTEGRATION OF EDUCATION, SCIENCE, PRODUCTION WITHIN THE UNIVERSITY

Annotation: In the context of the development of Uzbekistan's education, an important stage in improving the system of higher education is being carried out, an important part of which is the integration of the educational process in the educational, research and production activities of students.

Key words: educational process, necessary phenomenon, acquires its quality – integrity.

To begin, consider what the integration of education is and why it is needed. The integration of education is, first and foremost, a necessary phenomenon for the training of high-quality specialists in any field of human activity. Also, "integration" is closely related to the concept of "system", because it is in the process of integration that the system acquires its quality - integrity, a set of characteristics that are not peculiar to its individual elements. Thus, we can conclude that integration is the result in the process of interaction of various elements that lead to the emergence of something new, holistic.

It has been noted more than once that modern Uzbekistan needs an effective training system, the absence of which inevitably leads to a separation of the quality of education from modern requirements. Competent specialists are the key to a high quality of life and effective development of the country. In the conditions of development of the market economic system of Uzbekistan, the issue of the quality of training of qualified specialists of a new level is becoming especially relevant.

Today, a market economy implies private ownership of the means of production and free enterprise. For this reason, it is so important today to train future specialists not only in existing enterprises, but also to help create other, new enterprises. Both of them will have to work in the same economic space, therefore, the tasks of integrating the educational process should be solved

jointly, and not separately from each other. Productive interaction is everyone's success path.

An important feature of many universities in the world, in addition to their main function - training specialists, is a factor in the integration of education, science and production. This factor in theory provides scientists with the opportunity to implement ideas in the form of finished scientific products, students with a quality education, and the university with additional income from venture investment.

Secondly, it is necessary to create and support business incubators, technology parks, community centers and other integrated scientific and educational structures. The business incubator solves the tasks of supporting small, newly created enterprises and start-up entrepreneurs related to assisting them in creating viable commercially viable products and efficient industries based on their ideas.

Another form of integration of education, science and production is technopolis (science city). Technopolis or science-polis is an urbanized highly intellectual environment, a kind of city where universities, research centers and industrial companies coexist. Technopolis, as a rule, is located in the province, far from large centers.

Today, one of the most effective forms of integration is the form of a research university (American type of integration), and many countries, such as Japan, South Korea, Finland, Belgium, Germany, etc., are trying to borrow this successful experience, introducing it into own practice. The most striking example remains at Stanford University, where the most famous technology park was born, which grew to the giant "Silicon Valley."

Thirdly, it is necessary to promote the interaction of higher education with the production sector on the basis of equal partnership. This can be considered as some kind of business project in which the resources of several business entities are consolidated for the implementation of a particular activity. In practice, this approach is mutually beneficial, since, among other things, there is an exchange of knowledge, ideas and experience, leading to their accumulation and strengthening.

Obviously, the integration of education, science and industry is one of the key conditions for the innovative development of the economy of Uzbekistan. And the possibilities for its implementation are very real.

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THE METHODS OF DEVELOPING CREATIVE WRITING SKILLS

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

Key words: teaching, organize, pre-writing activity, effective, students, useful.

There are a lot of techniques to teach writing. One of them is using mind maps. Using mind maps is effective to develop writing. Mind maps can be used for a multitude of purposes. They can effectively be used to help support and develop students' writing skills. A mind map¹, or spider gram, is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper. Having an organized display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts. Making a mind map should be a spontaneous pre-writing activity. Students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations. Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. The procedure for organizing mind map is the following:

Traditionally, students are given a topic to write on by the teacher. However, with certain classes, students may prefer to nominate the topic themselves. This can lead to greater interest in the task on the part of the student, as well as, perhaps, greater knowledge of the topic under study. The mind map strategy can be used to explore almost any topic, though discursive essays and

narrative work particularly well as they front students' ideas and lend themselves to discussing ideas in groups. For instance, choose a discursive essay with the title "Why do people start smoking?" In this genre the language is used to give reasons and explanations. The discursive text is useful in highlighting this feature of English, and in raising awareness of the noun phrase, a particularly tricky area for intermediate students.

Close their eyes and think about it for a minute or two, in silence. They then have two minutes in which to note down their ideas. If they do not know a word in English, they can write it in L1 at this stage, as dictionaries or too much teacher intervention tend to halt and inhibit the creative flow. Then, working in groups, they can compare and discuss their ideas, perhaps adding to their mind maps as they go. This stage also provides the opportunity for peer teaching, as other students may be available to provide the English word for the idea that was noted down in language.

The next stage, in which the teacher makes a collective mind map on the board, is optional, but is useful for students who are new to the idea of mind maps, or for weak classes. It is also in this feedback stage that any remaining language problems can be ironed out. As the teacher elicits students' ideas, and reformulates expressions or corrects, students will learn how to express their ideas in English. Such personalization is said to aid vocabulary learning. The map is fluid and changeable, and new connections or subgroups can be made, or branches added, as the students make suggestions. The end result should be an organized display of information, showing the central topic, and a number of subtopics and further points that stem from it.

In the next stage the students organize their mind maps into a linear format to decide the best way in which to present their points. They should first think about the overall structure, i.e. the order in which to relay the information, and then focus on the precise function each paragraph will have in their final text, as this helps to clarify their writing. This can be done in groups, or as a class with the teacher leading the discussion. However, it is carried out, it is important to provide a context and audience. I told my class, who were writing about drugs, that they were writing for their college magazine. Having an audience in mind helps students to decide which ideas are most important, and also helps students to choose the appropriate style.

Students should then begin to write their compositions, working in pairs if they wish. After two paragraphs, they should exchange their compositions, so they become readers of each other's work. This allows for feedback, and possible re-writing. Once they have finished, they should again exchange their texts. This gives their texts a communicative purpose, as well as developing an awareness of the fact that a writer is always producing something to be read by someone else, rather than for the display of writing alone.

Once students are familiar with the idea of making mind maps, they can be encouraged to use this skill for further writing activities. It is a useful technique and often improves the clarity and organization of student texts.

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LISTENING AS THE IMPORTANT ASPECTS OF LEARNING A FOREIGN LANGUAGE

Abstract: One of the important aspects of learning a foreign language is listening as a kind of speech activity. This article reflects the importance of improving listening skills at non-linguistic faculties of universities. The article describes the relevant aspects of the difficulties of the process of listening, the essence and main characteristics of this type of educational process.

Key words: foreign language, non-linguistic high school, learning a foreign language, linguistic personality, foreign language communication, speech activity, listening, development, presentation, teaching.

A foreign language is becoming an important tool for developing the intellectual abilities of young people, improving their educational potential. In this case, the goal of teaching a foreign language at a university today becomes, first of all, the mastery by students of the ability to carry out direct contacts with native speakers of the target language in the most common situations of everyday and business communication. However, communication is not just speaking in a foreign language, it is also the perception of the interlocutor's speech by ear. In this regard, speaking and listening can be called the main types of speech activity in communicating with native speakers of foreign languages.

Based on this, it is possible to assume that the problem of teaching listening at various stages of teaching a foreign language is relevant and requires its detailed research. It should be noted that listening as a method of teaching a foreign language at non-linguistic faculties of universities began to be studied in the methodological literature relatively recently. However, in the practical aspect of teaching a foreign language, listening is present as a goal and as a means of learning, determined by the general objectives of the course and stage of learning.

Thus, at the initial stage, the main task is, for example, the formation of basic listening skills. However, the main task of listening is to teach the student an adequate understanding of speech. Being a learning tool in the educational process, listening, in addition to its main role (communication), performs an important pedagogical function. Therefore, it provides some control over the

learning process; stimulates the speech activity of students; is used to familiarize them with a new language, speech and regional material acts as a means of developing skills in all types of speech activity; contributes to the maintenance of the achieved level of mastery of the word and (which is very important) increases the effectiveness of feedback and self-control.

Based on the relevance of the problem of using listening as a method of teaching a foreign language, we can note the need to take into account the following features of listening: oral direct communication; an important part of mental activity. In terms of its role in the communication process, it is a reactive type of speech activity; increases attention, recognition and comparison of language resources, sums up what he heard, forming a judgment. Reproduces the opinions of other people and forms an adequate response to them.

The most important criteria for the quality of language education today are: a) the relevance of language training, which is in demand in the labor market; b) education, as such, not only meeting the requirements of the modern economy, but always going forward; c) the quality of teaching a foreign language, which implies not only the volume and level of knowledge, but also the ability to speak a foreign language and use language competence in practice; e) the level of knowledge of a foreign language that meets international standards for the quality of education; f) the availability of innovative educational programs.

In this regard, the importance of studying this problem lies in the fact that the goals of teaching a foreign language can be selective (for example, mastering the skills and abilities of oral speech or reading scientific and technical literature) and complex (the ability to perceive speech by ear, speak, read, write in foreign language). Thus, in the process of teaching a foreign language teacher, attention should be paid to the formation of students' technological skills that facilitate language acquisition.

In order to make the listening process more productive, it is necessary, as practice shows, to master the specifics of the training content. At the same time, it is believed that speech skills should be the basis of the content of language education. Consequently, the method of teaching listening should be included in teaching as a means of mastering other types of speech activity. Therefore, we must apply special and non-special speech exercises to achieve the desired results in teaching listening, as well as various language exercises (including preliminary ones). All this will allow to fully cordon off the advantages of teaching listening to freshmen of non-linguistic universities.

Since the listening process includes memorizing texts by ear (this develops memory), the use of word combinations (develops attention), then listening as a method of teaching a foreign language associated with the ability to listen, understand and attract the attention of the interlocutor can be attributed to developmental learning. The importance of studying the problem is that listening is a very difficult type of speech activity, so it must take the

appropriate place in the educational process of the university. In addition, listening proficiency allows for educational and developmental goals. Accordingly, the methodology of teaching a foreign language, according to the general requirements of higher education, includes listening as a necessary part of the language training of students.

When it comes to the mechanisms of listening, it is necessary to bear in mind the difficulties of this process, among which, as a rule, the following three groups are distinguished: the first group: auditory difficulties caused by the linguistic characteristics of oral speech (difficulties of phonemic discrepancy between the graphic and sound image of words associated with incomplete pronunciation); rhythmic features of intonation; lexical difficulties associated with polysemy; difficulty in perceiving expressive and stylistically colored vocabulary generated, for example, by phraseological units; the second group: the difficulty of understanding the semantic aspect of information; understanding the logic of presentation; comprehending the general idea of the message, understanding the motives of the speaker, as well as the formation of his attitude to what he heard; the third group: communication difficulties associated with the conditions of communication, in connection with the provision of a flow of information (there is no way to analyze every word); pace, dynamics (you need to perceive speech in the entered speed mode); deviation from ordinary speech; the discrepancy between different linguistic components of different linguistic cultures; lack of visual support and feedback from the source of information. In this regard, the teacher must keep in mind all the above-mentioned problems that complicate the work of the psycho physiological mechanisms of the listener, because in a real listening situation, the communication mechanisms work almost simultaneously.

Thus, after examining the listening process, the specifics and methods of teaching one of the most difficult and most important types of speech activity, ways to overcome the difficulties that students face at different stages of learning, it was found that listening is an independent type of speech activity, which is more difficult than speaking, reading and writing. Listening makes a significant contribution to achieving educational goals by providing students with the ability to understand a statement in a foreign language.

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PROBLEMS OF FARMING IN SOILS AND IRRIGATION OF PLANTS IN THE CONDITION OF KARAKALPAKSTAN

Annotation. The article provides information on the problems of irrigation and farming in the Republic of Karakalpakstan. It states that there is not enough river water at all to irrigate crops and wild agricultural crops in the fields, or that this work has been done in very small quantities. It also provides information on the area currently irrigated and the salinity level in the area.

Keywords: farming, irrigation, melioration, collector-drainage, plant.

It is known that due to the global, negative environmental and extreme conditions in the Aral Sea region, the scale of drought and desertification in the region is growing. Due to the increasing degradation of soil and vegetation, the productivity of irrigated land is decreasing. Today, 119,25 thousand hectares (23%) of irrigated lands (515, 20 thousand hectares) in the Republic of Karakalpakstan are not saline, 150,17 thousand hectares (29%) are less saline, 198,85 thousand hectares (39%) are average saline and 46, 93 thousand hectares (9%) are strongly saline soils. Due to this, there are great difficulties in growing agricultural crops and getting a rich harvest in the territory of the Republic [9].

The average annual yield of cotton is 17-21 centners per hectare, wheat – 25-27 centners per hectare. This is a very low figure, of course [4, 10].

Improving the reclamation of irrigated and arable lands in order to increase the efficiency of agriculture in the region, low tillage (zero tillage) of arable lands, prevention of deep tillage of land, protection of gray soil moisture, need to carry out the fuel and lubrication, oil saving, water supply, selective planting of water-resistant, low-water-demanding crops and varieties adapted to growing in saline soils, new methods of growing abundant crops we need to produce innovative technologies.

In general, the population should be provided with high-yielding, high-quality and nutritious food, rich in vitamins, macro-micro elements, fodder for medicinal and livestock, as well as useful, resistant to salt and water shortages

and the short-term introduction of fertilizers into production remains one of the most important and urgent tasks today.

It is known that it is an important nutrient for human life, and the cultivation of medicinal and fodder crops in animal husbandry depends mainly on the volume of irrigation water and the mineralization of fertilizers. In the all districts of the Republic of Karakalpakstan (except the Southern part) there is not enough river water at all for irrigation of cultural and wild agricultural crops, or this work is carried out in very small quantities.

This need legally requires us to search for reserve water resources important for irrigation. Such water sources include KS-1, KS-3, KS-4, KKS, GLK, North Ustyurt, South Beruni main collectors located in the Southern Aral Sea Basin (in the territory of the Republic of Karakalpakstan), many inter-farm and on-farm collector- collector-drainage systems [3, 7].

Due to the shortage of irrigation water, in most cases, collector-drainage water, which is a source of water, is used to irrigate plants. However, these waters are not always suitable for irrigation. Over the last two years, the volume of collector-drainage water has been significantly reduced and the mineralization of fertilizers has been increasing [1, 2]. Thus, this situation can lead to unexpected negative effects on our farmers (extinction of plants, low yields, etc.).

In order for agrocenoses and phytocenoses of any agricultural plant to grow, develop, produce abundant and high-quality crops, soil fertility, volume, quality and other indicators of irrigation water must be in order [8].

Farming is mainly developed in the Amudarya delta. Every year yields are obtained by irrigating agricultural crops (cotton, wheat, rice, corn, melons, etc.) with Amudarya water. Depending on the amount of irrigation water intended for agriculture, there are collectors of different mineralizations and different volumes. During the years of water scarcity in the country, depending on the necessary conditions, in some places a legal system of irrigation of cultivated and alien flora with mineralized collector-drainage water is used, which often improves the conditions of agrocenosis and natural phytocenosis of food, medicinal and fodder plants.

Some aspects of the above-mentioned problems have been sufficiently studied and put into practice in most countries of the world (Israel, Canada, the Netherlands, etc.), in the Commonwealth of Independent States and in irrigated areas along the South Aral Sea [5, 6].

However, very little research has been done in the Republic of Karakalpakstan, where river water is scarce (mainly collector-drainage water), and in the dried-up Aral Sea floor and adjacent areas of the Southern Aral Sea Basin. This problem is one of the most pressing issues today.

Thus, the development of technologies for growing useful plants for the population in the extreme ecological conditions of the Southern Aral Sea region is one of the main ways to solve this problem positively and effectively.

In the extreme ecological conditions of the South Aral Sea region, it is important to scientifically study the impact of irrigation of various plants with collector-drainage water, the zone of soil airtiness, its water-salt regime, groundwater on agricultural crops and fertilizers on seeds, physiological growth processes.

The implementation of these problems is of great importance in providing a certain level of employment, protecting the environment and, most importantly, maintaining human health.

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PROJECT WORK AS NEW TECHNOLOGY IN LEARNING LANGUAGES

Annotation: This article is devoted to the effectiveness of the projects in the improvement of speaking and writing in teaching English. It is spoken that project work is very motivating for a number of reasons. One of the most important reasons is that project work is very active as students have to collect information, draw or cut out pictures, maps and diagrams, conduct interviews. Project work gives a clear sense of achievement, enabling all students to produce a worthwhile product. If someone follows these guidelines he (she) and his (her) students will find project work a successful and rewarding way of learning English.

Key words: Projects, effective means, motivating, communicative skills, information, self-discipline, cooperation, successful project, assessment, basic principles, integrated form, rewarding way.

Projects are used as effective means of improving their spoken and written English. They help the students to make progress in developing communicative skills. Project work is very motivating for a number of reasons. Firstly, it is very personal. The students are writing about their own lives- their house, their family, their town and so on. Secondly, project work is very active as students have to collect information, draw or cut out pictures, maps and diagrams, conduct interviews, etc. Lastly, project work gives a clear sense of achievement, enabling all students to produce a worthwhile product. It is, therefore, particularly suitable for the mixed-ability class. And project work is not just a rich learning experience in itself. Projects provide opportunities for students to use the language of the unit to write about their own lives. It might be achieved easily if project tasks are related to the same of each unit. Generally students find this kind of work to be interesting, useful and “such fun”. It is good to relax in groups sharing ideas. They get involved and they put in extra hours outside the class when previously the very mention of homework provoked outbursts of horror. It is necessary that students realize the importance of being informed. They are very ready to collaborate and they are much more fond of English. Although students tried to speak English throughout the project work in class this always works out.

Projects motivate students so much that it makes them not only work by themselves, but also be competitive in the use of language and what's better in the communicative skills. The most outstanding aspect is to see students working actively. The most successful is to discover that the very slow ones are working with enthusiasm and took an active part in the project. Project work also helps to make a foreign language more relevant, because students write about the things that are important in their own lives. This not only enables them to rehearse the language and encourages them to explore and express their own culture.

Project work is very much in tune with modern views about the purpose and nature of education. It encourages the important educational values of initiative independence, imagination, self-discipline and co-operation, it helps to develop a cross-curricular approach, because students bring the knowledge they gain in other subjects into the English class. Project work helps to develop useful research and study skills, such as using reference sources. It also provides good opportunities for creative translation work, taking ideas from source material in leaflets, maps, interviews and presenting them in English. Lastly it provides a chance to practice in a motivating context that most difficult of skills-writing.

Projects gave teachers an insight into what the students find interesting. Projects consist of the collection and processing of purely factual information and projects that depend on students' creative or imaginative abilities are preferable. One thing found about project work is that however badly it is managed, whatever blunders teacher make, the students always come back begging for more. It's very important to explain to students the basic objectives and benefits of project work, so that they realize it to be not a lark, non-serious entertainment, or an excuse for the teacher to do as little as possible.

One of the problems teachers face with is how to curb over-ambitious plans, knowing when to let students get carried away and when to step in and control. Teachers role in the project is consultative but on the whole it might get a bit bored and seem redundant particularly if the class is an exceptional from the point of view of group dynamics. One may not try to be too directive. However most students prefer directive interventions from their teachers.

The key to successful project work is preparation.

1.Preparing the classroom. Some basic materials and equipment (scissors, rulers, glue) are needed. Some reference books (a dictionary, a grammar book) are also necessary so that students can find or check words and expressions that they need.

2.Preparing the students. Before starting any project it is reasonable to discuss with the students how to tackle it. What materials will they need? Where will they get them?, etc. If the project requires a particular kind of activity, such as an interview, a graph or a chart, make sure the students know how to do it. Remember too, that learning how to do project work must include learning what

level of noise and general classroom discipline is acceptable. Project work is not an opportunity for students to do what they like.

3. Planning the process. How much time to devote to projects should be worked out. Not all the work needs to be done in class time. Obviously, if the project is a group task, some of it must be done in class, but a lot can be done at home. One also need to choose the best form of presentation.

Projects take more time and they shouldn't be planned at the end of term. It is reasonable to work with a reduced group as the time is the enemy for getting everything together. There are some difficulties at the very beginning of the project when it is presented, it is hard for students to understand the aim of the project. It is advisable to present number of options. Choose only one or two presentations each time. More will get boring. Some groups may work totally up from the teacher. This occurs due to their age and the training they receive at school. Students develop confidence in the manipulation of the language both oral and written. After they take over and organize the final product and they are very proud of the booklet they finally reduce. For students working in a non English paramount importance.

Providing students with lesson notes might work as good guide on project for them, and detailed guidance for teaching each activity as well. An important aspect of these notes is indicating where pair and group work can be usefully employed. The lesson notes indicate where you might use pairs or groups instead. In this way you can choose the most appropriate arrangement for your own situation. It colours the student' attitude to things like grammar and vocabulary, as they know they will need these things for their projects.

Project work can and should be assessed, but the form of assessment must reflect the nature and purposes of project work. There are two based principles for doing this effectively.

1. Project are a global, integrated form of communication. Language is only a part of the total project. So, it is not appropriate only to assess linguistic accuracy. As with creative writing, a wide-ranging profile kind of assessment is needed to give credit for content, research, creativity, neatness and clarity of presentation, effort, and so on.

2. A project should be a product to take pride in, so don't correct mistakes on the final project itself. It draws attention to the things that are wrong about the project over the things that are good. But feedback can still be given:

a) encourage the students to do a rough draft of their project. Correct this in your normal way. The students can then incorporate corrections in the final product.

b) if errors occur in the final product, correct them in pencil, on a separate sheet of paper or on a photocopy of the project.

If you follow these simple guidelines, you and your students will find project work a successful and rewarding way of learning English.

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SUPPLY CHAIN BUSINESS PROCESSES IN THE EXAMPLE OF BUSINESS INCUBATORS

Abstract Business incubators work in the development of small companies, manifesting themselves through the well-known poles or industrial parks, management and innovation centers, technological parks, etc. As a result of the research, the absence and ignorance, in the vast majority, of the application of these processes was observed.

Keywords: Business incubators, Supply chain, Business processes.

Introduction. While many companies are looking for alternatives to be competitive in the market, many others appear to intensify this dispute even more. Many factors influence these companies, among them the speed of change, technological innovations, economic moments characterizing crises and post-crises, and many others. This move can help or even affect companies. In this case, the most prepared can overcome adversity. Consequently, it can be said that those that manage to combine this preparation with technological innovation are more able to stand out or remain in the market. In turn, the accentuated process of globalization of the economy in the last decades, inserted a large part of Uzbekistan companies in the reality of competition on a global scale, especially of the so-called world class manufacturing. Thus, what really matters is how a market with a growing set of requirements is served with products and/or services. Also, in some industrial sectors, the globalization process significantly expanded the product offer, increasing the pressure to reduce prices and/or generating idle productive capacity. In this scenario, one of the competencies that has stood out the most in organizations is supply chain management (SCM - Supply Chain Management). In this management, the mastery of its business processes - disseminated by the studies of Lambert- is characterized as a potential tool for the construction of competitive advantages. Also, a movement perceived in some societies to encourage competitiveness and technological innovation has been the creation of development poles, and in this line, the so-called Business Incubators (BI) stand out as an alternative for preparing entrepreneurs to learn how to drive technological innovation and your business in a business environment marked by competition. The entrepreneur seeks the BI to discuss the feasibility of his business plan, or his ideas, what technological innovation is in the market and everything that concerns the financial, capital and resources to start a project. This business plan will be

evaluated by the BI management council, composed of representatives from each partner entity of the project, that is, by the entities that directly invest resources in the BI. Consequently, the study, by evaluating how these processes are or are not adopted by the companies participating in the BI, can contribute to the agents and bodies that operate this model of development agency. Also, it is important to highlight that there are few studies that link SC management with BI, and neglecting the importance of SC business processes in the development of a new business does not seem to be compatible with the intention to be competitive.

Methodology. The research will have an essentially exploratory approach. Exploratory research is carried out on a research problem or question when there is little or no previous study on the topic. According to these authors, the typical technique used in exploratory research is case studies, observation and historical analysis that can provide quantitative and qualitative data. The method for exploratory research is generally open and focuses on gathering a wide range of data and impressions. Therefore, the methodology adopted for this work is the study of a practical case.

In short, the moment was opportune to research the topic, and the relationship of the authors with the companies, for years, facilitated contacts, data collection and information. - Data collection, information and registration: it was carried out through interviews (guided by semi-structured questionnaires) and direct observations, transcribed by the authors during the research, with the BI and the 11 companies involved and their professionals.

The BI manager and all the entrepreneurs responsible for the companies participated directly in the research. Other professionals were consulted, observed, for being related to the operation of the companies, helping to highlight some actions and practices related to the theme. The method of conducting the questionnaire is described in the chapter regarding field research.

Bibliographic review. The intention of this review is to establish an understanding of the two main variables that conduct this research: Business processes in supply chains and business incubators. In a first step it is discussed about business processes in the supply chain, also called as component processes of the supply chain. In the second part, the vision about business incubator (BI) and its main characteristics is presented.

With the intention of understanding the supply chain business processes, identified by the Global Supply Chain Forum, almost 20 years ago, through the work of prof. Douglas M. Lambert (Lambert, 2010) carried out at Ohio State University, will briefly address the concept of SC and then the business processes discussed by the author. Supply Chain As put by Vivaldini and Pires (2010) in a simplified way, a Supply Chain can be defined as the processes involving suppliers-customers linking companies from the initial source of raw material to the point of consumption of the finished product. In turn, Christopher (1997) defines a supply chain as a set of organizations that are involved through

the connections downstream (downstream) and upstream (upstream) in the different processes and activities that produce value in the form of released products and services. to the final consumer. For the Supply-Chain Council, a supply chain covers all the efforts involved in the production and release of a final product, from the supplier's first supplier to the customer's last customer. For this entity, four basic processes define these efforts, which are Planning (Plan), Supply (Source), Making (Make) and Delivering (Delivery). The entity also works with a reverse process called Returns. As practically all definitions on the subject are convergent, in general terms a set of companies that are effectively responsible for obtaining, producing and releasing a certain product and / or service to the final customer can be considered as a supply chain.

Conclusion. Companies that are approved to settle in business incubators generally have an idea that is transformed into a project, but they have little financial resources and a low degree of information about administrative, accounting, and operational processes. These deficiencies are related to the main factor of existence of companies that is their product. In order to develop it and keep it on the market, in a competitive environment, it is important for its professionals and entrepreneurs to know the best practices in management, and especially the management of their supply chain, where the business processes presented by Lambert relate to the entire administrative and operational structure of a company, be it large or small. Based on the authors' observations, there was no visualization of training actions for BI administrators in processes related to supply chain management, focusing directly on business processes. It is also concluded that companies end up developing certain mechanisms to identify or solve problems related to their logistics and SC, such as, for example, in the distribution of their products and in the control of stock of raw materials, however they do so in a intuitive without knowledge or preparation for better solutions. Thus, the intention would be, since its acceptance, to identify its deficiencies in relation to this topic, and to be able to improve them in the course of the consultancy.

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THE IMPORTANCE OF PEDAGOGICAL SKILLS IN INCREASING THE CAPACITY OF EDUCATOR

Abstract: Being attentive to youth education is one of the most important tasks today. This task is entrusted to educators with a huge responsibility. A skilled educator is the most necessary Person of our society. In the article, we tried to enlighten the ways of developing pedagogical skills of educators on scientific grounds.

Keywords: young generation, upbringing, society, educator. pedagogical, pedagogical skill, skill development, pedagogical ability.

If the history of any society is associated with great ancestors and interpreted, the future is based on what kind of education the younger generation gives. Such a fact of life today serves as an important function of the state for educators and those responsible for the education of children yuklaydi. Va in the performance of this task requires educators to become a self-sacrificing owner of their profession. So what is the significance of this task and responsibility in the life of future specialists working in our country and preparing for the profession today?

What should be paid attention to when improving their professional skills? What importance should be attached to the preparation of teachers who have the most ambitious knowledge in accordance with the modern requirements and their productive use of Labor? We look for solutions to such problematic questions. The educator is the most important member of the society, which determines, first of all, the correct identification and analysis of problematic situations with a creative approach to the issue, independently increasing his knowledge and skills, being able to work independently in his chosen field, along with theoretical and practical knowledge, and being able to adapt quickly to the conditions, as one of the.

President Of The Republic Of Uzbekistan Mirziyoyev Shavkat Miromonovich. Today it is no secret that Mirziyoyev's education in the past years and at the present time, like every sphere, is focused on pre-school education, including education.

Especially in this regard, the development of the system of pre-school education organizations, the involvement of children in pre-school education organizations, the issue of schooling was considered one of the priority tasks of the state policy in the field of Education. First of all, favorable organizational and legal conditions have been created in our country for the upbringing of a harmonious generation

Therefore, the role of short-term preparatory groups in the preparation of children for school, which are not covered by pre-school educational organizations, is considered important. In short, the participation of educators is of great importance today in the development of children as generations that bring prosperity to our society, which are formed in every part of the educational system as a whole.

To perform the above tasks, each educator must have professional abilities, pedagogical skills. Pedagogical skill is the organization of all forms of the educational process in the most convenient and effective condition, directing them towards the goals of the fullness of personality, formation of the worldview and abilities of educators, instilling a tendency in them to the activities necessary for society. It is extremely important that the educator feels the multifaceted complex process of educating a person and takes a responsible approach to his work. While Professional knowledge pedagogical skills constitute the basis of tub. The peculiarity of Professional-pedagogical knowledge is that they should have a personal "tone" in each educator. On the basis of Professional knowledge, pedagogical prints and rules that form the basis of pedagogical behavior and behavior are formed. This creates printsips and rules based on each teacher's own experience. But it determines their legitimacy with the help of scientific knowledge. The achievement of pedagogical skills is carried out by certain personal qualities of the educator. A high level of pedagogical skill it represents the development of pedagogical activity, the acquisition of pedagogical techniques, as well as the pedagogical personality, his experience, civil and professional status.

As a category of pedagogical skills to its scientific foundations ega. So in recent years, scientific approaches have made it possible to draw the following conclusions regarding this situation.

Pedagogical skill is understood as a bright manifestation of individuality in professional activity. The category of pedagogical skill characterizes the individuality of a person from the point of view of professional activity. The peculiarity of pedagogical skills in current studies is concentrated in the following categories. These are pedagogical skills, innovation, style of activity, pedagogical technology, skill, pedagogical creativity, professional knowledge, innovative activity. Education educational work should be assessed at the highest level of the jöryönida and should not be found an educator who does not want to be recognized in all respects. To achieve this we call the realization of the dream a pedagogical skill.

If we sum up our word from the above points of view, this means that pedagogical skill arises, forms and emerges in a continuous process. First of all, the educator educates himself and successfully goes through this process and begins pedagogical activity. The necessity of being the leader of the team in which the pedagogical education process is organized while conducting the educational activity, first of all being a just, just and mature scholar of the chosen

field, characteristic of the pedagogical leader, is presented with evidence based on the work of our great-grandfather Abu Nasr Farabi “the city of virtuous people”. The future of the Great State, the education given to young people is the right of upbringing and depends on the exact organization. From this point of view, it is necessary that each person involved in this process constantly develops skills on his own.

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THE MAIN ROLE OF PILGRIMAGE IN THE TOURISM INDUSTRY AND ITS EFFECT TO THE ENVIRONMENT

Abstract: Pilgrimage tourism is the most economically viable foundation of many countries. This tourism not only creates vacancies for the population of countries where religious (pilgrimage) tourism is developed but also introduces the country to the world in terms of cultural activities and history.

The main purpose of this research is to determine exactly to what extent pilgrimage tourism is popular or not popular for people and to determine the level of development of this type of tourism in the conditions of Uzbekistan. A total of 60 people freely filled out the survey. All respondents were university students.

In study questions utilized five-scale Liker from 1 to 5. After taking the comes about made a table which shows the level of assertions with numerical information. There were more male respondents at that point female.

Although most of them were students between the ages of 19 and 26, they were not indifferent to religious tourism. (Table 2) In the questionnaire there is also a question, which is evaluated on a scale of 5, consisting of 5 points.

The online survey process shows that if we look at it from the perspective of our state, many students have religious concepts and great respect is shown in terms of tolerance for each religion.

Keywords: Pilgrimage, religious tourism, history, culture, religious events.

Introduction

Pilgrimage tourism differs from other types of tourism in that people visit it with a different outlook on life to enrich their spiritual world.

In the field of religious tourism, religious tourism is practised with respect for the religious concepts of other peoples to open a new world for them, with

the interest not only of those who worship the same religion or representatives of that religion but also of other religions. If we take the example of India, for instance, there are not only Muslims or Krishnoids but also others.

You can witness the interest of the representatives of the European state in Indian Vedic astrology and Sadhguru concepts by practising yoga and spiritual purification by eating in various Keto system. (Ano GG, Vasconcelles EB. Religious coping and psychological adjustment to stress a meta-analysis. J Clin Psychol. 2005 Apr;61(4):461-80. DOI: 10.1002/jclp.20049. PMID: 15503316.) A person is surprised by the fact that among the pilgrims there are people who do not represent the same religion, and there are also tourists who are interested in visiting the culture of another religion and its religious monuments. During the online survey, we were so convinced that in fact, people in the Muslim religion had an interest in seeing people entering churches, while in the Christian religion had an interest in seeing Muslims entering places of worship. (Table2.)

But due to pandemic conditions over the past year, there have been disruptions in the tourism industry and people have not been able to access even the types of religious tourism. Pilgrimage tourism has declined sharply by 90-95% in the first six months of the pandemic.

(Mróz F. The Impact of COVID-19 on Pilgrimages and Religious Tourism in Europe During the First Six Months of the Pandemic. J Relig Health. 2021 Apr;60(2):625-645. DOI: 10.1007/s10943-021-01201-0. Epub 2021 Feb 21. PMID: 33611686; PMCID: PMC7896876.)

At the same time, not only the direction of pilgrimage tourism but also long-term livelihoods have been disrupted in the industry all over the world.

But still, the tourism industry is slowly recovering and starting to work with strategies that are completely new after the pandemic period.

Given that the majority of religious tourism is made up of people in their 50s and 60s, great attention is paid to this type of tourism and for older travellers, every detail is taken into account. (Mróz F. The Impact of COVID-19 on Pilgrimages and Religious Tourism in Europe During the First Six Months of the Pandemic. J Relig Health. 2021 Apr;60(2):625-645. DOI: 10.1007/s10943-021-01201-0. Epub 2021 Feb 21. PMID:33611686; PMCID: PMC7896876.)

Walking, aeroplane and flying flights, in general, are all naturally tiring for any person who is on a pilgrimage journey. They should be given as much comfort as possible. And with older tourists, such amenities must have been thought out in advance. Vigilance is also very important to prevent any situation.

Literature review

Religious tourism states that the distinguishing aspects of heritage tourism also include a portion of cultural tourism. During the visit, visitors learn the ancient traditions that passed from generation to generation, which they did not know, as well as cultural and spiritual recreation. (Navajas-Romero V, Hernández-Rojas RD, Hidalgo-Fernández A, Jimber Del Rio JA. Tourist loyalty

and mosque tourism: The case of the Mosque-Cathedral in Córdoba (Spain). PLoS One. 2020 Dec 1;15(12):e0242866. DOI: 10.1371/journal.pone.0242866. PMID: 33259515; PMCID: PMC7707557.) During another research, they will be able to interpret the subject of religion based on the peer to peer scheme with a better understanding of the form of mosaics among children aged 12 - 15. They use LCA analysis during this research. The result shows that children influence each other's religious mosaics, but children do not lead them to choose friends for themselves in this order. (Adams J, Schaefer DR, Ettekal AV. Crafting Mosaics: Person-Centered Religious Influence and Selection in Adolescent Friendships. J Sci Study Relig. 2020 Mar;59(1):39-61. DOI: 10.1111/jssr.12638. Epub 2020 Jan 23. PMID: 32831393; PMCID: PMC7430555.) The reason for this pondering was to summarize the comes about of considers on devout adapting strategies and to evaluate their adequacy for individuals confronting unpleasant circumstances. A meta-analysis of 49 significant things with a total impact of 105 was conducted to measure the relationship between devout adapting and mental adjustment to stretch. Four sorts of connections were considered: positive devout adapting with positive mental alteration, positive devout adapting with negative mental alteration, negative devout adapting with positive mental alteration, and negative devout adapting with a negative mental alteration. The comes about of the consider by and large affirmed the theories that positive and negative shapes of devout adapting are related with positive and negative mental adjustment to push, separately. The results of the gotten come about and their confinements are talked about. The comes about of the think about by and large affirmed the hypothesis. (Ano GG, Vasconcelles EB. Religious coping and psychological adjustment to stress a meta-analysis. J Clin Psychol. 2005 Apr;61(4):461-80. DOI: 10.1002/jclp.20049. PMID: 15503316.)

Methodology

Analyzing the internship survey, 60 university students voted.

All participants allowed to inform the questionnaire voluntarily. During the Research, we organized google Forms and carried out online surveys using the social network telegram sent. This survey used Likert's five-point scale (from strongly disagree to strongly agree). And mainly numerical data used to present study objects in quantitative research. Sample size and percentages of the Likert- scale was demonstrated with a table. (Table2.)

Results and discussions

Most of the number of voters is made up of male people. 63.3 fault of the voters belongs to the male population, while the number of men is 60 from 38 people. While women accounted for 36.7% of the total number, all of them were women, 22 out of 60.

To compare the constant level, the answers divided into three (participants who agreed to the survey questions A1, who disagreed A2, and who was neutral A3) based on the Likert scale. Most of them have a lot of information on pilgrimage (religious tourism) and the survey revealed that among the students

there are relatives of their family members and parents who have travelled on religious tourism.

Table 1.

Information of the respondents. % N-60 students	
Gender Male 38 63.3% Female. 22 36.7%	
Age. (18-26)	Frequency
18-20 21-22 22-23 24-26	12 (20%) 21 (35%) 8 (13,3%) 19 (31,7%)
Education level Undergraduate Diploma/certificate	60 (100%)

Students were selected between the ages of 18 - 26. Most of them are students aged 21 - 22 and older.

Table 2.

Questionnaire.	1	2	3	4	5
Religious tourism is much safer than other types of tourism.	8	23	15	10	4
Religious tourism is also visited by tourists from other religions.	7	14	23	8	8
<i>Religious tourism is a type of travel that requires a lot of money.</i>	5	12	25	11	7
Pilgrimage developed countries are historically and culturally stable.	10	19	13	13	5
Only older people are interested in religious tourism.	9	24	11	9	7
Religious events develop the healthism ideology, behavior, and protection.	9	31	10	7	3
Religious tourism is the most difficult type of business in terms of	8	19	23	9	1

business among other types of tourism.					
Famous religious and cultural events advertise the country.	5	32	22	1	0
Among the tourists, representatives of other religions in the area of pilgrimage always meet and express their own warmth.	11	23	13	9	4
Total:	72	197	155	77	39

Table 2. Indicates the numerical results of the questionnaire.

Data demonstrated in percentage. Strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5) In this survey, 60 people voted and 40.9% positively answered many questions. 14.2% of people gave their assessments in terms of dissatisfaction.

The first statement shows that 23 of voters said religious tourism was safer than other types of tourism, such as extreme tourism and others. Because one of my questions to me is whether you or your close relatives have travelled on this type of tourism? When we asked, 22 of them answered yes. It follows that they have witnessed at least some of this type of travel. The responses I received from the online survey were much more effective than the examples I saw in other types. Because you can get real examples through the survey.

Again, most students chose a neutral answer to my questions that only older tourists participate in this type of tourism and that representatives of other religions may also be interested in religious tourism.

Our state can also be a good example for mainly religious tourism.

Pilgrimage tourism has also been established in our country, and it is now a progressive destination as domesticated tourism. We have many such places of pilgrimage, mainly because our ancient monuments are closely connected with our religion.

For instance, in Bukhara and Fergana regions alone, there are shrines visited by more than a thousand sheikhs, many of which have been reconstructed.

Conclusion

Briefly saying among the votes, the most selected votes were (174) agree and (142) neutral votes. This may refer us to the notion that the survey was positively superior. In religious tourism, friendly relations between nations are established. This can be a good foundation for people to interact with each other. It is obvious that many people all over the world are interested in religious tourism and that the places of pilgrimage are also wonderful in attracting people of their own.

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GOOGLE ILOVASINING, IMKONIYATLARIDAN FOYDALANIB ONLINE TEST OLISH IMKONIYAT

Annotatsiya: Ushbu maqolaning mazmuni, mohiyati shundan iboratki, bugungi kunda masofadan turib ta'lim olayotgan talabalarimizning oraliq nazorat testlarini, joriy nazorat testlarini va yakuniy nazorat testlarini, online topshirishda google ilovasini o'rni.

Kalit so'zlari: Texnologiyalar, axborot, masofaviy o'qitish, resurslar, manbalar, aloqa, olimpiadalar.

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OPPORTUNITY TO TAKE AN ONLINE TEST USING THE GOOGLE APPLICATION

Annotation: The content and significance of this article is that intermediate control tests of our students who are distance studying today, current control tests.

Keywords: Technology, information, distance learning, resources, resources, communications, Olympiads.

Rivojlanib borayotgan bugungi kunda respublikamizda o'qitish texnologiyalarini zamonaviylashtirishni jadallashtirish rivojlangan iqtisodiyotli mamlakatlarga qaraganda yanada dolzarb ahamiyatga ega. Chunki hozirgi kunda milliy ta'lim tizimining salohiyati iqtisodiy rivojlanishning yanada yuqori pog'onasiga ko'tarilishga amaliy imkoniyat ta'minlovchi asosiy ijtimoiy resurs sifatida gavdalanadi. Respublikamiz ta'lim tizimidagi asosiy vazifa jahon talablariga mos keluvchi axborot texnologiyalarini o'qitish jarayoniga qo'llashdan iborat. O'zbekistonda ta'lim tizimining axborotlashtirilishi xalqaro hamjamiyatda ham tan olindi. Masofaviy ta'limni rivojlantirish bo'yicha bir qator dasturlar ishlab chiqilmoqda. Iqtisodiyot va jamiyatda islohotlarning o'tkazilishi natijasida o'quv jarayonining zahira hajmini keskin oshirish bo'yicha yangi talablar qo'yildi.

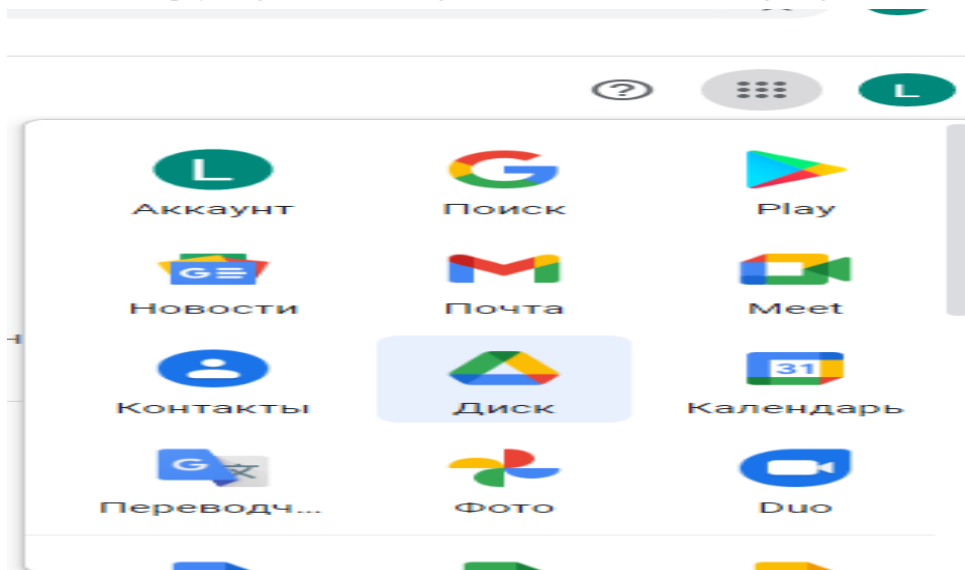
Ayni damda axborot eng asosiy ishlab chiqaruvchi resurslardan biriga, iqtisodiyot va umuman jamiyatning rivojlanish poydevoriga aylanmoqda. Yangi

axborot-kommunikatsion texnologiyalar hozirgi kunda yeng dolzarb mavzulardan biri bo'lib kelmoqda, sababi har bir sohani o'rganish, izlanish va tajriba orrtirish uchun turli usullardan foydalanish kerak bo'ladi. Shuning uchun yangi axborot kommunikatsion texnologiyalardan foydalanish maqsadga muvofiqdir. Respublikamizda olib borilayotgan islohotlarning tarkibida yuqori malakali mutaxasislarning roli benihoya kattadir. Birinchi Prezidentimiz ta'kidlaganidek, "Ertangi kun yangicha fikrlay oladigan zamonaviy bilimga ega bo'lgan yuksak malakali mutaxasislarni talab etadi". Shu sababli xalqimizning boy intellektual merosi va umumbashariy qadriyatlari, zamonaviy madaniyat, iqtisodiyot, fan, texnika va texnologiyalar asosida yuksak mutaxasislar tayyorlash tizimi ishlab chiqildi va jadal sur'atlar bilan hayotga tadbiq etilmoqda [1].

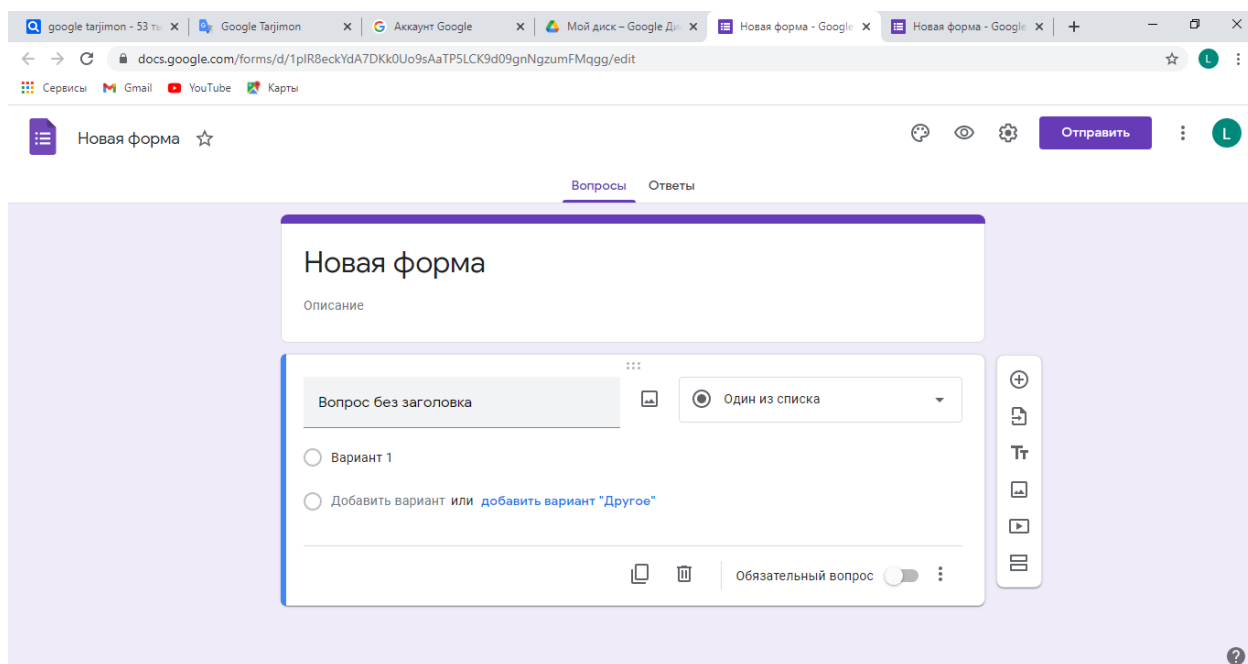
(1-rasm)

Ushbu maqolamning mazmuni shundan iboratki, masofadan turib o'qiyotgan talabalarimiz oraliq, joriy, yakuniy nazorot ishlarini Google ilovasi imkoniyati yordamida masofadan turib yani online topshirish imkonini yaratib beradi.

Biz uni quydagicha amalga oshiramiz. Biz google akkauntga ega



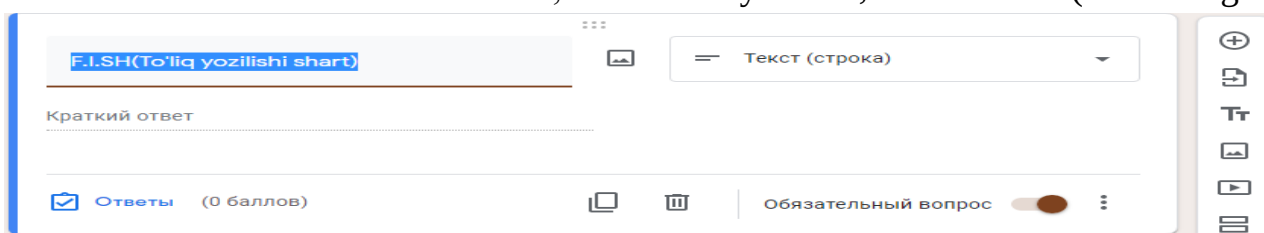
bo'lishimiz shart va googleni ishga tushuramiz va google diskdan foydalanamiz. (1-rasm)



(2-rasm)

Google diskning **Создать** bo'limidan **google формы** bo'limi tanlanadi va quydagi ko'rinishga ega bo'lamiz.(2-rasm)

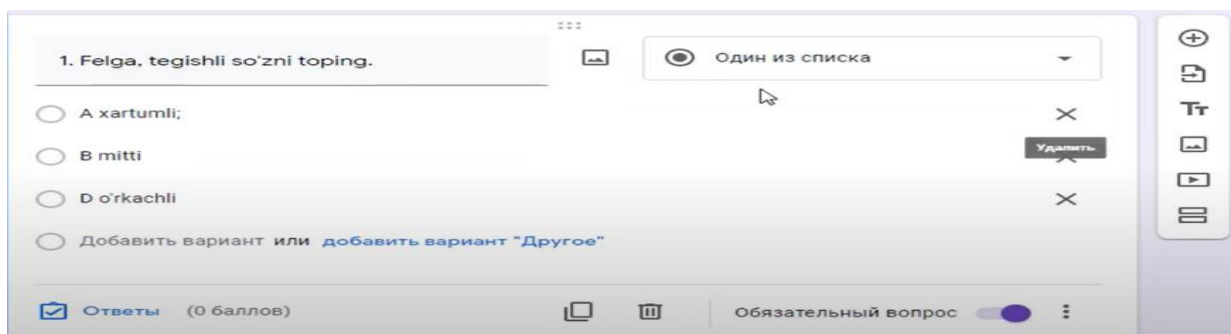
• **Новая форма** bo'limiga nom beriladi, yakuniy,oraliq,yoki joriy nazorat ishlari bo'lishi mumkin,описание yoziladi,misol uchun(talabaning



o'zlashtirish balli) .

• **Вопрос без заголовка** satriga talabaning F.I.SH to'liq yozilishini taminlab beramiz va **Текст (stroka)** buyrug'ini tanlaymiz va **обязательный вопрос** buyrug'ini yoqib qo'yamiz.

• Endi ekranimizdagi (+) belgisi yordamida savol kiritishni boshlaymiz va ochilgan yangi obyektдан **вопрос** bo'limiga savolni kiritamiz.



Dasturning **настройки** bo'limiga kirib тесты bo'limidan test bo'limini yoqib qo'yamiz va soxranit bo'limi bosiladi.

Endi **ответы** bo'limi tanlanadi va bu yerdan to'g'ri javob belgilanadi va bitta to'g'ri javobga ijrochi tamonidan ball beriladi va **ГОТОВО** tugmasi bosiladi va testimiz tayyor holatda bo'ladi.

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CHOOSE TYPES OF TRANSPORT AND IMPROVE THEIR COOPERATION IN THE PROCESS OF DELIVERY OF CARGO

Annotation: The article shows the types of transport during the delivery of goods, their current transport status and the selection of optimal options for quality service methods during delivery after receipt of products. Factors that cause long-term delays in the delivery of goods have been identified, and measures and proposals have been developed to eliminate them. In addition, the process of cargo delivery was analyzed and proposals were made for the construction of common logistics centers that will serve all modes of transport to ensure the cooperation of modes of transport in overcoming the shortcomings of the existing system.

Keywords: Types of transport, delivery of goods, forms of transportation, cargo turnover, economic indicators, transport status, general logistics center, unified transport policy, control in the field of transport, single purpose, single transport document.

Nowadays, the need for transportation for passengers and carriers around the world is increasing day by day. To meet this demand, additional measures are being developed and implemented in each mode of transport. [1]

The Ministry of Transport is the working body for the development and implementation of a unified state policy in the field of development of cooperation between road, rail, air and river transport. Implementation of a single tariff policy in the field of transport by the Ministry of Transport to the relevant organizations on modes of transport; development of proposals for the development of international transport corridors, improvement of the logistics system and reduction of costs for business entities in the use of transport and logistics services; development of a unified state transport policy; control in the field of transport; A number of key tasks have been assigned, such as ensuring

the national interests of the Republic of Uzbekistan in the world market of transport services. Performing these tasks makes the work of transport users much easier.

Carrying out operations for the transportation of goods in different types of transport, taking into account the technical and economic characteristics, will further increase efficiency.

An important part of logistics operations on the material flow route is carried out using various means of transport. The most important aspects for customers using transportation are that the right amount of goods can be transported to the right point, at the right time, with the optimal route and the lowest cost.

When choosing a mode of transport for the transport of a particular product, information about the characteristics of different types of transport is collected and transportation processes are organized. The disadvantages and advantages of road, rail, water, pipeline and air transport will be analyzed from a logistical point of view and the choice of mode of transport will be considered.

The issue of choosing the type of transport is solved in connection with the organization and maintenance of the most convenient level of logistics stocks, the choice of type of packaging and wrapping, and other similar issues.

Transport participates in various technological processes, performs the functions of the logistics system and acts as an independent transport sector of logistics. If we look at the statistics, we can see that the volume of cargo and cargo turnover in our country is growing from year to year (Table 1). Given the analysis of freight flow growth, it is important to improve modern transportation methods to meet the demand for vehicles.

Economic growth indicators	Unit of measurement	2016	2020	2025	2030
Cargo volumes in all modes of transport	mln.t	1603,5	1841	2132	2797
For examples :					
car		1473,7	1680	1949	2570
air		0,03	0,04	0,05	0,07
pipe		62,2	80	95	105
railway		67,6	81	88	122
In it:					
- cal	mln.t	3,7	5,5	6,6	7,8
- oil loads		10,7	12,8	14,8	16,3
- ferrous metal, ore		7,2	7,6	8,4	9,7

- mineral fertilizers		4,4	5,5	7,2	9
- building materials		10	12,8	14	16
- cement		5,5	6	7,6	10
- forest loads		0,02	0,02	0,02	0,02
- raw cotton and fiber		0,5	0,5	0,5	0,5
grain and cereals		1,3	1,8	2,4	3,6
other cargo		24,3	28,7	26,5	49,1
Freight turnover performed on all modes of transport	bilion. tkm	88	106	128	162
Шу жумладан:					
car		36	40,7	47,6	57,5
air		0,2	0,3	0,4	0,5
pipe		28,9	37	50	55
railway		22,9	28	30	34

Table 1. Analysis of load current growth.



Figure 1. Analysis of cargo volumes in all modes of transport, mln.t..

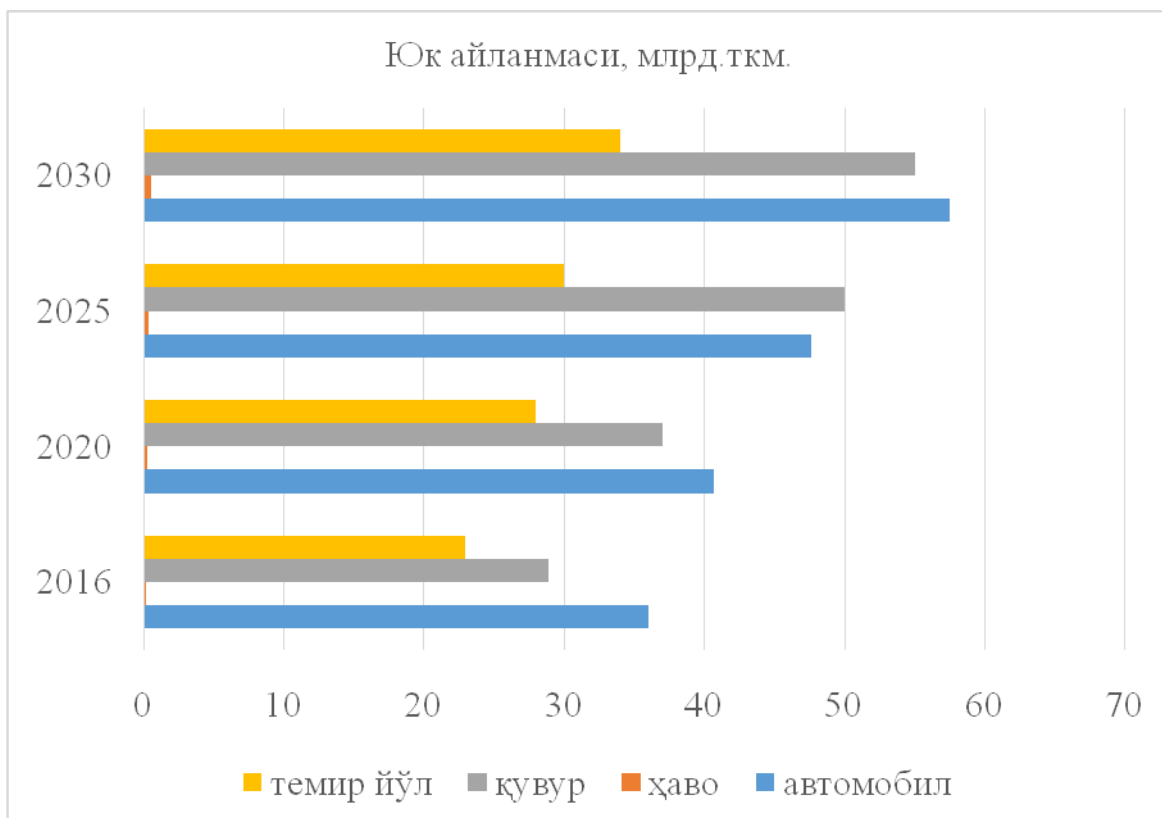


Figure 2. Cargo turnover analysis, bln.tkm.



Figure 3. Most transported cargo

If we pay attention to the above data, the largest part of the volume of transported cargoes constitutes the main branches of industry. Consequently, the unsatisfied demand for cargo transportation has a negative impact on the country's economy. Passenger and cargo transportation is carried out by different types of transport, which work together in a single destination.

In the current period of deep and large-scale economic reforms in Uzbekistan, the transport sector is becoming increasingly important. The main task of transport is to fully meet all the needs of the population and economic

entities for transportation, timely and quality transportation, ensuring the efficient and regular operation of the transport system. [2]

Transport, especially railway transport, plays a very important role in the life of any society and remains one of the key factors in shaping its state borders, domestic and foreign markets. Transport unites all sectors of the economy, production and economic sectors

Railway and road transport are the leaders in terms of freight traffic by modes of transport. With this in mind, it is important to make effective use of the advantages of railway and road transport and to overcome the existing shortcomings.

Compared to other modes of transport, railways have less negative impact on the environment and energy consumption of transport operations is low. At the same time, the share of fuel, depreciation costs, taxes and fees in the cost structure is several times higher, and the share of drivers' wages, which is the most effective means of incentives, is less than 3 times. [3]

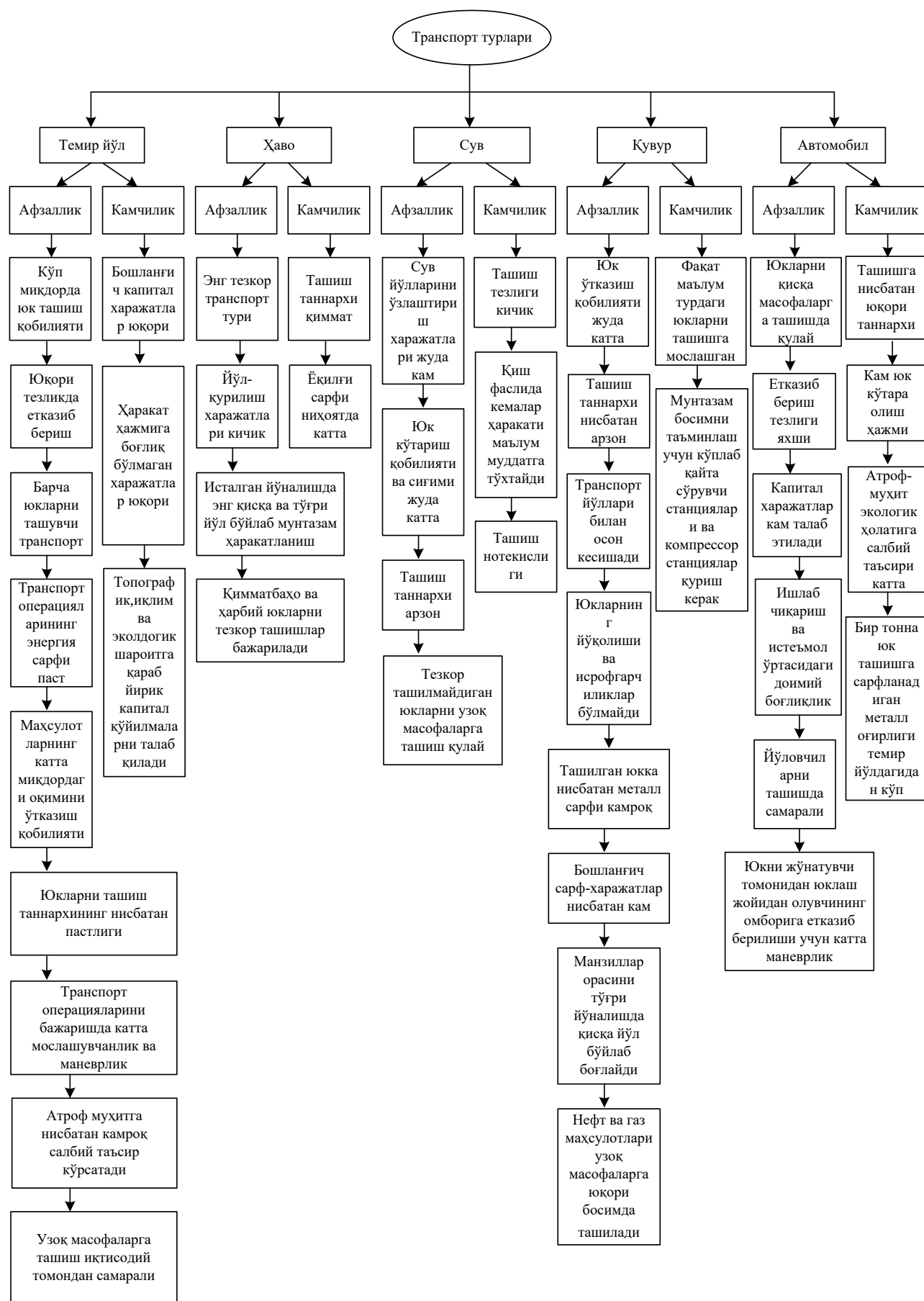


Table 1. Advantages and disadvantages of modes of transport.

Analyzing the advantages and disadvantages of modes of transport, all modes of transport have advantages and disadvantages over other modes of transport in certain categories.

The distribution of transport operations between modes of transport depends on many factors, the availability of this mode of transport in the regions and their feasibility.

The cost of transportation, the need for capital investment, the quality, speed, regularity, convenience of transportation, maintenance of cargo status, carrying capacity, labor productivity, metal and fuel consumption are of great importance.

The cost of transportation by rail is low, 3-5 times lower than by road and 12-15 times lower than by air. Compared to other modes of transport, railways have less negative impact on the environment, ecological situation and energy consumption of the transportation process. The speed of transporting goods over short distances by road is much higher than that of transporting goods by rail and water. The cost of developing waterways is very low, and the carrying capacity and capacity of watercraft is very large.

One of the important features of air transport is the ability to quickly establish regular connections between the desired routes along the shortest and most direct route. The initial capital expenditure on pipeline transport is about twice as low as on road and rail. As with other modes of transport, there will be no loss of cargo and no waste. The load capacity of the pipes is very large, and in practice the amount of oil pumped through the pipes of 720-820 mm is equal to the capacity of single-track railways. [4]

One of the most pressing issues today is to ensure their interoperability by taking full advantage of the advantages of each mode of transport. Fulfillment of these tasks will create great opportunities for meeting the needs of passengers, providing them with convenience and overcoming the existing problems in the transportation of goods.

In short, the logistics center for the selection of the type of transport should have information on the technical and economic characteristics of different modes of transport and the availability of a single operator for the transport process, a single transport document, a single tariff rate, the central scheme of the series participants should ensure uniform and high responsibility for the load. To overcome the above-mentioned problems and ensure the cooperation of modes of transport, it is necessary to build common logistics centers that will serve all modes of transport.

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SELECTION OF THE OPTIMAL METHOD FOR CALCULATING SHORT-CIRCUIT CURRENT IN ELECTRICAL EQUIPMENT

Annotation: The article considers three methods of calculating short circuits in electrical equipment, based on which the use of the first method in calculations is the most optimal option, and in cases where the data of electrical equipment is incomplete and the first and third recommended methods can be used to approximate the calculation of short circuit current.

Keywords: short-circuit current, short-circuit calculation methods, periodic components, prefabricated bus, maximum current protection, differential protection.

INTRODUCTION

During the operation of power stations and power lines, various types of short circuits and short circuits occur, causing the operation of electrical equipment or power system to malfunction.

Many faults in alternating current intermediate substations result in short-circuits between the phases and the ground. The main causes of damage include insulation damage, wear, overvoltage, service errors of service personnel (disconnection of the circuit breaker under voltage, supply of voltage in the presence of a short circuit, etc.).

All damage occurs and occurs as a result of defects and imperfections of the devices, improper installation, incorrect design, unsatisfactory and improper maintenance of the device, malfunction of the device. Various short circuits are a dangerous process that can damage the electrical system. In the event of a short circuit, the power supply of the source, transformer or lines will be interconnected.

As a result of the increase in current during a short circuit, the amount of voltage in the elements of the power system decreases. This in turn leads to a voltage drop at all points on the power line. Maximum current protection, differential protection is used to protect electrical equipment from short-circuit currents.

Methods

In electrical equipment with a voltage of up to 1 kV, short-circuit current has a slightly larger value, so their electrodynamic and thermal resistance is one of the main factors in the selection of electrical equipment and wires. Different methods of calculating short-circuit current are used in electrical devices of this type.

It is necessary to determine the short-circuit current of the bus with a voltage of 0.4 kV at the traction substation. Based on the data provided, we test the short-circuit current of a 0.4 kV bus in three different ways and compare them.

Data provided: Connection diagram of TMZ 630/10 coils $I_k^{(3)} = 10 \text{ кА Y/Y}_0 - 12$. $u_k = 5,5\%$, $\Delta P_{кт} = 7,6 \text{ кВт}$, $\Delta P_{сн} = 1,3 \text{ кВт}$.

Synchronous motor: PH / SH = 132/162 kW / kVA, IH = 247 A, IP = 4.5 · IH, 0.4 kV voltage cable AVVG 3150, L = 85 m.

The first method of calculating short circuits in electrical equipment is defined as:

a) for high accuracy of calculation, the complete elements of the circuit are assumed to be active and inductive resistances, and if the circuit resistances consist of the same active or inductive resistances, the total resistance of the circuit is assumed to decrease by not less than 10%;

b) the effect of short-circuit current in synchronous compensators, synchronous and asynchronous motors with a capacity of more than 100 kW is taken into account;

c) all sources of electric power are phase-compatible;

g) the periodic components of the short-circuit current are taken to be constant, ie during a short-circuit the voltage remains in the nominal state and at the same time the power is infinitely large;

d) the specified units are used in the calculation of the short-circuit current and the unit of measurement of the resistance of the short-circuit circuit is taken as milliOhm (mOhm);

e) the rated voltage is assumed to be 5% higher than the rated network (0.23; 0.4; 0.69 kV).

The calculation diagram shows the network parameters. That is, the voltage of the upper side of the transformer (Ikz, F, L), the rated power of the transformer, the wiring diagram of the windings and the network parameter U < 1000 V (line length, cross-sectional area of the wire, etc.) are indicated.

1. The value of the three-phase short-circuit current component of the short-circuit point 1 is determined as follows:

$$I_{K1}^{(3)} = \frac{U_b \cdot 10^3}{\sqrt{3} \cdot \sqrt{r_{1\pi}^2 + X_{1\pi}^2}} = \frac{0,4 \cdot 10^3}{\sqrt{3} \cdot \sqrt{10,1^2 + 14,48^2}} = 13,1 \text{ кА},$$

2. The shock current of a three-phase short circuit

$$i_s = \sqrt{2} \cdot 1,11 \cdot 13,1 = 20,53 \text{ кА}.$$

3. Two-phase short-circuit current at point 1 short-circuit

$$I_{K1}^{(2)} = \frac{U_b \cdot 10^3}{\sqrt{(2 \cdot r_{1\Sigma})^2 + (2 \cdot X_{1\Sigma})^2}} = \frac{0,4 \cdot 10^3}{\sqrt{20,2^2 + 28,96^2}} = 11,3 \text{ кА},$$

4. Single phase short circuit current

$$I_{K1}^{(1)} = \frac{\sqrt{3} \cdot U_b \cdot 10^3}{\sqrt{(2 \cdot r_{1\Sigma} + r_{0\Sigma})^2 + (2 \cdot X_{1\Sigma} + X_{0\Sigma})^2}} = \frac{\sqrt{3} \cdot 0,4 \cdot 10^3}{\sqrt{57,5^2 + 125,16^2}} = 5,03 \text{ кА},$$

5. Current flowing through a synchronous motor

$$I_{\text{кд}}'' = \frac{E_d'' \cdot 10^3}{\sqrt{3} \cdot \sqrt{R_\Sigma^2 + X_\Sigma^2}} = \frac{1,05 \cdot 0,38 \cdot 10^3}{\sqrt{3} \cdot \sqrt{29,71^2 + 81,16^2}} = 2,67 \text{ кА}$$

6. The second short-circuit current at short-circuit point

$$I_{K2}^{(1)} = \frac{\sqrt{3} \cdot U_b}{Z_{\text{кт}}} = \frac{\sqrt{3} \cdot 380}{153,4} = 4,29 \text{ кА}.$$

The second method of calculating short circuits in electrical equipment allows the following:

- a) ignoring the magnetization of the transformer;
- b) ignoring the saturation in the magnetic system of the electric machine;
- c) selection of the transformer conversion factor in accordance with the rated average voltage. The following nominal average voltages can be used for this: 37; 24; 20; 15.75; 13.8; 10.5; 6.3; 3.15; 0.69; 0.525; 0.4; 0.23 kV;
- g) to take into account that the sum of the total currents of asynchronous and synchronous motors during a short circuit is more than 1% of the initial value of the periodic current generator.

In the second method of calculating the short circuit in electrical equipment, as in the first method, the short-circuit currents at points 1 and 2, the current flowing through the synchronous motor, the single-phase short-circuit current and the three-phase short-circuit current are arcs and arcs determined separately for the processes.

The third method of calculating the short circuit in electrical equipment up to 1 kV allows to determine the minimum and maximum values of the short-circuit current:

- a) a short circuit may occur at a greater distance from the generator;
- b) it is assumed that the value of the active resistance of the circuit and the source voltage do not change during a short circuit;
- c) the contact resistances of the various elements in the circuit at the point of short circuit are not taken into account;
- g) the effect of capacitance and active conductivity of the passive element in the short circuit is not taken into account.

In the third method, too, short-circuit currents are determined based on conditions such as the two methods described above.

Comparison of short circuit current calculation

Method 1.		13,1	20,5	11,3	5,03	2,67	4,29
Method 2.	The bow is not taken into account	15,6	33,0	13,5	5,31	2,65	4,29
	The bow is not taken into account	10,6	15,4	10,7	3,08	2,31	3,11
Method 3.		15,5	33,5	13,4	5,3		4,08

The reliability of the calculation of short-circuit current in electrical equipment with a voltage of 1 kV and above depends on taking into account the total resistance of the short-circuit circuit and how accurately it is evaluated.

From the data given in the table above, it can be seen that taking into account the arc resistance has a significant effect on the magnitude of the short-circuit current. The value of three-phase, two-phase and single-phase short-circuit current, taking into account the arc resistance, reduces the short-circuit current by 32%, 20% and 27.5%, respectively. The value of the three-phase short-circuit pulse current, taking into account the arc resistance, is 53% smaller than the value excluding the arc resistance.

The first method proposed considers the resistance of the arc through the sum of the total transient process resistances. As a result, the calculation of the short-circuit current is simplified, but the value of the short-circuit current is 24%, 5.2% and 63.3% smaller than the three-phase, two-phase and single-phase short-circuit current, respectively, calculated in the proposed second method.

From the first and second methods of calculating the short-circuit current, it can be seen that the total current in the electrical device increases from 17.4% to 20.3% from the component of the initial current in the busbar.

The proposed third method does not take into account a number of factors that affect the magnitude of the short-circuit current, so this method is used to determine the maximum value of the short-circuit current.

From a comparison of the short-circuit current calculations, it can be seen that the value of the short-circuit current calculated by the third recommended method is approximately equal to the value of the short-circuit current determined by arc resistance in the second recommended method.

Conclusion

In conclusion from the above, it is preferable to calculate the short-circuit current at voltages up to 1 kV and above 1 kV by the second recommended method when there is complete information on electrical equipment. This leads to a reduction in the number of accidents that occur in the power supply system.

However, in cases where the data of electrical equipment is incomplete and in order to approximate the calculation of short-circuit current, the first and third recommended methods can also be used.

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ENZYME STRUCTURE AND FUNCTION

Annotation: The article provides information on the general characteristics, properties and important features of proteins, their elemental composition, methods of purification.

Keywords: Protein, peptide, monomer, biocatalyst, hormone, denaturation, grinding, ultrasound, homogenizer, extraction.

By the late 17th and early 18th centuries, the digestion of meat by stomach secretions and the conversion of starch to sugars by plant extracts and saliva were known but the mechanisms by which these occurred had not been identified.^[8]

French chemist Anselme Payen was the first to discover an enzyme, diastase, in 1833.^[1] A few decades later, when studying the fermentation of sugar to alcohol by yeast, Louis Pasteur concluded that this fermentation was caused by a vital force contained within the yeast cells called "ferments", which were thought to function only within living organisms. He wrote that "alcoholic fermentation is an act correlated with the life and organization of the yeast cells, not with the death or putrefaction of the cells."^[2]

In 1877, German physiologist Wilhelm Kühne (1837–1900) first used the term *enzyme*, which comes from Greek ἐνζυμων, "leavened" or "in yeast", to describe this process.^[3] The word *enzyme* was used later to refer to nonliving substances such as pepsin, and the word *ferment* was used to refer to chemical activity produced by living organisms.^[4]

Eduard Buchner submitted his first paper on the study of yeast extracts in 1897. In a series of experiments at the University of Berlin, he found that sugar was fermented by yeast extracts even when there were no living yeast cells in the mixture.^[5] He named the enzyme that brought about the fermentation of sucrose "zymase". In 1907, he received the Nobel Prize in Chemistry for "his discovery of cell-free fermentation". Following Buchner's example, enzymes are usually named according to the reaction they carry out: the suffix *-ase* is combined with the name of the substrate (e.g., lactase is the enzyme that cleaves lactose) or to the type of reaction (e.g., DNA polymerase forms DNA polymers).^[15]

The biochemical identity of enzymes was still unknown in the early 1900s. Many scientists observed that enzymatic activity was associated with proteins, but others (such as Nobel laureate Richard Willstätter) argued that proteins were merely carriers for the true enzymes and that proteins *per se* were incapable of catalysis.^[16] In 1926, James B. Sumner showed that the

enzyme urease was a pure protein and crystallized it; he did likewise for the enzyme catalase in 1937. The conclusion that pure proteins can be enzymes was definitively demonstrated by John Howard Northrop and Wendell Meredith Stanley, who worked on the digestive enzymes pepsin (1930), trypsin and chymotrypsin. These three scientists were awarded the 1946 Nobel Prize in Chemistry.^[6]

The discovery that enzymes could be crystallized eventually allowed their structures to be solved by x-ray crystallography. This was first done for lysozyme, an enzyme found in tears, saliva and egg whites that digests the coating of some bacteria; the structure was solved by a group led by David Chilton Phillips and published in 1965.^[18] This high-resolution structure of lysozyme marked the beginning of the field of structural biology and the effort to understand how enzymes work at an atomic level of detail.^[7]

Enzymes can be classified by two main criteria: either amino acid sequence similarity (and thus evolutionary relationship) or enzymatic activity.

Enzyme activity. An enzyme's name is often derived from its substrate or the chemical reaction it catalyzes, with the word ending in *-ase*. Examples are lactase, alcohol dehydrogenase and DNA polymerase. Different enzymes that catalyze the same chemical reaction are called isozymes.

The International Union of Biochemistry and Molecular Biology have developed a nomenclature for enzymes, the EC numbers (for "Enzyme Commission"). Each enzyme is described by "EC" followed by a sequence of four numbers which represent the hierarchy of enzymatic activity (from very general to very specific). That is, the first number broadly classifies the enzyme based on its mechanism while the other digits add more and more specificity.^[8]

The top-level classification is:

- EC 1, Oxidoreductases: catalyze oxidation/reduction reactions
- EC 2, Transferases: transfer a functional group (*e.g.* a methyl or phosphate group)
- EC 3, Hydrolases: catalyze the hydrolysis of various bonds
- EC 4, Lyases: cleave various bonds by means other than hydrolysis and oxidation
- EC 5, Isomerases: catalyze isomerization changes within a single molecule
- EC 6, Ligases: join two molecules with covalent bonds.

These sections are subdivided by other features such as the substrate, products, and chemical mechanism. An enzyme is fully specified by four numerical designations. For example, hexokinase (EC 2.7.1.1) is a transferase (EC 2) that adds a phosphate group (EC 2.7) to a hexose sugar, a molecule containing an alcohol group (EC 2.7.1).

Sequence similarity. EC categories do not reflect sequence similarity. For instance, two ligases of the same EC number that catalyze exactly the same reaction can have completely different sequences. Independent of their function,

enzymes, like any other proteins, have been classified by their sequence similarity into numerous families. These families have been documented in dozens of different protein and protein family databases such as Pfam.. Enzymes are generally globular proteins, acting alone or in larger complexes. The sequence of the amino acids specifies the structure which in turn determines the catalytic activity of the enzyme.[23] Although structure determines function, a novel enzymatic activity cannot yet be predicted from structure alone. Enzyme structures unfold (denature) when heated or exposed to chemical denaturants and this disruption to the structure typically causes a loss of activity. Enzyme denaturation is normally linked to temperatures above a species' normal level; as a result, enzymes from bacteria living in volcanic environments such as hot springs are prized by industrial users for their ability to function at high temperatures, allowing enzyme-catalysed reactions to be operated at a very high rate.

Enzymes are usually much larger than their substrates. Sizes range from just 62 amino acid residues, for the monomer of 4-oxalocrotonate tautomerase, to over 2,500 residues in the animal fatty acid synthase.[27] Only a small portion of their structure (around 2–4 amino acids) is directly involved in catalysis: the catalytic site. This catalytic site is located next to one or more binding sites where residues orient the substrates. The catalytic site and binding site together compose the enzyme's active site. The remaining majority of the enzyme structure serves to maintain the precise orientation and dynamics of the active site.

In some enzymes, no amino acids are directly involved in catalysis; instead, the enzyme contains sites to bind and orient catalytic cofactors. Enzyme structures may also contain allosteric sites where the binding of a small molecule causes a conformational change that increases or decreases activity.

A small number of RNA-based biological catalysts called ribozymes exist, which again can act alone or in complex with proteins. The most common of these is the ribosome which is a complex of protein and catalytic RNA components.[1]:2.2

Enzymes must bind their substrates before they can catalyse any chemical reaction. Enzymes are usually very specific as to what substrates they bind and then the chemical reaction catalysed. Specificity is achieved by binding pockets with complementary shape, charge and hydrophilic/hydrophobic characteristics to the substrates. Enzymes can therefore distinguish between very similar substrate molecules to be chemoselective, regioselective and stereospecific.

Some of the enzymes showing the highest specificity and accuracy are involved in the copying and expression of the genome. Some of these enzymes have "proof-reading" mechanisms. Here, an enzyme such as DNA polymerase catalyzes a reaction in a first step and then checks that the product is correct in a second step. This two-step process results in average error rates of less than 1 error in 100 million reactions in high-fidelity mammalian

polymerases. Similar proofreading mechanisms are also found in RNA polymerase,[33] aminoacyl tRNA synthetases and ribosomes.

Conversely, some enzymes display enzyme promiscuity, having broad specificity and acting on a range of different physiologically relevant substrates. Many enzymes possess small side activities which arose fortuitously (i.e. neutrally), which may be the starting point for the evolutionary selection of a new function.

"Lock and key" model. To explain the observed specificity of enzymes, in 1894 Emil Fischer proposed that both the enzyme and the substrate possess specific complementary geometric shapes that fit exactly into one another.[38] This is often referred to as "the lock and key" model.[1]:8.3.2 This early model explains enzyme specificity, but fails to explain the stabilization of the transition state that enzymes achieve.

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THE ADVANTAGES OF TEACHING ENGLISH AT EARLY AGE TO YOUNG LEARNERS

Abstract: The tasks put forward for teaching English at an early age by the president of our republic we decided to write with one of the most interesting topics of the present day “How do children learn English language?”

Keywords: Languages, education, ability, young learner, adults, individual, communicate, motivate, activity.

For many years a lot of attention is being paid to the development of learning foreign languages, especially English. The presidential decree № 5117 which was released on May 19, 2021 is a good example for this.

Resolution president of the Republic of Uzbekistan on measures to rise to a qualitatively new level of activity to popularize the study of foreign languages in the Republic of Uzbekistan.

In accordance with the State Program Year of “Supporting Youth and Protecting the Health of the Population”, as well as with the aim of developing teaching foreign languages as a priority area of educational policy, dramatically improving the quality of education in this area, attracting qualified teachers to the field and increasing the interest of the population in studying foreign languages.

Young learners is a catch-all term for students who are not yet adults. ... In this interpretation, the term 'young learners' includes the whole range of ages and developmental stages of children from infants, young children and older children, through to adolescents, teenagers and young people.

Based on the tasks put forward for teaching English at an early age by the president of our republic we decided to write with one of the most interesting topics of the present day “How do children learn English language?”

One of the most important aspects of teaching English to young learners is creating an enjoyable and creative learning atmosphere. ... Fun activities: Incorporating new words into songs and games helps children relax and enjoy the learning process. Using music also improves retention of new material.

Teaching English to Young Learners is a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills

needed to support young learners through the delivery of engaging and motivating lessons.

Everybody knows that, the educational position is very great. The president of the Republic Uzbekistan is paying great attention to the young learners or their educational system. There are all comfort abilities for the youth to study, to learn and so on. According to the state educational system of Uzbekistan the youth are being taught like European educational system. So I am going to give information about the position of teaching English language for young learners in Uzbekistan. The decree № 5117 of the president of Uzbekistan “Developing teaching foreign languages as a priority area of educational policy, dramatically improving the quality of education in this area, attracting qualified teachers to the field and increasing the interest of the population in studying foreign language”. One year ago, English language was taught from 5th to 9th form. But now English teachers got a great opportunity to teach kids at primary education I mean from 1st form. Pedagogies think 5 years is short time to learn another language. But this problem solved with very good results.

After that the teachers of Uzbekistan are taught by different experienced trainers step by step at teachers staff training and retraining institutes. They teach them modern methods and how to teach foreign language to our young learners.

Now I am going to speak on the theme ‘How do children learn English language’. Young children are natural language acquirers, they are self motivated to pick up language without conscious learning unlike adults and work out the rules for themselves.

That is true teaching foreign language to children who are at the age of 7-9 may be difficult or early. Because they do not know their native language. But there are some advantages of beginning early. They are;

---young children are still using the individual, innate language learning strategies to acquire then home language and soon find they can also use these strategies to pick up English.

—young children have time to learn through playing and they like such kind of activities. They pick up language by taking part in an activity share with teacher or adults. The firstly they make sense of activity then get meaning from the teacher’s sharing.

To my mind to begin teaching English language early is very effective and interesting. Because first when babies learn their home language, they use ‘silent period’ when they look and listen and communicate through facial expressions or gestures before they begin to speak.

When child learn English, they may be similar when communication and understanding may take places before they actually speak any English word.

So that teaching effectively depends on teacher’s method or way of teaching. Because pupils who are at the age of 7-9 are interested in everything

and their interests can improve their learning ability. So that teacher must know a lot of methods. I organized a lot of lessons which are taught by different teachers to the first form.

According to my organizing the effective learning of teaching English depends on teacher. So teacher must use different authentic materials and visual aids. Authentic materials help children to learn and to remember easily. Also teacher must give a chance to pupils to feel free themselves. They must communicate or work with each other without teacher's guidance, they try to work independently. In this position they can feel themselves free and relaxed.

The teachers' working is not for teaching English to young learners. Because pupils who are at the age of 7-9 are very playful. So they may forget all words which teacher explained at previous lessons. So children's parents also must try to help them to review the previous lessons.

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TEACHING READING IN A FOREIGN LANGUAGE AS A TYPE OF INTERCULTURAL SPEECH COMMUNICATION

*Abstract: The article considers the teaching second language reading. An important factor in reading a foreign language is the motive for success. Readers' awareness of the success of reading a text in a foreign language is largely due to its availability both in linguistic and informational-content terms.
Key words: motivation, learning to read, understanding, texts, speech communication.*

Teaching reading in a foreign language as a type of intercultural speech communication. The implementation of this provision presupposes:

- refusal to focus on the so-called educational reading of artificially composed texts, which are considered primarily as a source of linguistic material (lexical and grammatical means) and practically do not contain signs of an authentic, “real” text;
- taking into account the real needs, interests and motives of reading in the field of the target language, creating reading situations in educational activities that are close to the authentic ones in the nature of the materials being read and informational tasks;
- reliance on the authenticity and value of foreign language materials used in foreign language lessons to form students' ideas about the modern multicultural and multilingual world, about universal and national values, cultural heritage of native and foreign countries.

The general requirements for reading materials in terms of motivating the reader are: authenticity; taking into account the interests and needs of a particular age group of students; cognitive value (relevance, meaningfulness, problematicity); reflection of general humanistic and cultural values, culture of the country of the target language; the opportunity to form a reading circle of students, to ensure the significance of reading for the student and his personal development.

An important factor in reading a foreign language is the motive for success. Readers' awareness of the success of reading a text in a foreign

language is largely due to its availability both in linguistic and informational-content terms.

Modeling authentic reading situations in the process of intercultural communication. This provision is directly related to the previous one and involves teaching on the basis of authentic texts (didactically processed or simulated while maintaining the signs of authenticity) and authentic information and cognitive tasks (motivating the student's activities, differing in novelty and information content), taking into account the age and individual needs of students, their motivational expectations ...

Using the experience of students in communicative activities "reading" in their native language. It has been proven that the basic cognitive (intellectual, metacognitive) skills that ensure the semantic processing of what is being read are identical in the process of reading in different languages. Therefore, teaching reading in a foreign language must be structured in such a way as to maximize the transfer of mature reading skills from the native language to the target language. This is possible in the conditions of modeling the authentic context of reading and the formation of students' attitude to this type of activity as informational and cognitive, similar to reading in their native language.

Management of the process (type) of reading through the content side of the activity. The content side of reading consists of the goal (result) of the reading activity and the nature of the text as an object of semantic processing. Accordingly, the management of the reading process (the strategies and skills used) is possible through the semantic task assigned to the student before reading the text and the corresponding character of checking the understanding of the content. This task should reflect the goal and the predicted result and create in the reader the necessary setting for the character of reading and the subsequent verification of the result. In other words, the semantic problem and test assignments to the text act as a means of reading control. However, for this, any task that students must solve in the process and as a result of reading must clearly inform them about the object and the method of subsequent control.

Along with this, the character of the text also acts as a means of controlling the reading process. Thus, studies show that the most significant influence on the reading process, even against the will of the reader, is exerted by such characteristics of the text as the logical-semantic structure, the degree of information saturation, linguistic complexity. Therefore, when teaching various types (strategies) of reading, especially familiarization and learning, a targeted selection of texts is required, taking into account these parameters. For introductory reading, it is recommended to use texts that are relatively linguistically lighter, with a lower degree of information richness, a transparent compositional structure, containing redundant information, which creates conditions for quick reading and coverage of the main content. Texts for student reading should motivate the reader to deeply read, comprehend and interpret content-semantic and emotive-evaluative information. Therefore, these texts

should, first of all, be distinguished by a high degree of information saturation, the presence of implicit information, a complex plot, information that requires evaluative actions from the reader.

Obviously, it is also necessary to take into account such general content characteristics of the text as topical topics, a range of issues, problemat�city, storyline, etc. They, as noted above, provide motivation for the reader.

A systematic approach to teaching reading, including mastering the means - methods - strategies (types) of this communicative activity. This provision is realized in the construction of a general system of exercises aimed at the development of a certain type of reading. The system for working on the type of reading assumes:

- preparatory work on the reading components, i.e. linguistic means and techniques (skills) of reading;

- practice in the appropriate form of reading.

The system of reading exercises is implemented in the organization of three stages of work on the text:

- pre-text tasks aimed at mastering the means and methods of “reading” activity;

- actually reading the text;

- post-text stage of verification and evaluation of the result obtained.

Along with this, for abundant practice in reading, an important role is played by the organization of the student's independent work, additional home reading, project and educational research activities.

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INNOVATIVE TECHNOLOGIES IN AGRICULTURE ADVANTAGES OF APPLICATION

Annotation: Advantages of innovative technologies used in land leveling in agriculture.

Keywords: Erosion, melerotive, intensive, laser levels, bucket, plow, hydrosillin, trailer frame, scraper.

We all know that the development of agriculture, increasing the productivity of eroded soils, the use of modern innovative technologies to improve the melerotic condition of soils is one of the main tasks facing our country. Irrigation of the topsoil leads to a decrease in crop yields and soil fertility. Therefore, in order to restore soil fertility in such farms, it is necessary to use intensive farming systems and new modern innovative technologies. Based on the above, it is necessary to study the field experience using effective innovative methods in order to restore the fertility of irrigated eroded soils and increase cotton yield. Today, the world's population is growing rapidly, which in turn is leading to an increase in the daily demand for agricultural products. This means that Uzbekistan, like all countries in the world, needs to use the available land and water resources to get more produce from agricultural crops. Given the lack of additional water resources and the impossibility of expanding agricultural land, we will need to make more efficient use of available water resources. In this regard, improving the efficiency of irrigated lands is one of the most pressing issues facing the agricultural sector. The land fund of Uzbekistan is 44.4 million hectares, and the area used for agricultural production is more than 25 million hectares. At first glance, this amount may seem like a lot, but in fact, the most intensively used lands in agriculture are mainly irrigated areas. Irrigated area is 4.19 million hectares, which is more than 9% of the total land fund. Nevertheless, it accounts for more than 9 percent of the total land fund. However, more than 95% of the gross agricultural output is grown in these areas. In the current context of global economic development, one of the most modern, innovative technological ways to increase the productivity of irrigated lands is the popularization of laser leveling in agriculture. In irrigated agriculture, the flat surface of the field is one of the key factors in ensuring the efficient use of land, water, fertilizers and energy resources, high crop yields and economic stability. Laser leveling means that the difference between the lowest

and highest points on the field surface is 3 cm. the method of leveling using specially equipped, laser leveling devices at a level not exceeding. This technology, which is used in agriculture in the country, is not yet widespread.

Therefore, this technology requires in-depth study, testing, development and wider application in practice. In particular, according to research by experts from around the world, there are several advantages of laser leveling, which include the fact that more than 95% of agricultural products are grown in these areas. One of the most modern, innovative technological ways to increase the productivity of irrigated lands in the current context of global economic development is the popularization of laser leveling in agriculture. In irrigated agriculture, the flatness of the field surface is one of the main factors ensuring the efficient use of land, water, fertilizers and energy resources, high crop yields and economic stability. Laser leveling means that the difference between the lowest and highest points on the field surface is 3 cm. the method of leveling using specially equipped, laser leveling devices at a level not exceeding. This technology, which is used in agriculture in the country, is not yet widespread. Therefore, this technology requires in-depth study, testing, development and wider application in practice. In particular, according to the results of research by experts from around the world, there are several advantages of laser leveling, which include:

1. Irrigation water consumption is saved by 20-25%;
2. Water use efficiency increases by 30-40%;
3. Excess salt is prevented by irrigation water;
4. Irrigation saves time, labor and energy;
5. Field crops have a flat growth;
6. Crops are provided with the same amount of nutrients and moisture;
7. Weeds are reduced by 10-15%;
8. In agriculture, an additional yield of 5-7 quintals per 1 hectare is achieved;
9. The additional yield leads to an additional source of economic income for the farm;
10. Of course, the export potential of the product will increase due to the additional harvest;
11. Most importantly, if the land is cultivated properly, the field will be leveled again in 3-5 years.

When leveling an uneven field, the position of the leveling machine body changes, so to reduce the unevenness, it is necessary to control the working body, ie the bucket manually. This requires a great deal of experience on the part of the tractor driver to reduce the unevenness of the field and to pass the leveling equipment several times in the field to achieve the expected flatness of the surface. The method of leveling the ground using laser levels is an automated processing system that reduces the level of unevenness of the field surface to 3 cm. Laser leveling technology is widely used in construction, laying of major

highways, agriculture, laying of collector and drainage systems. Due to the fact that the average irrigated area in Uzbekistan is 4-10 hectares, laser beams with a diameter of up to 300 meters are convenient. As a safety precaution, when working with laser beams, never look at the laser light source, do not direct it at the eyes, and avoid direct contact with the laser beam, as laser beams can damage the eyes. To avoid this, you need to wear special glasses. Laser leveling of lands is used in the current leveling of irrigated areas after the initial work: plowing, soil loosening, simple leveling with a long base. The laser straightener consists of the following parts: a trailer frame, a bucket, a mast for the laser receiver, a hydraulic cylinder, a wheel frame and wheels. The laser leveling junction consists of a back wall with a cutting blade and two side walls attached to the middle frame. During the laser leveling operation, the soil is cut from the high point of the field relief, fills the bucket and empties the bucket at the low point of the field. Due to the automatic operation of the scraper bucket, the field area is leveled. The width of the scraper can vary. The excavation capacity of the scraper is as follows: a scraper with a width of 2.4 m is 1 m³, a scraper with a width of 2.7 m is 1.3 m³. This leveling scraper is installed on tractors with a tractor traction class of 1.4 and above. Experiments show that laser leveling technology is also highly cost-effective when applied to cotton. In particular, the application of this technology in the cotton fields in the first year will reduce labor costs by 11%, irrigation costs by 21% and water consumption by 20%. In the second year, mechanization costs will be reduced by 11 percent. At the same time, productivity will increase by 10 percent, which will increase the level of profitability from 10 percent to 15 percent in the first year, and up to 25 percent in the second and subsequent years.

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FILMLARNING TURIZMGA TA'SIRI. O'ZBEKISTON MISOLIDA

Annotatsiya: Turizm oxirgi yiilarda jadal sur'atlarda rivojlanib borayotganiga ko'plab omillar sabab bo'lmoqda, va ular orasida filmlarning ham o'z o'rni bor. Filmlar ham marketingning bir turiga aylanmoqda shuning uchun ushbu yo'nalishda tadqiqot olib borib filmlar qay qarajada turizmga bog'liqligini ochib berishga harakat qilindi. Tadqiqot so'rovnomasi shaklida turli xil yoshdagi 18 yoshdan yuqori bo'lgan kishilar bilan amalga oshirildi, va ulardan yig'ilgan ma'lumotlar orqali tahlil amalga oshirildi. Tahlil qilish jarayoni IBM kompaniyasining SPSS dasturida amalga oshirilib raqamlashtirildi va tushunish uchun soddalashtirildi. Tadqiqot orqali ko'plab savollarga kerakli javoblar olindi.

Kalit so'zlar: film turizmi, marketing, audio-vizual sektor, turistik manzillar, TV.

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THE IMPACT OF FILMS ON TOURISM. IN CASE OF UZBEKISTAN

Abstract: There are many factors that have contributed to the rapid development of tourism in recent years, and movies have a place among them. Films are also becoming a form of marketing, so research in this area has tried to reveal how films relate to tourism. The study was conducted in the form of a questionnaire with people over the age of 18 of different ages, and the analysis was performed using data collected from them. The analysis process was implemented in IBM's SPSS program, digitized, and simplified for understanding. Through the research, the necessary answers to many questions were obtained.

Keywords: film tourism, marketing, audio-visual sector, tourist destinations, TV.

1 Kirish

So'ngi o'n yillikda audio-vizual sektor juda katta sur'atda rivojlandi, va bunga sabab audio va videolarning yangi turlari va platformalari chiqqanligidadir. 2010 yildan buyon televideniya va mobil qurilmalarda video ko'rish 85% foizga ortgan (ConsumerLab, 2017) . Film va Seriallar so'ngi yillardagi eng muvoffaqiyatli audio - vizual manbalar hisoblanadi. Shu yaqin yillarda o'tkazilgan bir tadqiqot natijalari shuni ko'rsatdiki sayohat manzilini tanlovchi sayyohlar ichida 13 foiz sayyohlar manzilni film ko'rganlaridan keyin, shu filmga suratga olingan manzilga qiziqib tanlashgan. Dunyo bo'ylab 80 milliondan ortiq sayyoh boradigan manzilini 2017 yilda filmlardan motivatsiya olgan holda tanlashgan. Los anjeles, London, Florensiya kabi shaharlada film orqali jalb qilish boshqa manzillarga nibattam 2.5 marta kattaroq (TCI, 2018). Angliya misolida aytadigan bo'lsak, ko'p filmlar olinadi bu davlatda va 2014-yilda turizm dan keladigan daromadning £100-140 fund sterlingi shu ko'p suratga olingan filmlar orqali kelgan, ya'ni sayyohlar filmlarni ko'rgandan keyin shu manzilga borishni xohlashgan (Olsberg•SPI, 2015). Tele seriallar va filmlarning muvoffaqiyati va jalb qiluvchanligi sababli tomoshabinlarning ko'pchiligida shu fimldagi manzilga qiziqishi orib boradi, shuning uchun tomoshabinlar filmlardagi manzillarni kelajakdagi sayohatlari uchun potensial manzil deb qabul qilishadi. Filmlar turli xil joylarni kashf etish uchun yaxshi imkoniyat yaratadi. Filmlar marketing bilan shug'illanuvchi marketologlar manzilga nisbatan yarata olmagan qiziqishni sayyohlar ongida yarata oladi (Tooke, 1996). Shularni hisobga olgan folda ushbu tadqiqot filmlarni turizmga

bog'liqligi va qay darajada turizmga hissa qo'shayotganini tahlil qiladi. Tadqiqot Sonli ma'lumotlar asosida amalga oshirildi.

2. Mavzuga oid adabiyotlar tahlili

Oxirgi 20 yillikda filmlar orqali ruxlanib turistik manzillarga borish holatlari juda ham yuqori darajada o'sdi. Film sanoatining rivojlanishi nafaqat undagi aktyorlarni balki sahnaga tushgan joylarni ham tanita boshladi (Sangkyun Kim & Stijn Reijnders, 2018). Tele ekranlarda qo'yiladigan filmlar va turli xil ko'rsatuvlar turistik manzillarga tortuvchi (pull) faktor bo'lib xizmat qilmoqda. (Beeton, 2005) Dunyo bo'ylab kino filmlarda suratga olinadigan manzillarning mashhurligini hamda tashrif buyuruvchilar orasida manzilga nisbatan bo'lgan bilimlarini oshirish maqsadida marketing kompaniyalari yoki mahalliy turizm qo'mitalari tomonidan tashabbus ko'rsatilib filmlar suratga olinmoqda (Connell, 2012). Bunday tashabbuslar sayotchilar ongida manzilga nisbatan bo'lgan tasavvurlarini kengaytirishda katta hissa qo'shishi ko'plab tadqiqotchilar tomonidan ham isbotlandi (Serena Volo & Anna Irimias, 2015). Sayyohlar ongida an'anaviy reklamalar orqali uyg'otib bo'lmaydigan qiziqishlarni filmlar orqali uyg'otish yoki oshirish mumkin (NicholaTooke & Michael Baker, 1999). Britaniya o'tkazilgan tadqiqot natijasiga ko'ra sayyohlar, sayohat rejasini tuzayotganlarida, filmda suratga olingan joylarga borishni birinchi navbatda o'ylab ko'rishadi (Simon Hudson & J. R. Brent Ritchie, 2006). Yana bir boshqa tadqiqot shuni ko'rsatdiki Yangi Zelandiyada suratga olingan "Uzuklar Hukmdori" filmdan so'ng, filmda suratga olingan manzillar tomoshabinlar uchun asosiy sayohat motivatsiya manbaasi bo'lib xizmat qildi (Kamal Singh & Gary Best, 2004).Xalqaro turizm tashkiloti ma'lumotlarida keltirilganiday 2018-yilda umumiy O'zbekistonlik sayyohlar soni 8 594 ming kishini tashkil etgan (UNWTO, 2018). O'zbekistonliklar uchun asosiy sayohat manzillari Rossiya federatsiyasi, Buyuk Britaniya, Xitoy, Fransiya,Isroil, Yaponiya, Turkiya va boshqa davlatlar (MITRA TRAVEL LLC, 2018). Oxirgi yillarda aholi daromadlar ham oshib borishi tashqi turizmni anchayin rivojlantirdi. 2019- yilga kelib YAIM aholi jon boshiga 1725\$ dollardan to'g'ri kelmoqda (World Bank, 2019)

3 Tadqiqot metodologiyasi

Tadqiqotning asosiy maqsadi filmning turizmga ta'siri day dajada ekanini aniqlash va tahlil qilishdir. Ma'lumotlar miqdoriy (sonli) so'rovnoma usulidan foydalanilgan holda yig'ildi. Bu usulda ma'lumotlar tez va oson raqamlashtiriladi. Sifatlovchi so'rovnoma yoki intervyudan ancha tez amalga oshadi. Ma'lumotlar 18 yoshdan katta bo'lgan kino filmlar ko'ruvchi 61 kishidan yig'ildi. So'rovnoma onlayn shaklda Google forms platformasida o'tkazildi (Stockemer, 2019).Tadqiqot savollari ikki qismdan iborat. Bular:

Javob beruvchilarning yoshi, jinsi, ma'lumoti, bandlik holati va ho kazolar o'z ichiga oladi.

3 balli Laykert (Likert scale) shkalasidan foydalanilgan holatda filmga bo'lgan munosabatlarini o'rganadi.

Tadqiqod savollarining soni 18 ta, ulardan 9 ta savol yopiq savol javob va qolgan 9 tasi 3 balli shkaladagi savollardan iborat. Tadqiqot biro y davomida o'tkazildi, umumiy savollarga javob berish jarayoni 2 daqiqa vaqt oladi. Hamma javob beruvchilar anonim tarzda ya'ni ism va familiyalarini kiritmagan holatda tasodifiy tanlov asosida javob berishdi. Bu tadqiqotdan asosiy ko'zlangan maqsad filmlarning sayohat manzilini tanlashida ta'siri qay darajada ekanini aniqlash edi. Yig'ilgan tadqiqot ma'lumotlari IBM kompaniyasining SPSS dasturida raqamli ma'lumotlarga o'girildi. Tadqiqotda so'rovnoma usulu tanlanildi. So'rovnoma javob beruvchilarning ijtimoiy tarmoqdagi akkauntlariga jo'natilib telefon orqali masofaqan turib to'ldirildi. Sifatlovchi tadqiqot usulidan foydalanilmadi, chunki bu usul orqali sayyohlarning javoblari qay darajada film ularni ruhlantirganini yoritib bera olmaydi. (Research design, 2021)

4 Tahlil va natijalar

Savollar 180 kishiga ijtimoiy tarmoqlar orqali jo'natildi va ulardan 61 tasi javob berishdi. Quyidagi jadvalda javob bergan shaxslarning soni va jinsi haqida ma'lumot beriladi.

1-Jadval

Jinsi va soni		Foiz(%)	Kumulyativ foiz(%)
Erkak	41	67,2	67,2
Ayol	20	32,8	100,0
umumi y	61	100,0	

Javob berganlarning uchdan ikki qismidan ko'prog'i erkaklardan iborat. Va Javob berganlarning 72.1 %i 18-25 yoshdagilardan iborat.

2-Jadval

Yosh			
Takroriylik		Foiz (%)	Kumulyativ foiz(%)
18-25	44	72,1	72,1
26-33	11	18,0	90,2
34-41	3	4,9	95,1
42-49	1	1,6	96,7
50 va undan yuqori	2	3,3	100,0
umumi y	61	100,0	

3-Jadval

Bandlik holati			
	Takroriylik	Foiz(%)	Kumulyativ foiz(%)
Doimiy ishchi	40	65,6	65,6
Ishsiz	12	19,7	85,2
Boshqa	9	14,8	100,0
umumiy	61	100,0	

So'rovnomada ishtirokchilaridan 40 kishi doimiy ish o'rniga ega. Umumiy javob berganlarning 12 tasi yoki 19,7%i ishsizlardan iborat.

4-Jadval

Ta'lim darajasi			
Takroriylik		Foiz(%)	Kumulyativ foiz(%)
o'rta maxsus	7	11,5	11,5
tugallanmagan oliy	34	55,7	67,2
oliy ma'lumotli	20	32,8	100,0
umumiy	61	100,0	

So'rovnomada ishtirok etganlarning bor yo'g'i yettitasi o'rta maxsus ma'lumotli kishilar bo'ldi. Javob berganlarning 50 foizidan ko'prog'i tugallanmagan oliy ma'lumotlilardan tashkil topgan.

5-Jadval

Oxirgi Bir yilda necha marotaba sayohatga chiqdingiz?			
Takroriylik		Foiz(%)	Kumulyativ foiz(%)
1-2 marta	46	75,4	75,4
3-4 marta	11	18,0	93,4
5-6 marta	1	1,6	95,1
7 marta va undan ko'p	3	4,9	100,0
umumiy	61	100,0	

Jadvaldan ma'lumki yiliga 1-2 marta sayohat uyushtiruvchilar ko'pchilikni tashkil etadi. Besh martadan ko'p sayohat qiluvchilar esa bor yo'g'i 24,5 foizga teng bo'ldi.

6-Jadval

Kim bilan birga sayohat qilasiz?			
Takroriylik		Foiz(%)	Kumulyativ foiz(%)
do'stlar	20	32,8	32,8
oila	25	41,0	73,8
kursdoshlar	9	14,8	88,5
yolg'iz	7	11,5	100,0
umumiy	61	100,0	

Guruh bo'lib sayohat qiluvchilar (do'stlar va oila) javob beruvchilarning 73,8 foizini tashkil etdi. Yolg'iz sayohat qiluvchilar javob berganlarning yettitasini tashkil etdi.

7-Jadval

Sevimli film janiringiz qaysi?			
Takroriylik		Foiz(%)	Kumulyativ foiz(%)
drama	4	6,6	6,6
fantastika	12	19,7	26,2
romantika	11	18,0	44,3
detektiv	13	21,3	65,6
komediya	5	8,2	73,8
tarixiy	8	13,1	86,9
sarguzasht	8	13,1	100,0
umumiy	61	100,0	

Javob berganlar aynan bitta turdagi filmlarni tanlashmagan, hamma janrdagi filmlarni ko'ruvchlar mavjud. Lekin detektiv janrini tanlaganlar biroz ko'pchilikni tashkil etgan va o'z o'rnida respondentlarning 13 tasi detektiv janrdagi film ixlosmandlaridir.

8-Jadval

Haftada nechta kino ko'rasiz?			
Takroriylik		Foiz(%)	Kumulyativ foiz(%)
umuman ko'rmayman	12	19,7	19,7
faqat 1 ta	18	29,5	49,2
2-3 ta	24	39,3	88,5
4-5 ta	7	11,5	100,0
umumiy	61	100,0	

Haftada 2-3 film ko'rish holatlari tadqiqotda ko'p bora qayt etildi. Ammo umuman ko'rmaydiganlar ham yetarlicha bo'ldi, deyarli 20 foiz javob berganlar film ko'rishmaydi.

9-Jadval

	Men yangi filmlar haqida ma'lumotlar qidiraman	Do'stlar / oila a'zolarim filmlarni tavsiya qilishimni so'rashadi	Men filmlar muxlisiman	Men kinoteatrlarda filmlarni chiqishi bilanoq tomosha qilaman	Filmni onlayn chiqishini kutaman
Roziman	32	23	33	14	32
Betarafman	23	28	21	28	22
Noroziman	6	10	7	19	7
umumiy	61	61	61	61	61
o'rtacha (likert scale)	2,43	2,21	2,43	1,92	2,41
standart chetlanish	0,67	0,71	0,69	0,74	0,69
Foiz					
Roziman	52%	38%	54%	23%	52%
Betarafman	38%	46%	34%	46%	36%
Noroziman	10%	16%	11%	31%	11%

Yuqoridagi jadval asosida bilish mumkinki 1-savolga rozi deyilgan javobni tanlaganlar o'rtacha 2,43 shkalasiga to'g'ri keldi va 50%dan ortiq kishi roziman javobini berishgan. 2-savolga javob berganlar standart chetlanishi o'rtachadan 0.71 uzoqlikda joylashgan. 3-savolga 61 kishidan 33 kishi roziman deya javob qaytargan. 4-savolga 46 % respondentlar betaraf ekanligini ko'rsatgan. 5-savolga ko'pchilik filmni onlayn chiqishini kutar ekan.

10-Jadval

	Filmlarda ko'rsatilgan manzaralarni ko'rishni xohlayman	Filmlarda ko'rsatilgan hayot tarzini sinab ko'rgim keladi	Hayotda ham filmlardagiday hodisa bo'lishini kutaman	Boshqa davlatlar ovqatlari va modasi haqida bilgim keladi
Roziman (agree)	41	33	23	41
Betaraf (Neutral)	17	20	28	18
Noroziman (disagree)	3	8	10	2
umumiy	61	61	61	61
o'rtacha (likert scale)	3,00	2,41	2,21	2,64
standart chetlanish	0,58	0,72	0,71	0,55
foiz				
Roziman (agree)	67%	54%	38%	67%

Betarafman n(eutral)	28%	33%	46%	30%
Noroziman (disagree)	5%	13%	16%	3%

10-jadvalda filmdagi manzillarni ko'rishni xohlovchilar soni ko'pchilikni tashkil etdi ya'ni 41 kishi shu to'xtamga kelishdi. 2-savolga betaraflik javobini berganlar ham anchaginani tashkil etdi. Respondentlarning 3dan 1 qismi shu fikrda. Hayotda filmdagi hodisalar takrorlanishini istaydiganlar kamchilikni tashkil etdi bor yog'I 38%ni tashkil etdi. 4-savolga norozilar 2 kishigina bo'ldi va bilishni istovchilar 41 kishi bo'ldi.

11-Jadval

Qaysi davlat filmlarini ko'rib shu davlatga borishga qaror qilgansiz?			
	Takroriylik	Foiz(%)	Kumulyativ foiz(%)
Turkiya	14	23,0	23,0
Rossiya	4	6,6	29,5
Angliya	7	11,5	41,0
Koreya	7	11,5	52,5
AQSh	27	44,3	96,7
Hindiston	2	3,3	100,0
Total	61	100,0	

So'rovnomaga natijalariga ko'ra AQSh va Turkiya filmlari sayohat mazilini tanlashda katta rol o'ynaydi. Ammo televediniyamizda ko'p namoyish etiladigan hind filmlarining ta'siri unchalik ham sezilmas ekan.

5.Xulosa

Tadqiqot natijalaridan xulosa qilib shuni aytish mumkinki filmlarning turizmga ta'siri tobora ortib bormoqda va ayniqsa yoshlar filmlargagi manzillarni bo'rib ko'rishni istashlari ayon bo'ldi. Javob beruvchilarning deyarli hammasi hafata davomida Aqsh yoki Turkiya filmlarini ko'rib borishadi. Va aynan shu davlatlardagi manzillarga borishga bo'lgan qiziqish javob beruvchilar orasida ko'p kuzatildi. Respondentlarning ko'pchiligi jamoaviy sayohatni yaxshi ko'rishlaridan kelib chiqib shuni aytish mumkinki filmlar oila davrasida ko'riladi. Lekin filmdagi manzillarga borishni istashsada, hodisalar hayotda takrorlanishiga kamchilik rozi bo'lgan. Boshqa davlat ovqatlarini tatib ko'rishni xohlaydiganlar juda ko'pchilikni tashkil etib bundan shuni xulosa qilish mumkinki filmlarda ovqatlar sahnasi ko'p bo'lsa sayyohlarni yanada manjilga tomon chorlaydi. Javob berganlarning ko'pchiligi 18-25 yoshdagi tgalanmagan oily ma'lumotli kishilar bo'lib asosan shular chet elga borishga qolganlarga nisbatdan ko'proq qiziqishadi. Va ularning 70 foizdan ko'p qismi doimiy ishchilardi, bundan shuni aytish mumkinki doimiy ishlovchilarda sayohat qilish

ehtimoli yuqori bo'ladi. Tadqiqot natijalariga ko'ra Filmlar orqali manzillarja jalb etish juda qulay va samarali marketing strategiyasi bo'lishi mumkin.

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A NEW PERIOD OF HUMAN RESOURCE DEVELOPMENT IN THE HIGHER EDUCATION SYSTEM OF UZBEKISTAN

Abstract: This article analyzes the development of human resources in the higher education system of the Republic of Uzbekistan. In particular, the article systematically examines the attitude to the human factor in the years of independence. In addition, the content of reforms in the development of human capital in the higher education system in recent years has been highlighted.

Keywords: society, state, New Uzbekistan, man, human factor, human capital, human resource, higher education, personnel, new generation personnel, soft power.

At present, special attention is paid to the education system in our country. The main goal of the reforms in the field of education is to train personnel who are spiritually rich and well-rounded, have modern knowledge, independent thinking and decision-making.

"Labor force" in Uzbek is a term applied to situations in which labor activity is carried out based on the biological and physical capabilities of man ("power").¹ The term "human factor" has been widely used in the Uzbek dictionary in recent years as a new phrase. This concept can be properly understood and interpreted in the light of the conditions and factors that require the development of society on a new scientific basis, the choice of the path of independence and independent development, the changes of time and new requirements. Therefore, it is safe to say that the need to change the concept of "human factor" in terms of independence and development of society was associated with the development of a new and appropriate development strategy of New Uzbekistan on the path of independent development.

The education, knowledge, and skills acquired can become obsolete and lose their value over time. Therefore, the education and knowledge that form the core of human capital must be constantly updated and improved. The motto "long live learning", which has emerged in Western countries, also reflects the need for a modern workforce and the constant study and research of professionals.²

¹ Усмонов Б, Қодиров М. Инсон капиталининг шаклланишида таълим ва илм-фаннинг роли. Тошкент, 2015. Б-6.

² The same source. Page 31.

According to a study by scientists from the University of California in the United States, there is a link between a person's level of education and his longevity. Every year that a person is educated until the age of 35 will eventually add a year and a half to his or her life. Mortality rates among people with secondary education are 54 per cent higher than among people with higher education. The average life expectancy of those who have completed higher education by the age of 25 is seven and a half years longer than that of those who have completed secondary education. This means that the knowledge gained as a result of education helps a person to live a long life, and as a result, education is a sociobiological process.³

If we analyze this problem from a political point of view, in the context of the conditions created for the development of human capital in society today, including in higher education, lies the attitude to human resources, and it is called the personnel system.

Today, the formation of the personnel system is carried out on a new basis, in all spheres of state and public administration. They perform different functions and tasks at different levels.

1. In the formation of personnel selection:

- a) the opinion of individuals;
- b) qualities that characterize the staff;
- c) leadership and management experience;
- d) ability;
- e) responsibility;
- f) It is important to be able to take into account his interests in the motherland, state and society.

2. It should be noted that the activities of academies, institutes, public associations play an important role in training and retraining, advanced training of personnel.

In the first years of independence, the need to form and implement a new system of personnel policy was due to a number of reasons:

First, it was related to the need for a conscious and principled understanding of the personnel corps formed during the totalitarian regime and adapted to serve this system, the differences that arose in the practice of their selection and placement;

Second, as a result of the restructuring of the political system of society, the structures of state power due to independence, there is a need to form a new approach to the training of appropriate personnel;

Third, due to the country's transition to a market economy, there is a need to train new leaders and management staff who meet modern requirements in the socio-economic foundations of society, macro and microeconomics;

³ Leras-Muney, Adriana. The Relationship Between Education and Adult Mortality in the U.S.// Review of Economic Differences in Health behaviors by Education/ Journal of Health Economics, Vol.29, No.1: 1-28, January 2010.

Fourth, the increase in the status of personnel in accordance with the new public administration relations;

Fifth, to inculcate the ideas of independence in the minds of leaders and managers working at all levels of state and society building, to develop principles of creating modern mechanisms, tools, cultural and educational bases for the formation, training and retraining of a new generation of leaders;

Sixth, an objective study of personnel policy is associated with the possibility of political analysis.

Today, the problem of formation and implementation of a new system of personnel policy in the higher education system of the republic, and ways to solve it have been identified. To implement this policy, the National Training Program and the new version of the Law on Education were adopted on September 23, 2020.⁴ This law defines the rules of the education system and its types, social protection of participants in the educational process, the management of the education system.⁵

Also, the Law of the Republic of Uzbekistan "On the National Training Program" identifies the existing problems and the need for radical reform of the training system, the resulting goals and objectives, the stages of implementation. "National model of training", "The main directions of development of the training system" were identified.

They are reflected in:

- 1) ensuring continuity of education;
- 2) training, retraining and advanced training of teachers and scientific-pedagogical staff;
- 3) content reform of the educational process;
- 4) spiritual and moral education and enlightenment;
- 5) gifted children and talented youth;
- 6) management of the education system;
- 7) formation of a system of quality control of vocational education;
- 8) financing of the education system;
- 9) logistics;
- 10) creation of an integrated information space of the education system;
- 11) development of the market of educational services;
- 12) provision of social guarantees in the field of education and support of this sphere through state assistance.

In this context, the study of this problem through political institutions requires, first, the existence of a structure of political institutions, state power and a mechanism for its implementation in accordance with the political system of society; secondly, the formation of existing political institutions and the corresponding personnel system.

⁴ Ўзбекистон Республикасининг 2020 йил 23 сентябрда қабул қилинган "Таълим тўғрисида"ги Қонуни. <https://lex.uz/>

⁵ Look at: The same page.

The great work begun by the President of the Republic of Uzbekistan Shavkat Mirziyoyev during his four years in power to democratize and liberalize all spheres of society and state life, to build a new Uzbekistan, these positive changes are recognized not only by the people but also by foreign experts, think tanks and international organizations. Of course, these consistent changes indicate the beginning of a "new course" in the development of the country's political system.

Among these innovations, major institutional changes are also taking place in the field of higher education.

During this short period, our country has undergone huge reforms and radical changes that will help build a "New Uzbekistan". At a time when the glorious power of our people is in full swing, the foundation for a new Renaissance – **the Third Renaissance** – is being formed in Uzbekistan. Because serious and institutional reforms are being carried out in the field of education and science on the basis of the idea that **"We will carry out large-scale reforms, guided by the idea "New Uzbekistan starts from the doorstep of the school, from the system of education and enlightenment."**⁶

The strategy of action is the foundation for building a new Uzbekistan. It was noted that in today's rapidly developing world, only countries that keep pace with the times and carry out the necessary reforms to modernize society and the state can be competitive, and develop a new policy and long-term strategy for the new Uzbekistan.

New Uzbekistan is a country where human development and talent are valued. Today, no one doubts that science, education, innovation, technology and human resources are a decisive factor in the development of modern democratic society. It is difficult to imagine the development of the country in accordance with modern requirements without science.

The head of our state paid great attention to strengthening the integration of science and industry, developing the education system, the innovative economy, and raising the development of science to a new level. One of the priorities of the state is to provide comprehensive support to science and scientists, increase the intellectual, scientific and educational potential of the country, strengthen the role of science in socio-economic development, support the activities of scientists and teachers, improve the quality of training.

Work in this direction continues consistently and systematically. In this area, the laws "On Science and Scientific Activity", "On Innovative Activity" and "On Education", more than 170 documents of the President were adopted. The Strategy for Innovative Development of the Republic of Uzbekistan, as well as the concept for the development of long-term (until 2030) science, higher education, public and preschool education systems, have been approved and are being implemented. In order to achieve the most important goal, aimed at

⁶ <https://president.uz/en/lists/view/4057>

developing human capital, a strategic plan was adopted to join the top 50 countries in the world by 2030, according to the Global Innovation Index.

It is no coincidence that on December 25, 2020, President of the Republic of Uzbekistan Shavkat Mirziyoyev visited the Youth Forum of Uzbekistan and linked his speeches at the conference, which was held for the first time in our country, with the title "Youth – Uzbekistan's greatest wealth, priceless treasure." Every issue raised at the conference stressed that the Uzbek youth is no less than anyone else, the activities of young people, their role is extremely important for our society.

At the conference, he said, "The foundations of the Third Renaissance in our Motherland have been recognized as the most important links of the future Renaissance in the family, preschool, school and higher education, as well as scientific and cultural institutions. The recognition and attention paid to these links in the social sphere was based on the assessment of the state policy for the implementation of the idea of "New Uzbekistan – a new worldview."

This year's Presidential Address to the Oliy Majlis and our people on December 29, 2020, in contrast to every year, coincided with a complex pandemic. The event, which has become a tradition since 2017, will be announced the main indicators for the current year, goals and objectives for the new year. The Address outlines the results achieved this year, the work done under the State Program "Year of Science, Enlightenment and Digital Economy", the most important tasks for the further development of our country, the priorities of domestic and foreign policy.

"We have set ourselves a great goal, namely, securing the foundation for a new Renaissance in our country, and for this purpose we must deliver an environment and conditions for nurturing new Khorezmis, Berunis, Ibn Sinus, Ulugbeks, Navois and Baburs. Crucial factors in this historic process, an integral part of our national idea, are the development of education and enlightenment, science and innovation, promotion of healthy lifestyle.⁷

The education system is also a subsystem element of the political system of the Republic of Uzbekistan. The changes in the field are both priorities and, given the political system of the Republic of Uzbekistan and its essence, the formation and implementation of a new system of personnel policy play an important role in building a free civil society. Therefore, the development of human resources is reflected in the changes in the higher education system of the country. We want to focus on these aspects below.

Today, there are 114 higher education institutions in the country, of which 93 are local and 21 are foreign higher education institutions and their branches.

⁷ Look at the same page - <https://president.uz/en/lists/view/4057>

In particular, 6 higher education institutions, 17 branches and 14 branches of foreign higher education institutions have been established in the last 3 years.⁸

Today, in the process of global change, education as the most important factor of human development is proving to have a great impact on the solution of a whole set of economic, political, social and humanitarian problems. Proof of this can be seen in the following areas:

- in ensuring the standard of living and quality of life of the population in each country for the current period;
- ensuring effective employment;
- ensuring sustainable development;
- reduction of social inequality;
- strengthening the structure of civil society;
- Observance and effective implementation of human rights;
- Creating conditions for the full and comprehensive realization of the individual's potential.

In all these areas, this is done with the development of human resources in higher education. In order to implement the above tasks in the political system, 2021 in our country has been named the " **Year of Support for Youth and Public Health Promotion**"⁹ It is no exaggeration to say that this year is aimed at the comprehensive protection of the interests of the youth of Uzbekistan.

The main activities planned for 2021 to develop human resources are as follows:

- to increase the number of state grants for higher education by at least 25%;
- on the basis of advanced international practice, the transfer of the academic titles of associate professors and professors, the degree of Doctor of Philosophy and Doctor of Science to the academic councils of prestigious universities in their field;
- youth employment and business support;
- introduction of a new system of special care for children from needy families, orphans, children with disabilities and those in need of treatment;

Through the development of human resources, Uzbekistan demonstrates in the international system a complex conceptual model of soft power diplomacy of modern society. These are; economic soft power; human capital soft power; cultural "soft power"; political "soft power"; diplomatic "soft power". These factors are the elements that determine the prestige and attention of Uzbekistan in domestic and foreign policy, as well as in the international arena.

Joseph S. Nye Jr. also cites history and culture as the main source of soft power.¹⁰ At the same time, it is impossible not to recognize that Uzbekistan,

⁸ Ўзбекистон Республикаси Президентининг 2019 йил 8 октябрдаги "Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида"ги ПФ-5847-сонли Фармони.

⁹ <https://president.uz/en/lists/view/4067>

¹⁰ <https://www.jstor.org/stable/25097996?seq=1>

which has a rich history of statehood among the Turkic peoples, is one of the main pillars in Central Asia.

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THE ROLE OF SPORT EVENTS IN OUTBOUND TOURISM AND ITS EFFECTS

Abstract: The study showed that sport events has a huge impact on develop the country's' economy and touristic destinations. The study contains quantitative sample. The article appraises three major statements which impacts to sport events. 55 respondentsvoluntarily informed the questionnaire. 39,4% of respondents agreed, 21% totally agreed with the positive impacts of sport events. All respondents were university students. In survey questions used five-scale Liker from 1 to 5. After taking the results created a table which indicates the level of agreements with numerical data. There were more male respondents then female. Nearly all of them have big interest in sportcompetitions. The study aims to find ways to develop sport tourism and attract more visitors. It shows to build modern sport destinations, spend more money and call new investments. On of the statement is motivation. The study shows that young generations require more attention. The host country should take local people's conditions into the account.

Keywords. Impacts, sport events, competitions, motivation

Introduction: Sport events are developing, and getting more popular year by year. Especially in tourism sphere. Many countries paying more attention and money to develop sport destinations (Pouder,2018). In addition, tourists tend to visit attractions which is well known with sport events. Sport tourism gives a great opportunity to show country's attractive places and local culture to the world. (1) However Heather Gibson (1988) investigated that sport tourists different from other type of tourists. Henry (1964) and Stebbins (2011) learned studies in physical activities and events in tourism, such as management of sport tourism. Sport Eventsusually divided into two: attractive sport events, which tourists go to destinations for having fun, and participatory sport events. (Sports 2014). The most important thing is finding motivation and desire to visit. However, there are negative effects after taking big events. On the one hand, events bring a big revenue for the host country, on the another hand it causes

serious problems such as environmental pollution, traffic jams, crime. These kind of problems are visible after the event taking place. According to Matheson Victor (2006) mega-events attract lots of famous faces, new investors to the host country. Mayor Boris Johnson said, during Olympic games in 2012, created nearly 20 000 new job opportunities. Almost 60% additional investments were taken from outside of London. (London2012). This kind of mega- events give motivation by its gold, silver, bronze medals. After being a winner of the competition, the participants have their own authority among other nations. (Baade, Robert A, 2016). This study aims to examine effects of sport events in outbound tourism. The main purpose of the study is to find most important sport factors and impacts in this industry.

Literature review: Local events have not a huge impact on economy, but still growing and becoming Table 1 Sport tourism events begin from local to large-scale events. (Tourism BC 2011). FIFA Football world cup, tennis championship, Olympic games without any doubt attracting millions of sport fans. Many sport competitions are being held in megalopolises, or smaller towns. Mainly two type of people (local people and foreigners) are taking place. And of course it increases local income. (Destin 2018) Sport events is not always making profit, but also showing, visiting, sightseeing, being healthy, getting experience, and learning culture. (Gibson,2012). Peric M, J Durkin studied outdoor sport events and its models. Rafet Rowinskiy, Anna Ogonovskaya and Paula Richley Geigle did research focused on leisure activities among 65-year-old people, according to their health conditions and physical abilities. As Tichaawa (2015) indicates that bringing famous actors to sport events fascinate more tourists. However, the climate has also visible impacts on sport events. Giving indoor openings amid the cold and damp months may cultivate standard physical movement practices year circular. Gilliland (2008) While there is been much research on sport tourism, few researchers have taken basic impacts of sport events into the account. This study proposes shows 3 main impacts of sport events in tourism industry. 1. Economic, 2 social media and word of mouth, 3 healthcare.

Aspects	Characterization	References
Economic	Cost of organising events	Coatas and Humphreys (2002)
	Effects income, taxation	(Malning & Zimbalist, 2012)
	Investigating billions of dollars for infrastructure of the building, stadiums, hotels	Ahlfeldt & Meaning, (2009-2010a)
Advertisement through social media and Word of mouth.	Online broadcasting by Tv, YouTube, Instagram. Discussion about sport events, competitions	(Powell, 2016) Anastasiei 2017 Kuenzel & Yassim 2007, Yoshida & James 2010
Healthy life	Preventing chronic diseases	Consejería de Sanidad:

	Mental health and stress control	Murcia, Spain, 2007 Rev.Bras de Ciencias 2016

Methodology: In this study used cause and effect relationships between main impacts on sport events. (table 3) Quantitative data collection and created questionnaire survey. The participants were 55 university students who were interested in sport events and participated in international and local competitions. (n=55) All participants allowed to inform the questionnaire voluntarily. In this survey used Likert's five-point scale (from strongly disagree to strongly agree). And mainly numerical data used to present study objects in quantitative research. Tichaawa (2015). Sample size and percentages of Likert-scale was demonstrated with a table.

Results and discussions.: Respondents were (63,6%) male between (18-26 years old). To compare constant level, the answers divided into three (participants who agreed the survey questions A1, who disagreed A2, and who was neutral A3) based on Likert scale.

Table 2

Characteristics of the respondents. % n-55 students	
Gender Male 63,6 Female. 36,4	
Age	
18-19	14,5
20-21	27,3
22-23	12,7
25-24	45,5
Education level Undergraduate Diploma/certificate	93 7

Table 3 indicates numerical results of the questionnaire. As Tichaanova notes that options of respondents are very important. Economic statement showed that 58,2 % of respondents agreed with allocating money to increase the level of sport destinations. Labor and Alton notes the changing of the revenue, tax of people, employment opportunities.

Table 3

Statements	5	4	3	2	1
Economic					
A lot of money needs to be allocated to develop sport destinations	18,2	58,2	12,7	9,1	1,8
Creating new job opportunities for unemployed people	49,1	21,8	21,9	0	0
Motivation					

Sport events inspire young generations to work on themselves					
Olympic games gives chance to disables to travel the world and show themselves	47,3	34,5	9,1	9,1	0
<i>Health</i>					
Sport events develop the healthism ideology, behavior, and protection	41,8	40	12,7	5,5	0
<i>Social media and word of mouth</i>					
Big sport events and destinations call tourists	21,8	29	25,2	16	8
Famous sport events advertise the country	27,2	29	21,8	9,3	12,7
Sport tourism is more popular then business or leisure tourism by competitions	30,9	27,3	20	20	1,8
Total:	33,7	34,2	17,6	9,8	3,5

Data demonstrated in percentage. Strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1)

Motivation: Motivation statement shows that nearly the half of the respondents (47,3%) think that there is a big impact of Olympic games to people to show themselves. (London 2012). 34,5% strongly agree with the statement. Weed, Mike (2014) showed how important giving motivation and stimulation to participants. One of the way to encourage the participants is the award ceremony by rewarding with medals at the end of the big competitions. It's a good chance for every nation to show its strength. Not only host country, but also the first nation which takes the first place is also advertised to the world because of its best results.

Health: Reflecting on health impact 41,8 % of respondents agreed with health statement that increase the level of protection, healthism. 40% strongly agreed. Bendikova (2014) notes that there are positive impacts of physical activities in the human body. However, it can decrease the level of serious diseases. The event strongly effects the behavior of local people. Meetings with foreigners during the competition gives them a new idea. It's visible that gathering many different people to one place requires more control. The host country should provide both local people and foreigners with safety. Because every details in mega-events connected with security.

Social media and word of mouth: Around 30% agreed that social media has a great impact to call new tourists to host country. Hosting big sport events like FIFA, tennis sport competitions brings lots of discussions about event during the match. Wilkes K (2006). Because of these kind of advertisements people paying more attention and time to visit sport destinations which is famous for its beautiful stadiums, ice palaces. 30% of respondents agreed that sport tourism becoming more famous than business tourism.

Conclusion: Briefly saying 33,7 % of the survey participants strongly agreed, and 34.2 % agreed with four statements with the positive thoughts. However, the results show people have a lot of positive thought about sport events. There are lots of sport lovers in the world. And most of them love to visit

sport destinations. Especially they indicated the economic impact as a highest one (49.1%) by creating new job opportunities. The majority thinks the future of the sport events grows, and take more attention, investments. The host country should give conditions to local people by less taxes. The study also underlines the sport events impact on health mentally and physically. There is need to have local tournaments among population. By local competitions the host country prepares for holding mega-events. The international tournaments like Olympic games, FIFA and big tennis championships require more investments. However, the host country should modernize sport buildings and destinations according to the world standards. Of course, it demands on a special security system to control big events.

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MANAGEMENT OF INDEPENDENT WORK OF STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

Abstract: This article is about the features of students' independent work during learning the second foreign language in the university. The notions such as development of independent work's abilities and skills, improvement of student's personality, organization of students' educational activity, self-guided work management are given by author.

Key words: educational activity, educational method, methodical technique, independent work management, self-guided work efficiency.

The importance of independent work is determined by the goals of modern education and the requirements of life - the constant improvement of the individual.

In the course of independent work, the main functions of training are carried out: the development of creative thinking, assimilation, consolidation of knowledge, processing them into sustainable skills; the acquisition of skills for independent work with literature in the specialty and independent searches for knowledge, including using Internet resources, the development of rational working methods.

Scientifically grounded planning and organization of students' cognitive activity are one of the main goals of the university, in the achievement of which the teacher plays a decisive role. It is not surprising that recently the components of a teacher's activity in organizing student learning activities have become the subject of research in methodological science [3].

Recently, the didactic, pedagogical, psychological and methodological foundations of independent work have been refined [5].

Today there is an urgent need for the formation of students' cognitive independence, as a trait of character, personality; the ability to set and resolve various cognitive and practical tasks, transfer and apply knowledge from one area of activity to another. Out-of-class independent work either precedes classroom work, ensuring its effectiveness, or is a natural continuation and logical conclusion of classroom work, its effectiveness depends on the quality of preparation and conduct of classroom studies.

Education, according to modern concepts of psychology, combines the interdependent ways of the teacher and the student. The study of a subject as a whole or of individual topics must be structured so that any teaching method contributes to the development of cognitive independence. Consequently, independent work is both a means of enhancing the educational process and a necessary condition for the successful assimilation of knowledge and the formation of skills and abilities. The development of cognitive activity depends not only on the characteristics of the organization of the educational process. The nature of cognitive activity also plays a significant role.

The problems of independent work are being intensively developed by the collectives of universities. In many collections of scientific works, independent work is widely considered - as a teaching method or a methodological technique used in classroom lessons, as a form of organizing educational work, as a means of enhancing cognitive activity. The authors consider various aspects of studying independent work, develop recommendations for its intensification, forms and methods of intensification, improvement of planning and organization. In the field of view of researchers are the types and methods of organizing the control of independent work. Considered are such methodological issues as the criteria for selecting management for independent work, identifying the level of mastering professional tasks [6].

The effectiveness of independent work in the study of foreign languages and, to a greater extent, a second foreign language is one of the key problems for a number of reasons: the lack of a language environment, long breaks in learning (sessions, vacations). The importance of independent work in the process of mastering a foreign language can be briefly determined by the following parameters: it allows students to work in accordance with their individual capabilities; unload classroom activities, has educational value [4].

The specificity of independent work in foreign languages is that it can be carried out independently according to the textbook, texts of special literature in accordance with the abilities, personal experience, with professional necessity, when the possession of speech activity provides the opportunity to perform other activities and be partially controlled by the process.

With regard to speech activity, this is manifested in the fact that, depending on the communication situation, only that and such statement is generated that is adequate to the created situation.

When learning a language, differentiation of the content of independent work in foreign language classes and independent classroom work plays an essential role. But in both cases, it is built as a complex of purposeful educational actions, in which their nature and sequence are predetermined, and also provides for their control and correction. Hence, the peculiarities of independent work in the classroom and outside the classroom follow. In foreign language classes, independent work is considered not only activity to master the techniques of working with linguistic and speech material, but mainly the

development of the ability to creatively apply the learned techniques in different conditions, in new speech situations.

When directing independent work outside the classroom, it should be borne in mind that independent work is an individual process, that the central element and driving force of independent work is the activity of the student himself. As part of the learning process as a whole, independent work in teaching foreign languages at a university should contribute to the formation of such skills, the mastery of which is the purpose of their professional training.

The methodological literature emphasizes that language proficiency presupposes full and conscious knowledge of the language as a specific system of signs (linguistic means), on the one hand, and the ways of using this system, on the other, and the use both in communication and in professional activity. A university graduate must learn the language practically, i.e. master not only the types of speech activity (listening, speaking, reading, writing), but also "secondary" types of speech activity (reading aloud, recording speech, translation, abstracting, annotating, etc.). Thus, training in a foreign language, including in a second foreign language, includes practical language skills, a scientific approach to the language. Therefore, when defining tasks for independent work, it is important to understand what goals this work should serve, what kind of skills to develop.

The goals and content of a specific set of independent work follow from the general goals of teaching a language, as well as from the particular goals of working on the material. The goals and content as an element of the language teaching system are set by the type of mastery of the target language (first (main) or second foreign, etc.).

At the same time, it should be remembered: for the development of cognitive activity, the effectiveness of independent work, it is not the tasks themselves that play an important role, but the types of cognitive activity.

It is important to emphasize that each type of action has a special meaning in future professional activities. Therefore, the teacher is faced with the task of highlighting especially significant types of actions and defining tasks for the formation of these actions.

The forms and methods of enhancing the independent work of students in the process of teaching foreign languages are very diverse. The most interesting forms are such events as Olympiads, scientific conferences, educational and practical conferences, role-playing and business games, etc.

The methodology for these forms of enhancing cognitive activity is sufficiently developed, but is largely determined by the traditions of the university, the experience of the team, the level of relations between teachers and students.

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ONLINE LESSONS DURING THE PANDEMIC: IN THE CASE OF TOURISM STUDENTS

Abstract: A year ago, strict quarantine was declared in almost all countries around the world to protect against covid 19 disease. For this reason, traditional learning to shift to online platforms compulsory without any preparation. As a result, both teachers and students faced certain challenges (technical, Financial, and psychological) in the online learning process. The purpose of our study was to assess the extent to which these issues affected the learning process of students and the extent to which students evaluated the online system during the quarantine period and the extent to which they were satisfied with this learning. A survey was conducted among the tourism students in YTIT after the ending online lessons. The results showed that almost all students have suffered from Internet instability. However, online education could not had a negative impact on the learning process of many students. Results also revealed that all students preferred to study in an offline environment than in an online learning environment. Students common problems and satisfactions are further discussed.

Keywords: Covid 19, Pandemic, Tourism students, Online learning, e-learning.

1. Introduction. The COVID-19, first declared by the World Health Organisation (WHO) on December 31, 2019, is now expanding across the world. The estimated number of international confirmed cases reached more than 26.7 million by September 4th, 2020(WHO). Psychological conditions linked to the COVID-19 pandemic, such as anxiety and depressive symptoms,

are receiving interest from psychiatrists (Dubey et al., 2020). Many countries have used quarantine to fight COVID-19 (Brooks et al., 2020). In the face of global pandemic, all higher education institutions around the world are facing the same crisis in finding ways to serve students electronically. pandemic. 1.6 billion students, or 91% of all students on the universe, were unable to attend typical education at the height of the global crisis. (United Nations Educational, Scientific and Cultural Organization, 2020). This was possibly the largest platform movement in educational history, according to a variety of opinions. (Darrin Thomas, 2020). During the pandemic, e-learning is has become highly popular (Radha et al., 2020). In general, Elearning is described as type of content internet - based. (Roger et al., 2009). The pandemic of COVID19 has pushed every educational institute towards online learning, although nobody was ready for this transition. Many studies have proven that moving to online learning is a substantial, however required, element of the learning process (Bao, 2020; Halim, Hashim, & Yunus, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020; Yee, 2013; Zhu, Chen, Avadhanam, Shui, & Zhang, 2020). Hospitality education is not exempt from these guidelines. All courses, are delivered through online platforms. In hospitality education, online learning is an effective complement to traditional offline teaching and learning. Online education is not new to hospitality coaches The complete online learning mode, on the other hand, is not intuitive to everybody. Most instructors are not prepared for this sudden transition (Maslen, 2020). (Wong, 2020) has shown that online learning during COVID-19 is stressful for all stakeholders. Students have computers or laptops and data roaming cards to access Wi-fi. Additionally, many students who have lost motivation to study have been forced to transfer claims online, struggled to use the technology they need, and are usually discouraged by social isolation Goes with the distant. (Hall & Batty, 2020; Hobbs, 2020). All of this happened so suddenly that there had been no time to implement student support strategies. While it is impossible to say that both students and teachers are uncomfortable with e-learning, there was anxiety that participants were being affected. Common complaints, not limited to epidemics, are related to students' access to e-learning, financial pressures, and teacher competence (Harrison et al., 2017). Also, organizations should provide each instructor with technical resources and support (such as a computer, stable internet connection, camera, and microphone). Institutions, instructors, and students had to adjust to a modern educational setting in a short period of time. Students with a high degree in neuroscience may lack the confidence to express their opinions online. Meanwhile, students who are often inactive in traditional classrooms can actively express their views online. Numerous factors such as the degree of reliability of the Internet, the security of the online platform used, and the potential loss of students' attention contribute to the associated anxieties (Bao, 2020).

2. Literature review.

2.1 Impacts of Covid 19 on education. COVID-19 pandemic has affected all levels of the education system (Nicola, 2020) Around the world (in 192 countries), educational schools have either temporarily closed or implemented regional closures, affecting around 1.7 billion learners. (UNESCO. Education: From Disruption to Recovery, 2020) Although many colleges and universities have stopped teaching in the classroom, undergraduate and graduated students must instead rely on online instruction. (Sahu p, 2019). This method of learning offers an alternative to minimizing either student-to-student interaction or student-to-lecturer contact (Progholapati A, 2020). However, many students are unable to access online education due to a shortage of resources or instruments as a result of the economic and digital divide (UNESCO, 2020). The global lockdown of higher education institutions might lead to huge (and possibly unequal) disruptions in students' learning; disruptions in internal evaluations; and the cancellation or elimination of public assessments for qualifications (Simon Burgess, 2020).

2.2 Students Satisfaction. Student satisfaction is a primary indicator of sustained desire to study in the online learning environment (Edens, 2011). Student satisfaction shows how students felt about their learning experience (Alqurashi, 2019). Researchers discovered that device consistency, content quality, and perceived utility all have a positive impact on online learning, while the user's machine self-efficacy has a positive impact on their satisfaction (Ramayah, Ahmad, & Tan, 2012). Students' behaviors and assessments in their online courses, according to (Marks et al. 2005), can be used to assess student satisfaction. Furthermore, the time, location, and speed versatility of an online class may have an impact on student satisfaction. Furthermore, primary determinants such as student enthusiasm, learning style, teacher awareness and facilitation, instructor input, engagement, and course structure affected students' satisfaction significantly (Eom, Ashill, & Wen, 2006).

3. Methodology.

3.1 Sample and procedure. Data collection was done during the period from March 13th to March 27th, 2021. The setting of this study was used to conduct the study among tourism students studying Yeoju Technical institute (YTIT) which is located in Tashkent. An online teaching was started in this institute on 16 March 2020 which was conducted every day using the ZOOM application. Data were collected from 50 undergraduate tourism students who were taking online courses during the pandemic COVID19. Random sampling was employed in the selection of courses with a sample size of N = 50 students from the selected courses. Demographic statistics indicate that 50% of the sample was male and 50% was female. This study created and uploaded a survey instrument on the Google platform in Uzbek. The aim and uses of data of the questionnaire were briefly explained at the beginning of the questionnaire. An online google form

questionnaire link was shared in Telegram social media platform which is widely used among Uzbekistan students.

3.2. Development of the research instrument.

Study's questionnaire covered 24 questions (22 multiple choice, 1 checkbox, and 1 paragraph) divided into five sections: Questions of first section asked about the demographic information of participants were included in the first segment (gender, age, and academic year). The second section evaluated the effect of COVID-19 pandemic on the study and the online learning (the effect of online learning on academic performance, electronic device used to study online, time spent per day in online learning, common problems encountered in the online learning, and suggestions to improve the online learning). This section consisted of ten questions as follow: three single-choice questions, three multiple-choice questions, one Likert-scale question, and three questions with free text answer. These questions for first and second section are structured for research were adopted from Muhamed A.A Mahdy (2020). In Section three, the researchers asked the students to rate their anxiety. Nine items regarding anxieties (three items on learning, three items on technical, and three items on financial anxieties) were adopted from Mohamed et al. (2011). Fourth section includes questions about student's satisfaction was obtained from Aldas-Manzano et al. (2011) and Olsen and Brown (2018). The final part would include a Likert scale for assessing understanding. It included eleven statements using 5 point Likert scale (1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree). All the structured statement used in this section are taken from Dipti Koirala (2020).

4. Results.

4.1. Demographic characteristics of respondents. Table 1. Respondent demographic characteristics.

Table 1. describes the demographic characteristics of the respondents. From the 50 respondents in the study, 25 (50%) are male and 25 (50%) are female. The majority of the respondents were 20–22 years old (54%, $n = 27$). The 23–25 year old age group represented 30% ($n = 15$) of the respondents and the 17–19 year-old age group (16%, $n = 8$). Most of the respondents were in the third year of their degree (66%, $n = 33$), and the rest of the respondents were in their second year (34%, $n = 17$).

4.2 The effect of Covid 19 Pandemic on academic performance. The current data showed that most of participants 38% ($n = 19$) believed that COVID-19 pandemic were considerably affected their academic performance whereas 26%, ($n = 13$) were greatly affected, 18% ($n = 9$) moderately affected, and 8% ($n = 4$) were slightly affected. Whereas, only 10% ($n = 5$) of participants reported that lockdown had not affected on their academic performance.

4.3 Evaluation of Online Education During COVID-19 Pandemic Data showed that participants used several electronic devices to study online. The most used device was the smartphone (52%) followed by laptop (26%) and

personal computer (6%), while the least used device was the tablet (16%). The studying hours spent for online learning ranged from <1 h/day to 14 h/day with an average of 3.1 ± 1.9 h/day. Regarding the frequency of online studying hours, about 46% ($n = 622$) of participants spent up to 3-6 h/day in online learning, while 20% ($n = 23$) of participants spent 1 h/day, 18% ($n = 9$) of participants spent 2h/day and 16% ($n=8$) of participants spent 7-14h/day.

4.4 Common problems and and recmmendations

The common problems encountered by most of the students who completed the survey are: spending long time in online learning makes the students loss their motivation to participate; also they feel tired with sleeping issues; the availability of internet to students live in provincial and rural areas; loss of interest and the availability of learning devices, such as laptops, tablets, and smartphones devices to access the internet and view the online materials. The students' recommendations regarding improvement of the online learning were summarized as follows: increase the available time to solve the online tests; improve the way of teaching to encourage students to learn and attract them to study online. The survey demonstrated that more than half of the students (58%) had technical anxieties related to the stability of Internet used in online teaching is not reliable and (41.7%) financial anxieties such as additional expenditures (computer, wifi) than on compus classes.

4.5 Students satisfactions. This research shows that almost all students (34%) at Yeoju technical Institute in Tashkent satisfied with the efficiency of the online classes and online classes had met (30%) students learning needs. Other table shows that (56%) students less satisfied online classes were taken via Zoom because of weakInternet stability.

4.6 Perception of students towards online classes. Table 2 shows the perception of students towards online classes. Less than half of the students (40%) strongly disagreed to " Learning is the same in class and at home on the Internet". Most students (44%) strongly agreed to "Learning environment is better in college than at home."

Table 2: Perception of students towards online classes ($n=50$)

5. Conclusion. The study concluded that the offline education system was better, more convenient, and more student-friendly than the online education system. It is known that due to the low speed and stability of the Internet in our country, this education system can cause a numerous of inconvenience for students living in a rural area and outside the city.

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EPOSGA MUROJAAT QILGANDA...

Annotatsiya: Eposlar xalqning ko'p ming yillik ma'naviyati namunalarini o'zida jamuljam etadi. Xalq eposida ma'noni teranlashtiradigan, fikrlashga undaydigan badiiy san'atlarning qo'llanishini o'rganish orqali ijrochi so'z nafosati, sehri va qudratini eshituvchi mushohada quvvatini oshiradi.

Kalit so'zlar: Epos, vatanparvarlik, fantaziya, eposshunoslik, yuksalma, baxshi, asotir, diffuziya, qomusiy, quvvai-hofiza, inssenirovka, novatorlik, individual.

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WHEN APPLYING TO THE EPIC...

Annotation: The epics embody the millennial spirituality of the people. By studying the use of arts that deepen the meaning and encourage thinking in folk epics, the performer increases the subtlety, magic and power of the word, the power of the listener in observation.

Keywords: Epos, loyalty, fantasy, epistemology, ceremony, baxshi (epic singer), legend, diffusion, encyclopedia, strong memory, innovation, individual.

O'zbek xalq eposi umuminsoniy g'oyalarni ilgari surishi, obrazlar olamining xilma-xilligi, tarixiyligi bilan boshqa xalqlar eposi merosi ichida o'ziga xos o'rinni egallaydi. Eposlar ko'p asrlar davomida xalqlarning osoyishtaligi, tinchligi, ular o'rtasidagi birdamlikni mustahkamlash, farovon turmush va erkin hayot uchun kurash kabi komillik ruhida tarbiyalashda tengi yo'q g'oyaviy-badiiy omil bo'lib kelmoqda. Shuning uchun hamki, eposlarda tarannum etilgan vatanparvarlik g'oyalari bundan keyin ham xalq hayotida ulkan tarbiya vositasi sifatida xizmat qilib keladi.

O'zbek xalq eposlari o'tgan asrning 20-yillaridan boshlab o'rganilib, jiddiy e'tibor bilan qaralib, ilmiy tadqiq etib kelinmoqda. Mana shu davrlar mobaynida xalq dostonlarining juda ko'p nodir namunalari mashhur baxshilarimiz tilidan yozib olinib nashrga tayyorlandi. Ko'plab dostonchilik maktablari yaratildi, ularning yirik namoyondalari aniqlandi, ular to'g'risida yuzlab maqolalar, monografiyalar chop etildi, yirik-yirik tadqiqotlar amalga oshirildi. Va mana shular natijasida o'zbek eposshunosligiga asos solindi. Bular nafaqat o'zbek eposshunosligiga asos bo'ldi, balki, bu sohaning asosiy prinsplarini ham belgilab berishga xizmat qildi. Ma'lumki, epos ommaning ko'p ming yillik ma'naviyati namunalarini o'zida jamuljam etgan badiiy in'ikos

turlaridan biri sanaladi. Zero, epos yaratuvchi xalq qadriyatlarining turli qirralarini qomusiy qamrab olgandir.

Milliy mustaqillikka erishgan o'zbek xalqi uchun an'anaviy qadriyatlarni tiklash va rivojlantirish qanchalik muhim ahamiyat kasb etayotgan bo'lsa, badiiy tafakkur taraqqiyotining tarixini, xususan, eng qadimgi qahramonlik dostonlarining vujudga kelishi va tadrijiy rivojini aniqlash vazifasi shu qadar dolzarb umumestetik muammoga aylanib bormoqda. Negaki epos ibtidosi san'atlar sarchashmasiga qorishqlik (sinkretizm) davri bilan bog'langan bo'lib, uning takomilini sinchiklab kuzatish folklor janrlari doirasidagina emas, balki so'z san'ati va umuman san'at tarixiga ham tegishli yangi hulosalarni keltirib chiqarishi mumkin. [4]

Turkiy xalqlar qahramonlik eposining tadrijiy taraqqiyoti yuzasidan V. Jirmunskiy, X. Zarifov, T. Mirzayev, B. Sarimsoqov va boshqa olimlar munosabat bildirganliklari ma'lumdir. Lekin shunga qaramay, eposning yaralishi uchun ijodkor omma orasida ehtiyoj uyg'otgan bir necha ijtimoiy sabablar borki, bular ehtiyojning ro'yobga chiqishida asotir qahramonlik ertagi epos ko'rinishidagi o'ramli yuksalma (spiralsimon) taraqqiyot kechimi, ibtidoiy janrlararo munosabatta mazmun va shakl unsurlarining bir-biriga singishi (diffuziyasi) kabi masalalar yanada kengroq va chuqurroq yondashuvni talab qiladi. [2]

Muxtor Auezov: "Epos o'tmishning o'lmas va donishmand hikoyachisi bo'lib, bizga asrlar nafasini olib keladi. Undagi inson ko'z o'ngimizda o'zining azaliy o'y-fikrlari, hayoloti, baxt haqidagi qo'l yetmas orzulari, bu yo'ldagi asrlar osha kurashi bilan namoyon bo'ladi va beixtiyor shuurimizga kirib ketadi", - deb yozgan edi. Eposga murojaat qilganda, ijodkor ulkan qomus bilan to'qnashib makon va zamon chegaralarini oshib o'tadi, o'zligiga qaytadi, azaliy qadriyatlarga duch keladi. V. L. Jirmunskiy so'zlari bilan aytganda "eposlar xalqning tarixiy o'tmishi ifodasi, dunyoqarashi va madaniyatining tajassumi" dir.[1]

Xalq eposida ma'noni teranlashtiradigan, fikrlashga undaydigan badiiy san'atlarning qo'llanishini o'rganish orqali ijrochi so'z nafosati, sehri va qudratini eshituvchi mushohada quvvatini oshirishga yo'naltirishi mumkin.

- Milliy eposdagi o'ziga xos teatr zahirasini ijrochilik nuqtai nazaridan o'rganish avvalo xalq donishmandligini idrok qilish, qolaversa sahna ijodkorlari fantaziyani kengaytirish, sahna tilini boyitish, so'z qudratini oshirish, milly qiyofalar yaratishda yangi badiiy imkoniyatlarni qo'lga kiritish uchun ahamiyatlidir.
- Epos tilida badiiy so'z san'ati na'munalarini qo'llash xalq badiiy poetik ijodkorligining alohida sifati bo'lib so'z qudratini oshirishda dramaturgiya tilini boyituvchi milliy tagzamindir.
- Xalq dostonchiligidagi ustoz-shogirdlik a'loqalari, quvvai-hofiza, ijrochilikdan ijodkorlik sari o'sish, badihago'ylik, sog'lom ijodiy

raqobatni yo'lga qo'yish, o'zaro o'rganish va ta'sirlanish kabi sifatlar epos ijrochiligining muhim hususiyatlaridir.

- Epos ijrochiligi an'analari bugungi xalq og'zaki ijodi an'alarini bardavomligida ijodkorning ijodiy tarbiyasida nihoyatda muhim ahamiyatga egadir. [2]

Yozuvchi Chingiz Aytmatov qahramonlik eposini adabiyotga olib kirishda novatorlik ko'rsatdi. U insseniroyka qilish bilan cheklanmadi, balki ulkan eposning kichik zarralari, ya'ni ayrim rivoyat va hikoyatlarini asarlariga sig'dirishdek murakkab masalaga e'tibor qaratib, yangi yo'nalishga asos soldi. Turkman adabiyotining yirik namoyondalaridan Maxtumquli, Mullanafas, Shobanda, Saidiy xalq ijodida mavjud qadim dostonlarni yozma adabiyotga olib kirganlar. [3] Qadim "Alpomish" dostoni qahramonlik dostoni sifatida xalqimizning davlatchilik borasidagi qarashlari, insonning jamiyatdagi o'rne, kishi umrining mazmuni tevarigidagi fikrlarni jamlab, goh hayotbaxsh, goho mahzun kechinmalarni chuqur ramziylikda donishmandlarcha aks ettirgan. Zotan, turkiylar tarixi ichki va tashqi dushmanlar bilan kurash tarixidan iborat. Xalqlar qachondir mana shu ichki nizolar va o'zaro kurashlar barham topishini, jamiyatda haqiqat, siyosatda odillik hukumronlik qilishini, tinch va farovon kunlarga yetishni kutib yashaganlar va bu tasavvurlarini o'z Alpomishlarida mujassamlashtirganlar.

Xalq yaratgan narsalarda tabiat bilan yaqinlik qaysidir jihati bilan saqlangan bo'ladi. Muayyan shaxs ijodiy-amaliy mehnatining mahsuli esa, odatda, bunday yaqinlikni yo'qotib, murakkab mavhumot bilan yo'g'riladi va individual xossalari bilan omma diqqatini tortadi. Agar yozma adabiyot namunalari qadimdan xat vositasida o'zgarmas tarixiy-adabiy yodgorlikka aylanavergani bo'lsalar, epos, aksincha, yozuvga bog'lanib qolmay, ko'p asrlik jonli ijroda tabiat singari o'zgarib, yasharib, sayqal topib boravergan. Qahramonlik dostonining tarixan shakllanish jarayonini kuzatish ana shu jihatdan qiziqarlidir.

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THE PROBLEMS OF UNTRANSLATABILITY IN INTERPRETATION PROCESS

Annotation: The article deals with the problem of “untranslatable” utterances which requires one to bear in mind that the same idea may find expression in different ways from one culture to another. As well as it analyses some ways of translating words and expressions, taking some important features into consideration.

Key words: untranslatable, interpretation process, target language, simultaneous, translator, insufficient, lose the meaning, to regard, concept, masterpiece.

No matter how good the translation, something always seems to be lost. It is that “untranslatable” remain of meaning that cannot be brought out in the target language which leads some linguists to proclaim that in a theoretical sense translation is “impossible”. However, it will help the translator or interpreter to recall that “untranslatability” is chiefly due to the inherent features of cultures and languages, not to the individual abilities of the translator or the limitations of the craft. The problem of “untranslatability” arises from the fact that different cultures divide up the universe in different ways, and that their languages therefore contain ideas, words, and expressions to describe those different concepts and culture-specific features.

For example, conducting an interpretation process from English into Uzbek doesn’t seem as difficult as it is compared with interpretation process from Uzbek into English. However, it is very challenging and demanding task to interpret the words of an Uzbek language speaker into English. Generally speaking, holding an interpretation process from agglutinative languages into flectional ones bears a great deal of difficulties and obstacles for an interpreter, while conducting an interpretation process which are based on the same language families is not a big deal for interpreters. That is mainly because of the place of the verb in the sentence. In most languages of Turkish origin, such as Uzbek language the nominal part of speech verb comes at the very end of all kind of formal sentences whereas in flectional languages the place of the verb is the second in the sentence.

Therefore, simultaneous translators have to wait the whole sentence to be uttered and then they have to interpret. As we know, simultaneous interpretation

occurs only in a very short period of time, so it is very arduous work to accomplish. The problem of insufficient personnel in the simultaneous interpretation is very common in many countries as the workload of the interpreters is very enormous. While interpretation process is being conducted from Uzbek into English, it is very important to be alert and highly focused. Besides that, interpreters must be quick in translating the sentences by keeping up with the pace of the speaker. In the following example, we now look some live instances:

“Mamlakatimiz Prezidenti tomonidan 2017-yil Xalq bilan muloqot va inson manfaatlari” yili deb e’lon qilindi” - “The year 2017 has been announced as dialogue with people and human interests by the President of our country”. As we can see in this sentence, the interpreter must wait until the speakers utter the verb of the sentence. Until the speaker says the verb, another sentence will already be spoken by the speaker. We can see this process into the following examples, as well: “O’zbekistonning rivojlanishi uchun o’zining bor kuchi bilan harakat qilish har bir o’zbek farzandining eng oliy maqsadidir” – “It is a duty of every single Uzbek citizen to share a contribution to the development of Uzbekistan”.

In other cases, there might be observed a few pauses which are created by the speakers themselves. That’s why predicting the following words and interpreting it without losing the meaning is regarded as the masterpiece of a simultaneous interpreter.

Another problem that can be observed commonly is fast speech of a speaker. Delivering fast speeches in an international conference may lead to several problems: First, mistranslation and loss of information. There is a maximum output that an interpreter can produce within a given time interval; the greater the input, the greater the chance of error and omission. Secondly, fast delivery makes comprehension difficult even when the audience is listening to a native language. Thirdly, English is a non-native language to many, if not most, international conference participants. Participants lose information when either the speaker or the interpreter speaks too fast. [1]

To ensure the proper functioning of the interpreter’s brain, the speaker must speak at an appropriate speed. Studies show that speech rate has a direct correlation with interpretation quality. Accuracy is reduced as the speech gets faster. Interpreters generally believe that, to ensure the quality of interpretation, a rate between 100 and 120 (English) words per minute (wpm) is optimal for speeches that are not read from a written text, although the figure may differ for different types of speech. Lederer suggested that for recited texts which are devoid of hesitation and redundancy that characterize official speeches, the maximum rate should be 100 wpm.

2. But one must not confuse difficulty with untranslatability. There are many ways to translate words and expressions that do not travel well from one language to another, and quite often “untranslatability” is a misnomer, because

an exact or complete translation is not necessary, and an approximate equivalent may be all that is needed in a given context. Dealing with the problem of “untranslatable” utterances requires one to bear in mind that the same idea may find expression in different ways from one culture to another. It involves asking questions like the following: What am I translating? A word? An idea? The name of a concrete object or of an abstraction? The title of a person? The name of a cultural institution or artifact? A technical term? A specialized use of an ordinary word? An archaic word? Sometimes an apparent case of “untranslatability” can be solved by finding the equivalent register, or level of language. For example, the speeches of Winston Churchill might provide a good model to help you translate a speech by Charles de Gaulle; or, at the other end of the spectrum, American urban “rap” or old Chicago gangster-slang might provide an equivalent register with which to translate a French screenplay containing Marseilles “argot du milieu”. [3]

Thus, the word itself may seem “untranslatable,” but the idea is not. To help create the necessary associations in your mind to enable you to find such solutions, an exercise that the author has found helpful is to form the habit of writing out “strings” of related words and ideas. An interpreter should try always to have more than one way to express any given idea.

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SOURCES OF INVESTMENT FINANCING COMPOSITION, ANALYSIS AUDIT AND THEIR IMPROVEMENT

Annotation: The article covers the issues of financing investment activities, the formation of its sources, the creation of a favorable investment climate, the study of factors affecting investment activities, coordination of audits of enterprises with investment.

Keywords: Investment, audit, investment policy, investment financing, state budget.

Financing of investment activities at the expense of decentralized sources means financing at the expense of own and equivalent funds of business entities. In this context, in order to pursue an active investment policy, it is necessary to provide financial support to the activities of state business entities and coordinate the audit of attracted investments.

So how are financial support processes implemented? Of course, it is done through financial support instruments (taxes, insurance, subsidies, subventions, depreciation allowances, loans, etc.). These financial instruments help economic entities to solve the problem of independent and free determination of their activities in accordance with market relations. In Provard, the creation of a favorable investment climate will be achieved through the expansion and financing of innovation and investment activities to transform the economy.

First of all, the relations on investments and investment activities in the territory of Uzbekistan are regulated by the Law of the Republic of Uzbekistan "On Investments and Investment Activities" on December 25, 2019, is the regulatory framework. 1) Law of the Republic of Uzbekistan "On Foreign Investments" No. 609-I of April 30, 1998, Article 611 of the Law of the Republic of Uzbekistan "On Guarantees and Measures to Protect the Rights of Foreign Investors" of April 30, 1998 Law No. I, Law of the Republic of Uzbekistan No. 719-I of December 24, 1998 "On Investment Activity" and a number of other normative acts were repealed. Article 3 of the new law defines the sources and procedures of investment financing and investment policy as follows. "Investment policy is a set of interrelated measures aimed at ensuring the necessary level and structure of investments in the economy of the Republic of Uzbekistan and its individual sectors, increasing investment activity of

investment activities aimed at finding sources of investment and identifying priority areas for their use" [1].

In the context of Uzbekistan today, the development of the securities market in the context of market relations is a topical issue. In this regard, the theoretical aspects of market mechanisms of financing investment activities have been studied by a number of economists, with regard to the views of economists on the analysis of sources that provide financial support for investment activities. For example, prof. According to Ya.M. Mirkin, a real, promising form of investment financing is to increase the placement of companies' funds in the share capital from the secondary market, but the level of this source of investment financing is very low [2].

In our opinion, the opinion by J. Mirkin on the mechanism of financing investment activities through the stock market has a special scientific and practical significance. This is due to the fact that in many CIS countries, a high level of risk in investing in corporate stocks and bonds and low investor confidence are the main reasons that hinder the development of the stock market.

It should be noted that a number of authors hold one-sided scientific views in the analysis of the features of regional development of investment activities. The effectiveness of centralized public investment is estimated to have "significantly strengthened the economic potential of the region as a result of the intensive investment policy pursued" [3]. investment activity in developed regions is low. Coming to such conclusions will lead the reader to draw unsubstantiated conclusions.

Research methodology. This article examines the scientific works of economists from Uzbekistan and abroad on the analysis of investment activities, the formation of public investment policy, the implementation of investment projects, the sources of financial support for investment relations. Methods of comparative analysis of the literature, logical and structural analysis, grouping and comparative comparison, economic-statistical analysis and hypothesis substantiation were used as research methodology.

State management of investment activities is currently carried out mainly through the allocation of financial resources to state target programs and other state needs determined in the manner prescribed by the laws of the Republic of Uzbekistan. In general, the effectiveness of public investment is considered less, as they are mostly directed to the development of non-manufacturing sectors. In addition, in the current situation, due to limited budget funds, it is not possible to implement them in large quantities. The state budget resources will be directed primarily to the implementation of targeted investment programs for the development of the country and regions.

We consider the composition (elements) of centralized and decentralized financial sources according to their classification features [4]. The analysis of sources of financing of centralized and decentralized investments in fixed capital

investments is reflected in Table 2 below. In January-September period of 2020, investments in fixed assets amounted to 138.1 trillion soums, of which 63.7% or 88.0 trillion soums. 36.3% or 50.1 trillion soums were financed from the own funds of enterprises, organizations and the population. soums were financed. In the total volume of investments, the share of investments in fixed assets financed from centralized sources of financing decreased by 6.7 percentage points compared to the same period last year and amounted to 21.8% or 30 178.7 billion soums. soums.

Correspondingly, 107927.9 billion soums were allocated from decentralized sources of financing. UZS or 78.2% of the total investment, which is 6.7% more than in the same period last year. In January-September 2020, investments in fixed assets financed by own funds of enterprises and organizations - 37 916.3 billion. soums or 27.5% of total fixed capital investments. 8.8% or 12,157.2 billion soums of investments in fixed assets were made at the expense of the population. sum was mastered. The volume of foreign direct investments at the expense of investments prepared by the author of Table 1 amounted to 15 086.1 billion soums. soums and decreased by 5.0% compared to the same period last year and amounted to 10.9%.

The country's investment policy also focuses on the technical and technological restructuring of the manufacturing sector.

A total of 14,186.7 billion soums or 10.3% of the total investment in the country was disbursed in the mining industry, of which 7.7% or 10,610.9 billion soums. soums belong to the field of crude oil and natural gas extraction. Today, the cause of the coronavirus pandemic is inconsistency in the economic policies of states. In January-September 2020, there was a decrease in investment activity, the growth rate of investments in fixed assets compared to the same period last year was 91.3% [5].

Due to the coronavirus pandemic, the world's leading countries have developed anti-crisis programs and formed sources of funding for the measures envisaged in these programs. In particular, the U.S., which has the highest prevalence of coronavirus infection, has spent \$ 2.3 trillion on anti-crisis programs. (11% of GDP), Germany 189.3 billion (4.9% of GDP), China 168.7 billion (1.2% of GDP), Canada 145.4 billion (8.4% of GDP).), Australia 133.5 billion (9.7% of GDP), relatively rare coronavirus infection in Japan 5.2 billion, Argentina 4.45 billion. and Indonesia 2.2 billion. Allocated funds equal to USD. Over time, we will assess the effectiveness of anti-crisis programs of the G20 countries [6].

According to the world experience, high rates of savings and investment alone are not enough for economic growth in the current period.

1. Enhancing the role of audit in accordance with international standards in enterprises with foreign investors located in our country, and giving them freedom in this regard.

2. In order to expand the flow of foreign direct investment, it is advisable to apply all forms of taxes, customs duties, levies and preferences until foreign investors have fully mastered the production capacity.

3. Effective use of tax incentives in the regulation of investment activities Increase the role of audit in investment financing.

5. Increasing the volume of external funding to finance investment activities at the expense of international financial institutions and foreign government financial institutions, foreign direct investment and other decentralized sources is highly effective. In this regard, the systematic implementation of international auditing standards in enterprises with investment is quite effective.

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PROBIOTICS IN PRIMARY PREVENTION OF ATOPIC DISEASE: A RANDOMISED PLACEBO-CONTROLLED TRIAL

Abstrakt: This article provides information on probiotics in primary prevention of atopic disease: a randomized placebo-controlled trial.

Keywords: breast feeding; cow's milk allergy; food allergy; eczema; atopy; prevention; review; statements of evidence.

Reversal of the progressive increase in frequency of atopic disease would be an important breakthrough for health care and wellbeing in Western societies. In the hygiene hypothesis this increase is attributed to reduced microbial exposure in early life. Probiotics are cultures of potentially beneficial bacteria of the healthy gut microflora. We assessed the effect on atopic disease of Lactobacillus GG (which is safe at an early age and effective in treatment of allergic inflammation and food allergy). Methods In a double-blind, randomised placebo-controlled trial we gave Lactobacillus GG prenatally to mothers who had at least one first-degree relative (or partner) with atopic eczema, allergic rhinitis, or asthma, and postnatally for 6 months to their infants. Chronic recurring atopic eczema, which is the main sign of atopic disease in the first years of life, was the primary endpoint. Findings Atopic eczema was diagnosed in 46 of 132 (35%) children aged 2 years. Asthma was diagnosed in six of these children and allergic rhinitis in one. The frequency of atopic eczema in the probiotic group was half that of the placebo group (15/64 [23%] vs 31/68 [46%]; relative risk 0.51 [95% CI 0.32–0.84]). The number needed to treat was 4.5 (95% CI 2.6–15.6). Interpretations Lactobacillus GG was effective in prevention of early atopic disease in children at high risk. Thus, gut microflora might be a hitherto unexplored source of natural immunomodulators and probiotics, for prevention of atopic disease.

Introduction Allergy, in the form of atopic diseases such as atopic eczema, allergic rhinitis, and asthma, is a chronic disorder of increasing importance in economically more-developed countries.¹ The International Study of Asthma and Allergies in Childhood^{2,3} included 11607 Finnish children aged 13–14 years; 10–20% of the children had symptoms of asthma, 15–23% allergic rhinitis, and 15–19% atopic eczema. Proof of an inverse association between infections early in life and atopy has led to renewed interest in the hygiene hypothesis devised by Strachan⁴ a decade ago. The recent rapid rise in atopy might be a result of improved hygiene and reduced family size. Recent epidemiological studies have yielded results both for,^{5–7} and against,⁸ such a

hypothesis. We propose that specific microbes in the commensal gut microflora are more important than sporadic infections in atopic disease prevention. Gastrointestinal microflora promote potentially antiallergenic processes: (1) T-helper1-type immunity;⁹ (2) generation of transforming growth factor, ^{10,11} which has an essential role in suppression of T-helper-2-induced allergic inflammation¹² and induction of oral tolerance;¹³ and (3) IgA production,¹⁴ an essential component of mucosal immune defence. The gut microflora might therefore be a major postnatal counterregulator of the universal T-helper-2-skewed immune system in fetuses and neonates. Confrontation between microbes and their antigens in the gastrointestinal tract begins instantly after birth, and the viable cells of fully established gut microflora outnumber those of the human host by a factor of ten.¹⁵ Consequently, commensal gastrointestinal microbes are the earliest and biggest stimulus for development of gut-associated lymphoid tissue. Probiotics are cultures of potentially beneficial bacteria of healthy gut microflora¹⁵ and one such strain, *Lactobacillus rhamnosus* (*Lactobacillus* GG, American Type Culture Collection 53103), has proved safe at an early age and effective in treatment of allergic inflammation¹¹ and food allergy.¹⁶ In a double-blind randomised placebo-controlled trial of prevention of atopic disease, we gave *Lactobacillus* GG prenatally to mothers and postnatally for 6 months to their infants at high risk of these diseases.

Methods

Participants and study design The only inclusion criterion was a family history of atopic disease—ie, one or more family members (mother, father, or older sibling) with atopic eczema, allergic rhinitis, or asthma. Families were recruited in antenatal clinics in Turku, Finland (population 170 000) between February, 1997, and January, 1998, to avoid the effect of birth month on atopic sensitisation. On the basis of our sample-size calculation before the study, 159 mothers were randomly assigned by computer to receive two capsules of placebo (microcrystalline cellulose) or 1 10¹⁰ colony-forming units of *Lactobacillus* GG (Valio Ltd; Helsinki, Finland) daily for 2–4 weeks before expected delivery. After delivery, breastfeeding mothers could take the capsules, otherwise children received the agents; in the latter case, capsule contents were mixed with water then given by spoon. Both these modes of administration have resulted in similar amounts of *Lactobacillus* GG in infant faeces.¹⁶ *Lactobacillus* GG and placebo capsules and contents looked, smelled, and tasted identical. Capsules were taken postnatally for 6 months. Treatment codes were kept by the supplier until data had been collected and analysed—ie, until March, 2000. Children were examined during the neonatal period and on study visits to a department of paediatrics at ages 3, 6, 12, 18, and 24 months. The outcome measure was atopic disease at 2 years. Since chronic recurring atopic eczema is the main sign of atopic disease in the first years of life,¹⁷ it was the primary study endpoint. Children were grouped as having this disorder (children with atopic eczema) or not (healthy children). The study was approved by the Committees on Ethical Practice in Turku University Hospital and the Health Office of Turku. Written

informed consent was obtained from children's parents. Procedures The physician (MK) who did the physical examinations, diagnoses of atopic disease, and antiasthma treatments was unaware of the contents of the capsules until March, 2000, when all data had been obtained and analysed. Physical examination included inspection of eyes, ears, nose, and skin, auscultation of heart and lungs, palpation of abdomen, and assessment of growth and neurological development. Parents were asked about their child's signs and symptoms that were possibly related to atopic disease: redness, dryness, oozing, and scratching (itch) of skin; redness, discharge, sneezing, and rubbing (itch) of eyes and nose; and cough, wheeze, and shortness of breath. Sensitisation to common dietary and respiratory antigens was measured by: skin-prick tests at ages 6, 12, and 24 months; and by total and antigen-specific IgE assays in umbilical cord blood and at ages 3, 12, and 24 months. Atopic eczema was confirmed by pruritis, facial or extensor involvement, or both, and chronic relapsing course.¹⁷ This last criterion was fulfilled if the child had had eczema for 1 month or longer at the 24-month study visit and on at least one previous visit. The SCORAD index¹⁸ was used to assess eczema severity. Allergic rhinitis was diagnosed if the baby had on most days two or more of: nasal discharge, blockage, sneezing, and itching. For diagnosis, temporal relations had to be established between these symptoms of allergic rhinitis, symptoms with allergen exposure, relief of symptoms by antihistamine treatment, and evidence of atopic sensitisation (ie, positive skin-prick test or positive radioallergosorbent assay, or both). Asthma diagnosis was based on an algorithm created by an international paediatric asthma consensus group.¹⁹ Asthma was diagnosed if an infant had chronic or recurrent cough, wheeze or shortness of breath, or both, suggestive of asthma, and if other diagnoses were excluded and trial antiasthma treatment was effective. Assays for serum total IgE and specific IgE antibodies to milk, egg, cat, and house-dust mite were done with the Pharmacia CAP FEIA immunoassay on a UniCAP 100 automatic analyser (Pharmacia and Upjohn; Uppsala, Sweden) in accordance with manufacturer's instructions. An antigen-specific IgE value of more than 0.35 kU/L was classed as increased. Skin-prick tests were done as previously described,²⁰ and antigens tested included: milk; wheat and rye flours, both diluted 1/10 (weight/volume) with 0.9% (weight/volume) sodium chloride; gliadin diluted 1/1000 (weight/volume) with 0.9% (weight/volume) sodium chloride; banana, potato, and carrot (all three by prick-prick technique), egg white, cod, soya bean, birch, six local grasses, cat, dog, and *Dermatophagoides pteronyssinus* allergen Der p1 (ALK; Abellø, Denmark); and latex (Stallergens; Marseille, France). Statistical analysis The anticipated frequency of atopic disease in the placebo group was 50%. With at least 56 individuals in each group, a reduction of 25% in the frequency of atopic disease could be detected at a 5% level of significance with 80% power. Normally distributed data are expressed as means with 95% CI, and skewed data as geometric means with 95% CI after logarithmic transformation. Values were

compared between the groups by unpaired t test. ² test was used to compare proportions between the groups. Relative risk and the number needed to treat, both with 95% CI, were used to describe the treatment effect of Lactobacillus GG.²¹ The proportion (and 95% CI) of children with atopic disease in both groups was calculated with the formulas devised by Gardner and Altman.²² Total IgE concentration was rated as high if it were greater than the geometric mean concentration of total IgE plus 1 SD in children without atopic disease.²³ A p value less than 0.05 was regarded as statistically significant.

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DIETARY PREVENTION OF ALLERGIC DISEASES IN INFANTS AND SMALL CHILDREN

Abstrakt: This article provides information on the dietary prevention of allergic diseases in infants and young children.

Keywords: breast feeding; cow's milk allergy; food allergy; eczema; atopy; prevention; review; statements of evidence.

The role of primary prevention of allergic diseases has been a matter of debate for the last 40 yr. In order to shed some light on this issue, a group of experts from the Section on Pediatrics, EAACI (SP-EAACI) reviewed critically the existing literature on Dietary Primary Prevention of Allergic Diseases in Infancy and Early Childhood. Based on this review, three articles were published (1–3). Since the publication of this review, the first author (Chandra RK) of four of the papers included in part III has been accused of scientific fraud (4, 5). Based on an investigation at the University of Saskatschewan, it has been concluded that the published data in the papers by Chandra (6–9) cannot be verified. (The National, January 30, January 31 and February 1, 2006: <http://www.cbc.ca/national/news/chandra>). Three attempts were made by the SP-EAACI and the authors of another review on hydrolyzed infant formulae (10), to solicit information from the University of St. John where Chandra was based but without success. Inevitably, the original Cochrane meta-analysis on formulas containing hydrolyzed protein for prevention of allergy and food intolerance in infants was revised excluding the Chandra studies (11). The exclusion of these trials and inclusion of a new, large trial have resulted in changes to the Cochrane review conclusions (11). In contrast to the earlier Cochrane meta-analysis, the authors now conclude that: in high-risk infants who are unable to be completely breast-fed, there is limited evidence that prolonged feeding with a hydrolysed formula compared to a cows milk formula reduces infant and childhood allergy and infant cows-milk allergy. In view of methodological concerns and inconsistency of findings, further large, well designed trials comparing formulas containing partially hydrolysed whey, or extensively hydrolysed casein to cows milk formulas are needed. As emphasized by the expert group of SPEAACI (1), evaluation of hypoallergenic formula should be made per brand of hydrolyzed formula and not by source of protein (casein or whey) because the amount of residual protein may vary considerably between different hydrolyzed products, casein as well as whey hydrolysates, depending on the degree of hydrolysis. Unlike the previous Cochrane review on

this issue (2003/2004), the members of the expert group of the SP-EAACI were guarded in their evaluation of the quality of the studies on primary dietary prevention by Chandra [see (3)]. However, we do not find that the exclusion of the two sets of trials by Chandra (6–9) demands a change of the recommendations regarding primary dietary prevention of allergic diseases (particularly food allergy/cows-milk allergy) in high-risk infants (3). We recognize the need to conduct a comprehensive systematic review using Cochrane methodology (11). Ideally, recommendations on primary dietary prevention should be based only on the results of randomized and quasi-randomized trials that compare the use of hydrolyzed infant formula to standard cows-milk formula (selection criteria in the Cochrane review). However, no sensible paediatrician would even contemplate attempting a randomized comparison with human milk as it would be totally unethical. Despite this, the authors of the Cochrane review (11) in their discussion appear to be suggesting that such trials are required. We should all accept that milk formulae will never be preferred to breast-feeding as considerations extend way beyond allergy.

In our opinion, mothers who are able to breast-feed should breast-feed, and there is no reason to supplement with formula-feeding when Occupational Medicine, Karolinska Hospital, Stockholm, Sweden, 20A.Z.- Kinderen, Free University of Brussels, Brussels, Belgium, 21Department of Environmental Health, Karolinska Hospital, Stockholm, Sweden Key words: breast feeding; cow's milk allergy; food allergy; eczema; atopy; prevention; review; statements of evidence Antonella Muraro, Department of Pediatrics, University of Padua, Via Giustiniani 3 35128, Padua, Italy Tel.: +39 049 8213505, 06 + 39 049 8212538 Fax: +39 049 8213509 E-mail: muraro@pediatria.unipd.it Accepted 5 October 2007 Høst et al. 2 breast-feeding is sufficient. When developing recommendations on dietary primary prevention, high-quality systematic reviews of high-quality cohort studies should be included in the evidence base (3). The study type combined with assessment of the methodological quality determines the levels of evidence (12). It can be recommended to follow the recommendations on evaluation of methods in allergy prevention studies and definitions and diagnostic criteria of allergic diseases in the position paper by the SPEAACI (2). This review includes description of target group for dietary prevention, and methods and diagnostic criteria of atopic dermatitis, asthma and food allergy for prevention studies. In the Cochrane review, the primary outcomes were any allergy including asthma, atopic dermatitis, allergic rhinitis or food allergy. In many of the included studies, the diagnosis of allergy/allergic disease was based on questionnaires. That is highly questionable. The authors seem to use the term food intolerance, which has been abandoned. Regarding updated definitions on allergy/atopy/allergic diseases – see recent guidelines (13). An important point regarding the diagnosis of food allergy is that many food allergies may be overlooked if the infants/children are not investigated at the time of onset of symptoms but only investigated at fixed time

points. A diagnosis of food allergy cannot be made based on parental reports of symptoms and positive specific immunoglobulin E (IgE) or skin prick tests. It can only be based on controlled elimination and challenge procedures, in young children not necessarily DBPCFC [see (2, 14)]. Studies without use of strict diagnostic criteria and well-defined and verified outcome measures (apparent in more of the studies included in the Cochrane review) may confound the findings and make studies non-conclusive. Important factors regarding methodological quality are emphasized in the Cochrane review, such as adequate method of randomization, allocation concealment and blinding of treatment and blinding of measurement and evaluation of allergy. However, even studies meeting these demands on methodological quality may be misleading and non-conclusive if adequate definitions, diagnostic criteria and outcome measures have not been used and followed. The authors of the Cochrane review have excluded studies where losses to follow-up are greater than 20%. This may raise the question whether this is correct. There are well-conducted studies with losses greater than 20% due to a careful description of drop-outs and reasons for drop-out. One study (15) has been excluded due to excess losses >20%, which is not correct according to data presented in the paper. The authors seem to be in favour of intention to treat analysis. However, this may not be the correct method in studies where the effect of a specific diet is evaluated. The reason for noncompliance to a diet may, for example, be due to parental refusal (e.g. due to unpalatability of a product) and not related to whether or not the infant tolerated the feeding with the product in question. Therefore, careful per-protocol analysis may be justified as well. Regarding randomization, the term quasi-randomization has been used for randomization according to date of birth and this form for randomization has been classified as not adequate. Presumably, the children or parents or doctors will not be able to influence this kind of randomization. In at least two studies (15, 16), allocation concealment was questioned in the Cochrane review though it has been described adequately in the papers. The review performed by the expert group of the SP-EAACI (3) only included studies published in peer-reviewed scientific journals in contrast to the recent Cochrane review (11), which also included a study published in an internal company report (Nestle's Internal Report 1992) (17), and another large study (18) published as a supplement to a scientific journal, which according to the publisher was not peerreviewed. The reason for inclusion of such studies seems questionable.

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INFORMATION COMMUNICATION TECHNOLOGIES FOR THE RESPECT OF SPECIFIC LEARNING DISABILITIES

Abstract: Despite some disadvantages connected with application of ICT in teaching, computer-based activities are considered very useful. First of all, they bring novelty into the classroom through almost inexhaustible amount of interactive games, exercises, grammar tasks, audio and video files, songs, reading materials on various topics. Their interactivity naturally supports individual learning styles and requires involvement of almost all senses.

Key words: reading, language skills, chat, practical, teaching, computer-based activities.

Chat is an ICT tool allowing people to communicate all over the world in real time. It gives an opportunity either to write messages or speak directly to the other person synchronously, which is the main difference between chats and emails or discussion forums described in the section above.

Based on Dudeney, this technology is worth trying in the classroom because learners are often familiar with its use. "What makes chat essentially different from other forms of synchronous communication . . . is presence. Chat users are able to see the status/availability of other chat users, such as whether the user is online, away, busy, and so on". However, it is important to bear in mind that using chat needs to have a clear purpose for learners. It is generally recommended, e.g. by the author, to use standard written English conventions in text chat and email. Learners are also more likely to start interaction with other non-native participant. Chat should be used as another way of improving and practising the second language. Basically, several types of chat programs are distinguished to be used online which can take place either one-to-one or between groups of users:

- **Text chat.** Communication via typed text. Messages are typed into the chat program, sent, and they instantly appear on the screens of the users.
- **Audio or voice chat.** Communication via audio, similar to a phone conversation, but conducted on the Internet (becoming more common). To use audio chat, a microphone and speakers and/or headphones are required.

- **Public chat.** There exist a huge number of public chat rooms, on different topics and categories to join on the Internet. Users usually don't know each other, and they can use an alias instead of their real names.

- **Private chat.** The installation of a client program connecting individual users is required. Users can be linked over an intranet (i.e. within a company) as well. It is also known as 'instant messaging'.

Possible classification of educational chats:

- **Free topic chats.** No topic or agenda set, no specific moderator role; i.e. a pair or small group meeting via an instant messaging program to practise English.

- **Collaborative, task oriented chats.** Out of class chat meetings to complete a real task, prepare some 'product' together as part of project work which will be presented to peers in the classroom.

- **Informative or academic chats.** Set to disseminate information. A specific topic is presented, followed by a question to be explored in the chat itself in the context of a blended learning solution (learners meet both online and face-to-face).

- **Practice chats.** Set to practise a specific function or form of language, or a specific skill or strategy, probably out of class time.

In teaching and learning languages chat programs are considered another way of practising the target language in real-time environment. The element of using webcam (web camera) enriches the quality of interaction and extends the use of multisensory involvement. On the contrary, there is not enough space in lessons within the school year to use these VLE tools frequently. Therefore, learners are seldom likely to experience the types of communication described above. Possible solution could be to get learners familiar with the rules of usage and set tasks out of classroom time. Then they should be able to present the outcomes in lessons. Chat is considered synchronous, as mentioned by Dudeney at the beginning of this section, in comparison to email, or discussion forums which are described in section 2.4.4.1, or to e-learning courses defined below.

Generally, 'e-learning' is represented by learning that uses computer-based tools, e.g. the Internet, CD-ROMs, DVDs, or some portable devices like MP3 players or mobile phones, as mentioned by Dudeney. The author describes several terms associated with e-learning which understanding can be rather confusing:

1. **Distance learning** describes learning via ICT tools such as the Internet, CD-ROMs and mobile technologies. E-learning is the newer term. Distance, or e-learning are, strictly speaking, superior names for terms listed below.

2. **Open learning** represents one aspect of distance learning, referring to how much independence the learner has concerning covering course content, how and when to do so.

3. **Online learning** takes place via the Internet. Therefore, it is an aspect of e-learning. Online learning involves a major part of course delivery and course work taking place virtually over the Internet.

4. **Blended learning** is understood as a mixture of online and face-to-face course providing. Sometimes the digital element is done offline with a CD-ROM.

In the light of these facts this chapter will deal more with the use of e-learning or online learning courses rather than with a simple incorporation of digital media, such as CDS, CD-ROMs, or DVDs into the regular classroom (which is described in relevant sections).

According to the information above it is obvious that there exists a certain scale concerning the proportion of virtual and face-to-face course delivery. Dudeney describes it as follows:

“At the end of the scale we have a 100 percent online course, where learners never meet face-to-face, and all course content and coursework takes place online, and at the other end of the scale, a blended option where most coursework takes place face-to-face, but there is a regular and carefully integrated online component to the course” (137).

The content of e-learning courses, occurring within both ends of the scale, is provided through a convenient VLE on the Internet. It depends on the teacher's decision of what exactly should be involved and practised. The content includes relevant information covering the aims of the course, for instance, reading materials, audio and video files for practising listening, mock tests, accompanying pictures, or interactive exercises. There can be references to a wide range of educational web sites offering worksheets, interactive games, or quizzes. An indispensable part is represented by discussion forums on various topics set by the teacher. There is also a space for setting and delivering homework, teacher's comments on students' work and participation, communication within the community, or participants' grades. It can be also called 'computer-supported collaborative learning' which “is one of the most promising innovations to improve teaching and learning with the help of modern information and communication technology”. (“E-learning”)

This option of language learning support through VLEs can be positively accepted not only among university students, but also at secondary school level where learners' computer literacy has constantly been moving to a higher level. It also meets the demands of multisensory approach because of the incorporation of activities requiring involvement of almost all senses (as described in the previous sections). It is also suited to flexible and independent learning out of classroom time.

Of course, there exists a wider variety of different forms of VLEs than are described in this thesis. Some of those more commonly used were chosen as examples of the alternative use of ICT tools available within a computer-based collaborative learning environment.

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IN EDUCATION OF DEVELOPED GENERATIONS THE IMPORTANCE OF GAMES

Resume: This article describes the development of the Uzbek national games and their importance in the education of young people.

Keywords: games, sports games, healthy lifestyle, traditions, labor games

The historical roots of the games, which arose out of human need, go back to very ancient times. Their emergence undoubtedly dates back to the time of the "conscious man."

Returning from the hunt with prey and being interested in the results of their labor created a mood of joy and happiness in primitive people. In this case, the hunters tried to express the hunting process in the form of gestures, special actions and games, exercises. The result was the "Game of Hunters." For this reason, G. V. "Play is a child of labor," Plekhanov said.

According to historical sources, in the Late Paleolithic period, about 40,000 BC, there were totem-related "Bear Feasts" in the northern part of the earth. This holiday is based on the legends dedicated to the bear, which saved the bear tribes from disaster. In return, people married the most beautiful daughter of the tribe to a bear. This holiday depicts a wedding ceremony, which ends with a bear game. Even in the early twentieth century, there was a "Bear Festival" in the lives of some peoples living in Siberia. However, marrying a beautiful girl to a bear can only be said to belong to a mythical reality. The "Bear Game" can be seen in Uzbekistan, as well as in Turkey, India and the Caucasus, where a man is playing with a bear on the streets. They show a small show in crowded places. Perhaps it is also part of the elements of the primitive period that have come down to us from the ancient bear game.

Our primitive ancestors lived on the basis of assimilating the blessings of nature in times when they were still unaware of the productive economy. For this reason, hunting and related games played an important role in their lives. Some sources state that the games were held before the hunt, while others state opinions about the games after the hunt. Pre-hunting games served as pre-hunting exercises, ie checking the readiness for the hunt, mental and physical preparation for the hunt. The preparation was organized in the form of a serious, unique ceremony. In the course of these games, primitive people prepared to capture prey more easily. In the process, they prayed to God for the fruit of their future hunting. Wearing a mask to approach the prey unnoticed or unafraid, they

practiced the appearance of a beast, the behavior of animals, and the making of sounds.

In the course of such games, young people were also taught hunting techniques. For this reason, these games served as a kind of experimental school, on the one hand, helped to develop the skills of hunters, on the other hand, developed in them the mental ability.

Evidence that hunting games also existed in the lives of primitive people in the Central Asian region can be traced back to the Paleolithic images depicted on the stones of Zoraot Karamsoy in Sherabad; We can find it in murals and other archeological finds in the Saymalitosh caves in the Fergana Valley in the II-I millennium BC. They depict not only the worship of totems, but also the hunting process, post-hunting joy, animal masks, and hunter-gatherer games. When some of them are carefully studied, one can feel the festive elements in the happy and joyful appearance of the hunters.

We can assume that the post-hunt games were organized only if the hunt was successful. Because only the return from the hunt with the bait created an opportunity for joy, a feast. After each successful hunt, the tradition of such games began to form in our ancestors special ceremonies in a festive mood.

The games of animals and humans have long been of interest to educators and psychologists, but the psychological scientific work on the subject was only created by Groos in the late 19th century. Before Groos, the Italian scientist D. A. Kolotstsa tried to put children's games into one system. He sought to reveal the psychological and pedagogical significance of children's play. The psychological sections of the book shed light on the classification of games on the basis of mental processes.

As a result of observations and researches of the well-known scientist Usmon Karabaev, Uzbek folk dances are classified as follows. Since Uzbek folk dances are not fully covered in the literature, their classification is problematic. Nevertheless, as a result of their observation and study, they were classified as follows:

1. For different ages: for babies, for young children, for teenagers, for teenagers, and so on.
2. For different genders: for boys, girls, men and women.
3. Seasonal games: spring, summer, autumn, winter games.
4. Games of various forms: oral creation, singing and dancing, play and gesture appearances.

Among such classifications is the classification of Uzbek folk games according to their socio-historical origin, G. Qo'shokova, M. We can also see in Usmanova's works:

1. Labor games.
2. National action games.
3. National Sports Games.
4. Travel.

5. Music and dance games.

6. Animal games.

In our opinion, according to the socio-historical origins of the Uzbek folk games, G. Qo'shokova, M. Usmanova's classification is also not a perfect classification.

Thematic grouping of games I. Gute-Mutson, D. ; Kolotstsa, H. Bessak, G. It is also noted in Johnson's work. In the early twentieth century, the methodology of thematic grouping of folk games was quite formed. Its practical and theoretical issues have been developed. In this area, E. Pokrovskiy, N. Ivanov P. Lesgaft, V. Gorinevskiy, E. The classification of Romanov and other scientists is particularly noteworthy. Also, V. Martses, M. Karnilev-Rodin and E. Rodin, V. Blinovich, A. Makarenko, V. The classification of the Yakovlevs is also known. V., who collected and published the games of the peoples of the former Soviet Union in book form. Vsevolodsky-Gerngross also divided the games into thematic groups. According to its classification, games are divided into three major thematic groups: dramatic, sports and ornamental.

S., who collected Turkmen folk dances and published them as a guide. L. Parolov, A. S. Djikiev, who collected and published a book of Kyrgyz folk dances. Toktorbaev, A. Kasen is an ethnographer who has studied Belarusian folk dances. R. In Wilkin's work, too, folk dances are divided into thematic groups according to certain characteristics. For example: S. Toktorbaev describes 222 types of games of the Kyrgyz people, 9 of which are equestrian games, 202 lifestyle games, and 11 love games.

T. collected and published the Uzbek folk movement games in the form of a book. Usmonxo'jaev, F. Khodjaev (co-authored), A. Umarov, Z. U. Umarova, G. S. Tajimirzaev (co-authored), G. We can see it in the books of authors like Jahongirov.

In the dissertation of Eshpolat Jabborov, nominated for the degree of Candidate of Philological Sciences, the purpose, order of play, pace of action, composition, location, rules and other combat, mental, ethnographic, national, territorial features and diversity of folk games are divided into thematic groups. aspects were taken into account. G. N. Simakov's article on games states that the following characteristics play a key role in classifying folk games into thematic groups: the number of participants in the game, whether the games are played individually or as a team, the ethnic characteristics of the games, similarities, distribution areas, sports relevance.

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FROM TRADITIONAL TO MODERN IN THE POETRY OF ABDULLA ORIPOV

Annotation: In this article, thoughts on the peculiarities of Abdulla Oripov's poetry are described.

Key words: poem, poetry, tradition, modernization, A. Oripov.

Speaking about the peculiarities of Abdulla Oripov's poetry, it is permissible for us to dwell on one more quality. This trait is an artifact in the poems of the poet. "The lyrical train can only be compared with the background," said V.G. Belinsky. Again, he also said a great idea about how the word disappears, feels and becomes a musical echo. The factor that turns the train into a "sense and musical echo", this is the fiction of the poem.

Artistry is beauty, the beauty of poetic thought, permeated with feelings. "Beauty itself is an important idea. Analysis of this beauty as-is is equal to catching a free fish in the river, cutting it on a knife, checking its members and again putting it in the water. Fish bring a person's air only when it is washed in the water. True, there are not even few people who prefer to eat fish in the water. Such senseless people do not see not only the beauty of art, but also the beauty of life. Rest, forgive the day" - writes the well-known Mahkam Mahmudov.

The artistry, firmly stated in the phrases of Mahkam Mahmudov is "to feel the endless paint of landscapes in the human soul". The poet creates a feeling from the word, through feelings, and with the paint of feelings he paints the landscapes of the human soul.

Mahkam Makhmudov writes: "without the slightest denial of the great power of the word, we must say that the feeling is that if the river, the word is its edge, the feeling is if the parivash is a girl, the word is its picture, the feeling is if it is a flower, the word is the paint of the artist. Jam from walnuts is his string, jam from flax is his juice. Desire from the photo is his master, desire parterre himself from the paints".

From his ambiguous thoughts it is understood that even the original Murad of poetry is to influence human feelings. But only artistry in poetry affects human feelings. The false thought itself does not affect the human soul, its feelings. And poetry differs from other arts in its power to influence emotions.

Candidate of philological Sciences, Associate Professor Muhammadjon Madgoziev wrote an answer to an amateur who wrote a letter "what is artistry, if

you understand me": "ask, as long as the bees have learned from whom to collect honey, as long as the flowers received advice about the color opening of the color and the spreading? Artistry is just as vital and just as reason"[46].

The power of Abdulla Oripov's poetry is also in his high level artistry. But in his poems, artistry is not created through artificial ingenuity, extreme analogies, irrational animations. Every expression of it, every tashbeh our is the same truth. Here are such examples in his poem "Bahor":

Қайдадир шоира куйлайди беҳол,
Менинг ҳам ой каби кўнглим яримта.

"Яримта кўнгил" and "ярим ой" – how truthful and beautiful tashbeh. If half a dream was not likened to half a month, then simply the thought itself, that is, darak would remain a sentence. "ярим ой" is a factor that gives eternity to the true artistry and poet poetry.

One of the long-known and famous poems of the poet is the poem "Nay". The artistry in it is life, the truth itself. It is also true that the Reed "lived durkun in the jungles", people cut off his body with a knife, carved his eyes and bosom-and this, as if not done, put his lips in the throat and blew it. It is also true that salinity, unable to endure the pain, sighed, and people put the cane to tears and made it enjoyable.

There is also a truly figurative truth in this outward appearance. This is also the case when a person feels the need to sing his own sufferings, making a flute from the cane, from which he stings and chokes from the heart-wrenching pain. Such is the power of truth and life fiction.

This is one of the features of Abdulla Oripov's poetry, which is close to the hearts and favorite of all.

In the work of Abdulla Oripov, the most noble traditions in Uzbek poetry were consistently continued. In his poems, The Poet interprets the ideas of human love and love in the fiery Egypt, which Alisher Navoi sang in his poems, the ideas of humanity, kindness, good, contempt without fear, human love and love, continue with loving those ideas. He sings patriotic motifs in the works of poets such as Gafur Gulom and Hamid Olimjon on more vocal curtains.

Alisher Navoi:

Одамий эрсанг демагил одами

Онингким йўқ халқ ғамидин ғами – if he says that people who do not eat people's grief are not people, then Abdulla Oripov says that they are "iron man":

Устоз, қалби йўқдир унинг ҳам, хайҳот,

На нафрат, на ишқни танламас у ҳам,

Унинг ҳам кўзида чақнамас ҳаёт,

Мунис боқишларни англамас у ҳам.

In the works of classical poets, the beauty of the olam is sung in relation to the human face. In each of the Egyptians, such as Alisher Navoi, Lutfi, Fuzuli, there are flowers, twigs, leaves, willow twigs, silk rays of the sun... put it so that all the beauties of this luminous world are attributed to the beauty of yor,

expressed in love with this lightdunyo and a person who is the cult of the universe.

Abdulla Oripov also described in each of his Egypt the same flower petals, from the leaves of the daffodils of autumn to the gloomy rustles of the rains. But these images serve to reflect different landscapes of the human soul, pictures of the color of the human psyche.

Дўстим, тингла...япроқчаларнинг
Шивирлаши эшитилмоқда...
...Юрагим ҳам дарахтзор каби
Ниманидир олқишламоқда [41].

In the above-mentioned Egyptians of the poet, a picture of horny moments in the human psyche depicts a picture of natural landscapes.

In the works of such poets as Hamid Olimjan and Gafur Gulom, Abdulla Oripov loves his homeland with a noble grief. He is honored with a white, who cut off the head of Ulugbek, made wandering of Babur, bloodshed by the oppression of Genghis Khan, but did not bow. His “Мен англаб етган фалсафа”, “Тингла, бу абадий садо бўлади”, “Дейдилар, ит хурап ўтади карвон”, “Булбул ўгай эрур зоғлар орасида” were used in folk proverbs jeweler in such quatrains.

Abdulla Oripov uses proverbs and saying, phrases created by our wise people very wisely and artfully, as a result of which the proverbs voiced by the poet again begin their poetic life. In particular, the poet effectively used folk proverbs in his quarters. It is his innovation that the poet not only brought these proverbs to prove his idea, but also enriched these proverbs with new facets, unusual polishes.

Бозорга ўхшайди асли бу дунё,
Бозорга ўхшайди бунда ҳам маъни.
Иккиси ичра ҳам кўрмадим асло
Молим ёмон деган бирор кимсани.

Yes, the philosophy that the poet understood is a philosophy in which the living market is the eternal truth.

Abdulla Oripov's poetry, as the people's and literary studies unanimously recognized, is a poem that has a significant place in the Uzbek train, a great value.

Proximity to the people's hearts in his poetry, joy and joy in the people's hearts, finding harmony and suffering, the expression of a person's feelings of color with the eyes of the artist in musical Egypt, the harmony of artistic justice in his poetry are unique features of the poet's poems.

The heart of the poet, like Abdulla Oripov, is the mother of the new ground. On the slopes of the floor open a variety of flowers, thorns grow. The heart of a similar poet is a pear of different flowers – poetry flowers from his own feelings.

Indeed, the poems of Abdulla Oripov are poems that end in essence. For us, for Uzbekistan, where" the poet is a land", both the poet and his poems are always dear and good-natured.

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FEATURES OF IDENTIFICATION OF PAINT MATERIALS BY THERMAL ANALYSIS

Annotation: This article reveals the feature of identification of paints materials by thermal analysis. The thermal behavior of samples depends on the chemical composition and the amount of added components. Methods of thermogravimetric analysis were developed in the control mode of metrological characteristics using standard samples of paint materials. Offered for implementation developed methods for the identification and quantification of paint materials by thermal analysis methods provide for the establishment of an optimal solvent system for differential thermal derivatographic control.

Keywords: paints materials, identification, thermal analysis, differential-thermal derivatographic control.

Thermal analysis methods - methods for studying physicochemical and chemical processes based on the registration of thermal effects, accompanied by temperature programming. Installation for thermal analysis methods usually includes a furnace, sample holders, thermocouples measuring the temperature in the furnace and samples [1].

When heating or cooling the sample, changes in the temperature of the object with time are recorded. In cases of phase transformations, a platform or kink appears on the heating (cooling) curve. Samples were preliminarily crushed in an agate mortar to a powder state in order to uniformly fill the crucible of the derivatograph and uniform temperature gradient during heating of the sample in the derivatograph. Then the sample was dried in an oven to remove residual moisture and solvent [2].

Thermal analysis was performed on a Paulik-Paulik-Erdey system derivatograph with a heating rate of 100 ° C / min and 0.1 g sample at a sensitivity of the T-900, TG-200, DTA-1/10, DTG-1/10 galvanometer in an air atmosphere. Weighed samples were in the range of 10-40 mg. The sample was heated in an atmosphere of air in ceramic crucibles in the temperature range from 250C to 7000C. Recording was carried out under atmospheric conditions with a constant removal of the gaseous medium using a water-jet pump.

The holder was a platinum crucible with a diameter of 7 mm without a lid. Alumina was used as an inert carrier. The analysis was carried out according to the DTG, DTA and TG curves, which were obtained by registration on a

personal computer having an analog-to-digital converter. From the obtained thermograms, the thermo-oxidative stability and kinetic characteristics of the thermo-oxidative destruction of the samples were determined: the destruction rate, the destruction rate constant, and the activation energy. The results of thermogravimetric analysis of paints are shown in the figures. On the heating curve of the Royal mel sample (Fig. 1.), two endothermic effects were detected, at 120, 185 ° C, which corresponds to aldehydes and alcohols. The exothermic effects at 240, 303, 430, 450, 485, 518, 570 and 705 ° C correspond to the thermal effects of polyacrylamide, o-xylene, cyclopentane, octane, undecane, cyclohexane, cyclodecane, pentadecane.

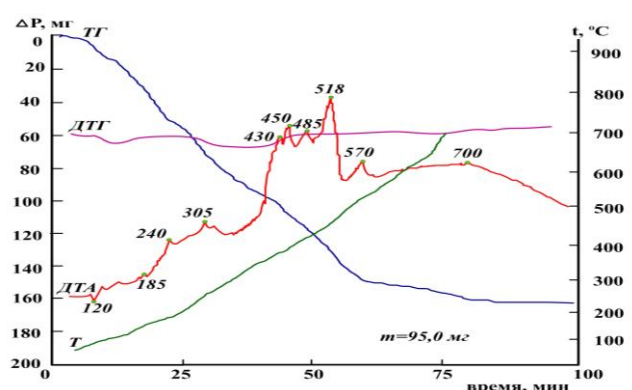


Figure 1. The result of differential thermal analysis of Royal mel.

Conclusions: The thermal behavior of the samples depends on the chemical composition and the amount of added components. Classification and coding of goods are important components of customs. The correct determination of the code of goods according to the HS is one of the urgent tasks.

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MORAL AND SPIRITUAL QUALITIES OF A MAN IN FORMATION PROCESS

Annotation: The article says that a new democratic society is being built in the republic, based on high national and universal spiritual values. The ongoing radical political, social, economic, legal and spiritual reforms primarily serve the people and their interests.

Key words: arc qualities, legal education, spiritual values, moral qualities.

The role of subjective factors in the deepening and development of socio-political and economic processes - human intelligence, way of thinking and intellectual potential, talent and ability, freedom and creativity - is growing. And the inner force that drives them is mainly spiritual interests, virtues, aspirations. Among them are issues related to the formation of moral qualities, education in the spirit of perfection, and most importantly, the methods and possibilities of their satisfaction.

Consequently, at all stages of the historical development of mankind, morality, its essence, features, as well as moral values and qualities have always attracted the attention of thinkers. Therefore, in today's conditions of formation of market economy relations in the republic, as the First President IA Karimov said, "it is necessary to develop a new generation that will absorb the intellectual wealth of our people, the best achievements of world science and culture" [1, 106].

Therefore, strengthening the intellectual and moral potential is a priority of the development of Uzbekistan, and one of the most important tasks is the formation of moral interests and qualities of the individual. The urgency of the problem is also determined by the following aspects.

In the socio-philosophical thought of the past, the moral qualities of the individual have been considered on the basis of the essence and manifestation of morality in general. The wisdom of the ancient world, in particular, Zoroaster, Confucius, Buddha, Socrates, defined the essence of man on the basis of his morals, etiquette, behavior. According to Hegel, Zoroastrianism is one of the

first philosophical-theoretical sources on the virtue and necessity of moral perfection in the regulation of human relations [2, 36].

The rise of spirituality to the level of state policy during the years of national independence has become the basis for a comprehensive study of socio-philosophical teachings. However, the issue of moral qualities, which is an important area of our spirituality, is still out of the research. No special research, no major fundamental research has been created in this area. Also, with the exception of some literature [3, 72], the issue of socio-philosophical study of the moral foundations of civil society and the rule of law based on a market economy, in particular, the spiritual qualities, is relevant in our country.

Life on our ancient mother planet was generally accepted to consist of three worlds. These are the plant, animal, and human worlds; their interaction is a key factor in life on our soil. All three are endowed with the instinct of emergence, development, self-preservation, the desire to procreate, and the destiny of their lives to end one day at a time with death.

First of all, it should be noted that the emergence of man is one of the most controversial issues. There are two opposing views on this. One is religious, the other is atheistic. From a religious point of view, man was created by God. Atheism, on the other hand, denies this and promotes the idea that man was created by nature, that he is a part of nature. Among them, the views of the English naturalist Charles Darwin (1809 - 1882) are particularly noteworthy.

Darwin created the evolutionary doctrine of the selective origin of natural species. He tried to prove the brotherhood of humans and apes, but he did not directly suggest that man was a creature descended from apes. Darwin was also not an atheist, but lived by the principles of Christianity. On top of that, he himself graduated from Jesus College at Cambridge University. Irving Stone, an English writer who wrote a novel based on Darwin's biography, states in several places that he did not deny God. Here is one of them: "My theory does not deny the existence of God. Nature is subject only to His laws." [4, 273] When Marx wrote a letter asking him for material to prove his atheistic views, Darwin refused. [5, 4, 32] However, Marxists, unaware of Darwin's essence, flagged his name., tried tirelessly to falsify his teachings to their advantage. The practice of associating atheism with the name of Darwin has until recently dominated as an official, state approach in countries that are part of the "socialist camp." When these states, based on a totalitarian system, collapsed, the idea that man was again created by God took the lead.

True, this begs the question of how Darwin's theory of evolution and the religious belief that God created the universe in six days fit together. The point is that the evolution that took place in space and time, which lasted for billions of years: the plant-animal-human sphere, can take place in a very short time from the point of view of spatial, Divine Time outside space and time. The six days of God belong to the Absolute Time, which contains space and time, and

the billions of years, which are the basis of the theory of evolution, refer to the relative, human time in space and time.

So there has been and continues to be moral progress in human history. Granted, this continuation is not strictly gradual. It is characterized by occasional slackening, sometimes a slight retreat, and sometimes a period of stagnation. But given the great periods and historical intervals, it is not difficult to be convinced that moral progress exists. All the moral decay caused by dictatorial regimes and individuals are short-lived and transient. After all, the essence of man is determined by the development of himself and his society. Morality, on the other hand, never stays out of this development.

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МАТЕМАТИЧЕСКОЕ МОДЕЛИРОВАНИЕ ДИНАМИЧЕСКИХ ЗАДАЧ ШПИНДЕЛЕЙ УБОРОЧНОГО АППАРАТА ПРИ ПРОСТРАНСТВЕННОМ НАГРУЖЕНИИ

Аннотация: Проанализированы с точки зрения сложно нагруженного состояния результаты исследования по моделированию динамики шпинделей при выполнении технологического процесса в уборочном аппарате. Разработаны математические модели динамических расчетов шпинделей в вариационном виде.

Ключевые слова: хлопкоуборочные машины, шпиндель, кинетическая энергия, потенциальная энергия, работы внешних сил, вариационный принцип, вариационное уравнение.

MATHEMATICAL MODELING OF DYNAMIC PROBLEMS OF SPINDLES OF A CLEANING APPARATUS UNDER SPATIAL LOADS

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Abstract: Analyzed from the point of view of a complexly loaded state, the results of research on modeling the dynamics of spindles when performing a technological process in a harvesting device. Mathematical models of dynamic calculations of spindles in variational form have been developed.

Key words: cotton pickers, spindle, kinetic energy, potential energy, work of external forces, variational principle, variational equation.

Современные хлопкоуборочные машины оснащаются нарезными (цельнометаллическими) или составными шпинделями. Нарезной шпиндель состоит из трубы, на которой нарезаны зубья, у составного шпинделя на трубу одет захватывающий элемент в виде зубчатой спирали.

В нижний конец трубы запрессована металлокерамическая втулка, в верхний запрессован приводной-трехручьевого ролик, на котором установлен шарикоподшипник и его крышка. Шпиндель в сборе вставляется в отверстие верхнего диска шпиндельного барабана, а нижним концом устанавливается на палец нижнего диска упомянутого барабана.

Шпиндель – основной рабочий орган хлопкоуборочной машины является той деталью, которая непосредственно вкалываясь зубьями, наматывая на себя, извлекает хлопок из раскрытой коробочки, унося его из зоны кустов и передавая съемным, транспортирующим его в бункер органам. Поэтому, от шпинделя, главным образом, зависит количество и качество собираемого хлопка машиной. Шпинделю должно уделяться самое серьезное внимание, которое является ответственной и массовой деталью в хлопкоуборочной машине. Надежность работы хлопкоуборочных машин в основном зависит от работоспособности основного рабочего органа – шпинделя.

В Узбекистане ученые совместно с конструкторскими и производственными подразделениями сельхозмашиностроения разработали более эффективный рабочий орган – самоочищающийся составной шпиндель, максимально унифицированный с конструкцией нарезного шпинделя. Оснащение этими шпинделями уборочных аппаратов современных хлопкоуборочных машин в зависимости от агрофона, засеянных сортов хлопчатника и режимов работы машины позволил увеличить производительность сбора хлопка на 18-34% за счет эффективного использования времени на технологические процессы [1- 3]. В то же время отсутствие обоснованной динамической теории, математические модели и вычислительные алгоритмы для расчета шпинделей с учетом их сложно нагруженных состояний может быть позволят получить обоснованное суждение о его длительной динамической прочности. Актуальным остается вопрос о долговечности и работоспособности шпинделей прямого и обратного вращения с учетом пространственного динамического погружения в режимах его работы в различной интенсивности. Поэтому создание обоснованной теории шпинделей, построение адекватных математических моделей и алгоритмы, разработка программных обеспечений на основе динамики технологического процесса в хлопкоуборочном аппарате под действием реальных силовых взаимодействий «шпиндель – ремень – давление хлопок – колодки – съемник» является весьма актуальной задачей.

1. Постановка задачи

Рассмотрим цилиндрические координаты x, r, γ :

$$x = x, \quad y = r \cos \gamma, \quad z = r \sin \gamma \quad (1)$$

На основе допущений, приведенных в работе В. К. Кабулова [4], выражения для перемещений точек стержня при продольных, поперечных и крутильных колебаниях представим в виде.

$$u_1 = u - z\alpha_1 - y\alpha_2, u_2 = v + z\theta, u_3 = w - y\theta \quad (2)$$

где u, v, w – перемещения центральной линии стержня; α_1, α_2 – углы наклона касательной к упругой линии при чистом изгибе; θ – угол закручивания оси;

Учитывая (1), перемещения точек стержня в цилиндрических координатах имеют следующий вид:

$$\begin{aligned} u_1(x, r, \gamma, t) &= u(x, t) - \alpha_1(x, t)r \sin \gamma - \alpha_2(x, t)r \cos \gamma, \\ u_2(x, r, \gamma, t) &= v(x, t) + \theta(x, t)r \sin \gamma, \\ u_3(x, r, \gamma, t) &= w(x, t) - \theta(x, t)r \cos \gamma. \end{aligned} \quad (3)$$

Теперь, согласно формуле Коши, с учетом формул (3) вычисляем компоненты деформации:

$$\left. \begin{aligned} \varepsilon_{11} &= \frac{\partial u_1(x, r, \gamma, t)}{\partial x} = \frac{du(x, t)}{dx} - \frac{d\alpha_1(x, t)}{dx} r \sin \gamma - \frac{d\alpha_2(x, t)}{dx} r \cos \gamma, \\ \varepsilon_{12} &= \frac{\partial u_2(x, r, \gamma, t)}{\partial x} + \frac{\partial u_1(x, r, \gamma, t)}{\partial y} = \frac{dv(x, t)}{dx} + \frac{d\theta(x, t)}{dx} r \sin \gamma - \alpha_2(x, t), \\ \varepsilon_{13} &= \frac{\partial u_3(x, r, \gamma, t)}{\partial x} + \frac{\partial u_1(x, r, \gamma, t)}{\partial z} = \frac{dw(x, t)}{dx} - \frac{d\theta(x, t)}{dx} r \cos \gamma - \alpha_1(x, t), \\ \varepsilon_{22} &= \varepsilon_{33} = \varepsilon_{23} = 0. \end{aligned} \right\} \quad (4)$$

Компоненты напряжений и деформаций при упругом состоянии стержня (закон Гука) связаны следующим образом:

$$\begin{aligned} \sigma_{11} &= E \left(\frac{\partial u(x, t)}{\partial x} - \frac{\partial \alpha_1(x, t)}{\partial x} r \sin \gamma - \frac{\partial \alpha_2(x, t)}{\partial x} r \cos \gamma \right), \\ \sigma_{12} &= G \left(\frac{\partial v(x, t)}{\partial x} + \frac{\partial \theta(x, t)}{\partial x} r \sin \gamma - \alpha_2(x, t) \right), \\ \sigma_{13} &= G \left(\frac{\partial w(x, t)}{\partial x} - \frac{\partial \theta(x, t)}{\partial x} r \cos \gamma - \alpha_1(x, t) \right), \\ \sigma_{22} &= \sigma_{33} = \sigma_{23} = 0. \end{aligned} \quad (5)$$

2. Моделирование. Компоненты вариации и их выражений.

Рассмотрим вариации кинетической энергии δT :

$$\int_t \delta T dt = \int_t \int_V \left[\rho \frac{\partial u_1}{\partial t} \delta \frac{\partial u_1}{\partial t} + \rho \frac{\partial u_2}{\partial t} \delta \frac{\partial u_2}{\partial t} + \rho \frac{\partial u_3}{\partial t} \delta \frac{\partial u_3}{\partial t} \right] dV dt \quad (6)$$

Рассмотрим вариации потенциальной энергии $\delta \Pi$:

$$\int_t \delta \Pi dt = \int_t \int_V \left(\sum_{j=1}^3 \sigma_{1j} \delta \varepsilon_{1j} \right) dV dt =$$

$$= \int_t \int_V \left[\sigma_{11} \delta \frac{\partial u_1}{\partial x} + \sigma_{12} \delta \left(\frac{\partial u_2}{\partial x} + \frac{\partial u_1}{\partial y} \right) + \sigma_{13} \delta \left(\frac{\partial u_3}{\partial x} + \frac{\partial u_1}{\partial z} \right) \right] dV dt \quad (7)$$

Теперь рассмотрим вариации работы внешних сил δA .

$$\int_t \delta A dt = \int_t \int_V \sum_{i=1}^3 P_i \delta u_i dV dt + \int_t \int_S \sum_{i=1}^3 q_i \delta u_i dS dt + \int_t \int_{S_1} \sum_{i=1}^3 \varphi_i \delta u_i dS_1 dt \Big|_x =$$

$$= \int_t \int_V [P_1 \delta u_1 + P_2 \delta u_2 + P_3 \delta u_3] dV dt + \int_t \int_S [q_1 \delta u_1 + q_2 \delta u_2 + q_3 \delta u_3] dS dt +$$

$$+ \int_t \int_{S_1} [\varphi_1 \delta u_1 + \varphi_2 \delta u_2 + \varphi_3 \delta u_3] dS_1 dt \Big|_x \quad (8)$$

здесь P_i - составляющие объемных сил, отнесенные к единице объема; q_i - поверхностные силы, отнесенные к единице площади поверхности стержней; φ_i - торцевые силы, действующие на торцах стержня.

Вариации кинетической (6), потенциальной (7) энергий и работы внешних сил (8) подставляем в вариационный принцип Гамильтона - Остроградского [4]:

$$\int_t (\delta T - \delta \Pi + \delta A) dt = 0 \quad (9)$$

После выполнения операции варьирования, преобразование интегральных выражений, операции подстановки, выделение начальных условий и основных частей вариации кинетической энергии, а также выполнение операций интегрирования по частям и выделение интегралов по сечению шпинделя получим вариационное уравнение равновесия шпинделя

$$\begin{aligned}
& \int_t (\delta T - \delta \Pi + \delta A) dt = \\
& = \int_t \int_x \left\{ \left[-\rho F \frac{\partial^2 u}{\partial t^2} + \rho S_y \frac{\partial^2 \alpha_1}{\partial t^2} + \rho S_z \frac{\partial^2 \alpha_2}{\partial t^2} + \frac{\partial N_x}{\partial x} + (N_x(P_1) + N_x(q_1)) \right] \delta u + \right. \\
& + \left[\rho S_y \frac{\partial^2 u}{\partial t^2} - \rho I_y \frac{\partial^2 \alpha_1}{\partial t^2} - \rho I_{yz} \frac{\partial^2 \alpha_2}{\partial t^2} - \frac{\partial M_y}{\partial x} + Q_{13} - (M_y(P_1) + M_y(q_1)) \right] \delta \alpha_1 + \\
& + \left[\rho S_z \frac{\partial^2 u}{\partial t^2} - \rho I_{yz} \frac{\partial^2 \alpha_1}{\partial t^2} - \rho I_z \frac{\partial^2 \alpha_2}{\partial t^2} - \frac{\partial M_z}{\partial x} + Q_{12} - (M_z(P_1) + M_z(q_1)) \right] \delta \alpha_2 + \\
& + \left[-\rho F \frac{\partial^2 v}{\partial t^2} - \rho S_y \frac{\partial^2 \theta}{\partial t^2} + \frac{\partial Q_{12}}{\partial x} + (Q_{12}(P_2) + Q_{12}(q_2)) \right] \delta v + \\
& + \left[-\rho S_y \frac{\partial^2 v}{\partial t^2} - \rho I_p \frac{\partial^2 \theta}{\partial t^2} + \rho S_z \frac{\partial^2 w}{\partial t^2} + \frac{\partial M_x}{\partial x} + (M_x(P_2, P_3) + M_x(q_2, q_3)) \right] \delta \theta + \\
& + \left[-\rho F \frac{\partial^2 w}{\partial t^2} + \rho S_z \frac{\partial^2 \theta}{\partial t^2} + \frac{\partial Q_{13}}{\partial x} + (Q_{13}(P_3) + Q_{13}(q_3)) \right] \delta w \Big\} dx dt + \\
& + \int_t \left[(-N_x + N_x(\varphi_1)) \delta u + (M_y - M_y(\varphi_1)) \delta \alpha_1 + (M_z - M_z(\varphi_1)) \delta \alpha_2 + \right. \\
& + (-Q_{12} + Q_{12}(\varphi_2)) \delta v + (-M_x + M_x(\varphi_2, \varphi_3)) \delta \theta + (-Q_{13} + Q_{13}(\varphi_3)) \delta w \Big]_x dt + \\
& + \int_x \left[\left(\rho F \frac{\partial u}{\partial t} - \rho S_y \frac{\partial \alpha_1}{\partial t} - \rho S_z \frac{\partial \alpha_2}{\partial t} \right) \delta u + \left(-\rho S_y \frac{\partial u}{\partial t} + \rho I_y \frac{\partial \alpha_1}{\partial t} + \rho I_{yz} \frac{\partial \alpha_2}{\partial t} \right) \delta \alpha_1 + \right. \\
& + \left(-\rho S_z \frac{\partial u}{\partial t} + \rho I_{yz} \frac{\partial \alpha_1}{\partial t} + \rho I_z \frac{\partial \alpha_2}{\partial t} \right) \delta \alpha_2 + \left(\rho F \frac{\partial v}{\partial t} + \rho S_y \frac{\partial \theta}{\partial t} \right) \delta v + \\
& + \left(\rho S_y \frac{\partial v}{\partial t} + \rho (I_y + I_z) \frac{\partial \theta}{\partial t} - \rho S_z \frac{\partial w}{\partial t} \right) \delta \theta + \left. \left(\rho F \frac{\partial w}{\partial t} - \rho S_z \frac{\partial \theta}{\partial t} \right) \delta w \right] dx = 0
\end{aligned} \tag{10}$$

Вариационное уравнение (10) состоит из трех главных частей. Первая часть принадлежит к интегралам первого рода. Здесь компоненты вектора перемещений являются неизвестными функциями. Поэтому их вариации не равняются нулю, а значит, коэффициенты вариации функции должны тождественно равняться нулю.

Вторая часть вариационного уравнения (10) описывает граничные условия. В этой части выражения компоненты вектора перемещений не всегда будут неизвестными функциями. В геометрических граничных условиях задаются компоненты перемещений. В этом случае вариации известных функций равны нулю, а при статических граничных условиях

выражения в круглых скобках равны нулю. Поэтому во второй части вариационного уравнения каждое слагаемое с множителем вариации компонентов вектора перемещений равны нулю. Эти выражения характеризуют смешанные граничные условия, поэтому выражения, находящиеся в круглых скобках, равняются нулю с множителями вариации компонентов вектора перемещений.

Третья часть вариационного уравнения (10) описывает начальные условия. А в начальных условиях задаётся скорость перемещения.

Заключение

В дальнейших исследованиях на основе выражений (10) будет выполнен динамический расчет шпинделей хлопкоуборочных аппаратов в «холостом» и «рабочем» движении. При этом в (10) учтены разные виды погружения шпинделей: давления, трения ремней и колодок при холостом движении аппарата и сопротивления кустов хлопчатника и при съемке хлопка с шпинделя на колодке. Поэтому усилия в уравнении (10) и граничных условиях в разных вариантах имеют разные значения. При этом получаются новые математические модели в разных погружениях шпинделя хлопкоуборочного аппарата.

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THE BENEFITS AND IMPORTANCE OF SPORT TOURISM

Abstract: The goal of this research paper is to look into how crucial sports tourism is. When they are involved in sporting activities as well as when they gain interest and passion for a specific sport, a wide variety of factors have been studied, including factors that affect sports tourism, advantages of sports tourism, classification of sports tourism, and characteristics of sports tourism. When people plan a trip to another city or country, they participate in a variety of activities such as recreation, adventure, music, or visiting religious or historical sites, but sports is the most important element. As a result, this can be defined like sports tourism. As a result, it can be classified as sports tourism. Sports tourism is especially important for athletes. Those interested in pursuing a career in a specific sport frequently plan sports tourism trips to participate or observe.

Keywords: Activities, Development, Participation, Sports Tourism, Training

The act of travelling from one location to another one with the purpose of participating in a sporting event or activity. Sports tourism is frequently misunderstood as involving only watching sporting events. This, however, is not correct. Sports tourism includes much more than this, such as travelling for personal sporting purposes, such as competing in badminton or learning to surf. Sports tourism can also include visiting to sport events such as a Formula One race or a Premiership football match. Sports tourism entails nostalgic excursions to historical sites, such as Barcelona's Olympic Stadium, or exploring memorabilia related to one's favourite sports heroes such as the museum at the Maracana stadium in Rio de Janeiro.

Tourism based on sports especially, is a billions of dollars' industry. Sport is currently the most common social phenomenon on the planet, and tourism is expected to overtake sport as the world's largest industry in the next century. The sports tourism industry has grown dramatically in recent years, rising from \$1.41 trillion in 2016 to \$5.72 trillion by 2021, a staggering 41 percent increase in just four years! Sports tourism accounts for a large portion of the tourism industry. Some estimates put this number as high as 25%, implying that sports tourism accounts for a quarter of all tourism!

Furthermore, media announcements from the World Tourism Organization (WTO) and the International Olympic Committee (IOC) in 2004 declared their contribution to strengthening their cooperation in the sports and tourism domains, emphasising the importance of sports tourism.

'Tourism and sport are related to each other and they are powerful forces for development, attracting investment in infrastructure projects such as airports, roads, stadiums, sporting complexes and restaurant-projects that can be used by the local people and also visitors of that country who come to use them.'

Sport tourism has a broader economic and social influence than just the sporting event. Both the local residents and tourists to the region benefit from it in terms of economic and social opportunities.

Economic Growth-Sports are tourism investments that result in economic development. They promote economic development by providing lodging, hotels, restaurants, and retail outlets. In cities and regions where sporting activities are held, attempts are made to develop a variety of areas that contribute to making it easier for people to visit. In cities or regions where activities are held, attempts are made to develop a variety of areas that can help visitors visit more easily. Sports tourism provides memorable experiences for tourists and promotes a positive picture of the city. Sports tourism is normally planned by people who are passionate about a specific sport and want to learn more about it. They will be able to practise or watch the sport by sports tourism, enriching their experience. They are able to spot errors and contradictions and correct them. Individuals gain more experience when they compete in sports on a regular basis. They will, on the other hand, develop proficiency and expertise over time.

Relationships in the Region-Sport tourism enhances community ties while also reinforcing corporate sponsorship. Individuals who are passionate about a sport, are professional athletes, and compete in competitions and events will create bonds with their communities. Individuals may strengthen their contact ties and form relationships and terms with one another in this way. The other people may be event organisers, athletes, or others involved in sporting activities. Some people have been involved in sporting activities since they were teenagers. They also become involved in learning the sport as early as childhood, and by practising the sport from the start, they are able to become proficient by the time they reach adulthood. They participate in a variety of activities, both domestically and internationally, at this level, adding to their status and popularity while fostering community relationships.

Provides Youth with Opportunities and Entertainment –The sport tourism industry is regarded as a significant source of entertainment for young people. Participants in the competition must be attentive, resourceful, and conscientious, as well as illustrate these qualities. They also gain the ability to improve their image, as well as providing entertainment for those who are mainly watching sporting events. Individuals normally have a favourite team based on ethnicity or other factors, and they are amused if that team wins. When competitions are arranged between two players or two teams, however, they are usually conducted impartially, regardless of who is competing.

Communication - When it comes to planning a sporting event, communication is regarded as the most important factor. During a cricket match, for example, commentators help viewers to understand the scores, overs, available balls, and so on. As a consequence, they are more capable of predicting the match's outcome. A large number of people watch these matches and activities on television or listen to them on the radio. Individuals nowadays often watch them on their cell phones, smartphones, and other devices. The use of the media to efficiently interact is seen as an important aspect of sports.

Growth of Sports Tourism - Improvements in infrastructure, connectivity, and individual engagement and excitement are all factors that contribute to the growth of sports tourism. When visiting another city or country, sports tourists can engage in other leisure and recreation activities, such as other recreational activities. As a result, both sports tourism and leisure tourism can be planned at the same time. In addition, sports tourism will help communities plan organisational marketing and bidding capability.

Produces a Positive Image of the Destination – Individuals who take advantage of sports tourism shape favourable opinions regarding tourist destinations. Individuals who have a desire to visit a location for specific purposes, such as engaging in sports, will, on the other hand, help to build a positive picture of the destination. Because of their goals, they can not pay attention to these problems in areas with dense populations or that lack well-developed infrastructure, and form a positive impression of the destination.

Infrastructure – Improving sports tourism necessitates the construction of new infrastructure. Anything that enables public utilities, connectivity, transportation, electricity, water, communication, radio, television, the road and rail network, as well as the overall organisation, is considered infrastructure.

Conclusion

Sports tourism is currently gaining a lot of traction in countries all over the world, as well as among individuals. There are two types of sports tourists: those who participate in sporting activities and those who come to watch them. Sports tourism is influenced by economic, technological, and socio-cultural factors. Hard and soft sports tourism, sports activities tourism, nostalgia tourism, active-based sporting tourism, and outbound sports tourism are all examples of sports tourism. Sports tourists have a variety of attributes, including physical fitness, mental well-being, discipline, good communication, diligence, resourcefulness, and ethical behaviour, in addition to their curiosity and enthusiasm. They also display intellectual curiosity, the desire to improve intellectual abilities, and marketable skills.

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THE ESSENCE OF THE POLICY OF "MOBILIZATION" AND INCONSISTENCIES ON THE ISSUE OF WORKING PERSONNEL OF THE SOVIET SYSTEM IN UZBEKISTAN (1925-1940 YEARS)

Annotation. This scientific article is devoted to the formation of workers in the industry during the Soviet system, the policy of "mobilization" of workers from the center, the issue of ideological bases and strategic goals, the consequences of which will be studied on the basis of scientific sources and journals. The study covers 1925-1940 years of the twentieth century.

Keywords: Soviet system, personnel policy, working personnel, mobilization policy, industrialization, engineer-technical personnel, specialist, technical, party, organization.

Introduction. One of the important problems of studying the history of Uzbekistan is to cover the issue of the inconsistencies in the issue of the working staff of the Soviet system in Uzbekistan and the essence of the policy of "mobilization" in 1925-1940. It is necessary to study the policy of personnel carried out under the administrative command of the Soviet state, its impact and consequences on social and spiritual life, the standard of living of the population, to draw appropriate lessons, conclusions. The fact that the study is still a separate issue in socio-political development today creates the ground for new scientific conclusions and practical recommendations. The chosen period has an ideological appearance from the point of view of the border under study, the emergence of large industrial sectors in Uzbekistan, forms of party and Soviet personnel training, colonial interests in personnel training, attitude to National Personnel, migration of many nationalities, the results of the research allow to draw appropriate conclusions, as well as to develop theoretical and practical recommendations.

Literature view. During the Soviet system, several scientists conducted their research on the work-personnel policy carried out in Uzbekistan. In Particular, F.Oripov, T.Abdushukurov, Q.Abdurahmonov, M.Gurevich, Sh.A.Zukhriddinov, R.H.Aminova, G.Ismailova, M.A.Ahunova, F.Iskhakov, O.K.Ziyadullaev, A.K.Taksanov was engaged in research.

During the years of independence it is possible to include monographic researches of D.Alimova, D.Bobojonova, M.Khaydarov, N.Oblamurodov, Yu.Ergasheva, S.Tursunov, H.Yunusova, Ya.Abdullaeva, D.Iymanova. The scientific researches of K.K.Radjabov, M.M.Khaydarov, B.Burhanov and other scientists study the problems of labor force in Uzbekistan, the use of female

labor in the national economy and other issues. However, these works are the product of a totalitarian regime, which has a number of considerable aspects. In particular, the issue of training national staff has been studied from the point of view of the period, and although their number in educational institutions is small, it is considered positive. Both workers and peasants are valued as the main classes in society, their place in the development of society is emphasized, and the working class is given as the main driving force of the system. The participation of workers and peasants involved in political life in congresses, congresses, and deputies of the Supreme Soviet is considered to be positive. However, the problems of the workforce of 1925-1940, their "mobilization" and relocation from the center have not been studied as a whole object of research.

Research methodology. The scientific article used the methods of historical, systematization, statistical, systematic analysis, comparative analysis and problem-periodic approach.

Analysis and results. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 27, 1998 No 315 "On improving the activities of the Institute of History of the Academy of Sciences of the Republic of Uzbekistan" On the basis of the Resolution No. PQ-3105 of June, it is planned to study and analyze the true history of our country. President Sh.M. Mirziyoyev said, "In particular, we need to understand our national identity, study the rich history of our country, strengthen scientific research in this area, fully support the activities of scientists in the humanities." [1] In addition, in a video conference on January 19, 2021 on the radical improvement of the system of spiritual and educational work, strengthening cooperation between state and public organizations in this regard, he said, "It is necessary to create a national history with a national spirit. Otherwise it will have no educational effect. We need to teach our youth to learn from history, to draw conclusions, to equip them with the science of history, historical thinking" said Sh. Mirziyoyev. [2] The world community recognizes that Uzbekistan, as an independent state, occupies an important place in the world among more than 200 countries with its strict humanistic, peace-loving policy.

The industrialization policy implemented in Uzbekistan in 1925-1940 was an integral part of the chauvinist and colonial policy of the Shura government and the Communist Party. In December 1925, the VKP (b) announced the escalation of the road "socialist industrialization" in the XVI Congress. Industrialization has led to the weakening of industries, although it has created a powerful manufacturing-industrial sector across the entire union, but at the same time serves to increase the consumption and living standards of the people. The National Natural Resources of the Uzbek people, its labor, were necessarily subordinated to the service of the tyrannical-imperial regime. The idea of a single economy of the USSR was put forward in order to make such a policy possible. Moscow insisted on the development of which network of the national economy was headed in Uzbekistan. This direction of development was

reflected in the directives "Stalin five years". While in Russia the main emphasis was on the construction of heavy industrial enterprises in Ukraine, Belarus and other republics, in Uzbekistan light industrial enterprises were built, which produce food, clothing, etc., which are associated with the development of cotton cultivation, are connected with the living and living of the population. The growth of industrial strength was also noticeable. Even after the establishment of the Uzbek SSR, certain enterprises intended for industrial production were established in the country, funds were allocated from the budget, including with the help of the industrial districts of the center, efforts were carried out to find a class of workers. But all this was directed to the dominant center, and then to the imperial interests of the union circles. Since the middle of the 1920s, large groups of workers and specialists have been regularly mobilized from Russia to Uzbekistan for permanent residence. They should have helped to inflame industrial construction, form a detachment of the Republican working class. In Uzbekistan, the implementation of the policy of industrialization began as a necessary condition for the strengthening of Soviet power. Industrialization in the country is not formed, Skilled Workers, practically do not have specialists, experience in the development of Heavy Industries, has become difficult. Under the same pretext, workers, engineer-technical personnel were transplanted from the central regions of Russia. The center made efforts to form a working class with the help of industrial factories. But all this was in the interests of the ruling Bolshevik Party and the Center.

At the II Congress of the compartments of Uzbekistan (November 1925), the leadership of the Republic made public the need to restore its industry, first of all, the textile industry, which was intended "to meet the needs of the local population for textile products, as well as to supply them to the countries of the army" [3.58]. As the government of the young republic headed by Fayzulla Khujayev reasonably thought, in the case of the provision of appropriate economic assistance, Uzbekistan would be able to independently recycle the raw materials grown in it, produce finished products from it, establish direct foreign economic relations [4.190-191]. With the beginning of industrialization in such a view, looked like practical measures were being taken to solve this pressing task. Sergo Ordzhonikidze in his speech at the 15th Congress of the VKP (b), which was held in December 1927, was forced to admit that 61,9 percent of the management apparatus of the Shura power in Uzbekistan was Russian, and only 24,7 percent were representatives of land nationalities [5].

In 1925, the industrial enterprises in the territory of Uzbekistan were mainly light industrial enterprises, including 39 ginneries and 35 food enterprises. They employed a total of 87,000 workers. The main part of the workers were working personnel from the center. In particular, at the "First may" workshop in Tashkent, local workers accounted for 2.1 percent, and among specialist workers-0.6 percent. Local workers from 2438 workers of 5 enterprises located in the "Krasno Vostochny" District of Tashkent were 5 per

cent [6. 412-413]. In 1925-1926 in Uzbekistan, the number of workers reached 11900 people. 29.3% of them were representatives of local nationalities. At this time, an ordinary worker of a cement plant receives a salary of 51 rubles 50 kopeks, a sewing factory worker receives a salary of 40 rubles 51 kopeks [7. 296]. For Uzbekistan, it was extremely necessary to accelerate industrial construction at a wide pace. Because the economy of the Republic remained agrarian. In 1927, the share of agriculture in the national economy of the UzSSR was 62.6%, the share of industry was 37.4%, while 90% of industrial production was based on the processing of agricultural raw materials. In 1927, the share of agriculture in the national economy of Uzbekistan was 62.6%, the share of industry was 38.4%, while 90% of industrial production was based on the processing of agricultural raw materials [8.3]. The process of staffing the industry has become controversial. In general, the rapid pace of industrialization has created objective conditions for the quantitative growth of the supply of workers and engineers. For example, the number of the working class in large industry increased from 17.9 thousand in the first 5 years to 62.4 thousand, or 3.5 times. In particular, Akmal Ikramov, in his speech at the Congress of the Communist Party of Uzbekistan (b) in Samarkand on November 16-26, 1927, stated that the number of indigenous workers decreased from 38.4% in 1926 to 37.4% in 1927 [9.350]. Mustafa Chokay said: "Let's put aside other high-tech positions, not a single Turkestan train driver, not a single railway station chief or assistant. In the metallurgical industry, there were 3,627 foreigners and 819 indigenous peoples". [10] During the first five years (1928-1932) 289 industrial enterprises were built and put into operation in Uzbekistan. 79 enterprises were reorganized, the main production assets of the industry increased by 3 times, oil production by 2.5 times, metal products by 6 times. The rates of light industry in leather, footwear, sewing and yarn production have been steadily increasing. [11.38-39] During this period, "Tashselmash" and Quvasoy cement plants, the first in the Central Asian cotton machinery industry, were built. The construction of "Chirchikqurilish" and the Tashkent Textile Combine was carried out at a rapid pace. The development of industry required the expansion of the energy base. New power plants have been built in Fergana, Samarkand, Tashkent and other places. In 1932, the number of all power stations increased from 16 in 1928 to 49, and power generation increased more than 7 times. Fergana textile factory and oil refinery, sewing factories were launched in Bukhara, Tashkent and other cities. Due to the fact that the economy was based on raw materials, the industry of Uzbekistan was specialized only in one way: about 2/3 of it was accounted for by the ginning industry. The share of industry in the national economy increased from 43% in 1928 to 70% in 1940 [12.44-45]. New production lines have emerged.

In the Uzbek SSR in 1933, the average annual wage of workers and employees increased by 168% compared to 1929, and in 1937 by 280% [13.90]. At this point, the devaluation of the Soviet ruble was high. Due to the high cost,

the amount of expenditures made for social needs has increased. If in 1937, 188.4 million rubles were allocated from the state budget for socio-cultural events in Uzbekistan, in 1938 this amount amounted to 824.3 million rubles [14.76]. By 1931, the number of local workers in the Uzbek railway network was 17% [15.2]. In 1931 year 15,000 people were evacuated. At the beginning of industrialization, small hydropower plants and enterprises for processing raw materials for agriculture and cotton were built and put into operation. These include hydropower plants in Chirchik, Tashkent sewing, footwear, tobacco, Fergana textile, silk factories in Samarkand and Margilan. In the 1930s, the Tashkent Textile Combine, the Agricultural Machinery Plant, the Chirchik Chemical Plant and many other large enterprises were launched. At the end of the 1930s, there were 1,445 different industrial enterprises in the republic, employing 142,000 workers. The policy of industrialization pursued by the Soviets "in the short term on our own" was very difficult for Uzbekistan. The center was trying to get as much profit from the country as possible by plundering the country's underground and surface mineral resources, raw materials, using cheap labor. During the second 5-year period (1933-1937), the industrial enterprises to be established in the UzSSR were planned taking into account the needs of the center, rather than local conditions and national interests. For example, the construction of a nitrogen fertilizer plant in Chirchik and the Tashkent Textile Combine were aimed at developing cotton growing in the Central Asian region. In total, 189 different industrial enterprises and power plants were built in the second 5 years. These include the Fergana spinning mill, the Khavdag and Uchqizil oil fields, the Tashkent printing plant, the Kokand superphosphate plant, the thermal power plants in Bukhara, the Kadyriya and Burjar stations, the Tashkent paint factory, and others, which served mainly to meet the Union's needs. The political leadership of the Soviet state sought to compensate for the losses caused by the mistakes and shortcomings in the management of the national economy by forcing it through administrative command and by the escalation of the "revolutionary enthusiasm of the masses" through the actions of a number of Workers "Socialist competition", "intensity", "stakhanovism" and others, organized from above. This policy was carried out especially from the accounts of millions of peasants. Because the policy of collective bargaining conducted in the village was very much in line with the merciless goal, while the population of Uzbekistan increased by 37 percent in 1926-1939, the number of Europeans increased by 62 percent. In 1934 year 119 thousand people moved to Uzbekistan from other republics, of which 96 thousand were citizens of the RSFSR [16.99]. By 1937, the total number of industrial workers was 181,000. But among them, the indigenous peoples were a minority. The number of local indigenous workers declined rather than increased. By 1938, 650,000 people had been sent to the province [17.78]. Steps are being taken to form a national working class, and although their number is increasing, their share is declining in percentage terms. In 1926, Uzbek workers

accounted for 50.4 percent of Uzbekistan, while by 1936 it fell by 36.5 percent [18.45]. In 1938, 65.5 percent of the representatives of local nationalities, who were working personnel, served as black workers [19.2]. As a result of the development of the industry, the energy base also expanded. Since the personnel policies carried out during the entire Soviet system were associated with the chauvinistic goals of the Soviet state, during the period of the former Union, the health of local personnel in the leading branches of the national economy of the Republic was very low. This was the result of the chauvinist policy of the dictatorial Soviet regime, which denied the local features of the national republics, the national interests of the Uzbek people. New power plants were built in Fergana, Samarkand, Tashkent and other places. In 1932, the number of all power stations increased from 16 in 1928 to 49, and power generation increased more than 7 times [20,120]. In 1932, the republic produced 89.7% of cotton fiber, 54.2% of cement, 56.4% of vegetable oil, 47.2% of raw silk [21.120-125]. By 1940, the number of industrial workers had risen to 142,000. The local workforce was 32.4 percent [22.3]. Personnel sent from the center lived mainly in urban areas, worked in management offices, factories connected with modern science and technology. Local indigenous cadres worked in areas that did not require more high qualifications. Uzbekistan is the main supplier of raw cotton to the Union. Most of the cotton grown in Uzbekistan was sent to Russian textile factories for processing and exported abroad. Uzbekistan's industry was mainly focused on serving the needs of agriculture.

During the third five-year period before the war (1938-42) there was a shift in industrial development. By the beginning of the war, 134 additional industrial enterprises had been launched in the USSR. Among them were Chirchik Electrochemical Combine, Tashkent Textile Combine, and the largest fish cannery in Muynak. The construction of the Chirchik HPP, the Almalik Copper Smelter, the Quvasoy GRES, the Tavaksay and Samarkand HPPs, and the launch of the Angren coal mine have been accelerated. By the beginning of the war, the industrial potential of the republic included 1,445 large and medium-sized industrial enterprises and 19,000 small enterprises. The ratio between the industries that produce the means of production and the consumer goods has changed significantly. The share of large-scale industry rose from 16.3% in 1928 to 32.8% in 1940. In the industry, the primary processing of agricultural products is dominated by industries. The final product of the republic's raw materials was produced in the industrial centers of the Union, so the bulk of the profits would remain there. Uzbekistan's natural gas is also exported to the RSFSR and Eastern Europe via the Bukhara-Urals and the world's longest Central Asian gas pipeline. But most of the towns and villages in the republic were not gasified. The currency from the export of gold, uranium and other rare metals mined in Uzbekistan went to the treasury of the center. Industrial and agricultural products produced in the country were exported to 42 countries, but Uzbekistan was deprived of the right to establish contacts with foreign countries,

to conclude direct economic contracts with foreign firms and companies. Such authority was vested only in the ministries and departments of the Union at the center. While the industrialization of the Uzbek SSR provided large volumes of extractive and agricultural raw materials, the share of the processing and machine-building industries remained small, several times lower than the Union level.

In **conclusion**, the imperfection of the region's industry has affected the social composition of the indigenous population, their concentration in traditional industries, and has led to their extremely low availability in the sectors that determine the development of science and technology. Local staff is more involved in traditional industries, such as light industry, food, and so on. As the indigenous population is more involved in science-based industries, it would be expedient to increase the cultural and technical level, and to attract more local staff instead of replacing the skilled labor force in enterprises with foreign personnel. And living conditions would be improved if the problems of improving the working conditions of the local population, directing jobs, raising wages, improving housing and social conditions were done in a timely manner.

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KINSHIP VOCABULARY IN PHRASEOLOGICAL UNITS

Annotation: This article provides information about the dictionary of kinship in Russian phraseological units, their structure, purpose and results. There is information about the widespread use and importance of phraseological expressions in Russian.

Keywords: phraseology, linguistics, vocabulary, phrase, speech, method, Russian language, education system.

Phraseology - Greek phrasis - means the science of expression, expression and logic. The branch of linguistics that examines the phraseological structure of a language in its current state and historical development, a set of phraseologies in a particular language. As a branch of linguistics, the main focus of phraseology is on the study of the nature of phraseology and their categorical features, as well as on the laws of the use of phraseology in speech. The most important problem of phraseology is to distinguish phraseological units from the ones that are formed in speech (that is, not previously prepared), and on this basis to identify the features of phraseological units. Many researchers understand phraseology in two ways: narrow and broad, due to certain differences between idiomaphraseologies, phraseological combinations, and stable sentences (proverbs and parables, other equivalent phraseologies). When understood in a broad sense, phraseology includes proverbs and sayings, stable sentences typical of folklore, and some forms of communication (greetings, farewell sentences). However, the issue of understanding phraseology in a broad sense is still controversial.

The main tasks or problems of phraseology are: to determine the sequence of phraseological content and, in this regard, to study the characteristic features of phraseology; description of homonymy, synonymy, antonymy, polysemy and variant of phraseologies; identify the words used in phraseology and the specifics of their meanings. Develops the principles of clarifying the relationship of phraseologies with word groups, determining their syntactic role, the formation of new meanings of words in phraseological units and the separation of other phraseological units, their study, classification and description in dictionaries. The phraseological structure of a language is classified according to various structural-semantic, grammatical, and functional-methodological bases

on the basis of different methods developed in phraseology. The principle of structural semantic classification is basic.

Phraseology emerged as an independent branch of linguistics in Russian linguistics in the 1940s. Its initial formation was based on the works of Russian scholars AA Potebnya, II Sreznevsky, AA Shakhmatov. Raised in the works of LA Bulakhovsky. In Western European and American linguistics, phraseology is not a separate branch of linguistics.

Russian is the richest and most expressive language in the world due to the abundance of the most expressive funds. Phraseology - lingology - a branch of linguistics in which a combination of lexical identical words is called special phraseological units. With their help, it will be more beautiful. Everyone uses phraseological expressions in their speech, intentionally or unconsciously, to give it its emotional color. Everyone knows the origins of phraseological units and what makes them different from other expressions. To understand the functions of phraseological expressions and not to confuse them with other speech units, you need to know their properties.

1. Phrasal verbs always consist of two or more words in a sentence.

2. Phraseology with a protected value cannot be divided into two, but can be represented by other synonyms. For example, the phrase "a barrel" means "an unjustified insult to someone".

3. Unlike alien expressions, the components do not change instead of the classical combination instead of the "compression" of the classical combination. - "Roosters don't show up"; By the way, it can often be used with "too much" and "less" values and "less" values.

4. The order of words is set in phraseological expressions. It is wrong to say "bones and skin" instead of "skin and bone". This rule applies to all phraseologists.

5. Phraseological expressions of one language, as a rule, are not literally translated into another. If there is a phrase in Russian, "Spit in Healing," the English say "sit and turn the thumb," and the meaning is nullified.

Phraseological expressions provide speech with ability and imagery. Knowledge of phraseology plays a very important role in all areas of human activity, often journalists resort to such methods, they resort to such methods of phraseology because it is necessary to know the phraseology clearly. The performance of a hymn or satirist becomes brighter and more expressive if he incorporates phraseological phrases into his speech. The use of phraseological expressions in newspaper headlines is always relevant, and often the author of the article makes them creative changes. When a phraseological phrase has a new meaning, 5 cases can be distinguished.

1. Expansion of the composition due to the definition of the content words: "Cats, small predators and not big, beat heart with dirty sharp claws." In this case, the popular phraseology stood out in other words.

2. Getting back (abbreviations) will be shown on popular TV channels "Don't be born beautiful." It suggests continuing: "and happy".

3. Sources of copyright phraseology are derived from classical stable combinations. Thus, the Latin motto "Venus, Vidi," can turn a journalist out of his way: "come.

4. Connecting a few phrases: "Since this fear is called panic, did God laugh at the panana, did this elephant laugh at the panic?" The connection needs to be successful so the phrase doesn't look ridiculous.

5. When frosology is not directly real, the destruction of figurative value, for example: "The Buddha statue was golden hands."

The formation of the culture of each ummah took place over many centuries, as a result of which the heritage of one country began to take an interest in others, resulting in the phenomenon of assimilation. Sources of Russian phraseological units are divided into two major groups: Russian and borrowed. Phraseological expressions in Russian are derived from Slavic and Slavic languages. The interesting phrase "storm in a glass of water" comes from English, "Princess on a Pea". In turn, Russian philologists have spread all over the world. The Czechs and the British are still pleased with the winged phrase "hero of our time", "hero of our time".

Original Russian phraseologists are divided into three major groups: general Slavic, East Slavic, and true Russian. The differences are explained by the area in which they are common.

1. Phraseological units associated with patterns in the Old Common Slavic or Praslavasky Bible, such as "Christ for Sinus" means "for Sinus".

2. East Slavic phraseological units were distributed by Russians, Belarusians, and Ukrainians ("wear a pig" - "yard", "nothing" - "nothing").

3. "With a pink nose" - "Small", "Hold your tongue for your teeth" - "Silence".

The combination of words that a person uses in his speech has a portable meaning, without even thinking about it, sometimes seems unacceptable. Scientists have divided it into three layers depending on the stylistic color:

1. Neutral combinations, such as "New Year", "perspective". Phraseologists with the values of this plan are usually simple in interpretation because one uses them frequently in one's speech.

2. Books. They can be used not only in printed publications, but also in everyday speech - this is what is known as human education (the "pillar of Babylon"), but in informal settings or very often it is advisable to use book phraologists.

3. Conversation. It is often used by "white applause", "Jester Noah" and other psychologists. Grade 6 is the best time to introduce the school student to the pick, so that they can begin to apply them actively.

4. Phraseological units related to the line Speech in the speech of an educated person, especially in formal situations. You can get more appropriate

phrases for characterization. Thus, the phrase “a fool brought down” can be replaced by the phrase “like a giraffe”.

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THE EFFICACY OF APPLYING BRAINSTORMING STRATEGY TO THE PEDAGOGY

Abstract: This research studies the efficiency and the main peculiarities of the brainstorming strategy which is the most modern and effective method in all fields of pedagogy.

Keywords: brainstorming, brainstorming strategy, pedagogy, method, teaching English.

As the Science and Technology develops year by year, pedagogy also requires new reforms. According to the scientist's opinion, methods used in pedagogy should be updated in accordance with modern requirements. Thus, this research studies the main peculiarities of the brainstorming strategy which is the most modern and effective method in all fields of pedagogy. Brainstorming is as a small group activity that encourages students to focus on a topic and provide with the free flow of ideas.

Fontaine (1981) stressed that brainstorming is a way of bringing ideas without consideration of their evaluation. This does not mean leaving the evaluation, but only postponing it to the end of the session. The brainstormer should be aware that brainstorming is not guaranteed to get new ideas. "Brainstorming is not just a way to encourage new ideas, but to encourage all participants to contribute to teamwork [1]. Albert Einstein gets all the credit for discovering the theory of relativity, but the truth is that he relied on conversations with friends and colleagues to refine his concept. And that's almost always the case. Working together facilitates idea generation and creativity. One important benefit of teamwork is, therefore, the way thinking in a group influences creativity. By involving many students to this method, the number of different perspectives and views can give birth to a greater number of combinations of ideas and creativity.

This method of teaching "based on the interaction between the teacher and the learner or between the learner and other learner, as this helps in the development of thinking methods or reduce the methods of automation that are given in one direction from the teacher to the learner" [2] conducted a study its aim was to know the effectiveness of brainstorming on the seventh grade

students' achievement in geography and the development of trends towards it. The researchers used the experimental approach, the sample consisted of (45) students from the seventh grade, who were distributed randomly into two groups, i.e., experimental group and other control, the tools used were achievement test and measure of trends towards geography. Effective interaction between students and teachers encourages students to be more successful, not to achieve higher grades. If the student is highly motivated, he or she will be able to set goals and achieve them as soon as possible.

According to Blake and DeVries [3], brainstorming activities that provide a meaningful learning environment in a relaxed atmosphere can be used as one of the strategies to promote speaking skills. In this study, brainstorming is employed as a way to approach SCL for speaking skills.

This study informs that the constant using of brainstorming strategy in the FLT classroom will help students improve their speaking skills and assist them to speak spontaneously and fluently.

The study of [4] aimed to know the effect of brainstorming on the development of decision-making skills of the ninth grade students in the field of national education and civic education in Jordan. The researchers used the experimental method, and the sample of the study consisted of a random sample that included (158) students who were divided into two experimental groups, experimental group consisting of (81) students, and control group (77) students. There are significant differences in the development of decision-making skills in favor of brainstorming method, and the absence of statistical significant differences in the development of decision-making skills are attributed to gender, and there are no differences due to interaction between method and gender. Initially, some students may feel themselves to speak out reluctantly in a group setting, but brainstorming is an open sharing activity which encourages all students to participate in this method during the lesson. Teachers should emphasize active listening and active speaking during these sessions of the subject. Therefore, if the teachers understand their students' personalities, they can encourage their students to be interested in learning English, because different nature will need a different treatment. For example, the teachers can provide activities which are interesting and enjoyable, belong to the child, active and experiential, memorable [5]. However, the correct and effective use of brainstorming depends on the teacher's professional skills and experience of the teacher.

The study recommended using the method of brainstorming in teaching different materials, and training teachers to use brainstorming method. According to the above, brainstorming is one of the key method in FLT classroom.

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THE USE OF ELEMENTS OF TECHNOLOGY FOR THE DEVELOPMENT OF CRITICAL THINKING IN TEACHING MONOLOGUE SPEECH FOR TEACHING GERMAN LANGUAGE

Abstract: The purpose of teaching monologue speech is the formation of monologue speech skills, which are understood as the ability to communicate in a communicatively motivated manner, logically consistently and coherently, to express one's thoughts in oral form quite fully and correctly in terms of language.

Key words: German language, communication, stage, critical thinking, monologue speech, situation, learning process.

At present, the education does not always give enough attention to teaching monologue. This position seems to be erroneous, since it is this aspect of training that disciplines thinking, teaches you to think logically and accordingly build your statement in such a way as to bring your thoughts to the listener. A monologue is a form of speech when it is built by one person, independently determining the structure, composition and linguistic means. The situation is the starting point for the monologue, forming his own environment-context. Therefore, it is customary to say about a monologue that it is contextual, in contrast to dialogue and polylogue, which are closely dependent on the situation. Due to the contextual nature of monologue speech, special requirements are imposed on it: it must be understandable "from itself", i.e. without the help of non-linguistic means, which often play a large role in situational dialogical speech. [2, 3.]

The modern stage of development of human civilization requires qualitatively new orientations in language education. The study of a foreign language today is aimed at the development of a harmonious personality, ready for contacts with representatives of a different culture, ready for intercultural communication at a high level.

Thinking is the interaction of a subject with the objective world, it is interaction with a cognizable object, during which analytical-synthetic activity is carried out, starting with a problem situation, this is interaction with a system of knowledge objectified in a word. Thinking is the highest form of the brain's

reflection of the surrounding world, the most complex cognitive mental process, inherent only to humans, and thinking is also defined as “a state of indecision, hesitation, doubt” [1].

Critical thinking can be defined as a person's ability to:

a) to see the discrepancy between the statements (thoughts) or behavior of another person, the generally accepted opinion or norms of behavior or their own idea of them;

b) to be aware of the truth or falsity of the theory, position, illogicality of the statement and to react to them;

c) be able to separate the false, incorrect from the correct, true, analyze, prove or refute, evaluate the subject and the task, show a pattern of statements, behavior, and so on.

For each stage of teaching monologue speech, the goals and content were determined, as well as the possibilities of using the techniques of technology for the development of critical thinking. The program presents the integration of the process of teaching monologue speech and elements of the development of critical thinking. At the same time, the techniques identified within the educational technology for the development of critical thinking through reading and writing, created by the Americans K. Meridit, C. Templ, were used in German lessons when teaching monologue speech. At the “challenge” stage, teachers use pair or group brainstorming, clusters, constructive tables, and a “prediction tree”. At the “implementation” stage, the “insert” text marking system is used, the “plus - minus - interesting” table, the “We know - we want to know - learned” table is filled in. At the stage of “reflection” it is possible to combine the above techniques, summing up, essays, sync wine and others.

The teaching of monologue speech in German was organized along the deductive path - from the text (“path from above”). According to the model of managing the process of generating an oral expression, teaching monologue speech along the deductive path includes 5 stages.

At the first stage of teaching monologue speech along the deductive path - the pre-text stage, the following goals are set:

1. Motivation and stimulation of motivation for reading.
2. Stimulation of cognitive activity, development of thinking techniques (analysis, generalization, abstraction).
3. Decrease in the level of language and speech difficulties.

Exercises to determine the nature of information, to predict the content of the text, to expand the lexical stock are aimed at this. The work is based on the principle of situational learning.

The second stage of teaching monologue speech on the way “from above” - the text stage includes, first of all, reading the text itself. The goals of this stage are to solve a specific communicative task, formulated in the task to the text, to stimulate thinking (definition of concepts, concretization, synthesis) and speech-thinking activity, and the development of involuntary memory.

At the third stage of teaching monologue speech along the path “from above” - the stage of checking the understanding of the text, the following goals are determined:

to control the completeness and adequacy of understanding the content and meaning of the text;

using the situation of the text as a support for the development of skills in speaking and writing.

At the fourth stage of teaching monologue speech along the path “from above” - the stage of information processing of the text for the purpose of its assignment, the following goals are determined:

repeated return to the text and its information processing;

assignment of information and language means necessary to generate oral speech.

The last 5th stage of teaching monologue speech on the way “from above” - the stage of generating oral-speech utterance involves the use of the content of the text to develop the ability of learners to express their thoughts in oral and written speech. Students generalize and synthesize the facts obtained, discuss the problems posed in the text, learn to express their attitude to what they read, react to the behavior or actions of the characters, etc.

Here it is advisable to use the method of hypotheses and forecasting. They allow students to construct versions of responses to a teacher's question or problem. Students offer starting positions or points of view on the problem, learn a multi-scientific, multi-faceted approach to the construction of hypotheses. So, for example, students are invited to try to guess what will be discussed in the text by the title or by the picture to the text.

A method such as the method of student goal-setting can also be applied. Students are offered a choice of goals for reading the text formulated by the teacher, while students can, on the one hand, choose one of these goals, and on the other hand, formulate their goals.

The critical style of thinking is a property and an integral part of almost all types of activities in which the student is involved, both in the educational process and in extracurricular activities: in the process of preparing for lessons, writing essays, reports, term papers and theses, various other forms of independent creative activities. Learning how to find knowledge effectively and think critically is a central challenge for students.

Pedagogical excellence is based on the unity of knowledge and skills corresponding to the modern level of development of science, technology and their product - information technology.

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THEORETICAL BASES OF THE ORGANIZATION OF CHILDREN'S LIFE IN THE ORGANIZATION OF PRESCHOOL EDUCATION

Annotation: An individual is considered an individual, developmental environment, activity, bio-genetic, age stages, early childhood, pre-school age.

Key words: Education, "indivisible", "individual", "single", activity, character.

Derived from the Latin word individual, meaning "indivisible", "individual", "single". An individual is a separate living being belonging to a biological species. Movement is unique to a child's development. The first-year child also forms a variety of actions, which then occur in the form of conditioned reflexes, not consciously, but in response to unconditional and conditioned stimuli. The formation of speech in the first-year child and the actions organized by the child are conscious. The first stage of a child's development as a person is the beginning of his life and his participation in the process of social relations.

This means that development is a physical, mental and social process in a person, which includes all the right quantitative and qualitative changes. Physical development is associated with height and weight gain, increased muscle strength, the development of sensory organs, the ability to control movements, and so on. In mental development, there are significant changes in the process of formation of mental qualities and traits in the personality, emotional (volitional), being. When a child begins to participate in social life, his behavior, attitude to the environment, especially in community work, manifested in edema. It is the development of the child, that is, of the individual, that causes such physical and mental changes in the child. Biological and social factors play a leading role in the formation of the "person". A person is a member of a particular society. In order to be a person, you need to be different from others in your spirituality. Everyone is different as an individual. He differs from others in his character, interests, abilities, level of mental development, needs and personal attitude to work. These are the peculiarities of the individual, and these characteristics are manifested as a mature person only when they reach a certain stage of development. Therefore, the human social being is important to him in the conditions of socio-economic life (environment). . Improving the environment and upbringing ensure that a person develops and manifests as a

person. The formation of a child's personality is associated with a number of factors, which are reflected in the following figure.

Research in physiology and psychology has shown that the human child is not born with a ready-made ability, but with the ability to be the source of the realization and development of a certain ability. The ability is in a state of "drowsiness" and needs the right conditions and environment to awaken and develop. Man is the product of a particular social order. With this change in the system, the living environment in which the changes take place can also have a positive or negative effect on a person. An environment is a set of external worlds that affect the formation of a child's personality. The formation of the individual is carried out through the acquisition and upbringing of socio-historical experience created by human society. As a result of education, the child begins to interact with or interact with the social system in the society in which he lives. 'is determined by the possibility of seizure.

For example, after a baby learns to crawl, he begins to walk, after learning to say certain syllables, he begins to speak actively, after learning to move objects and objects, the emergence of play, labor activity. Education in the formation of the child's personality, the educator plays a leading role in the implementation of this work. This increases their responsibility in the formation of the personality of each child. Education is affected by all the educational influences that come through the social environment. It uses convenient effective factors, which to some extent reduces the strength of adverse effects. In the process of education, the following situations occur. In the process of education, the human body develops, and what can not provide the environment is studied through education. For example, a child may learn his or her mother tongue under the influence of his or her environment. But she learns to read and write through special education. Certain knowledge, skills and abilities are acquired in the process of education. With the help of education, some congenital defects of the child can be changed in the desired direction. For example, some children have some defects.

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YANGI ASR VA YANGI MUTAXASSISLIKLAR

Annotatsiya: Maqolada bugungi kunda mehnat bozoriga kirib kelgan yangi davrga mos bo'lgan mutaxassisliklar, jumladan, axborot texnologiyalari sohasiga xos bo'lgan yangi kasblar va ularning ahamiyati haqida so'z yuritiladi.

Kalit so'zlar: web developer, data scientist, koder, freelancer, gadjet

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NEW AGE AND NEW SPECIALTIES

Abstract: The article discusses the specialties corresponding to the new era that has entered the labor market today, including new professions characteristic of the field of information technology, and their significance.

Keywords: web developer, data scientist, coder, freelancer, gadget.

Insonlar hayot tarzi tobora engillashib, ko'plab ishlar avtomatlashgan tizimlar orqali amalga oshirilayotgan bir paytda kasblar soni va ularga ehtiyoj ham o'zgarmoqda, mehnat bozoriga yangi davrga mos bo'lgan mutaxassisliklar kirib kelmoqda. Jumladan, axborot texnologiyalari sohasiga xos bo'lgan yangi kasblar (web developer, data scientist, koder va boshqalar).

2019-2020 yillardagi Covid-19 pandemiyasi masofadan turib ishlashni taqozo qilgani freelancer (ing. "yollanma ishchi") likni rivojlantirdi va ommalashtirdi. Ya'ni uydan chiqmasdan turib dunyoning ikkinchi chekkasidagi ish beruvchi bilan aloqa o'rnatish, buyurtma olish, uni bajarish, o'z vaqtida topshirish va haqini olish imkoni bo'ldi, hanuz bo'lmoqda.

Dunyoga mashhur Forbes nashrining ma'lumot berishicha, jahon mehnat bozorida axborot texnologiyalari sohasi mutaxassislarga ehtiyoj jadal oshib bormoqda.

Axborot texnologiyalarining biznes va yirik ishlab chiqarish sanoatida joriy qilinishi, kiber hurujlarning hajmi va ko'lami oshib borishi bilimga boy mutaxassislarga kasbiy muvaffaqiyat eshiklarini ochmoqda.

Top 10 Best Jobs in America in 2020

Rank	Job Title	Median Base Salary	Job Satisfaction	Job Openings
1	Front End Engineer	\$105,240	3.9	13,122
2	Java Developer	\$83,589	3.9	16,136
3	Data Scientist	\$107,801	4.0	6,542
4	Product Manager	\$117,713	3.8	12,173
5	Devops Engineer	\$107,310	3.9	6,603
6	Data Engineer	\$102,472	3.9	6,941
7	Software Engineer	\$105,563	3.6	50,438
8	Speech Language Pathologist	\$71,867	3.8	29,167
9	Strategy Manager	\$133,067	4.3	3,515
10	Business Development Manager	\$78,480	4.0	6,560

Source: Glassdoor Economic Research (Glassdoor.com/research)

Bugun AKT mutaxassisi uchun ta'lim muassasasida olgan nazariy bilimga qo'shimcha izlanish, mustaqil o'rganish mehnat bozoriga raqobatbardosh kadr bo'lishga yordam beradi.

Zamonaviy IT-mutaxassisiga qo'yiladigan 3 ta bosh talab:

- dasturlashni bilish;
- yaxshi yoza olish;
- odamlar bilan aloqaga kirishish ko'nikmalariga ega bo'lish.

Amerika Mehnat statistikasi byurosining ma'lumot berishicha, 2024 yilga kelib kompyuter va axborot texnologiyalari sohasidagi mutaxassislarga ehtiyoj 12 foizga oshadi. Keyingi 10 yillikda birgina AQSHning o'zida IT sohasi xodimlari soni 3.9 milliondan 4.4 millionga oshadi.

Quyidagi jadvaldan ko'rinib turibdiki, agar yoshlar talab darajasidagi kadr bo'lsa, moliyaviy daromaddan umuman tashvish tortmasa ham bo'ladi (Eng qimmat IT-sertifikatlari, 2020 yil. Manba: Global Knowledge Study, 2020 yil uchun eng ko'p to'lanadigan 15 ta sertifikat):

Most Valuable IT Certifications, 2020 (Source: Global Knowledge Study, 15 Top-Paying Certifications for 2020)	
Certification	Annual Salary
1. Google Certified Professional Cloud Architect	\$ 175,761
2. AWS Certified Solutions Architect – Associate	\$ 149,446
3. CISM - Certified Information Security Manager	\$ 148,622
4. CRISC - Certified in Risk and Information Systems Control	\$ 146,480
5. PMI® Project Management Professional	\$ 143,493
6. CISSP - Certified Information Systems Security Professional	\$ 141,452
7. CISA - Certified Information Systems Auditor	\$ 132,278
8. AWS Certified Cloud Practitioner	\$ 131,465
9. VCP6-DCV: VMware Certified Professional 6 - Data Center Virtualization	\$ 130,226
10. ITIL® Foundation	\$ 129,402
11. Microsoft Certified: Azure Fundamentals	\$ 126,652
12. Microsoft Certified: Azure Administrator Associate	\$ 125,993
13. CCA-N: Citrix Certified Associate – Networking	\$ 125,264
14. CCNP Routing and Switching	\$ 119,178
15. CCP-V: Citrix Certified Professional – Virtualization	\$ 117,069

atrofidagilar har bir odamning avtomobilga ega bo'lishi aqlga zid hodisa ekanini aytishgan. Ammo, Genri Ford bu shubhalarni rad etdi va maqsadiga erishdi.

Xuddi shuningdek, o'tgan asrning 70-yillarida axborot texnologiyalari o'zining rivojlanish cho'qqisida bir muddat to'xtab qolgandek ko'ringan edi. Bill Geyts, Stiv Jobs kabi ilg'or fikr egalarining har bir uyga kompyuter olib kirish orzusi jamoatchilikning kulgisiga sabab bo'lgan bo'lsa ham, ular shubhalarga shubha bilan qarashdi va har bir xonadon o'zining shaxsiy kompyuteriga ega bo'lishi mumkinligini isbotlashdi.

21-asrda xohlagan inson axborot texnologiyalarining sub'ekti: odamlar gadjet va aloqa vositalarisiz turmushlarini tasavvur qila olmaydilar hamda elektronika mahsulotlariga ehtiyoj jadal oshib bormoqda. Natijada, sog'liqni saqlash, ma'lumotlar bilan ishlash, mobil texnologiya, umuman turmush tarzining barcha jabhalari uchun axborot texnologiyalari mutaxassislariga zarurat oshmoqda.

Shuni hisobga olib, yoshlar o'zi uchun yorqin kelajak tanlashga hali vaqti bor. Qolaversa, ota-ona ham farzandini hozirdanoq axborot texnologiyalari sohasiga qiziqтира olsa, ularning muvaffaqiyatli istiqboliga poydevor qo'ygan bo'ladi.

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INTERNAL (ENDOGENOUS) AND EXTERNAL (EXOGENOUS) FACTORS OF MOTIVATION

Abstract: The next article discusses the importance of motivation in language organization and some factors of motivation, many factors that affect motivation, in increasing interest in Teaching, can motivate a teacher through appropriate teaching methods.

Keywords: Motivation, Motivation factors, motives, Task-based language teaching, Nude teaching, Project teaching and scenario teaching, teaching activities

INTRODUCTION

Motivation plays an important role in language teaching. There are many factors that can influence motivation. Learning is individual, but the teacher can strengthen the interest in learning, for example through appropriate learning methods, or it can also happen that the teacher can weaken the motivation through his methods or through his personality. For a language course, the tasks that enable communication in the classroom are important. Motivation compiles the selection that concerns the interests and needs of the learners, including good selection of materials, media and teaching techniques. L2 motivation research also involves setting realistic learning goals. This is sometimes difficult because in many regions German is valid as a second language. Learners receive assistance in reflecting on their learning progress. Teachers should strengthen students' self-confidence and self-efficacy by guiding them to successful experiences. Students should be supported in extrinsic motivation. One should use forms that develop learning motivation. Important are also such teaching activities and learning objects, which the learner will apply in future life. The teacher should choose such principles of a teaching attitude that help the learner to get to know their type of learner. Learners should really take responsibility for their own learning.

MATERIALS AND METHODS

Wicke sets up "ten simple rules" for teaching DaF with young people. These rules emphasize the need for a common goal of learning groups and the self-motivation of the teacher. Such lessons must also include the previous experiences of the learners and at the same time build on existing learning motivation. The topics, texts and tasks should be according to the learners. You must also have the opportunity to use what you have learned (e.g. use of

authentic language in a target language environment). So you can get feedback about your individual learning status. Teachers need to arouse curiosity and interest. They should also strengthen learners' self-confidence through appropriate feedback and convince them that learning is also social learning. (Riemer, 2010:1154) Dörnyei a total of 35 motivational strategies, measures to provide:

a) Creating basic motivational conditions (e.g. supportive teaching atmosphere, good group dynamics)

b) Abstention from initial motivation (e.g. improvement of target orientation of learners, adapting teaching materials)

c) maintaining motivation in the further course of learning (e.g. motivating presentation of tasks)

d) Positive self-evaluation of learners (e.g. reinforcement of motivating attributions, adapted feedback) (cf. Riemer 2010: 1154)

The profile of the teacher is also important and serves to achieve motivation. The teacher acts as a helper, organizer, partner of the students. He plays an important role in the teaching and learning process because he proposes creative, pleasing and didactic tasks. He also accompanies the students on the path of learning. His figure is not in the foreground as in traditional teaching, but in the background, because he is not a central figure. The students get the orientation from the teacher, collect and arrange their knowledge independently. In these concepts, learners in this process have an active and active character rather than an inactive and passive character. The teacher should also master two aspects, the technical and the social aspect. The technical aspect relates to didactics, the previous organization of the lessons and the command of the German language. The social aspect relates to the discussion between teachers, the trust between students and teachers and the motivation. Motivation influences the cooperation between teachers and learners and also the performance of learners. All tasks are linked to both aspects, because they have not only technical but also social elements. There are many factors that can influence motivation in foreign language teaching. Many influences play a role in learning, which can not only increase motivation, but also decrease it. A distinction is made between internal (endogenous) and external (exogenous) factors.

RESULTS AND DISCUSSIONS

Learner factors. These factors are very closely related to the personality and inner workings of the learner. Motives are defined as relatively constant value positions in the individual that initiate, maintain or end actions. (Kleppin 2002: 26). Without situations in which they become effective, cannot exist. Apelt distinguishes different motifs such as the connection motif, the achievement motif, the curiosity and knowledge motif, the utility motif, the social motif, the parent motif, the communication motif, the teacher motif, the recognition and validity motif. The role also plays the short-term or long-term

motives or also externally induced versus own motives. So you need an incentive, why you should learn. Many factors can influence the learner. For example, self-efficacy can play a role, i.e. the assessments that one can achieve one's goal. A positive assessment of self-efficacy can lead to increased effort. This includes control over the outcome of one's own effort. If the students have the failure, then the teacher thinks that the students do not have enough motivation. Students blame failure on non - motivating teachers.

Your emotions:

They can influence motivation positively or negatively. Above all, the fear, mistakes and negative evaluation of the personality have a great influence on motivation.

Setting:

There are many studies and also different classification possibilities such as specific attitudes to a certain language or to speakers of the target culture or to the teacher or the course. An important result of studying learner attitudes was that teaching materials and also the teaching itself often led to demotivation of the students. (cf. Kleppin 2002:26-27)

Learning objectives, expectations of the learner:

It is important to set such goals that mean a lot to the learner personally and can thus achieve success. Such goals, which the learner accepts, support the construction of realistic expectations about the results of one's own activity. (cf. Kleppin 2002:27)

Effort and persistence:

The learner's effort was often measured by self-testimonies such as time spent on homework or initiatives the learner would like to take on. According to Mihaljevic, effort and persistence may depend particularly heavily on the learner's assessment of the usefulness of course content or teacher competence. (Kleppin 2002:28)

Learning External Factors:

These are the socio-cultural milieu and institutional conditions of foreign language teaching. By these factors one can understand what is called motivation in foreign language didactic literature.

Lesson Of External Factors:

These are above all parents, friends, the social environment, the importance of language, which influence learning. The teaching and learning situation According to motivational psychology play the important role of novelty and change of topics, content of surprise, complexity of the subject matter, ignorance and potential for conflict. You can also use motivational games and exercises or play through interesting videos in class. (cf. Kleppin 2002:28)

Lehr- und Learning materials:

It was analyzed whether motivational or demotivating effects can emanate from textbooks. There have been several demands for more authenticity,

timeliness, applicability or for situations in which one can come oneself, for identification possibilities with people, situations and also change of subject. The research has not yet been shot down. (cf. Kleppin 2002:29)

CONCLUSION

The positive group atmosphere and also cooperative forms of work probably have a favourable effect on motivation. According to Crookes and Schmidt, the rationale is that using cooperative strategies can help overcome a negative self-concept by achieving something together and then changing the self-concept. The teacher, the teacher behavior:

After the different examination, the teacher is designated as the decisive motivating force. The new literature calls the teaching like mediator, which supports the learning process and stimulates it by appropriate measures. Dörnyei established the ten commandments. Teachers should support the self-efficacy of the learners through tasks in such a way that they can exercise their own control. It should also offer you the opportunity for self-evaluation. Furthermore, the teachers should promote cooperative learning, provide informative feedback and also ensure a pleasant group atmosphere. Self-determination of the learner and learner centering is also important.

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LANGUAGE TEACHING METHODS – A HISTORICAL PERSPECTIVE

Abstract: In this article we will look at ten different methods, name and briefly describe ten different methods of teaching foreign languages, describe the major characteristics of the following methods: direct method, ALM, CLT, explain the theoretical basis of the ALM and the Silent Way, write your own brief definitions of the ten methods, explain why a successful teacher should not be biased in favor of one method or another and explain the concept of “an eclectic approach”.

Key phrases: Method; approach; target language; four skills; activities; competence; usage; use; characteristics; eclectic approach;

Many teachers of English as a foreign language now share the belief that a single right way does not exist. It is certainly true that no comparative study has consistently demonstrated the superiority of one method over another for all teachers, all students and all settings. Presented in this article is a description of language teaching methods in practice today: the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Suggestopedia, Community Language Learning, the Total Physical Response Method, and the Communicative Approach. Of course, what is described here is only an abstraction. How a method is manifest in the classroom will depend heavily on the individual teacher's interpretation of its principles.

Some teachers prefer to practice one of the methods to the exclusion of the others. Many teachers prefer to pick and choose in a principled way among the methodological options that exist, creating their own unique blend.

Grammar-Translation Method: In the 18th and 19th centuries Latin and Greek were taught by means of what has been called Classical Method. In the 19th century the Classical Method came to be known as the Grammar-Translation Method. The Grammar-Translation Method focuses on developing students' appreciation of the target language's literature as well as teaching the language. Students are presented with target-language reading passages and then they answer questions that follow. Other activities include translating literary passages from one language into the other, memorizing grammar rules, and memorizing native language equivalents of target language vocabulary. Class work is highly structured, with the teacher controlling all activities. Memorization is the main learning strategy and students spend their class time

talking about the language instead of talking the language. Little thought was given at the time to teaching someone how to speak the language. [1]

Guine and the Series Method: As we begin our insight into the history of “modern” foreign language teaching, let’s look at the study of Francois, Guine, a French teacher of Latin whose insights and writings were truly remarkable.

In his mid-life he decided to learn German and went to Hamburg for one year. Upon arrival in Hamburg he started learning German grammar book and a table of the 248 irregular verbs! He did this in a matter of only 10 days and hurried to the university to test his knowledge.

“But alas!” he wrote, “I could not understand a single word!” Guine was undaunted. He returned to the isolation of his room, to memorize the German roots and to re-memorize the grammar book and irregular verbs. “But alas!” The result was the same as before. In the course of the year in Germany, Guine memorized books, translated Goethe and Shiller, and even memorized 30000 words from a German dictionary. At the end of the year Guine went home, a failure.

But there is a happy ending. Upon returning home Guine discovered that his 3-year-old nephew had, during that year, learned to speak. His nephew was a chatterbox of French! How was it that this little child succeeded so easily? The child must hold the secret to learning a language! Guine spent a great deal of time observing his nephew and other children. He came to the following conclusions: language is a means of thinking, and representing the world to oneself. Guine set about devising a teaching method. It was a method that taught learners directly (without translation) a series of connected sentences that are easy to perform. Guine was very successful with his method. [2]

Natural Method: Since children learn naturally to speak before they read, speaking precedes writing and receptive skills precede productive ones. Proponents of the method tended to avoid the use of books in class. Like a child at home, a student had to be immersed in language and allowed to formulate his own views. A great deal of pantomime accompanies the talk. With the aid of gesticulation, by attentive listening the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words and phrases. The mother tongue is strictly banished.

Direct Method: The Direct Method allows students to perceive meaning directly through the target language because no translation is allowed. Visual aids and pantomime are used to clarify the meaning of vocabulary items and concepts. Students speak a great deal in the target language and communicate as if in real situations. Reading and writing are taught from the beginning, though speaking and listening skills are emphasized. Grammar is learned inductively. Problems have arisen with this approach because adults do not in fact learn exactly like

children, and they express the need for explicit instruction in grammar and other aspects of the language. The major characteristics of the method are the following:

- ❖ Classroom instruction was conducted exclusively in the target language.
- ❖ Only everyday vocabulary and sentences were taught.
- ❖ Grammar was taught inductively.
- ❖ Vocabulary was taught through demonstration, objects and pictures.
- ❖ Both speaking and listening comprehension were taught.
- ❖ Correct pronunciation was emphasized. [3]

Audio-Lingual Method (ALM): The Audio-Lingual Method is based on the behaviorist belief that language learning is an acquisition of a set of correct language habits. A learner repeats language patterns until he is able to produce them spontaneously. Once a given sample – for example, subject-verb prepositional phrase – is learned, the speaker can substitute words to make his/her own sentences. The teacher directs and controls students' behavior, provides a model, and reinforces correct responses. The Audio-Lingual method in some way represents a return to the direct method, as its main goal is to develop native like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Translation and reference to the mother tongue are not permitted. Just as the Direct Method was an extension of the Natural Method, so Audiolingualism had its theoretical roots in the Direct Method. Some of the things which led to the spread and success of this method include: greater amount of time, smaller classes, and greater emphasis on oral practice which led to automatic production of sentences. The major characteristics of the method:

- New material is presented in dialogues.
- Grammar is taught inductively.
- Little or no grammatical explanation.
- Vocabulary is very limited and learned in context.
- Much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue.
- Errors are to be avoided at all costs.
- Memorization of set phrases is important. [4]

The Silent Way: The theoretical basis of the Silent Way is the idea that teaching must be subordinated to learning and thus, students must develop their own inner criteria for correctness. All four skills – reading, writing, speaking, and listening – are taught from beginning. Students' errors are expected as a normal part of learning; the teacher's silence helps foster self-reliance and student initiative. The teacher is active in setting up situations, while students do most of the talking and interacting. The theory of learning behind the Silent Way can be summarized in the following:

- ✓ Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- ✓ Learning is facilitated by problem solving involving the material to be learned.

Suggestopedia: This method seeks to help learners eliminate mental barriers to learning. The learning environment is relaxed, with low lighting and soft music in the background. Students choose a name and character in the target language and culture, and imagine being that person. Students are encouraged to be as “childlike as possible”. Thus, they become “suggestible”. Dialogues are presented to the accompaniment of Baroque music. Students just relax and listen to them and later playfully practice the language during an “activation” phase.

Community Language Learning: In this method, teachers consider students as “whole persons”, with intellect, feelings, instincts, physical responses, and desire to learn. Teachers also recognize that learning can be threatening. By understanding and accepting students’ fears, teacher’s help students feel secure and overcome their fears, thus helping them harness positive energy for learning. The syllabus used is learner-generated: students choose what they want to learn to say in the target language. [5]

Total Physical Response Method (TPR): This approach begins by primary importance on listening comprehension emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides original and often funny variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits. The objective of this approach is to connect physical activity with meaningful language use.

Communicative Language Teaching (CLT): This approach argues that merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an suitable, natural, and socially acceptable utterance in all contexts of communication. ‘Hey, buddy, you fix my car!’ is grammatically correct but not as effective in most social contexts as ‘Excuse me, sir could I have my car fixed today?’ Communicative competence includes having grammatical knowledge of the system, and knowledge of the suitability of language use, such as sociocultural knowledge, paralinguistic (facial and gestural). The Communicative Approach stresses the need to teach communicative competence as opposed to linguistic competence; thus, functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative tasks, during which they receive practice in negotiating meaning. The major characteristics of this method are:

- Meaning is paramount.

- Dialogs, if used, center on communicative functions and are not normally memorized.
- Language learning is learning to communicate.
- Effective communication is sought.
- Attempts to communicate are encouraged from the very beginning.
- Translation may be used where students need or benefit from it.
- Communicative competence is the desired goal.
- Teachers help learners in any way that motivates them to work with the language.
- Language is created by the individual often through trial and error.
- Fluency and acceptable language is the primary goal.
- Students are expected to interact with other people, either having hands-on experience, through pair and group work, or in their writings.
- The teacher cannot know exactly what language the students will use. [6]

Immersion Programs: Students are instructed in most of their courses and school activities in foreign language. Instruction is usually begun in the foreign language and eventually incorporates the native language. The main objective of any immersion program is that all students acquire a high level of proficiency in oral, listening, and literacy skills. Fundamental to an immersion program is the belief that normal children have the inherent capacity to learn a foreign language without jeopardizing their native language expertise. Total immersion involves instruction of all subjects in the foreign language, including physical education and extracurricular activities. Partial immersion involves instruction in the foreign language for a half of the school day and in the native language for the other half.

The Need for an Eclectic Approach: At present, teachers of English around the world prefer some form of communicative teaching and learning, rather than audio-lingual method and its derivatives. However, we must remember that a successful teacher is not necessarily biased in favor of one method or another. A teacher should be first of all competent in and comfortable with the methods she wants to use. She tends to select different teaching strategies from different methods, and blends them to suit the needs of her materials and students. She thinks in terms of a number of possible methodological options at her disposal for tailoring classes to particular contexts. Her approach should include most if not all of the principles that will be elaborated on in the article.

A diligent teacher continually learns new techniques from colleagues and students, as she or he interacts with them. The teacher needs to know new directions in teaching of English which are debated in journals and demonstrated in new textbooks. His/her own English speech, pronunciation, and writing should be as close to the “standard” as possible, or native-like. His/her writing in English should be simple, straightforward and plain. He/she should have a good command and conscious knowledge of the grammatical structures of the

language and should be at home with the grammatical terms used to describe the structures. He/she should be sensitive to the needs of his/her class. He/she should have a clear voice, and should be energetic and enthusiastic so that the class will come alive in her presence. It is important for him/her to get all her students involved in the activities conducted in the class. A good actor she should be!

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ARXITEKTURA SOHASIDAGI TALABALAR UCHUN 3Ds MAX DASTURINING IMKONIYATLARI

Annotatsiya: Ushbu maqola arxitektura sohasida ta'lim olayotgan talabalarga uch o'lchovli grafika dasturidan foydalanib ta'lim berishga bag'ishlanadi. Unda talabalar 3D modellashtirishda 3Ds Max dasturidan foydalanish imkoniyati ko'rib chiqilgan

Kalit so'zlar: 2D model, 3D model, 3Ds MAX, AKT, Dizayn, Autodesk, modellashtirish.

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POSSIBILITIES OF THE 3Ds MAX PROGRAM FOR STUDENTS IN THE FIELD OF ARCHITECTURE

Abstract: This article is dedicated to the training of student architects with the help of three-dimensional graphics programs. On predostavlyayet students the ability to use 3Ds Max in 3D modeling.

Keywords: 2D-model, 3D-model, 3Ds MAX, ICT, design, Autodesk, modeling.

Kun sayin hayotimizning har bir sohasiga axborot-kommunikatsiya texnologiyalari (AKT) joriy etilib kelinmoqda. Hozirgi davrda barcha boshqa sohalar qatorida ta'lim tizimida ham turli fanlarni o'qitishda AKT imkoniyatlarini joriy etish dolzarb masala hisoblanadi. AKT nafaqat o'quvchilarda bilim va malakalarini shakllantirishga, balki ularning shaxsiy xususiyatlarini rivojlantirish, bilishga oid qiziqishlarini oshirishga ham xizmat qiladi.

AKT imkoniyatlaridan foydalanib arxitektura sohasida ta'lim olayotgan talabalarga arxitektura va dizayn sohasidagi ishlarni amalga oshirishda 3D

grafika dasturlaridan foydalanishni o'rgata olsak, bu - talabalarni sohaga yanada qiziqishlari hamda o'zlashtirilishlariga yordam beradi. Barchamizga ma'lumki talaba ko'rish sezgisi orqali, eshitish sezgisiga nisbatan ko'proq axborotni qabul qiladi va uning mazmunini, tub mohiyatini yaqqol ko'ra oladi. Misol uchun bironbir ob'ektni og'zaki tushuntirishdan ko'ra, uni ko'rgazmali namoyish etish bilan ma'lumotni talabaning ongiga oson va tez etkazish mumkin. Dunyoda axborot-kommunikatsiyalari texnologiyalarining texnik va dasturiy ta'minotlarining gurkirab rivojlanib borayotgan bir davrda yashamoqdamiz. Shaxsiy kompyuterlar qamrab olmagan sohalarning o'zi qolmadi desak mubolag'a bo'lmaydi. Kompyuter grafikasi elementlari ham xalq xo'jaligining barcha sohalarda keng qo'llanilmoqda. Uch o'lchovli grafika muhandislik loyiha ishlarida, reklamalarda, arxitektura-loyihalash ishlarida hamda boshqa sohalarda keng qo'llanib kelinmoqda. Ucho'lchovli grafika kompyuter grafikasi tarkibiga kiruvchi eng murakkab va keng qamrovli yo'nalishdir [1].

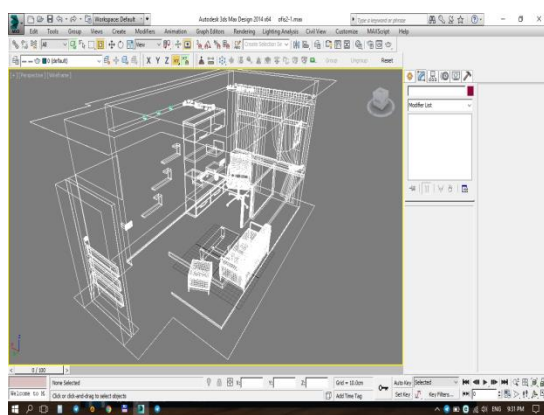
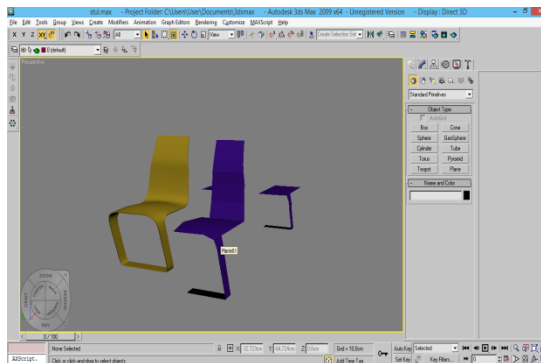
Oxirgi yillarda an'anaviy 2D grafik dasturlar bilan uch o'lchovli 3D modellashtirish dasturlari ko'p tarqaldi. Hozirgi davrda ko'p foydalanilayotgan 3D modellashtirish dasturi Autodesk kompaniyasi tomonidan ishlab chiqilgan 3D Studio MAX grafik dasturidir [3].

Mazkur dasturdan foydalanishni bizga yaqin bo'lgan sohadan ya'ni arxitektura-loyihalash ishlari misolida o'rganadigan bo'lsak, bo'lajak arxitektor talabalarni tasavvurini rivojlantirishda juda katta rol o'ynaydi. SHu o'rinda biz istagandek natijaga erishish uchun esa albatta o'qituvchidan yuqori ko'nikma va zamonaviy, amaliy tajriba talab qilinadi. Dars dasturini shunday taqsimlashimiz kerakki talabalarining o'zlari istayotgan natijalarni tez va oson ko'ra bilishlari orqali ularda qiziqish uyg'otib so'ng murakkab loyihalashga o'tish mumkin.

Yuqoridagi keltirilgan fikrlarni qisqacha izoxlaydigan bo'lsak o'qituvchi qanchalik ilmiy bo'lmasin, avvalida talabani qiziqitirib ekan so'ngida dars qiziq bo'lsa ham ularga bilim berib va berilgan bilimni talab qilib olishi anchayin murakkab kechadi. Shunday ekan dars avvalida dastur haqida tushuncha, uni imkoniyatlari hamda qurilish sohasida o'rin tutadigan tomonlari haqida qisqacha ma'lumot berib o'tishimiz maqsadga muvofiq. Vaholanki bu sohada o'rin tutadigan tomonlari haqidagi fikrga urg'u beradigan bo'lsak 3Ds Max dasturi aslida aynan arxitektura sohasi uchun emas avvaliga animatsiyalar uchun ishlab chiqilganligi, keyinchalik esa arxitektorlar tomonidan o'zlashtirilib, bu erdagi buyruqlardan qurilish sohasida kerakligidan foydalanib kelayotganimizni talabalarga ochiq ma'lumot berib o'tish, dastur imkoniyatlari keng degan mazmun orqali ularni qiziqishini yanada orttirib maqsadga erishishimiz oson bo'ladi.

Dars o'tish jarayonini yuqorida keltirilgan ma'lumotlardan so'ng dasturda foydalaniladigan tezkor klaviatura buyruqlari bilan boshlanganimiz, kirish qismi uchun oson va etarli hisoblanadi. Shu zayilda avvaliga kichik, oson va qiziqarli bo'lgan 3D model, masalan zamonaviy stul chizish bilan boshlashimiz va sekin

asta chizishni murakkablashtirishimiz orqali qurilish ob'ektini modellashtirishga o'tishimiz qiyinchilik tug'dirmaydi.



3Ds Max dasturida yaratilgan ob'ektlarni ko'rinishi

Maqsadimiz talabalarni “tezroq bilim” berib ish rejani tamomlash emas, balki sifatli ta’lim tarafdorimiz. Albatta yaxshi, sifatli ta’lim vaqt va mehnat talab qiladi.

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FEATURES OF USING INTERACTIVE METHODS OF TEACHING ENGLISH

Abstract: This article discusses interactive methods of teaching English.

Keywords: English, method, interactive methods, game method, dialogue

The main goal of teaching English is the formation and development of the student's communicative culture, teaching the practical mastery of a foreign language. If we set the main goal of learning English - the formation of communicative competence, then all the other goals (educational, educational developmental) are realized in the process of this main goal. The ultimate goal of training is to teach free orientation in a foreign language environment and the ability to respond appropriately in various situations. Having had a lot of teaching experience in international courses, I found that the game method of teaching abroad is at the heart of working with foreign students. A modern teacher should have such skills as: to be a director, actor and coach at the same time, while possessing information at a high level. This is what a foreign language teacher should look like. Consider the teacher's tasks:

1) Create conditions for the practical mastery of the language for each student, choose such teaching methods that would allow each student to show their activity, their creativity.

2) To intensify the cognitive activity of the student in the process of teaching English.

The author of the article is aware of such modern methods: scenario - contextual; information method and use of Internet resources; method of interactive teaching; design method game method.

Let's consider a game method. In the process of teaching a foreign language in SVE, we have to form programs taking into account the professional orientation of students. The standard program is taken as a basis, which is supplemented thematically. In the profession of a seller, there may be cases of future communication with foreigners. This is a powerful motivation for language learning. In this case, different types of gaming technology can be widely used in groups - crosswords, role-playing games, thematic dialogues: Shopping, At the Hotel, At the airport. This is preceded by thematic training of students, repetition of vocabulary, colloquial formulas, phraseological turns.

The dialogue is played, which is compiled by the students themselves. In addition to the topic of vocabulary, colloquial formulas, greetings, gratitude,

offers, refusal are widely included. For a more solid assimilation of vocabulary, students of dialogue switch roles. The level of knowledge, creativity, professional skills are assessed.

When planning English lessons, it is necessary to strive not only to ensure that students learn and remember new words, but also to create all conditions for the development of the individuality of each child. To maintain children's interest in a subject, it is necessary to identify what can captivate them in the learning process. In this regard, the search for reserves for improving the quality and efficiency of teaching a foreign language, the use of innovative methods and techniques of work becomes important in the work of a teacher.

All this will contribute to the solution of the main task of the teacher - to arouse in students a steady interest in learning a foreign language and to achieve the ability to communicate freely in it.

Role-playing games are of great help to the teacher in solving these problems. Their use in foreign language lessons gives positive results, increases the interest of children in the lesson, allows them to concentrate their attention on the main thing - mastering speech skills in a natural situation of communication during the game.

The learning capabilities of games have been known for a long time. Many outstanding teachers rightly drew attention to the effectiveness of using games in the learning process. Currently, the problem of using a speech game in teaching a foreign language is widely covered in domestic and foreign methodological literature.

Play is "a specially organized activity that requires the exertion of emotional and mental strength." The nature of the game, its high educational potential is due to the age and psychological characteristics of the development of children. In the game, psychophysics matters.

A person in the proposed circumstance uses objects, body movements, tactile sensations when using certain objects and in interaction with a person - a play partner. Eyes, body, and thoughts are involved. Language becomes a natural part of this composition and new vocabulary and phrases are easily remembered. It is especially noticed when the game situation is humorous or develops outside the box, then it is remembered even better.

Let's consider all the functions of the game method:

1. The teaching function is to develop memory, attention, perception of information, the development of general educational skills and abilities, and it also contributes to the development of foreign language skills. This means that play is a specially organized activity that requires exertion of emotional and mental strength.

2. The upbringing function consists in fostering such qualities as an attentive, humane attitude towards a partner in the game; a sense of mutual help and mutual support is also developed. Students are introduced to the clichés of

speech etiquette to improvise speaking to each other in a foreign language, which helps to educate such a quality as politeness.

3. The entertainment function consists in creating a favorable atmosphere in the classroom, turning the lessons into an interesting and unusual event, an exciting adventure, and sometimes into a fairy-tale world.

4. The communicative function is to create an atmosphere of foreign language communication, unite a team of students, establish new emotional and communicative relationships based on interaction in a foreign language.

5. Relaxation function - relieving emotional stress caused by stress on the nervous system during intensive teaching of a foreign language.

6. The psychological function is to form the skills of preparing one's physiological state for more effective activity, as well as restructuring the psyche to assimilate large amounts of information.

7. The developmental function is aimed at the harmonious development of personal qualities to activate the reserve capabilities of the individual.

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LINGUA-CULTURAL ASPECT OF LITERARY TRANSLATION

Abstract: This article defines the problem of lingua-cultural aspect of literary translation and clarifies that Lingua-cultural aspect of literary translation is expressed by the mentality of the people, their psychology, customs and mores are most clearly expressed in literature. Furthermore, the paper analysis lingua-cultural aspect of literary translation from Uzbek into English. The examples of translation have been assessed from the point of view of lingua-cultural approach. In this article, descriptive and contrastive methods are used in order to analyze lingua-cultural aspect of literary translation.

Key words: literary translation, linguoculturology, culture, lingua-culture, rich point, source lingua-culture, target lingua-culture.

Introduction

In a period of globalization, studies on the problems of communication and interaction between cultures and nations are becoming more intensive than before. To know about other cultures as the requirement of modern life, translating literature is one of the most necessary way. In other words, literary translation is a way of communication across cultures. Translating literary texts, however, is not an easy task, since it certainly poses many problems for the translator in terms of lingua-cultural aspect.

Literary translation is a means of creating national literature, the main repository of information about a particular people. In addition, the national mentality is seen in the reflection of the peculiarities of life, customs, history and, mainly lingua-cultural aspect. That is why lingua-cultural aspect of translation is taken into account when literary texts are translated from source language into target language. Due to this, the aim of this paper is to reveal the lingua-cultural peculiarities of literary translation from source language into target language by means of analysis. To achieve this goal, we tried to solve the following tasks:

- 1) to reveal and characterize lingua-cultural words or phrases in translation of literary texts;
- 2) to analyze a part of the translation of lingua-cultural aspect of Tog'ay Murod's work called "The people who walk in the moonlight" (Oydinda yurgan odamlar).

Methodology

There are some approaches related to lingua-cultural aspect of literary translation in linguistics, like: When discussing the problems of correspondence in translation, according to American scholar Nida Eugene "differences between cultures may be more complicated for the translator than do differences in

language structure” [5]. From this point of view, it is clear that translator may find difficulty to translate lingua-cultural aspect although he knows this nation’s language well when he translate literary text.

Another English linguist Newmark Peter mentioned that “culture is the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression”[6]. It means that we can know how one nation’s people live by the help of culture. In addition, culture is a way of using particular language of community.

“Since language and culture are closely connected to each other and since language is so important in communication then translation is an essential element in communication, exchanging cultures, and knowledge” [3] said Darwish Ali. In this sense, we can understand that translation is a process of culture and through translation we can exchange information. It is crucial for translators to study the linguistic and cultural peculiarities of translation. A great essentiality is caused by numerous quantity of literary translations. Nowadays, translators have all opportunities to create an excellent translation professionally. A number of online machine translators, dictionaries, textbooks help translators to overcome challenges in some aspects of translation. However, it is difficult to find appropriate equivalent to translation of cultural words or phrases. Because every nation possesses their cultural words that are unknown for other nations or culture. So, translators ought to pay great attention to lingua-cultural aspect while translating.

Culture was studied not just as a science adjacent to linguistics, but as a phenomenon, without a deep analysis of which, as Russian linguist V.A. Maslova said “it is impossible to comprehend the secrets of man, the secrets of language and text” [4]. From this point of view, in linguistics at the end of the 20th century, it was not impossible to accept and understand that language is closely related to culture; it grows into it, develops in it and expresses it, on the basis of which cultural linguistics arose.

Linguoculturology in its development goes through two periods: the first period is a period of only prerequisites for the development of science; the second period is the period of formation of cultural linguistics as an independent field of research. But since this science is developing dynamically, V.L. Maslova identifies the third period – the period “on the threshold of which we are now, – the emergence of a fundamental interdisciplinary science – linguoculturology” [4]. Thus, linguoculturology as a branch of linguistics studies material and spiritual culture, which is reflected in the living national language and manifests itself in linguistic phenomena, studies the ways in which language embodies in its units, stores and translates culture.

Lingua-culture is a term meaning that a language includes not only elements such as grammar and vocabulary, but also past knowledge, local and cultural information, habits and behaviors [1]. American anthropologist Michael Agar used the term "lingua-culture" for the first time in his book “*Language*

Shock: Understanding the culture of conversation". Michael Agar explains the change stating that "language" is a more commonly used word in English. It seems that "linguaculture" is getting more common again [7].

When Agar talks about linguaculture, he defines it as the necessary tie between language and culture [1]. He underlines that languages and cultures are always closely related and it is not possible to distinguish languages from cultures. Therefore, you cannot really know a language if you do not know also the culture expressed by that language.

Result and discussion

The notion of culture and its understanding involve the link between two different linguacultures that Agar define LC1 (source lingua-culture) and LC2 (target lingua-culture).

Rich points

The learning of target lingua-culture is driven by "rich points", which are when people realize that a culture is different from their own and when they face some behaviors which they do not understand. Rich points are those surprises, those departures from an outsider's expectations that signal a difference between source lingua-culture and target lingua-culture [2]. They are the moments of incomprehension, when people suddenly do not know what is happening. In this situation different reactions are possible. People can ignore the rich point and hope that the next part makes sense. People can perceive it as evidence that the person who produced it lacks something. Or people can wonder why they do not understand and if maybe some other lingua-culture comes into play. Therefore, rich points belong to daily life and not only to language [1]. Agar highlights that the term *rich* has the positive connotations of thickness, wealth and abundance. The largest rich point is the total incomprehension due to huge differences between source lingua-culture and target lingua-culture. In this case, people are facing a "culture shock" that causes a deep bewilderment. The smallest rich point can occur among different groups of the same community.

The existence of rich points comes from the fact that every statement implicitly refers to various elements that are taken for granted in a certain culture and do not match the elements of another culture (cultural implicitness).

According to Michael Agar, culture is a construction, a translation between source lingua-culture and target lingua-culture. Like a translation, it makes no sense to talk about the culture of X without saying the culture of X for Y, taking into account the standpoint from which it is observed. For this reason, culture is relational. Moreover, culture is always plural. No person or group can be described, explained or generalized completely with a single cultural label [2].

In most Uzbek literature, we come across challenges relating to lingua-culture aspect based on family relationships. For instance, in Tog'ay Murod's work called "The people who walk in the moonlight" (*Oydinda yurgan odamlar*), the author used a number of cultural linguistic groups. He described the spiritual

feelings of real Uzbek childless people in this story. Tog'ay Murod (1948-2003), a writer who created a new way in XX century Uzbek Literature refers very specific cultural aspect of Uzbek nations concerning national mentality, including with family relations. While translating lingua- cultural aspect is very difficult to find appropriate version in English. Thus, the following translation has such kind of misunderstanding phrase based on addressing family members.

For example:

In Uzbek: — Quloq sol, momosi, quloq sol. Qayerdandir odam ovozi kelyapti. Sayrak adirda yonboshla yotmish bobomiz, momomizga shunday dedilar. Bobomiz og'izlarini angraygannamo ochdilar. O'ng quloqlarini yellar yelmish tarafga tutdilar. Yellar, ovozlarni yorqin olib kelmadilar. Bobomiz o'ng kaftlarini quloqlari sirtiga tutdilar. Elpana qildilar. Nafas olmadilar. Bor vujudlarini berib quloq soldilar. Bobomiz shunda-da bir nimani eshitmadilar. Chuqur tin oldilar. Bobomiz oydinga tikildilar.— Manovi yoqdan shekilli... — dedilar. — O'zi vaqting xushmi, momosi? Eson-omon yuribsanmi? To'rt muchaling butmi?.

In English: - Listen, mommy, listen. From somewhere someone's voice is heard... Our grandfather who was lying down on the hill said these words to our grandmother. Our grandfather surprisingly opened his mouth. He began to listen to the side where breezes blew. But breezes did not bring the voices clearly. So our grandfather put his palm onto his ears. He tried to protect the audible voice from wind. He did not breathe and listened with all his heart. Even now he could not hear anything. He inhaled fresh air. Our grandfather glanced at moonlight in detail. "It seems the voice is coming from this way," he said. – Are you OK, mommy? How is your health? Are you safe and sound?

In Uzbek language the suffix "si" expresses belonging smth or smb to someone like *your*, or *his*, *our*, *their* and so on. In this regard the word "**momosi**" (*granny*) in fact our *grandmother*. That's she belongs us, but in this story she belongs only to grandfather. This kind of very specific addressing which shows respect has already become one of active word in every Uzbek family nowadays, like "*dadasi*", "*onasi*", "*momosi*", "*bobosi*". As we know there are the words "*father*" and "*mother*" in English language. Nevertheless, in the families of English-speaking countries don't exist such kind of cultural addressing words of relations between couples. These addressing words exit only in Uzbek mentality or culture and define belonging, respect, esteem between husband and wife or other family members. In target language, we think that translator couldn't find corresponding word of word "*momosi*". So the translator used "*mommy*" in this sense. But "*mommy*" undoubtedly didn't give Togay Murod's ideological conception and cultural context of the text. In this case, we think explanations could be the best way of translating the cultural context of the work.

Conclusion

Literary translation is a way of communication across cultures. Translating literary texts, however, is not an easy task, since it certainly poses many problems for the translator in terms of lingua-cultural aspect. The national mentality is seen in the reflection of the peculiarities of life, customs, history and, mainly lingua-cultural aspect. However, it is difficult to find appropriate equivalent to translation of cultural words or phrases. Because every nation possesses their cultural words that are unknown for other nations or culture. So, translators ought to pay great attention to lingua-cultural aspect while translating. From the example of translation of Tog'ay Murod's work from Uzbek into English, we sum up addressing words like "*momosi, bobosi, dadasi*" exist only in Uzbek mentality or culture and define belonging, respect, esteem between husband and wife or other family members. In English speaking countries don't have this kind of addressing. In a such situation, explanation can be appropriate solution, while translating literary works.

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THE ROLE AND GEOGRAPHICAL FEATURES OF THE CHEMICAL INDUSTRY IN THE DEVELOPMENT OF THE ECONOMY OF UZBEKISTAN

Annotation: The article focuses on the volume of products created in 2000-2019 y, the main types of products and regional-structural changes in the study of the role of the chemical industry in the development of the national economy, one of the branches of industrial geography.

Keywords: national economy, chemical industry, industry structure, product structure, production volume, dynamics, regional structure.

Introduction. In studying the geographical features of the chemical industry, it is important to determine its role in the development of the national economy, the study of industries and regional composition. Because industries are the result of the division of social labor, they embody the forms of social organization of production, such as concentration, specialization, cooperation and combination [8, 9]. In addition, it is in the system of industries that the chemical industry provides an opportunity to introduce new technologies for production and to combine modern scientific and technical achievements with practice. In this regard, the President of the Republic of Uzbekistan Shavkat Mirziyoyev in his “Address to the Oliy Majlis for 2021” dated December 30, 2020, paid special attention to the role of industrial food in the development of the economy. In particular, “... there are all necessary conditions for the petrochemical, metallurgy, mechanical engineering, electrical engineering, pharmaceuticals, construction materials, textiles, leather and footwear, food and industries related to the “green economy” to become “drivers” of our economy. All measures should take to support private sector initiatives and new projects in these sectors, as well as to develop cooperation” [1]. From the above, it is clear that on the present time in the development of the economy of the republic is one of the urgent tasks to study the role and geographical features of key industries, in particular, the chemical industry.

The main part. The chemical industry of Uzbekistan formed in the process of industrialization of the former Soviet Union. At present, the share of

this sector in the country's total industry is 7.7 percent and its share in GDP is very small, 0.6 percent, and focused on the production of more nitrogen, phosphorus and potassium fertilizers. For comparison, this sector is 5.8 percent in Germany and 0.2 percent in Kazakhstan [4, 13]. In addition, the chemical industry of Uzbekistan represented by segments of mining and chemical, petrochemical, chemical products, inorganic, organic and household chemicals [4].

Extensive use of the achievements of the chemical industry in the economy is one of the important areas of scientific and technological development. It provides other branches of the chemical industry, construction, transportation and other industries with new, highly efficient materials. It has a positive impact on its intensive development through the supply of mineral fertilizers to agriculture. Produces consumer goods for the population. This multifaceted and advanced industry, which is one of the modern industries, is in line with the fuel and energy and machinery industries in terms of the process and importance of improving the material and technical base of the economy and is therefore included in the top three industries [3, 5, 6, 9, 10, 11].

In the development of the economy, the chemical industry also distinguished by the following advantages and peculiarities. In particular, it has an unlimited and extremely diverse raw material base, including the conversion of mineral raw materials (phosphate and potassium fertilizers), mineral fuels (oil and gas, coal), agricultural raw materials, water, air and other industries into industrial products. Increase in the number of new types of chemical raw materials and industrial products, production of cheaper ones instead of previously expensive ones, integrated use of raw materials and production wastes, increase in the range of products [3, 9, 10, 11].

The development of the chemical industry in the economy of Uzbekistan is closely linked with the extraction and processing of hydrocarbons, production of mineral fertilizers, pharmaceuticals, paints, chemical protection of agricultural crops, further increase in production of plastics, man-made linked fibers and other chemical materials [4, 3, 9, 10]. The chemical industry also characterized by the complexity of its branches and regional structure. It has many specialized enterprises in the country, and they are different in terms of raw materials, product production, but similar in terms of production technology [3, 9, 10, 11].

Due to the important role of the chemical industry in the development of the economy of the republic, in a historically short period of time since independence, significant changes have taken place in this sector. These changes also seen by observing and comparing the dynamics of the volume of products created in the network in 2000-2019 y. (Fig. 1).

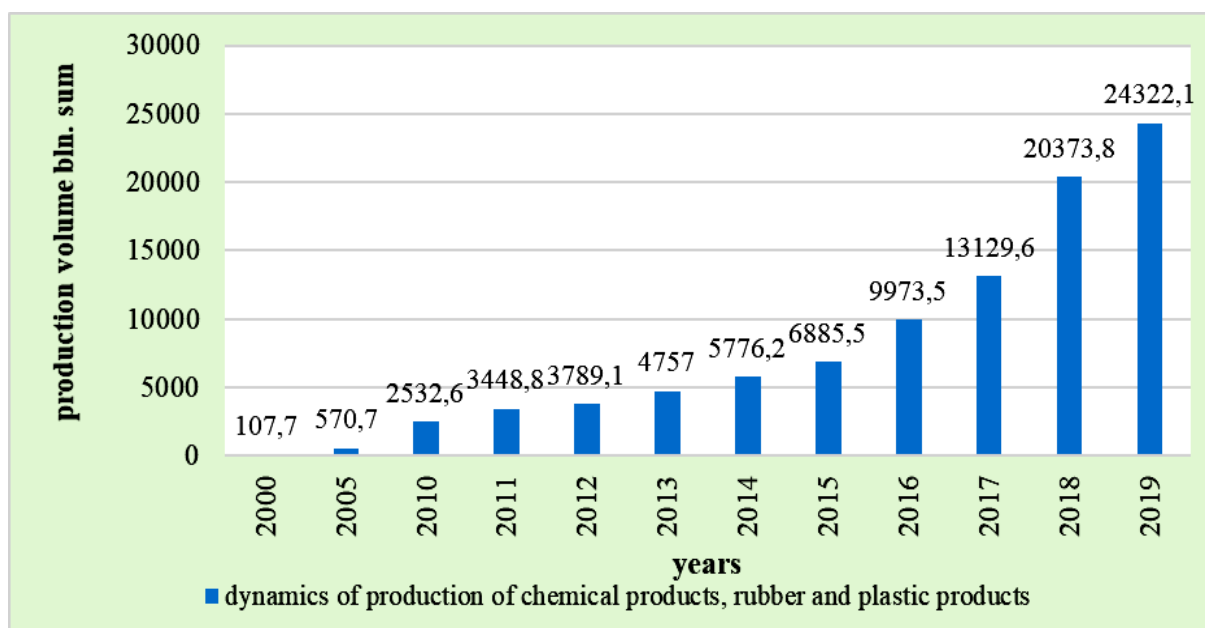


Figure 1.1. Volume of products created in the chemical industry of Uzbekistan (in billion soums)

Source: author's work based on the collected data [12, 13, 14]

According to observations, the chemical industry produced goods worth 107.7 billion soums in 2000, and as of January 1, 2020 of the 24322.1 billion soums (from the first years of independence to 2016). Until recently, this industry was called the chemical and petrochemical industry in the country and played a special role in the chemical industry. In recent years and now the industry is called the industry of chemical products and rubber plastics) [12, 13, 14]. If we compare 2000 with 2019, the volume of production in the chemical industry has increased 225 times over the past 20 years, or an average of 4783.3 billion soums per year. The main reason for this can be explained by the fact that the reforms in the chemical industry of the economy are well underway. At present, its share among industries is 7.5%. If we compare it with 2000 (which was 5.4 percent), we can see that its share has increased slightly.

In terms of technical and economic characteristics of the chemical industry in Uzbekistan, the "lower" floor industries are well developed. Therefore, given the predominance of these industries, special attention should be paid to hydrocarbon raw materials used as a source of primary products. This is because in the future, as oil and gas shortages increase and the price attractiveness of alternative energy sources and raw materials improves, they may lose their crucial importance [7].

According to the data, currently Uzbekistan produces more than 750 types of chemical products, 15 of which are the main types of chemical products [10, 13, 14]. This can also be seen by analyzing the data given in Figure 2 below (see Figure 2). As shown in Figure 2, in 2010 in the country 1134.5 thousand tons of mineral fertilizers, 1343.9 thousand tons of synthetic ammonia, 1192.6 thousand tons of sulfuric acid, 24.6 thousand tons of chemical fibers and yarns, 18.9 thousand tons cyanide sodium, 129.2 thousand tons of polyethylene, 80.5

thousand tons of paints and varnishes, 90.4 thousand tons of soda ash, 23.1 thousand tons of caustic soda, 3953 thousand tons of cellulose and its chemical products in primary forms not included in other groups, 8.0 thousand tons of synthetic detergents, etc., and by 2019, 1216.9 thousand tons of mineral fertilizers, 1358.9 thousand tons of synthetic ammonia, 1565.5 thousand tons of sulfuric acid, 19.4 thousand tons of chemical fibers and yarns, 32.5 thousand tons of cyanide sodium, 499.9 thousand tons of polyethylene, 85.5 thousand tons of paints and varnishes, 188.2 thousand tons of soda ash, 22.1 thousand tons of caustic soda, 65.5 thousand tons of synthetic detergents and other similar products were produced [12, 13].

However, it should be noted that the production of cellulose and its chemical derivatives in primary forms, which are not included in other groups in the chemical industry, fell in the period after 2010 (3953 thousand tons), especially in 2019 (268.2 thousand tons). On the contrary, new industries have been set up, such as the production of polypropylene in primary forms, synthetic detergents, sheets, sheets, films, paper and tapes from plastics, and the production of products in these industries has increased.

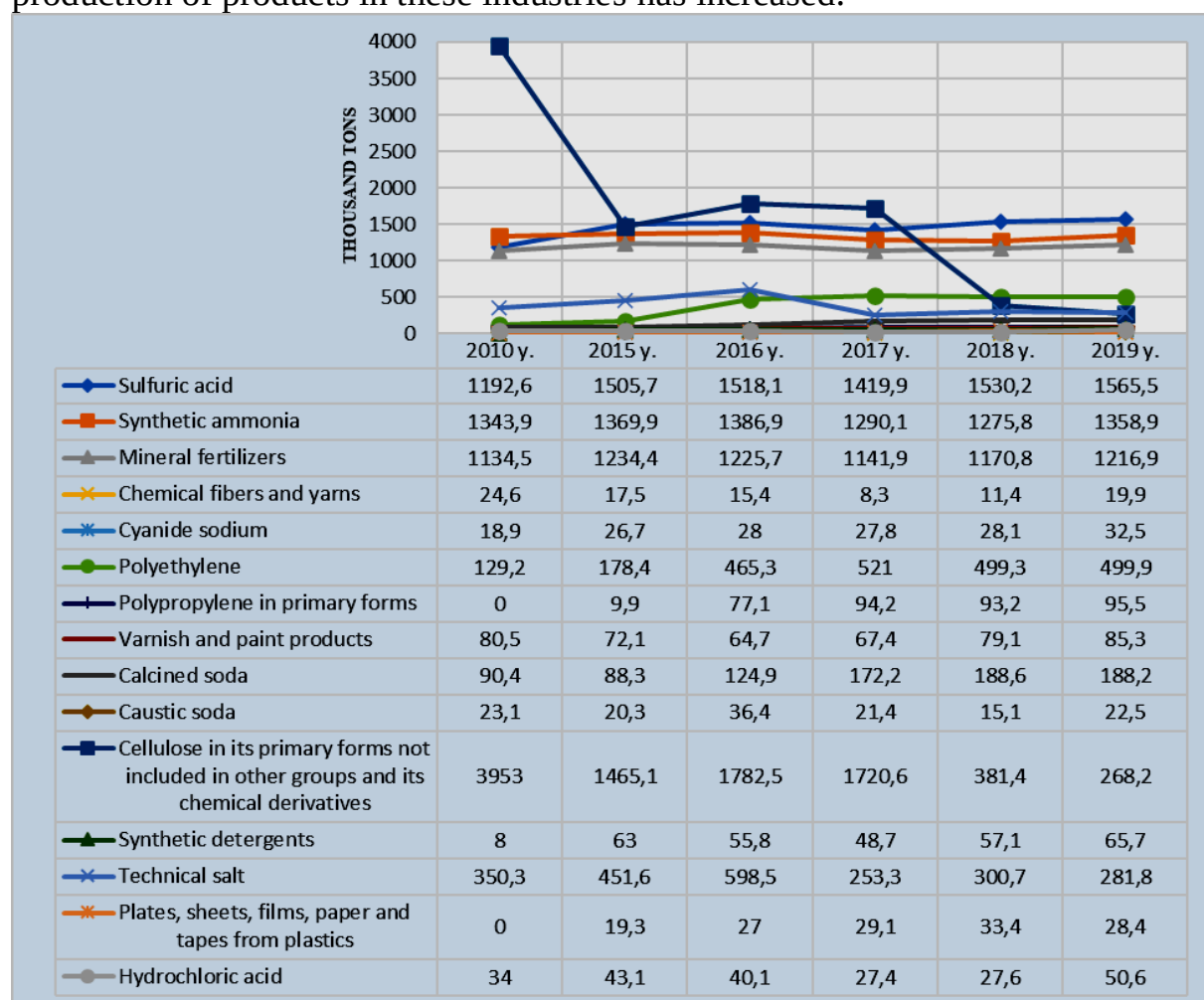


Figure 2. The structure of production of the main types of chemical industry in Uzbekistan in 2010-2019 (in thousands of tons)

Source: based on materials collected by the author [12, 13]

It can be seen from the data that in recent years the structure of the chemical industry of Uzbekistan has undergone significant changes and shifts, and the focus on the development of "middle" and "upper" floors is growing.

It is known that the volume of products created in the chemical industry and its changes are influenced by chemical products produced in the territorial units of the republic. This can also be seen by observing changes in the volume of production of chemical products and the share of regions created in the territorial units (see Table 1).

Table 1

Territorial structure of chemical industry production in the Republic of Uzbekistan (in billions of soums and percent)

Regions	Years				
	2000	2005	2010	2015	2020*
Republic of Uzbekistan	107,7	570,7	2532,6	6885,5	20923,2
	100,0	100,0	100,0	100,0	100,0
The Republic of Karakalpakstan	0,4	0,4	35,8	343,2	7 290,6
	0,3	0,3	1,4	5,0	34,8
<i>Provinces</i>					
Andijon	5,2	37,1	115,3	208,6	524,1
	4,8	6,5	4,5	3,0	2,5
Buxoro	0,04	0,5	11,0	135,2	236,6
	0,03	0,08	0,4	2,0	1,1
Jizzax	1,33	5,2	14,6	36,2	22,3
	1,2	0,9	0,6	0,5	0,1
Kashkadarya	0,06	1,0	546,4	1179,6	2922,1
	0,05	0,2	21,4	17,1	14,0
Navoi	27,0	164,1	315,2	658,8	2128,6
	25,0	28,7	12,4	9,6	10,2
Namangan	0,9	2,3	28,9	66,0	201,3
	0,8	0,4	1,1	0,9	1,0
Samarkand	3,0	3,7	45,4	190,6	170,7
	2,8	0,6	1,8	2,8	0,8
Surxondaryo	0,03	0,07	0,6	8,3	28,1
	0,02	0,01	0,02	0,1	0,1
Sirdaryo	-	0,1	6,2	33,6	46,8
	0,0	0,01	0,2	0,5	0,2
Tashkent	28,6	162,3	451,6	1249,6	3294,3
	26,5	28,4	18,0	18,1	15,7
Fergana	14,1	104,2	301,6	750,9	2122,0
	13,1	18,2	12,0	11,0	10,1
Khorezm	0,3	1,5	4,0	20,5	45,6

	0,3	0,3	0,2	0,3	0,2
Tashkent city	27,1	88,2	656,0	2004,3	1890,1
	25,1	15,4	26,0	29,1	9,0

* Note:

1. 2020 * without rubber and plastic products industry.

2. At the top of the cell - production volume bln. soums and the share of the regions at the bottom of the cell is given as a percentage.

The table was developed by the author on the basis of data from the State Statistics Committee of the Republic of Uzbekistan [12, 13, 14].

Based on the analyzed data for 2000-2020, the volume and regional structure of chemical industry production in the country has changed from year to year. For example, in the Republic of Karakalpakstan and Kashkadarya region, the volume of chemical industry production has been growing year by year for the last twenty years, and by 2020 these regions produce about half of the total chemical industry in the country. In 2000, the territorial share of the Republic of Karakalpakstan was 0.3%, the territorial share of Kashkadarya region was 0.05%, today their share is 34.8% and 14.0%, respectively. The growth of the chemical industry in the regions was due to the discovery of new local deposits and their use as raw materials for the chemical industry, the launch of large chemical industry enterprises (The largest projects¹¹ of the chemical industry in recent years are the Kungrad soda ash plant in 2006 and the Dehkanabad potassium fertilizer plant in 2010) on the basis of foreign investment [5, 6]. However, the share of the city of Tashkent (launched in the former Soviet Union) and the regional share of Tashkent, Fergana and Navoi regions has decreased over the past 20 years (although the volume of chemical industry production has increased from year to year) [12, 13, 14].

In 2000, these regions produced 90% of the country's total chemical products, but today their share is 9.0% in Tashkent, 15.7% in Tashkent, 10.1% in Fergana and 10.1% in Navoi. The republic produces 44.9% of the total chemical industry. The territorial share of other regions is very low, including 2.5% in Andijan region, 1.2% in Jizzakh region, 1.0% in Namangan region, 0.8% in Samarkand region, 0.2% in Syrdarya and Khorezm regions, and Surkhandarya region. The production of chemical products accounts for 0.1 percent [12, 13, 14].

Conclusion. From the study of the above data, it can be concluded that the chemical industry has a special role in the development of the economy of the republic in recent years. This is because the reforms carried out in this industry have led to changes in the sectoral and regional structure in recent years. Such changes were directly influenced by the following geographical factors:

¹¹ Komilova N.K., Hudayberganova R.T., Murtazaev I.B., Abdinazarova H.O., Madaminov Z.H. Economic and Geographic Problems of Improvement of Industrial Sectors and Local Structure of Uzbekistan. Journal of Advanced Research in Law and Economics ASERS Quarterly Volume X Fall 2019. Issue 6 (44). –P 1922.

1. Proper implementation of regional industrial and investment policies aimed at preventing territorial inequalities in the country in recent years;
2. Identification of new local deposits and development of raw materials;
3. It is necessary to emphasize the commissioning of large chemical facilities on the basis of raw materials, modernization and diversification of existing chemical industries, and so on.

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QALAMPIRNI QURITISHGA TA'SIR ETUVCHI OMILLARNI ILMIY ASOSLASH

Annotatsiya: Mazkur maqola oziq-ovqat va tibbiyot hamda kosmetika yo'nalishida keng qo'llanilayotgan, qolaversa yuqoridagi yo'nalishlarning qayta ishlab chiqarish sohalarining asosiy xomashyosi hisolanadigan qalampirni quritishga ta'sir etuvchi omillarni ilmiy asoslash haqida.

Kalit so'zlar: iste'mol tuzi, plyonka, moddalar almashinuvi, ipga tizib osib quritish, achitqi bakteriyalar.

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THE SCIENTIFIC BASIS OF FACTORS AFFECTING THE DRYING OF PEPPER

Annotation: The article is devoted to a scientific substantiation of factors affecting the drying of pepper, which is widely used in the food, medical and cosmetic industry, and is also the main raw material for processing industries of the specified areas.

Keywords: salt, film, metabolism, drying yarn, yeast bacteria.

Hozirda olimlar bu yo'nalishda bir qator tavsiyalar ishlab chiqqan bo'lib, joylarda o'quv – seminarlari o'tkazilmoqda (1-rasm). Unda hududlarning tuproq-iqlim sharoitlari hisobga olinib, qalampirni quritish va saqlash borasida ishlab chiqilgan takliflar fermer, dehqon xo'jaliklari boshliqlari va tomorqa yer egalariga yetkazilmoqda. Xususan, Toshkent davlat agrar universiteti Birlashgan Millatlar Tashkilotining oziq-ovqat va qishloq xo'jaligi tashkiloti (FAO), Janubiy Koreyaning "KOPIA" markazi, Sabzavot, poliz ekinlari va kartoshkachilik ilmiy-tadqiqot instituti bilan hamkorlikda Qoraqalpog'iston Respublikasi, Xorazm, Qashqadaryo, Buxoro, Andijon, Namangan va Farg'ona viloyatlarida "O'zbekistonda achchiq qalampir yetishtirishning istiqbollari"

mavzusida o'quv-seminarlari o'tkazdi. Umuman olganda, qalampirni tabiiy usulda quritib, eksportbop mahsulot olish bo'yicha dunyoda Vengriya davlati birinchi o'rinda turadi keyingi o'rinlarni Xitoy, Ukraina davlatlari egallab turibdi. Qalampirning ushbu turdagi mahsuloti oshxonada eng ko'p ishlatiladigan ziravorlarning asosini tashkil etadi. Qalampirni quritish uchun faqat to'liq pishib yetilgan hosil tanlanadi. Chunki hali pishib yetilmagan qalampirda hujayra rivojlanishi yakunlanmagan bo'ladi va bunday xom qalampir quritilsa irish, mog'orlanish, isiqlik ta'sirida po'st qavatning yupqalashib oqarib qurish holatlari kuzatiladi. Qalampirni quritishning hozirgi kunda ikki xil usuli mavjud, ya'ni tabiiy va sun'iy quritish usullari bor. O'rta Osiyo Respublikalarida tabiiy sharoitning qulayligi qalampirlarni shamollatib va oftobda quritish imkonini beradi. Qalampirni quritish faqat undan namlikni chiqarib yuborish emas, balki murakkab fiziologik va biokimyoviy jarayonlarni o'z ichiga oladi. Qalampirni quritishdan maqsad ularning namini qochirib, mikroorganizmlar rivojlana olmaydigan hamda har xil biologik jarayonlar ro'y bermaydigan holatga keltirishdir. Quritishning shunday bir me'yori borki, namlik miqdori o'sha darajadan pasaysa, mikroorganizmlar rivojlana olmaydi. Bu minimal darajada bakteriyalar uchun 30 foizni, achitqi bakteriyalar uchun 15 – 20 foizni tashkil qiladi. Shu sababli quritishdan keyin qalampirning namligi 10 foiz bo'lishi kerak, bu ko'rsatkichda ularni chiritmay sifatli saqlash mumkin va uning ta'm xususiyatlari saqlanib qoladi. Qalampirni asosan kechki hosili quritish uchun xomashyo bo'la oladi, ya'ni quritish kuz mavsumida amalga oshiriladi. Xalqimiz orasida bir gap bor, nizom shamolini yegan hosil ma'zasi totliroq bo'ladi. Quritish ishining kuz mavsumida bo'lishining asosiy sababi quyosh chiqadigan vaqtning qisqaligi va shamol to'liqlinining pastliligi, ya'ni kun qisqa, tun uzunligidir. Klassik ta'm beruvchi sifatida e'tirof etiladigan quruq mahsulot olish uchun xitoylik tadbirkorlar quyidagi shartni bajarish kerak deydi: "Quritish uchun mos navlar tanlanishi va xomashyo faqatgina bir navga tegishli bo'lishi shart". Qalampirni tabiiy usulda quritishning turlicha turlari mavjud bo'lib, ular quyidagilar hisoblanadi:

Oftobda quritish;

Ipga tizib, osib quritish;

Sho'r suvga botirib quritish.

Qalampirni tabiiy usulda quritish uchun dastlabki qilinadigan ish bu quritish uchun joy tanlash hisoblanadi. Umuman olganda qalampirni quritish jarayoni quyida bosqichlarni o'z ichiga oladi:

Quritish uchun joy tanlash va tayyorlash;

Qalampirlarni saralash va tozalash (yuvish);

Quritish uchun qo'yish;

Quritilgan qalampirlarni sifati tekshiriladi;

Tayyor mahsulot quritish joyidan saqlash yoki qayta ishlash uchun jo'natiladi.

Oftobda quritish.

Respublikamizning iqlim sharoitining harorati yuqori va havo namligi past bo'lishi qalampirni oftobda quritish uchun juda qulay hisoblanadi. Qalampirlarni oftobda quritish uchun ochiq joyda maxsus jihozlangan quritish maydonchalarini tayyorlash lozim. Quritish maydonchalarini to'g'ri tanlash mahsulot tannarxining pasayishiga hamda mahsulot sifatining yaxshi bo'lishiga ta'sir qiladi. Quritish maydonining sathi quritiladigan mahsulotning turiga, har bir kvadrat metriga joylashtiriladigan mevaning miqdoriga bog'liqdir. Qalampir quritiladigan joy loy bilan shuvalgan yoki 4-5 sm qalinlikda sementlangan bo'lishi kerak. Yoyilgan qalampirlar 4-5 kundan keyin tayyorligi tekshirilib ko'riladi. Bunda asosan qalampir bandining quriganligiga e'tibor beriladi. Chunki bandda suv miqdori qolgan bo'lsa, et qavatidagi moddalar almashinuvi uchun zarur bo'lgan oziqa bilan hujayralar ta'minlanib turiladi. Natijada hujayrada pishishdan keyigi jarayon qarish jarayoni boshlanib, po'st ranging o'zgarishi yuzaga keladi. Agar quritishga qo'yilgan qalampir etdor navga tegishli bo'lsa, bu jarayon irish va mog'orlanish bilan yakunlanadi. Band me'yor darajasida qurigan bo'lsa qalampirlarning tovar sifatligi tekshiriladi va yig'ishtiriladi.

Qalampirni ipga tizib osib quritish.

Qalampirni ipga tizib, osib quritish yarim soya usulida, qo'l mehnati orqali amalga oshiriladi (3-rasm). Quritish uchun tanlangan joy atrofida soyasi siyrak daraxtlar yoki qiya to'siq bo'lishi kerak. Hosil bir vaqtning o'zida ham saralanib ham quritish uchun tikuv ignasi yordamida ipga tizilib shoda qilinadi. Tayyor bo'lgan qalampir shodalarini ilish uchun tayyorlangan mixli taxtalarga ilib chiqiladi. Quritish davomiyligi 6-7 kunni tashkil etadi.

Sho'r suvga botirib quritish.

Qalampirni sho'r suvga botirib quritish turi ham yuqorida qayd etilgan ikkita tur kabi qalampir saralanadi va quritish uchun tayyorlanadi.

Sho'r suvni tayyorlash. 1 litr qaynagan suvga 100 gramm iste'mol tuzi nisbatida olingan xomashyo uchun yetarli bo'lgan eritma tayyorlanadi. Qalampirlar sho'r suvga qaynoq holida solinmaydi, sababi qaynoq suvga solinsa, et qavatining yumshash va plyonka qavatining ajralib qolish holatlari kuzatiladi hamda bunday mahsulotni tez zararkunandalar bosib, iste'mol uchun yaroqsiz mahsulot olinadi. Shuning uchun suvni temperaturasi 8-9 °C ga tushirilgandan keyin qalampir solinadi va 1-2 minut suvga bo'ktirib keyin patnislarga olinadi. Sho'r suvga botirib olingan mahsulot to'rli quritish stolchalariga 1 sm qalinlikda yoyilib chiqiladi va 11-12 kun davomida quritiladi. Sho'r suvga solinishining sababi, quritish davomida unga zararkunandalar ta'sirini kamaytirish va mahsulot qayishqoqligini saqlab qolish hisoblanadi.

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LINGUOCULTUROLOGY AND ITS RELATIONSHIP WITH ETHNOLINGUISTICS, SOCIOLINGUISTICS AND ETHNOPSYCHOLINGUISTICS

Abstract: This article discusses the interrelationships between modern linguistics. Linguoculturological issues related to the concept of language and culture, which are currently attracting the attention of everyone in linguistics, have been studied by most linguists, but have not been fully resolved. This article is noteworthy for the fact that the new field of linguistics is focused on linguoculturology.

Keywords: linguoculturology, system, language, ethnolinguistics, sociolinguistics, ethnopsycholinguistics.

Introduction

Today, when analyzing text, researchers study grammar, semantics, cognitology, psycholinguistics, linguoculturology they rely on the achievements they make. The goal is to create a speech and make it on the other hand, the semantic, lingvoculturological features of the text are further enhanced by determining the role of the perceptual factor in linguistic activity. As such an issue is currently in the science of linguistics related to the concept of language and culture, which attracts everyone's attention. Linguoculturology has been studied by many linguists. Although it is being implemented, it has not yet been fully resolved. Therefore, linguoculturology plays a significant role in the modern research. It appeared in the 90-s of the 20th century as a result of the attempts to integrate culturology, culture- oriented linguistics and linguistics.

Main body: Linguoculturology is one of a number of new fields specific to linguistics communicative linguistics and text linguistics, in the study of text anthropocentric approach, cognitive linguistics, pragmalinguistics, psycho - linguistics, issues in the field of sociolinguistics, linguistics, ethnolinguistics closely related to research in the field of analysis. The connection between language and culture, with the problem of cultural expression in language. The methodological basis of related issues began only in recent years. Their basis the works of V.V. Vorobyev, V.M. Shaklein, V.N. Telia, V.A. Maslova does.

A number of works in this direction are being carried out in Uzbek linguistics as well. In particular, the scientific basis of linguoculturology in Uzbek linguistics, preliminary work on a number of issues, such as the reflection of culture in language "Linguoculturological direction in the Uzbek language" by A.Nurmonov N.Mahmudov's "In search of ways of perfect study of language", "Analogies - a product of figurative thinking ", N. Sayidrahimova's"

Scientific of Linguoculturology Some Comments on the Substantiation ”,“ Components of Linguoculturology ” D.Khudoyberganova's "Anthropocentric study of the text"

Monograph on the topic, "Explanatory dictionary of analogies of the Uzbek language" possible. In this article, the status of linguoculturology in the system of sciences and its connection with ethnolinguistics, sociolinguistics and ethnopsycholinguistics issues have been studied.

In recent years, the work on linguoculturology has increased. In particular, Y. S. Stepanov created "Constants: Dictionary of Russian Culture", Russian summarizes and extensive information on concepts that are active for the languages of the native speakers gave (Stepanov, 2001). N.D. Arutyunova's research "Language and the human world" is diverse to study universal terms related to periods and cultures of different peoples dedicated to. (1999) V.N. Telia and representatives of her school studied the phrases, the purpose is to describe their national-cultural metaphors and is to reveal the characteristic aspects of the mentality. The terms in linguoculturology and linguoculturology have been around a lot lately has become a common occurrence in research. These terms are somewhat loose used: sometimes also described as language policy (Artemeva, 2003).

In the field of linguoculturology in the XIX century V. Von Humboldt wrote his "Language structure and influence on the spiritual development of mankind"

He spoke about the relationship between language and national characteristics. Especially, in practice, according to its influence on different languages, their characteristics, thinking and emotions represents a different worldview", the specific features of the language of the nation It affects the self, so the in-depth study of language is the history and philosophy of man it must cover everything that is connected with the inner world. " ideas are common. [Humboldt 1985: 370, 377]. Thus, the scientist is a variety of language sees different ways of feeling and thinking in different forms. So the language is cultural concludes that it reflects originality.

American linguists E.Sapir and B.L.Whorf put forward the hypothesis of linguistic affiliation they drove. According to him, language plays a key role in the learning process. North America as a result of the study of the Hindu language, scholars have also been able to think of language categories concluded that According to the hypothesis of linguistic affiliation, it is different The occurrence of different categories in languages varies the existence of the speakers of the same language conceptualize. Throughout the twentieth century, the views of these scholars have faced various criticisms and contradictions came Today, this direction is again in the focus of linguists. In 1990 D. Lucy's "Language Diversity and Thought» [Lucy 1992] and P. Lee's "Whorf Theory Complex" Books such as [Lee 1996] have appeared. In 1998 "Humboldt and Whorf Revisited. Universal and Culture-Specific Conceptualizations in

Grammar and Lexis” international symposium on the human factor and the phenomenon of linguistic affiliation in language was held at the Duisburg (Germany) University. New approaches to education have been put forward.

The main object of study of linguoculturology is language and culture interdependence at the time of interaction and the integrity of this relationship systematic interpretation” and the subject of science is the language of social life national forms that arise in the process of communication and are based on cultural values”, are all that form the “linguistic landscape of the world” evaluates.

V.V. Vorobyev said “The main unit of lingvoculturological analysis is lingvoculturema includes the concept of "linguistic and non-linguistic (concept and subject) the dialectical unity of content.” [Vorobyev 1997: 44-45]. He explains the difference between words and linguoculture through A.A. Potebnya's concept of "near and far meaning of the word".

Lingvoculturema, in contrast to the word, has a more complex structure: its content plan is divided into two: linguistic meaning and cultural content. This is unity has an connotative meaning and is the ideological context that gave rise to it will live until the end” [Vorobyev 1997: 52]. Unity in word and duration can be expressed as text.

V.V. Krasnikh in his work which is called «Ethnopsycholinguistics and Linguoculturology” describes linguaculturology as “It is a science that studies the manifestation and reflection of culture in language and discourse, and is directly related to the study of the national landscape of the world, linguistic perception, the peculiarities of the spiritual-linguistic community.” [Krasnikh 2002: 12]

Representatives of the Volgograd School V.I. Karasik, E.I. Sheygals focus on language and focus on comparing cultures. As a basic unit of linguoculturology take on a cultural concept. This concept is the content of explicit and abstract names is an “sub-meaning” that includes, in addition to, the culture of that people requires information. [Karasik 2002: 127,129]. E.I. Sheygal and V.A. Buryakovskaya called linguoculturology “a separate conceptual view of the world objects and their collective consciousness by the reflected object (mae. ethnos) as well language comprehension ”[Sheygal, Buryakovskaya 2002: 9]. Authors study the linguocultural potential of ethnonyms.

The study of cultural symbols in language has been the subject of linguistics to this day is the result of their achievements. The growing interest in linguoculturology determines the future of science. At the same time the theoretical and methodological basis of science is just being formed. Phraseologisms and parems reflect cultural characters in language are being studied as the main units of motivation. Classic in some studies reference to literature samples is observed. Interrelationships and relations between language, culture, ethnos (people) It is a problem that can be solved in many

disciplines, from philosophy to sociology to ethnolinguistics and linguoculturology - through joint efforts depends on. In particular, the issues of national language thinking is one of the linguistic philosophies is a network; linguistic study of social or intergroup information exchange psycholinguistics is part of research. Language is closely related to culture: it develops within culture and is an expression of culture. Based on this idea a new science - lingvoculturology appeared. This science was independent in the 90s of the twentieth century formed as a sphere.

Conclusion

Thus, ethnolinguistics and sociolinguistics are different disciplines. Ethnolinguistics is modern, relying on historically significant data sociolinguistics, which seeks to identify historical facts about a people in materials studies today's materials. Linguoculturology is a historical and modern language examines the facts from the perspective of spiritual culture. Honestly, it is There are no other opinions on the issue. Including V.N. Telia lingvoculturology studies the relationship of language and culture only in a synchronous aspect: it is the study of live communication processes and the expression of language in accordance with the current mentality of the people. explores the connection between applications.

Language is a means of storing and collecting information of cultural significance is calculated. In many units, this information is implicit for the current language owner character, subject to age-related changes, only when examined indirectly is hidden in a way that is visible.

The difference between linguistics and linguoculturology is that Linguistics studies national realities, which are mainly reflected in language. These language units have no alternative (E.M. Vereuagin and V.G. Kostomarov according to him) are peculiarities of this culture.

Ethnopsycholinguistics is closely related to the field of linguoculturology areas. Ethnopsycholinguistics is the speech of behavior that belongs to a particular tradition learns how to express themselves in their activities, verbal and analyzes differences in nonverbal behavior, speech etiquette, and "the color of the world landscape ", textual gaps in intercultural communication, bilingualism and multilingualism is interpreted by different peoples as a specific aspect of speech etiquette.

If the main research method of ethnopsycholinguistics is associative experience, Linguoculturology is characterized by the ability to apply all the methods of linguistics costs.

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MORAL INTERFERENCE IN THE ENGLISH AND UZBEK LANGUAGES

Annotation. This article deals with the types of interference, the origin of interference, the content, and the meaning of interference in the language usage and learning.

Key words. interference, positive and negative transference, conscious and unconscious transfer, language, moral, difficulties.

Definition. In research on second language acquisition and language contact, the term interference refers to the influence of one language (or variety) on another in the speech of buildings who use both languages.

Language interference (also known as L 1 interference, linguistic interference, cross-linguistic interference or transfer) is the effect of language learners' first language on their production of the language they are learning. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. It is most often discussed as a source of errors (negative transfer) although where the relevant feature of both languages is the same. It results in correct language production (positive transfer). The greater the differences between the two languages, the more the negative effect of interference are likely to be. Interference is most commonly discussed in the context of language teaching. But it will inevitably occur in any situation where someone has an imperfect command of a second language. Interference - noun/inter-fer-ence /in-t(r)-fir-an(t)s/- involvement in the activities and concerns of other people when your involvement is not wanted: the act of interfering.- additional signals that weaken or block the main signal in a radio or television broadcast.- the disturbing effect or new learning on the performance of previously learned behavior with which it is inconsistent- not always acting or behaving in the same way.- not continuing to happen or develop in the same way.- having parts that disagree with each other.- not in agreement with something. Full definition. - lacking consistence: such as a: not compatible with another factor claim. - inconsistent statement. b: containing incompatible elements-an inconsistent argument. c: incoherent or illogical in thought or actions: changeable. d: not satisfiable by the same set of values for the unknowns- inconsistent equations. Examples- we had to put up with loud noise and constant interference from the neighbors. - interference in the affairs of another nation. - trying to avoid governmental interference. First known use- 1783.

The problem of language interference being a process which regards the mastering of a second language, appeared as result of transference of speech skills from one contact language into another (from the native language into the second one), has concerned researchers for decades.

Interference, once appeared in linguistics, when a foreign language began to be taught in different schools, educational establishments, later. Every teacher knows that English language in Europe began to develop earlier at the beginning of its middle formation. At that time England began to export its goods of human usage life style. For the sake of Normans.

England began to export its goods to many countries. People of the world did not know English well, and could not communicate with them. That's why teaching English became important. They began to teach English in different countries all over the world. Teaching process and learning this English was not easy, because the more different languages, the more difficulties. English belongs to the Indo – European languages family, another language belonged into other language family. Every language has its own grammar, vocabulary, accents and other language peculiarities. These peculiarities and differences formed the difficulties of learning and teaching of this English language. English teachers had to find ways of teaching, methods of teaching, because of their language belonged into other language family. While teaching they found some difficulties which made the English teachers to investigate the useful ways and methods to overcome language differences. One language phenomenon interfered another languages learning. From that time English teachers began to use “interference” as one of the phenomena which make difficulties to learn the English language. The term interference began to be used in language learning. This phenomenon has a direct influence on the success of an individual mastery of a foreign language and its use- involving both receptive and productive types of speech activities.

Interference resulting from the negative impact of one language on another covers all linguistic levels of the language being studied. Including lexical interference, which leads to deviations from the language form and numerous lexical errors of students. Linguists and methodologists are trying to find ways to reduce the interference of the language being studied at the lexical level in order to optimize the process of mastering a foreign language and minimize lexical errors of students. The purpose of the correct study is to investigate the ways to overcome intra-language and inter-language lexical interference in junior courses of the language learning and to verify the validity of these methods in the course of a particular experiment. Experiments are usually useful in coming to a definite conclusion in teaching process.

As it has been mentioned above that there are many types of interferences in learning language usage- oral and written speech. They all need to be investigated on all language levels. Taking into account that in our previous articles we tried to give accent interference in some ways, within this article

we'd like to describe some of the lexical interference in language learning-language 1 and language 2.

Before describing lexical interference, we have to make clear the content of the lexical interference. If we put a question what is lexical interference? Then, we have gone to back to make clear what is lexis? These questions are interconnected in meanings. But the description may be a little different.

So, lexical interference- under lexical interference are primarily meant "all the changes, provoked by the cross- language links in the lexical inventory composition, as well as in functions and usages of the lexical-semantic units in their semantic structure". The word lexis means the choice of lexis, e, g, jargon (specialist terms) dialect, slang, colloquialisms, swearing, taboo terms, cliches, euphemisms, dysphemism, archaisms (deliberate use of old- fashioned terms). This is or these are descriptions of some scholars, but there are branches in human language speech. They may be different. In this article we'd like to touch upon one word, which is very important in human lives - this is morality, moral interference. We know that the word "moral" and its meaning in various countries, groups of people, tribes, culture, ways of life is different. In cross-culture these differences are also different and effects very much in human language expression and life style. The word "moral" as we tried to give its meaning the following descriptions are useful to understand the meaning and the content of this word" moral". Moral-adjective / mor-al / mor-al, mar/. - concerning or relating to what is right and wrong in human behavior; - based on what you think is right and good; - considering right and good by most people: agreeing with a standard of right behavior. Definition. 1 a: of or relating to principles of right and wrong in behavior: Ethical - moral judgments; b: expressing or teaching a conception of right behavior- a moral poem. C: conforming to a standard of right behavior-took a moral position on the issue though it cost him the nomination; d: sanctioned by or operative on one's conscience or ethical judgment- a moral obligation: e: capable of right and wrong action- a moral agent.

2. Probable though not proved: virtual- a moral certainty. 3: perceptual or psychological rather than tangible or practical in nature or effect-a moral victory-moral support, etc. If to continue we can find and describe different branches of moral nation-factor or explanation in real human life style.

If an individual has a moral right, then it is morally wrong to interfere with that right even if large member of people would benefit from many moral controversies today are couched in the language of right. Indeed, we seem to have witnessed an exposition of appeals to right-gay right, prisoners' right, animal rights, smokers' rights and employee rights. The appeal to rights has a long tradition.

The republic of Uzbekistan has its own human rights. A few words about 2019 Country Reports on Human Rights Practices: Uzbekistan. Bureau of Democracy, Human Rights, and labor. Executive Summary.

Uzbekistan is a constitutional republic with a political system dominated by the President and his supporters. But, Human Rights in Uzbekistan have been described as “abysmal” by Human Rights watch, and the country has received criticism from the UK and the US for alleged arbitrary arrests, religious persecution and torture employed by the government on a regional and national level. Anyone who lives in Uzbekistan knows and feels how Human Rights work for ordinary people. If to compare the life style of the two countries, feel how the differences are uncomparable. So, moral rights and Human Rights in two contacting countries, the low is different. The people of the US, UK and other countries feel themselves protected from all kind of pressure, breakage of Human Rights and every branches of all human life style. We pray for the God and believe that Uzbek people also will live a better life in future. Thus, interference exists in every field of human life style. The teachers’ tasks are to assure our younger generation to believe our future happiness and democracy.

To sum up all abovementioned arguments and facts about interference, that we see how this language phenomenon is so important to be taught and to be learnt by pupils and students of our educational establishments.

The teachers’ tasks are to show the differences and similarity, consigns and unconscious effects of languages being studied and learned in life. The facts which show the interference in order to make clear and to eliminate errors in the students oral and written speech. (to be continued).

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NEGATIVE AND POSITIVE IMPACT OF WILDLIFE TOURISM

Abstract: An analysis of the connection between individuals and nature is wildlife tourism which plays a significant role in the tourism industry such as African and South American countries [1]. The aim of wildlife tourism is not solely to watch or act with animals but also to teach tourists who participate in wildlife activities about the risks they may face in the wild and to search out an alternative action to safeguard nature. Many millions or billions of guests are attracted by wildlife tourism.

Keywords: wildlife tourism, negative side, positive side, wildlife activities.

1. Introduction

One type of alternative tourism is wildlife which includes hunting, fishing, feeding, touching, watching animals, photo safari, and reef diving activities. Besides, education is also included in wildlife tourism because of giving tourists more information about the needs to preserve biodiversity and teaching a way that would minimize damage to nature. The quantity of tourists is continually growing who are interested in wildlife activities around the world. 20-40 percent of international visitors might be involved in wildlife activities is estimated. Wildlife tourism is usually organized in government-protected destinations [3].

2. Literature review

Wildlife tourism makes up "one peak passionate activity" for vacationists [4]. The satisfaction of the vacationist can be managed by the energy of the wildlife; accurately, lots of animals observed and their performance too, amount of tourists, a continuation of the trip, mammal contact has meaningful wellness advantages, furthermore emphatically impacts transient emotional cases, confidence, and feelings of self-worth" [5]. This could be caught in a statement, wherever swimming with dolphins helped as a nurse for sick bodies to grow healthy [6].

3. Negative impacts of wildlife tourism.

Access, observation, and private contact feeding are categories of contradictory consequences to wildlife tourism, one entrance has several factors such as foot,

road, plane, boat. The factor may kill the atmosphere If wheels directly go into the woods or wild plants [7].

Some of the conservation agencies were asked their views about covering places such as dividing for several types: cities, parks, endangered species; in short, management measure in place and its adverse force on wildlife tourism. The answer was: I don't know! Or, some suggested their volunteering help, even though we did not say "give your hand" to them. What exactly reshapes the above position? Annoying conditions for losing wildlife or shortage of it. How? From these:

- Uncontrollable visitor
- Expanding traffic, especially 4WD
- Not following to habitat in a forest or desert
- No balance between the supply of environment and visitors' demand
- Commercial or film making affect

"Uncontrollable visitors" are guests that are out of control. Each personality is individual, they have their preferences, dreams, signs, and also feelings that we can't handle. They are internal factors. Some visitors have their air jets or visit by one of the particular organizations or corporations. In that case, they are external factors and WTO is not able to command flying data.

Solving this problem is not obvious, eradicating almost impossible.

Expanding traffic" is a construction in a forest that is unsafe within cutting trees or even demolishing nests of wild animals.

Before constructing the traffic of any campus in a wildlife territory, there should be the best engineer that he or she calculates all the above next start to business.

"Not following habitat" is that forest or any types of wild areas have their rules that we should comprehend, for instance: there is the territory of animals in a red-book-written. For narrows who enjoy performing a hunting game in an open season.

"No balance between supply and demand" is that sometimes human factors lead to becoming an uncontrollable visitor as it is mentioned before.

"Commercial or movie making" is that nowadays Social media marketing or SMM and other varieties of media as an advertisement screen should be in wildlife landscape or beach landscape, gives emotions to one's product alike chocolate bounty. In my point of view, on the other hand, it may be toxic to the ecosystem. Secondly, every movie is not James Cameron's. Mr. James making movies in a room covered with green color. This method is more environmentally friendly than going to the exact place to capture the non-audience movies.

"Creating tradition by mass tourism" reminds me of an explorer, Columb. Columb with his discovered America as India and spread tradition from local people, best example: tobacco, nowadays a lot of people die with lung cancer,

cause of this and air also polluted from the smokes of the cigarettes. The solution is not easy, however placing symbols for non-smoking areas [8].

4. Method

In this research, we used the cause and effect method. Between March 3, 2021, and March 15, 2021, we have collected the survey at a tourist area in Tashkent. For the questionnaire, we collected data by interviewing each participant in person. Before the interview, we asked for permission from participants and explained the purpose of our survey. We spent no more than 10 min interviewing each participant. We interviewed 58 people who are local and foreign tourists around the tourist site in Tashkent.

5. Result

Table 1

Variable	Category	Distribution	Valid Percentage
Gender	Male	38	65.5%
	Female	20	34.5%
Age	18-30	28	48%
	30-40	19	33%
	40-50	9	16%
	50+	2	3%
Occupation type	Employed	39	67%
	Unemployed	3	5%
	student	15	26%
	Retired	1	2%
Visit companionship	Alone	2	3%
	Family/relatives	18	31%
	Friends	27	47%
	Organized group tours	11	19%

Of the 58 survey participants, 20 (34.5%) were women and 38 (65.5%) were men. According to members' ages are quite varied, from eighteen to fifty plus generation in that circumstance, generation Z and Y more powerful votes, 28 and 19 people respectively. However, from generation X, 11 citizens shared their valuable experiences. Statuses of applicants are in a variety positions such as employed, unemployed, students, and retired. In the four categories, employees make up more leading within almost 40 people. While students dominate second place at a table 15 students share ideas. Following this unemployed passenger consists of 5% and 2% retired expert passengers. From these demographics, the friend category includes less than half. However, the category of relatives is 31%, 18 applicants.

As we see above there are different statistical results. They are disruption of activity and killing or injury are almost the same 22 (38%) and 23 (40%) except 13 (22%) of change of residence, respectively.

In the second section, there is an obvious fluctuation between different spheres whose economic benefit is 18, knowledge is 12, and increased health is 28.

6. Discussion

Wildlife activity as hunting results in a significant reduction of animal species or damage to wildlife.

Noise events and the approach of tourists to animals are examples of disruption activity. In this case, animals are scared or

Conclusion

To sum up, globalization of traveling in wildlife areas, there are usually two alternatives: firstly, utilizing wildlife as a resource, secondly, learning wildlife as a science. Whenever following these, the pros and cons always appear, however, the advantage impact is more dominant. Especially related to the second table, the health character is visible. While others are seen as a second level, compared to the first level of health 48%.

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USE OF INNOVATIVE TECHNOLOGIES IN STUDYING WORD STRUCTURE IN PRIMARY SCHOOLS

Annotation: This article provides brief recommendations on the widespread and effective use of innovative technologies in primary school classes. It is also planned to use innovative technologies in the study of word structure in primary school.

Keywords: elementary school, innovation, technology, education, word structure, grammar, mother tongue.

From the first years of independence, our state has been paying special attention to the education of the younger generation. "The main direction of the national training program is to cultivate a free individual who understands his responsibility to the state, society and the family, who can speak independently and defend his views," he said.

Since the study of grammatical material in school has a practical orientation and serves primarily the speech and intellectual development of students, while understanding that one language category is dependent on and interdependent with another, students should be aware of this knowledge. It is also important to teach them to use words in solving practical tasks, i.e. writing words, composing sentences, analyzing words. The teacher, taking into account the tasks of language teaching, always draws on the students' speaking experience and directs the process of applying knowledge about the interdependence of language categories to practice. Determining the connections between the components of knowledge allows knowledge to be applied to practice, to students' written and oral speech.

How to ensure consistency of knowledge in the process of learning the native language? First of all, the school curriculum provides a sequence in the study of linguistic material that allows us to determine the scientifically based relationship of the new material to the previously studied material. The teacher needs to be methodologically clear about the nature of this connection. Related language phenomena can be studied sequentially and in parallel. The question of which of these is preferable is largely determined by the linguistic nature of the material. For example, personal pronouns are studied before verbs, which allows us to study the personal pronouns of verbs in relation to personal pronouns.

The teacher connects the new material with the previous ones. To do this, it compares and contrasts language concepts. For example, in the study of word-

changing suffixes, they are compared with word-forming suffixes (if the word-forming suffix serves to form a new word, the word-changing suffix is used. it is determined that the suffix serves to change the form of the word, i.e. to connect the words in the sentence). The teacher explains how easy it is to characterize a word by following this order so that students know the order of the analysis. Vocabulary analysis can be oral or written: it can also be given as an independent exercise. Incomplete morphological analysis is used both to introduce a new topic and to reinforce it in order to perform a variety of grammatical tasks.

Since primary education is the backbone of secondary schools, it is important to pay more attention to the development of the student's personality in this process. The responsibilities of primary school teachers are endless. They help students who have just entered school to get used to school life and acquire modern knowledge. It is during this period that children's attitudes and mental abilities are formed. This shows that the role of primary school teachers is responsible. Lessons based on pedagogical technologies should be adapted to the needs of students in terms of organizational methods and teaching methods. Because such lessons are closer to the child's psyche. Achieving a goal based on arousing students' interest, desire, and desire to learn the material is an internal rapprochement between teacher and student.

It is important to develop students' motivation to learn in the primary school. Because the motive motivates students to the educational process, to take an active part in the lessons, to acquire knowledge. Interactive methods help to develop reading motivation. It is important to keep in mind the age and level of education of more children in primary school. Teaching them simple, easy, and time-consuming game exercises can be very effective. More environmentally friendly activities develop children's minds, worldviews, free thinking, storytelling, and independent work skills.

The uniqueness of the use of innovative technologies in the classroom is that they are realized through the interaction of teachers and students. The teaching process involves both teacher and student activities. The teacher's activity is to describe the teaching material, to arouse students' interest in science, to deepen their thinking and to form their beliefs, to guide students' independent study, to check and evaluate their knowledge, skills and abilities. consists of. A teacher who is dedicated to his work has a real passion.

A preliminary project of the lesson, ie a technological map is made. In order to create a technological map, the teacher must work at each stage of the lesson, in which the teacher organizes, manages and activates the pedagogical and educational activities of students, provides feedback, clearly defines the time allotted to them. The technology map will of course include the organizational part, the motivation of the new topic, the examination of students' knowledge, the study and consolidation of the new topic, the analysis of the results achieved and the conclusion. It records the work of the teacher and the

student during the lesson. The perfect structure of the technological map of the lesson allows you to achieve the goals and objectives, to achieve efficiency and ensure the continuity between the stages, the effective use of time.

The technology is demonstrated by drawing a fish model, in which students try to explain the problem in detail. A sketch of a fish skeleton is drawn on a piece of paper and the problem to be solved is written on the top of it. At the bottom are solutions to the problem. For example, in traffic lessons, when children are asked "Why do you need a traffic light" in the "Rules of the Road" topic, children enrich their skeletons with their thoughts. Through this method, students learn to think independently, broadly, creatively, and critically. This technology allows you to have your own opinion about the topic in your native language, reading lessons, work with the text, memorize the material studied, narrate, express your opinion freely, and read aloud during the lesson. is one of the methods used by the anteater to assess all students.

According to the primary school mother tongue program, the morphemic structure of a word is studied in the 3rd grade, and in the 4th grade it is planned to improve the knowledge of the word structure in connection with the study of word groups. First of all, it is necessary to determine the system of language learning. A language learning system is a goal-oriented process that ensures the acquisition of a clear, scientifically based set of knowledge in a coherent and interconnected way, as well as the formation of practical skills on that basis. When applied to the morphemic structure of a word, the system acquires knowledge of word formation and grammar:

1. With the role of studying the morphemic structure of the word in the system of studying the program material;
2. Consistent in working on the concepts of "core", "cognate word", "word-forming adverb", "form-forming adverb";
3. By the interaction of the morphemic structure of the word and the formation of the word;
4. Determines the relationship between morphemes and the ability to write correctly.

In short, using innovative technologies, students will be able to demonstrate their abilities and capabilities in the previous lesson, gain the skills to work in a team, and learn to respect the opinions of others. This will increase the effectiveness of the lesson and ensure the quality of education.

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THE IMPORTANCE OF CUSTOMER SERVICE IN TOURISM

Abstract: This article analyzes the impact of the level of service quality in the tourism industry on the business activities operating in this sector. In addition, this article contains suggestions for further improvement of customer service in the field of tourism.

Key words: tourism, services, GDP, human resources.

Introduction

Today, the global tourism market continues to grow steadily and is becoming a major source of socio-economic development and job creation. In order to develop this sector and provide employment for many young people, countries have radically changed their policies in this area and are expanding measures to encourage this sector, including the adoption of a number of decisions and decrees on the development of this sector in our country are being imposed. Nevertheless, the amount of currency coming into the country from the provision of tourism services is still not high. However, the development of the tourism industry and the services provided to its customers will serve to fully demonstrate the potential of the country in the tourism industry, as well as increase the share of this industry in the formation of state budget revenues and provide high quality services to tourists. Like all countries of the world, the COVID-19 pandemic has not bypassed Uzbekistan, and has shown its socio-economic impact. Initially, the economic crisis caused by the pandemic and the suspension of flights had an impact on the developing tourism industry in the country, as well as on other forms of business after the introduction of the quarantine regime. Due to the economic crises in our country, which is becoming more and more integrated into the world economy, as well as the closure of state borders, the foreign trade turnover in January-March 2020 amounted to 8,140.4 million US dollars. USD, which is 924.1 mln.USD more than in the corresponding period of 2019.USD or 10.2%. In the foreign trade turnover, the volume of exports decreased by 10.9% to 3,374.7 million. USD and the volume of imports decreased by 9.7% to 4 765.7 mln. USD. This has had a significant impact on the development of tourism, which is now developing in our country. During the pandemic, the government has adopted a number of measures and decrees to support the tourism and hotel industry, as well as to preserve the existing jobs. At the heart of these measures, there is the goal of employment of young people studying in the field of tourism and hospitality and reducing unemployment in the country. In this situation, the

tourism industry can maintain the existence and further development of their business by bringing a new quality of customer service.

Literature view

A number of scientists have conducted research on the tourism industry and the importance of customer service in this area. In particular, according to research by Slutsky, J. - Slutsky, M. (1992), "Customer" is a term used to describe the buyer who buys your product or service. In the tourism industry, your "ideal customer" is probably the customer who makes up the top 20 percent of your customers, and that person is responsible for 80 percent of your profits.

According to Peck, H., Payne, A., (2001), new breakthroughs are being achieved compared to customer engagement and customer retention analyzes, where customers spend four to seven times more than retaining existing customers. On the other hand, a 5 percent increase in a company's customer retention rate could increase a company's profitability by 20 to 125 percent.

Min, H. - Min H. - Emam, A. (2002) argues that in order to be competitive, for example, hotels need to develop a strategy to retain customers. As one of the keys to successful development, such a strategy is related to customer relationship management, hotels mainly need to identify useful ways to build and maintain loyal customer relationships.

According to research by Müller, J. - Srića, V., (2005), customer information is the greatest asset in today's economy, and it is the growth of the tourism industry and the level of customer service in it as an asset that must be available for development. It is becoming the fixed capital of the company, which, if properly organized, can guarantee successful development and future business.

Methods

Methods such as induction, deduction, synthesis were used in conducting scientific research. The Web of Science and Jstorg scientific databases were used to analyze the literature.

Results and Discussions

Tourism is one of the areas in which many developed and developing countries are focusing today in order to play a key role in the formation of state budget revenues. This area includes the provision of the following types of services, as well as the areas in which the industry should focus on improving the quality of services provided by:

1. Tourist accommodation services (hotels, motels, campsites, boarding houses, sanatoriums, tourist bases, etc.);
2. Food services for tourists (restaurants, cafes, bars, etc.);
3. Transportation of tourists across the country in different modes of passenger transport and through other countries;
4. Excursion services (interpreters, groups of tour guides);

5. Services to satisfy cultural interests (visits to theaters, cinemas, concert halls, parks, nature and historical reserves, sports competitions and other events);

6. Satisfaction of practical and scientific interests of tourists (participation in congresses, assemblies, scientific conferences, seminars, fairs and exhibitions, participation in general and special purpose trade events):

When carrying out activities in the above-mentioned areas, if we pay attention to most of the services they contain, we will see that they are types of services where the number of jobs may vary depending on seasonal and market demand that we can do. It is very important to properly organize the provision of customer services in these areas, and it is important to organize appropriate work to improve the quality of each area.

Quality service to customers means a sense of appreciation or hearing. Sometimes this is part of a guest's preference for one tourist or hospitality provider over another. It is sometimes not possible to fully disclose quality customer service, but it is a crucial factor for tourism success, both as a means of meeting the growing demands of customers and to achieve business profitability.

Regular training to improve the quality of customer service provides a basis for effective customer service. The potential benefits of this training are to improve staff skills and customer relationships, communication skills, better understanding of workplace practice, increased morales, confidence, self-confidence and job satisfaction, increased participation in projects, great work and career growth potential, greater interest and desire to participate in additional training, and the ability to be more independent.

The development of the tourism industry and the services provided to its customers will create a competitive environment among young people growing up in this field, the state-oriented direction will change towards quantitative and qualitative indicators, as well as modern thinking and a new worldview. The existing youth will come and join. Therefore, as the global tourism industry will be the main source of budget revenues for all countries in the near future, the issues of improving the quality of services provided to consumers in this area are urgent. Firms and organizations operating in the field of tourism, or individual entrepreneurs engaged in this field should increase the range of services for tourists and customers, as well as further improve the existing ones in terms of quality. leads to the development of the industry and its recognition as a major revenue-generating industry. As a result, more attention is paid to the industry and its development is guaranteed.

In order to analyze the existing tourism industry in the country and study the level of services provided to customers, the hotel "Minor" was used, and due to the constant study of customer feedback in this hotel, the results of 2015 and 2020 It was possible to study the aggregated data. According to the data, in 2015, when the level of customer service by the hotel was assessed by

customers, the level of services provided by 5% of customers surveyed as "excellent", 14% as "good", 45% as "satisfactory". and 15 percent rated it as "poor" and 5 percent rated it as "very poor". The figure below shows that by 2020, these figures will be 28% "excellent", 39% "good", 17% "satisfactory", 12% "poor" and 4% "very poor".

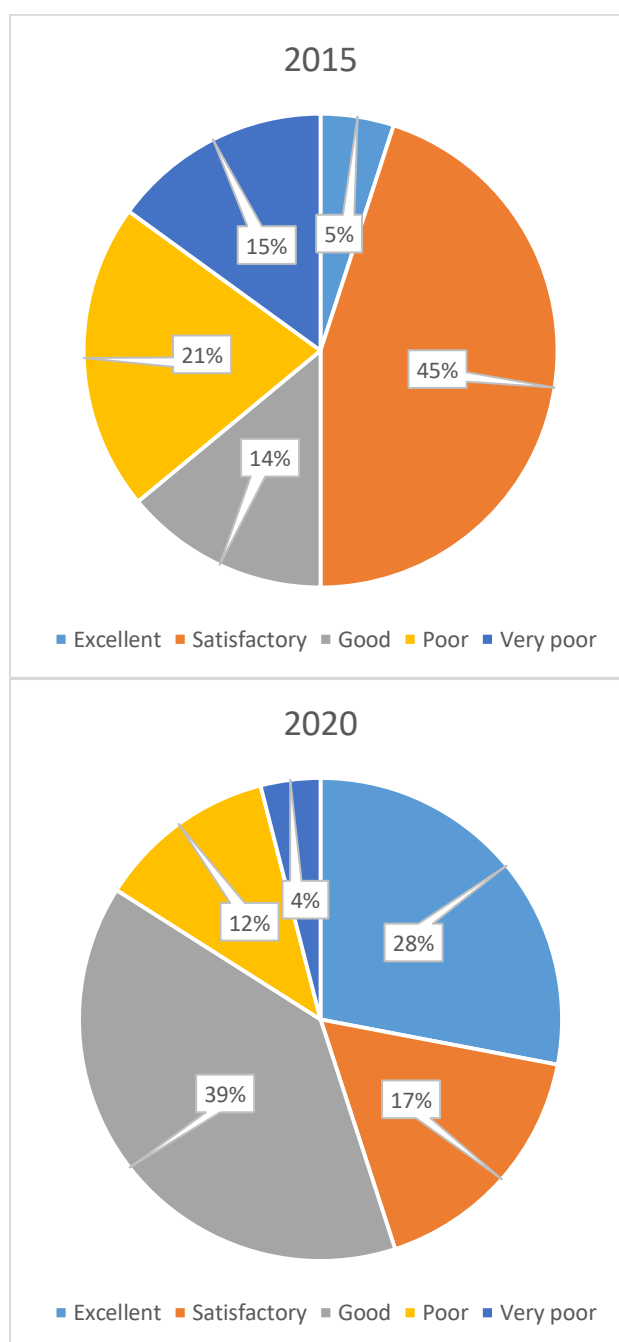


Figure 1. Information about the services provided at the Minor Hotel

Now, if we analyze the importance of the quality of customer service in the tourism and hotel industry in the country, the development of the tourism and hotel industry in our country from year to year requires highly qualified personnel to carry out their activities in this field. and requires a high level of

customer service. It is natural that the development of the industry makes it attractive for young people with modern thinking skills to work in this field. Another aspect of this industry for young people is that they work in tourism and hotel in the early stages, gain experience there and later in this field. will be able to organize their business separately and employ young people as well.

However, in the field of customer service in the field of tourism, as in the world, in our country there are problems with the recruitment and retention of qualified personnel, lack of skills and gaps in human resources. The reasons for these problems are the outflow of young people with specialized skills as labor force, the fact that women and students work part-time and informally, the fact that unskilled workers make up the majority, and the working hours of social workers. can be attributed to the excess of yors. The above-mentioned problems in the field of tourism and hotels indicate the need for a number of reforms in the field of customer service in this area.

In order to prevent negative attitudes of students studying in the field of tourism and hospitality in the country, as well as to support the industry in the current pandemic, as well as to further enhance the role of the industry in state budget revenues. In accordance with the Decree "On priority measures to mitigate the negative impact of the coronavirus pandemic and the global crisis on sectors of the economy" from April 1, 2020 to stop the calculation and payment of tourist (hotel) fees, In accordance with the Decree PF-5978 of April 3, 2020 "On additional measures to support the population, sectors of the economy and businesses during the coronavirus pandemic", from April 1, 2020, tour operators, travel agents and entities providing hotel services (accommodation services) in the field of tourism The exemption from land tax and property tax for legal entities, the payment of social tax at a reduced rate of 1% testify to the high level of attention paid to the development of this sector in our country.

Conclusion

As a result of studying the state of customer service in the tourism industry in the country, there is a shortage of qualified personnel in the development of the industry, the quality of customer service in the tourism industry has not yet reached a high level. indicates that the leak potential has not been activated. In order to develop this sector, it is necessary to focus on improving the quality of customer service processes and training of personnel working in this field.

In our opinion, in order to prevent the negative impact of the economic crisis caused by the Covid-19 pandemic on the tourism industry, as well as to prevent the rise in unemployment during the crisis, the government should Many reforms are needed to improve the quality of services, as well as to reconsider the discipline of business entities operating in the industry, as well as the work of qualified personnel and the continuation of their activities in this area. It would be expedient for them to reconsider their working conditions in accordance with the requirements of labor legislation.

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USING ELEMENTS OF NATIONAL MENTALITY OF EDUCATION ETHICAL-SPIRITUAL OF YOUTH

Annotation: In this article spirituality, ethics of morality, especially the education of spiritual-ethical education of youth and cohesion in education, and the practice of action is underdeveloped.

Key words: ethics, spirituality, national mentality, education, youth, intelligence.

The need to achieve development in all spheres of the social life of our country is inherent in the mentality of the Uzbek people, but in a situation where Democratic civil society relations are formed, it is forbidden to abandon certain features that are hindering the achievement of social activity, or rather to form positive qualities. Relying on the positive aspects of our national mentality in all educational institutions due to this necessity, upbringing of young people from moral and moral character, increasing their social activity is put on the agenda as a topical social issue.

The need to strengthen the spiritual foundations of the independent development of our country dictates the preservation and enrichment of our national spirituality. In turn, it can not have a solid place in the world community unless any society has its own national spiritual image. For the further development of national spirituality, first of all, it is necessary to perfect persons with high spirituality.

The essence of spirituality in a person has always been the subject of a serious scientific-theoretical debate. Of course, "we can cite many definitions of the concept of spirituality, expressed in scientific, philosophical, literary or simple language. In general, it is natural for any enlightened person to give different definitions and descriptions based on his philosophical approach, his political views and beliefs, his mind, which embodies a very deep and comprehensive meaning-meaning". In fact, "spirituality is as versatile as a diamond stone, which is considered unique in nature. Watching from which side you hold the Diamond will surprise a person with its brilliance, from which side you approach spirituality as if it does not show endless beauty and luster". Spirituality is a concept inherent only to man among all beings. "Man is endowed with the ability to think, act with reason, which by Allah almighty sends him to eternal bliss. If he does not take advantage of this divine grace, he will walk lifelong without being different from the animal breed for a lifetime".

Morality, which is part of our national heritage, is an important tool for the upbringing of a harmonious generation at the present stage of our country, which has started to build a legal, democratic, civil society. From this tool it is desirable to educate spiritually rich, jismonan energetic, harmonious, hardworking, high-minded, morally pure people in the current period. Since the moral education that comes to the goal is of social importance, it plays an important role in bringing it from kindergarten to school, college, academic lyceums and higher educational institutions. The purpose of moral education carried out in higher educational institutions is an expression from the armament of young people with a high spirit of spirituality. Our young people, brought up in the spirit of high spirituality, respect the laws of our country, law and order, our policy. They are capable of active work in all spheres of economic and socio-cultural construction, actively participate in social activities. The activity of our youth on the basis of elements of our national mentality is based on the upbringing of him spiritually and morally.

Acquaintance with the content of philosophical, historical, psychological, sociological and pedagogical studies, based on the generalization of the ideas put forward in them, is especially effective in the upbringing of qualities characteristic of national mentality in young people:

1. Increase their activity on the basis of social influence (family, neighborhood, educational institutions, public places, etc.);

2. Enrich their outlook on the basis of the organization of active activities by them;

3. Responsibly approach to his work, profession, etc.

Also, a number of factors have a serious impact on the process of formation of national mental properties in young people. To them it is possible to give an example::

- national traditions, traditions;
- national holidays, ceremonies;
- oral creativity of the people, national spiritual heritage;
- national lifestyle, national culture;
- masterpieces of art and literature.

The education of young people in terms of moral and moral values and the approach taking into account the peculiarities of the National Mental system is carried out directly through the system of continuous education. In particular, attention should be paid to the following aspects of the use of national mental capacity in youth activism:

In the formation of young people, the idea based on their outlook and our national mentality is to look new in social reality, to find new healthy thinking;

To highlight the necessary aspects of the use of universal and national factors in the formation of the youth of the period of independence;

Creation of pedagogical and psychological bases of use of opportunities of national mentality in ensuring its active participation in socio-spiritual renewal processes;

At the present stage of development, feelings of patriotism, love and loyalty to the native land are becoming increasingly based on such concepts as national spirituality, national consciousness, national spirituality, national spirituality, among all members of our society, and all these are the main qualities that form the highest spiritual and moral qualities. Most importantly, such sacred concepts are absorbed into the minds of people together with the changes and updates carried out in different spheres in our republic. In particular, it should be noted that spiritual and ideological work is carried out on the basis of a single system, with a clear goal. Bunda has a great place in harmony and consistency in family, neighborhood and educational institutions. "We can say without exaggeration that Sira is in the field of spiritual wellness of the people.....in the big work, our intellectuals should take the main decisive role. The mind of the people who question the intelligentsia-it resonates always in the minds and hearts".

It is also possible to take advantage of the following opportunities of our national mentality in the education of young people in educational institutions:

1.The principle of the priority of universal values in the integration of the ideas of national independence into the minds of young people in the implementation of educational processes, the effective use of the peculiarities of the mentality inherent in the Uzbek nation;

2.Integration of national, eastern traditions of morality and spiritual education into the consciousness of youth;

3.The use of a system of creating problematic situations in the upbringing of young people. Independent mastering of educational materials, self-awareness, education of feelings of self-sacrifice and patriotism, helps to increase efficiency;

4.The effectiveness of the organization of young people in a systematic and holistic direction increases if a continuous monitoring of the use and effectiveness of non-traditional forms, methods and means is established in the course of lessons and extracurricular activities. This means that the above factors in educating young people in educational institutions can be used appropriately and purposefully, in order to help them acquire national mental characteristics.

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RESTAURANTS AND CAFES DURING THE COVID-19 PANDEMIC: UZBEKISTAN

Abstarct: This article is about restaurants and cafes during the covid-19 pandemic in Uzbekistan and given some useful recommendations. Discussed how to develop restourants and cafes in our country.

Keywords: restaruants, cafes, covid-19, pandemy, spread, hotels, industry, effect.

A year ago (2020), unpleasant threats to human life began to threaten. That is, the COVID-19 virus, a new type of virus, has begun to gather its victims. The virus, which is easily transmitted from one person to another through the air, has reached all parts of the world and caused disruptions in almost all sectors of the world economy. In the era of COVID-19, the restaurant and tourism industry has been ranked among the most affected industries worldwide. On March 15, 2020, Uzbekistan entered into a strict quarantine regime. During this time, several support initiatives were proposed by the government to the restaurant industry. The main purpose of this article is to obtain information on how the restaurant industry was treated during the pandemic and to evaluate government initiatives, as well as in which areas the restaurant industry needs more support and to identify them the most. involves obtaining information about factors of concern. Special surveys were conducted among the representatives of restaurants / cafes in Tashkent. The year 2020 marked a turning point in human history. This year began to be included in the annals of history as the "cold year". That is, unlike certain viruses, the COVID-19 virus, which is considered a new species, has begun to take its victims. The virus, which is easily transmitted from person to person through the air, has spread to all parts of the globe and has broken the chains in almost every sector of the international economy.

Overview of COVID-19 (Overview COVID-19 Background)

The World Health Organization (WHO) officially declared a pandemic on March 11, 2020 (World Health Organization, 2020). Due to the coronavirus epidemic, the borders of the countries were partially or completely closed to international visitors (Pew Research Center, 2020). Central banks have begun to take urgent measures, such as preventing various crises, in response to the

COVID-19 pandemic (Cavallino, Fiore, 2020). Government agencies have begun to take large-scale initiatives and measures to support various industries. The main purpose of this work was to save the economy of the public and private sectors and alleviate the crisis. Some countries have moved to full quarantine, with the result that people are required to adhere to strict quarantine or self-isolation to prevent the spread of the virus. The intertwined chains of normal life are broken. Sales of U.S. restaurant industry businesses fell 47% in the first quarter of the year as of March 22, 2020. 44% of the restaurant industry enterprises were closed (National Restaurant Association, 2020). As of March 22, 2020, \$ 25 billion in sales and 3 million jobs had been lost (National Restaurant Association, 2020).

COVID-19 in Uzbekistan. The first patient infected with the COVID-19 virus in Uzbekistan was registered on March 15, 2020, as a result of which strict quarantine restrictions were imposed in the country. The volume of trades on the Uzbek Commodity Exchange decreased by 30%. In the first 10 days of April 2020, sales of some products fell by 80%. Revenues from sales of goods decreased by 31%, and revenues from services decreased by 2.7 times (Tulyakov, 2020). During a pandemic, the measures taken by the government to stimulate the economy and mitigate the effects of the crisis include: general economic measures; social support measures; initiatives to support businesses and the most affected sectors. Several government interventions; (1) From April to October 2020, there will be a reduction in tax rates and fees, (2) small businesses will be exempt from property and land taxes for April-May 2020, (3) debts will be reduced. payment terms were delayed and extended for 6 months, (4) leasing companies were paid rent (Tulyakov, 2020). During the COVID-19 pandemic, one of the most affected industries in Uzbekistan was tourism. The tourism industry was supported in the form of tax and fee incentives (Tulyakov, 2020). It should be noted that there are about 833 hotels, 214 hostels and 141 other types of residential buildings, 1482 tour operators registered in the country (Development Strategy Center, 2020). As of 2019, tourism export services amounted to approximately \$ 1,313,032, which is 26.1% higher than in 2018 (Development Strategy Center, 2020).

The restaurant industry in Uzbekistan ceased operations on March 22, 2020, almost completely. In total, 13,858 restaurants in the country were closed, of which 2,644 were in Tashkent, 2,081 in Samarkand and 1,187 in Bukhara region (Forbes Uzbekistan, 2020). Some of the listed restaurant industry companies have set up immediate “delivery” services to maintain their services. Certain types of restaurants provided free food to medical staff and launched meal delivery services for call-center operators 3 times a day until April 1, 2020 (Yuksalish Nationwide Movement, 2020). Effective June 15, 2020, all restaurants and cafes (as well as all canteens) will be allowed to resume operations subject to strict quarantine regulations. In July 2020, for the second time in the country, strict quarantine measures were taken. The government has

launched a number of initiatives to support the restaurant industry (Lex.uz, 2020):

1. Exemption from turnover tax for public catering;
2. Exemption from payment of fees / duties for the right to engage in the retail sale of alcoholic beverages / beverages;
3. The right to sell alcoholic products / beverages, delivery services;
4. Possibility to increase the number of employees from 25 to 50;
5. The right to engage in commercial activities through a mobile stand, mobile shop, food trucks, as well as the right to engage in trade without contracts / agreements signed with law enforcement agencies;
6. Tax benefits on income received by individuals from the provision of real estate.

From September 5, 2020, quarantine restrictions have been eased. Companies in the restaurant industry were allowed to operate in compliance with sanitary requirements.

It should be noted that even today, the distance between the tables in the dining area should not be less than 2 meters, and no more than 4 customers can sit around one table. We are also working to support the necessary measures, such as the use of masks and gloves by all employees, disinfection of all flat surfaces after the end of customer service, installation of ultraviolet lamps (US Embassy in Uzbekistan, 2020). All of these requirements will inevitably lead to additional costs for the restaurant industry.

Methodology. The literature review helped to formulate the following research questions:

Q1: What initiatives has the government taken to support the restaurant industry and the satisfaction of the restaurant industry?

Q2: Which of the government initiatives to support the restaurant business has the least (and most) satisfaction?

1. Exemption from turnover tax for catering companies / food service companies;
2. Exemption from payment of fees / duties for the right to engage in the retail sale of alcoholic beverages / beverages;
3. The right to sell alcoholic products / beverages, delivery services;
4. Possibility to increase the number of employees from 25 to 50;
5. The right to organize summer terraces free of charge;
6. The right to engage in commercial activities through a mobile stand, mobile shop, food trucks, as well as the right to engage in trade without contracts / agreements signed with law enforcement agencies;
7. Tax exemptions on income of individuals from the provision of real estate.

Q3: How has the business model of restaurants / cafes changed in response to the coronavirus pandemic?

Q4: How difficult was the transition for online ordering and delivery services for restaurant businesses?

Q5: What type of delivery service did the restaurant industry use?

Q6: In the current pandemic, what are the predictions / opinions of consumers about changes in behavior and the likelihood that restaurants / cafes will be able to solve their problems?

1. Long-term social alienation;
2. Decreased customer flow;
3. Increased attention to hygiene requirements;
4. Increased demand for delivery services;
5. Less reliance on cash from customers;
6. Great focus on customer loyalty programs.

Q7: What are the biggest concerns for restaurant businesses during a pandemic?

Q8: Which month of the year was the most profitable for the restaurant business?

Q9: In which areas of the restaurant industry did you need expert help (if exist)?

Participation & Data collection. Samples were taken from food trucks, cafes, pizzerias, bars, restaurants, cafes and other similar restaurants located in Tashkent. The sample in the article was taken from 300 out of 2644 restaurants in Tashkent. A link to the survey was sent by the researcher to the Facebook pages of restaurants and cafes. Second, the survey link was sent through the best supplier programs in the city: Express24, Bringo and Stolik. Third, telegram messenger sent inquiry links to restaurant / cafe representatives. Data were collected over 20 days. During this time, the links were sent 4 times. As a result, the response rate was 13%, which was a very low result. Cole (2005) Description for low-scoring online surveys: low response rates were also observed by small business representatives (William, 2003) and declining response rates in recent decades (Tortora, 2004; Curtin et al., 2005). Frequent reporting of hospitality and low response rates in related areas (Cho et al., 2006; Moncarz and Kay, 2005). Some reports argue that the authority of responses is more important than the level of response (Sax et al, 2003). Thus, given the restaurant industry in Uzbekistan as a whole, a 13% response rate was a good result, even if people did not express any interest in the survey. Representatives of the restaurant industry and those interested in the results of the survey also took part in the survey.

The survey included a total of 9 questions, including 1 open-ended question. There was also an anonymous open conversation. The interview was conducted among 5 representatives of the restaurant industry to find out their opinions.

Analysis & Results. First, the survey results were analyzed, followed by an analysis of the interview sessions. The results showed that 7.89% of

respondents reported operating at full capacity; 63.16% of respondents stated that they were partially active; 28.95% of respondents did not operate at all during the strict quarantine period in July 2020. 63.16% of respondents are cafes, 34.21% are restaurants, and 2.63% are other types of restaurants. Of these, 63.16% were European cuisine and 39.47% were coffee shops. Also, 28.95% were pizzerias, 21.05% were confectioneries, and 10.53% were Uzbek national cuisine. It should be noted that catering establishments often offer a combination of the cuisine types. 47.37% of respondents have been working in the restaurant industry for 1-3 years; 28.95% of participants have been working in this field for 4-6 years; 7.89% have been participants for 8-10 years, as well as 15.79% They have more than 10 years of work experience. 40% of the respondents had 1, 24% had 2, 16% had 3 and another 16% had 4 as well as 4% had 10 branches. As of September and October 2020, 78.95% of respondents continued their activities and 21.05% temporarily suspended their activities despite the easing of quarantine restrictions. The average score for evaluating the proposed government initiatives was 1.8, with 54.05% of respondents expressing general dissatisfaction and 24.32% of respondents expressing dissatisfaction. This value is 78.37% of the total. During an anonymous interview, several representatives of the restaurant expressed dissatisfaction with the implementation of initiatives, which included longer waiting times than previously reported by the government.

The business models in the restaurant industry have changed as follows: first, 71.05% of the respondents switched to external services only, as a result of which it is known that many respondents switched to the take-away business model; 44.74% used delivery service; only 28.95% of respondents reduced the size of their menus; and 28.95% of respondents used open terraces, which are government initiatives; 23.68% of respondents organized delivery services; 23.68% of respondents developed communication with their clients on social networks; only 5.26% of respondents switched to cashless payment; 2.63% of respondents were engaged in the sale of food and alcohol; no changes were observed in 18.42% of respondents because they were completely closed during the pandemic. While 57.89% of respondents are well aware that switching to online orders is beneficial and does not cause unnecessary hassles, while 7.89% of respondents have not switched to delivery service. 60.53% of respondents set up their own delivery services, 44.74% of respondents delivered orders by taxi, 57.89% of respondents set up delivery via Express24, 26.32% of Bringo programs. Note that there are 344 lists of restaurants and cafes on Express24.uz and 371 on Bringo.uz (Express24, 2020; Bringo.uz, 2020). The call-center still has a high rate of customer orders, at 84.21%; followed by Instagram (47.37%), Telegram-bot (44.74%); Facebook (36.84%), Telegram group / channel (28.95%) and 7.89% of respondents use other tools such as website. More than 20% of China's population uses food delivery services (Maimati et al, 2018); In South Korea, meanwhile, 25 million people use food delivery services (Joins,

2019 cited in Lee, 2019). Representatives of the restaurant industry believe that the changes in consumer behavior will take the form of increased attention to hygiene. The average number of employees in the restaurant industry is 40 (39.61)

BASIC STATISTICS

Minimum 2.00	Maximum 500.00	Median 15.00	Mean 39.61	Standard Deviation 85.31

Table1: Average number of employees

It should be noted that 36.84% of the respondents have already reduced the size of their staff, while 15.79% could not agree on the process; 47.37% of respondents indicated that they did not plan to reduce their staff, which was a positive indicator.

The ranking of the months with the lowest income is also described as follows: 1) April (3.9 points) was the month with the lowest income - a period of strict quarantine for which no one was prepared, as well as future changes and rules were uncertain; 2) then May (3.44 points); 3) the second strict quarantine period of July (3.37 points); 4) June (3.33 points) and 5) August (2.22 points) are more profitable months. Among the main areas in need of specialists in the restaurant industry, support and financial issues were 48.57%, human resource 37.14%, sanitary requirements 22.86%, law 20%, supply and logistics 17.14% .

What worries businesses the most?

1. The future vitality and existence of the business (7.55 points)
2. Employee health (6.33 points)
3. Cash receipts (6.24 points)

Factors of concern to the restaurant industry included: retaining the least number of employees (3.94); suspension of purchases (4.06); and errors in delivery (5).

Below, the survey's open-ended questions about how businesses need help include the most common ones:

- 0% and low level of bank credit;
- Ease of quarantine measures;
- Permission to work in the evening / night;
- Clear instructions;
- Financial and legal advice;
- Taxation and complete exemption of employees from income tax.

Interestingly, there were a number of discussions involving business representatives, i.e., allowing them to work both during the day and in the evening, subject to strict quarantine measures. They also commented on:

“People were crowded on buses and subways, not restaurants and cafes. In such cases, it makes no sense to restrict the activities of restaurants and cafes.”

One interviewee noted:

“It was very difficult for nightclubs and restaurants to switch to delivery service because their business model is explained in terms of entertainment. At night bars and restaurants, customers go to listen to music and dance to the beat.”

When asked about the future strategy:

"Our strategy is to produce and sell food and make money. That's our strategy. We want the government to allow us to work normally, at least for more hours, and we will do good in return."

A review of secondary data revealed that an interview with Themag.uz (2020) was conducted in March. In this interview, you can find out what the restaurant staff did during the pandemic. That is, some restaurants / cafes have been able to assess the situation positively by developing a survival strategy. Note:

“Creating a strong brand has allowed us to retain a certain percentage of loyal customers.... We have developed a number of programs for our survival.... We have introduced contactless hermetic packaging technology”.” (Themag.uz, 2020).

Also, take a positive view of the situation, optimize the process, implement it through review, develop marketing strategies and action plans to stay in business:

“... .. The pandemic can have a positive impact on food-related businesses, forcing us to optimize processes, change operations and improve....” (Themag.uz, 2020).

“.... Businesses in the restaurant industry need to optimize their costs, which involves the development of a special plan, which in turn allows them to survive....” (Themag.uz, 2020)

Conclusion & Recommendation. This study aims to answer the following series of research questions. A summary of the findings is provided, followed by descriptions. Results of Question 1:

Q1: What initiatives has the government taken to support the restaurant industry and the satisfaction of the restaurant industry?

The average rating of the proposed government initiatives was 1.8, which was performed by a restaurant company. In other words, 54.05% were very dissatisfied and 24.32% were dissatisfied.

Results of Question 2:

Q2: Which of the government initiatives to support the restaurant business has the least (and most) satisfaction?

Government initiatives with the lowest average rating:

- Exemption from fees / charges for the right to engage in the retail sale of alcoholic beverages / beverages (2.38 out of 5 points).

Government initiatives with the highest average rating:

- The right to engage in commercial activities through a mobile stand, mobile shop, food trucks, as well as the right to engage in trade without contracts / agreements with law enforcement agencies (3 out of 5 points)

- The right to free placement of summer terraces (3.22 out of 5 points).

Results of question 3:

Q3: How has the business model of restaurants / cafes changed in response to the coronavirus pandemic?

71.05% of the respondents who took part in the survey switched to the take-away service, which shows that the majority of respondents switched to the take-away business model; 44.74% of respondents switched to delivery services through third parties; 28.95% were forced to reduce their menu offers; the same 28.95% of respondents built open terraces with the help of government initiatives (open terrace); 23.68% of respondents introduced their own delivery service for the first time; the same percentage (23.68%) of respondents expanded their interactions with their clients on social networks; only 5.26% of respondents received payments in cash; also, 18.42% of respondents reported that they did not change their business models because they did not operate during quarantine (e.g. bar).

Results of Question 4:

Q4: How difficult was the transition for online ordering and delivery services for restaurant businesses?

57.89% of respondents said that the transition to online orders and their delivery was not difficult.

Results of Question 5:

Q5: What type of delivery service did the restaurant industry use?

60.53% of respondents indicated that they had delivery services, and 44.74% made delivery by taxi; 57.89% of respondents identified delivery services through the Express24 program and 26.32% through the Bringo program; and 10.53% of respondents said they did not organize delivery services.

Results of Question 6:

Q6: In the current pandemic, what are the predictions / opinions of consumers about changes in behavior and the likelihood that restaurants / cafes will be able to solve their problems?

Restaurants / cafes assess changes in consumer behavior as more attention is paid to hygiene and increased demand for delivery services, as well as:

1. Increased attention to hygiene requirements;
2. Increased demand for delivery services;
3. Low flow of customers;
4. Less customer reliance on cash;
5. Great focus on customer loyalty programs.

The above factors were the slogans that most frightened the restaurant / cafe representatives. The following are relatively weak factors:

1. Staff retention (3.94 points);
2. Termination of purchases (4.06 points);
3. Delivery errors (5 points).

Results of Question 8:

Q8: Which month of the year was the most profitable for the restaurant business?

The rating of the months with the lowest income is as follows:

- April 1 (3.9 points)
- May 2 (3.44 points)
- July 3 (3.37 points)
- June 4 (3.33 points)
5. August (2.22 points).

Results of Question 9:

Q9: In which areas of the restaurant industry did you need expert help (if any)?

The support and advice of experts and specialists showed the following results:

1. Financial (48.57%)
2. Human resources (37.14%)
3. Sanitary requirements (22.86%)
4. Legal (20%)
5. Procurement and logistics (17.14%).

Recommendation. Based on the results of this study, the following recommendations can be made:

- When customers go to a restaurant, cafe, or other restaurant, an important aspect for them is cleanliness. First of all, the staff of the restaurant must follow the requirements of hygiene, that is, they must wash and clean their hands regularly, because their hands contain millions of dangerous viruses and bacteria (Knight, et al., 2009 and Seamen, Eves, 2006). In fact, improper hand washing / cleaning causes about 20% of food-related illnesses (Todd, Freig, 2007).

Strict food quality, hygiene and sanitation requirements are especially important during the pandemic. Although strict control processes are in place, if these processes are not communicated to people (clients) through the website, Facebook, Instagram, and other social networks and messengers, these actions may be canceled or reduce their scope.

In short, building trust and loyalty between customers and advertising companies can ideally support a purchasing decision.

- The start of state-supported initiatives has been good, but it has caused little satisfaction as it took a long time and effort to implement these initiatives. Therefore, a number of considerations were recommended to the authorities: use of scientific-methodological factors involving restaurant / cafe representatives; organizing online roundtables; listen to the opinions of restaurant / cafe

representatives and make support plans based on them and strictly monitor its implementation.

- Organizing regular online-offline roundtables with representatives of the restaurant industry and involving banking and legal sector experts in these roundtables.

- When it comes to personnel issues, according to the survey, 36.84% of respondents have reduced their staff. Similarly, government support initiatives to ensure that restaurant employees do not lose their jobs could be thwarted. 15.79% of respondents thought about dismissing their employees. Restaurants and bars that operate in the evening are encouraged to consider changing their business model, in line with the goal of implementing loyalty programs in response to their unique customers. Over the next 5 years, it can be used to change your marketing strategy and overall growth strategy, despite all the negative thoughts and negative consequences. Restaurant / cafe representatives are advised to contact specialized institutions. That is, academics or similar advanced professionals can give enough advice to the representatives of restaurants and cafes. Restaurants / cafes can use these tips to create and develop their own marketing, business and corporate strategies.

- It is advisable for restaurants and cafes to reconsider their location.

- Indeed, for a positive change in the process, large financial investments are required, which in turn would be a great light on the light if the burden on restaurants / cafes on the basis of low-interest bank loans is relieved.

- The majority of respondents are concerned about the fact that taxes are not reduced. Therefore, the next recommendation is to consider reducing taxes. That is, rates up to 0% for the coming years, as well as the development and implementation of tax holidays. With this, the food establishments, which are in a difficult situation now, will be able to finance themselves sufficiently. Countries such as China, India, Russia, Ukraine and the UAE have their own tax systems (tax holidays, tax projects) (DLA PIPER, 2020).

- Sanitary control services should change their methods of audit and control:

- a) Issue a final approved version of the Sanitary Regulations;

- b) nationwide training for restaurants / cafes;

- c) Provide information on audit and control schedules and procedures;

- d) Consistent measures should be taken to support the business, as well as to avoid the “punishment” mechanism and to pay more attention to coaching and training.

- Finally, it is recommended to assess the level of customer satisfaction.

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TURIZM VA MEHMONXONA SOHASIDAGI TALABALARNING USHBU SOHADA ISHLASH TO'G'RISIDAGI QARASHLARI

Annotatsiya: Mazkur maqolada turizm va mehmonxona sohasida yoshlarning ishlash imkoniyatlari va ushbu soha to'g'risidagi ularning qarashlari, shuningdek umumjahon COVID-19 pandemiyasining ushbu soha istiqbollariga bevosita va bilvosita ta'sirlari tahlil qilingan. Bundan tashqari, ushbu maqolada talabalarning turizm va mehmonxona sohasiga nisbatan qarashlarini ijobiy tomonga o'zgartiruvchi takliflar ishlab chiqilgan.

Kalit so'zlari: turizm, ishchi kuchi, yalpi ichki mahsulot, kadrlar salohiyati, ishsizlik, qarashlar va munosabat.

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VIEWS OF STUDENTS IN THE FIELD OF TOURISM AND HOTEL ON WORKING IN THIS FIELD

Abstract: This article analyzes the employment opportunities of young people in the tourism and hotel industry and their views on the industry, as well as the direct and indirect effects of the global COVID-19 pandemic on the prospects of this industry. In addition, this article has developed suggestions that will positively change students' attitudes toward tourism and the hotel industry.

Keywords: tourism, labor force, gross domestic product, human resources, unemployment, attitudes and attitudes

Kirish. Soʻnggi yillarda jahon turizm bozori barqaror oʻsishda davom etmoqda, hamda ijtimoiy-iqtisodiy rivojlanish va yangi ishchi oʻrinlar bilan taʼminlashning asosiy manbaiga aylanib bormoqda. Ushbu sohani rivojlantirish va koʻplab mehnatga layoqatli yoshlarni ushbu sohada oʻz faoliyatlarini olib borishlari uchun sohaga davlatlar oʻzining siyosatini tubdan oʻzgartirdi hamda bu sohani ragʻbatlantirish choralarini yildan-yilga kengaytirib bormoqda, jumladan mamlakatimizda ham ushbu sohani rivojlantirishga doir qator chora-tadbirlarni aks ettiruvchi qaror farmonlar qabul qilinmoqda.

Jahon savdo xizmatlarining 30%, investitsiyalarining 7%ga yaqini va jahon YAIM 10,5% teng ulushi aynan turizm sohasiga toʻgʻri keladi. Har beshinchi yangi ish oʻrni turizm sohasiga toʻgʻri kelmoqda. Jahonning 38% mamlakatida turizm davlat byudjetining asosiy manbai, 83% da esa beshta asosiy manbaning biri hisoblanadi.¹² Mamlakatimiz miqyosida olib qaraydigan boʻlsak, mamlakatimizga kirib keluvchi valyutalarning asosiy manbai bu mebasabzavotlar eksporti, shuningdek oltin realizatsiya qilishdan tushadigan valyuta mablagʻlariga toʻgʻri keladi, biroq turizm va mehmonxona xizmatlarini koʻrsatishdan mamlakatimizga kirib keladigan valyutalar miqdori hali yuqori darajada emas. Biroq turizm va mehmonxona sohasini rivojlantirish mamlakatimizning turizm sohasidagi potensialini toʻliq namoyon etishga xizmat qiladi, hamda ushbu sohaning davlat budjeti daromadlari shakllanishidagi salmogʻini yanada oshiradi va mamlakatimizda ushbu sohada tahsil oluvchi yoshlarni ish bilan taʼminlashga xizmat qiladi.

Turizm va mehmonxona sohasini rivojlanishi ushbu sohada yetishib chiqayotgan yoshlar oʻrtasida oʻzaro raqobat muhitini yaratib, davlat tomonidan miqdorga qaratilgan yoʻnalish sifat koʻrsatkichlari tomon oʻzgaradi, hamda sohaga zamonaviy fikrlash qobiliyatiga ega, yangicha dunyoqarashi mavjud

¹² "Ipak yoʻli" turizm xalqaro universiteti Ilmiy va innovatsiyalar boʻyicha prorektori M.Alimova nutqi Xalq soʻzi elektron gazetasi

yoshlar jalb etiladi. Shu boisdan, jahon miqyosida turizm va mehmonxona sohasi yaqin kelajakda barcha mamlakatlar budjet daromadlarining asosiy manbai bo'lishi bois, ushbu sohaga ishchi kuchi va malakali kadrlarni tayyorlash masalalari dolzarb hisoblanadi. Turizm va mehmonxona sohasida tahsil olayotgan talaba yoshlarning ushbu sohada ishlashlari va yanada lavozim pillapoyalaridan yuqoriga qarab o'sish haqidagi fikrlari hamda qarashlari juda muhim hisoblanadi, chunki ularning qarashlari ushbu sohaning rivojlanishi va asosiy daromad keltiruvchi soha sifatida e'tirof etilishiga olib keladi. Buning natijasida, sohaga e'tibor yanada ortib, uning taraqqiy etishi kafolatlanadi.

Umumiy ma'lumot. Turizm va mehmonxona sohasidagi talabalarning ushbu sohada ishlash to'g'risidagi qarashlari borasida qator olimlar ilmiy izlanishlar olib borganlar. Jumladan, Berns (1997) turizm va mehmonxona sohasida malakali xodimlarning ishlashi muhimligini ta'kidlagan, chunki sanoat xodimlarning shaxslararo ko'nikmalari qiymatiga bog'liq deb hisoblagan.¹³

Malakali xodimlarning yetishmasligi bilan bir qatorda, Haven-Tang va Jons (2006) fikricha, turizm sohasida ish faoliyatini amalga oshirimoqchi bo'lganlarning oldida quyidagi muammolar mavjud: sohada faoliyat olib boorish hurmatining pastligi, ish haqining kamligi va turizm sohasida ish bilan bandlikni nazorat qiluvchi shart va shartlarning yo'qligi. Shuningdek, ular o'z tadqiqotlarida ushbu sohada kadrlar tayyorlash bo'yicha ta'lim raqobatdoshlikni oshirishning asosiy manbai ekanligi, hamda turizm yo'nalishlarida va mahsulotlarida sifat jihatidan raqobatbardoshlik uchun xizmat qilishini yoritib berdi.¹⁴

Richardson (2010) fikriga ko'ra, xodimlarning mahorati, motivatsiyasi, ta'limi va malakasi kompaniyaning raqobatbardoshlik darajasiga ijobiy ta'sir ko'rsatishini ta'kidlab o'tgan. Binobarin, xodimlar ish faoliyati yoki sohaga bo'lgan sadoqati ushbu sohaning raqobatbardoshligining barqarorligi, ularning qarashlari va ish faoliyatida ishlashga va taklif etilayotgan turli xil ishlarga muvofiq belgilanadi. Shuningdek, turizm va mehmonxona kompaniyalari uchun ish joyida qoladigan va muvaffaqiyatli xodimlarni jalb qilish va ushlab qolish uchun xodimlarning sohaga munosabati va sohadagi tasavvurlarini tushunish juda muhimdir.¹⁵ Sobaih (2014) tomonidan olib borilgan izlanishlarga ko'ra, rivojlangan davlatlarning turizm sohasidagi ishchilardan farqli o'laroq, turizm va mehmonxona sohasi rivojlangan mamlakatlarda ishchilar ushbu sohada faoliyat olib borayotganligidan, ish haqi, ish vaqti va majburiyatlaridan mamnun. Shunga qaramasdan, turizm va mehmonxona sohasi ishchilariga faqat

¹³ Burns, P. (1997): Hard-Skills, Soft- Skills: Undervaluing Hospitality's 'Service with a Smile'. Progress in Tourism and Hospitality Research, Vol.3, PP: 239-248

¹⁴ Haven-Tang, C. and Jones, E. (2006): Learning Provision, The Labour Market and Skills Needs of the Tourism and Related Sectors in Wales. Journal of Human Resources in Hospitality & Tourism, Vol. 5, No. 2, PP: 13-35.

¹⁵ Richardson, S. (2010): Tourism and Hospitality Students' Perceptions of a Career in the Industry: A Comparison of Domestic (Australian) Students and International Students in Australia. Journal of Hospitality and Tourism Management, Vol.17, PP: 1-11.

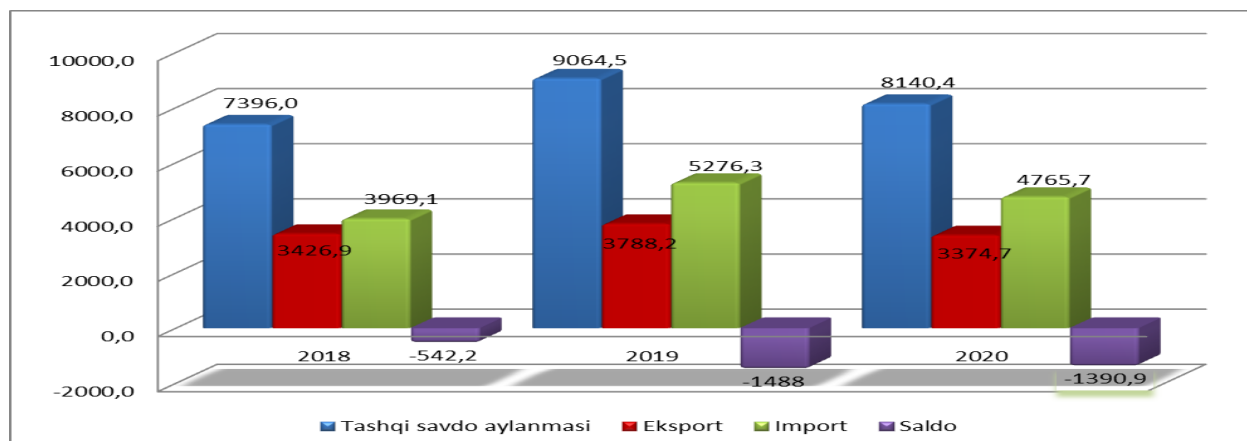
vaqtinchalik shartnomalar taklif etishi, ularda o'zlarini ushbu ish faoliyatida ishonchsiz his qilishlarini va ushbu sohaga nisbatan noto'g'ri munosabatda bo'lishlarini ta'minlaydi.¹⁶

Usullari. Ilmiy tadqiqotni amalga oshirishda induksiya, deduksiya, sintez kabi usullaridan foydalanilgan. Talabalarining turizm va mehmonxona sohasiga nisbatan qarashlarini aniqlash uchun so'rovnoma o'tkazildi, hamda so'rovnoma natijalari ustida tahliliy ishlar amalga oshirildi. Adabiyotlarni tahlil qilishda Web of Science va Jstorg ilmiy ma'lumotlar bazasidan foydalanilgan. O'zbekistonda COVID-19 pandemiyasining mamlakat iqtisodiyotiga, hamda turizm va mehmonxona faoliyatiga ta'sirini o'rganishda O'zbekiston Respublikasi rasmiy statistik ma'lumotlaridan shuningdek xorijiy rasmiy manbaalardan foydalanilgan.

Natijalar va munozalar. Dunyoning barcha davlatlari qatori COVID-19 pandemiyasi O'zbekistonni ham chetlab o'tmadi, hamda o'zining ijtimoiy-iqtisodiy ta'sirlarini ko'rsatdi. Dastlab, pandemiya natijasida kelib chiqqan iqtisodiy inqiroz va aviaqatnovlarning to'xtalishi mamlakatimizda endi rivojlanib kelayotgan turizm sohasiga, hamda o'z-o'zini yakkalash karantin rejimi joriy qilingach esa tadbirkorlikning qolgan shakllariga ham o'z ta'sirini ko'rsatdi. Jahon iqtisodiyotiga tobora integratsiyalashib borayotgan mamlakatimiz, asosiy hamkorlarimizda ham kuzatilgan iqtisodiy inqirozlar sabab, davlat chegaralarining yopilishi natijasida 2020 yil yanvar-mart oylari yakuni bilan tashqi savdo aylanmasi 8 140,4 mln. AQSH dollarini tashkil etib, 2019 yilning mos davriga nisbatan 924,1 mln. AQSH dollariga yoki 10,2 foizga kamaydi. Tashqi savdo aylanmada eksport hajmi 10,9 foizga pasayib 3 374,7 mln. AQSH dollarini va import hajmi esa 9,7 foizga kamayib 4 765,7 mln. AQSH dollarini tashkil qildi. Bu esa mamlakatimizda endi rivojlanib kelayotgan turizm sohasining rivojiga o'zining jiddiy ta'sirini ko'rsatdi. Pandemiya davrida turizm va mehmonxona sohasini qo'llab-quvvatlash, undagi mavjud ishchi o'rinlarini saqlab qolish bo'yicha davlat tomonidan turli chora-tabirlarni o'z ichiga olgan qaror va farmonlar qabul qilinmoqda. Ushbu qabul qilinayotgan chora-tadbirlar zahirida turizm va mehmonxona sohasida tahsil olayotgan yoshlarni ish bilan ta'minlash va mamlakatda ishsizlik o'rinlarini qisqartirish maqsadlari yotibdi.

¹⁶ Sobaih, A.E. (2011): Half Job – Half Training? Management Perceptions of Part-time Employee Training in the Hospitality Industry, Journal of Human Resources in Hospitality & Tourism, Vol.10, No.4, PP: 400- 420.

1-rasm. 2018-2020-yillarning I chorak yakuni bo'yicha Respublika tashqi savdo aylanmasi ko'rsatkichlari¹⁷



Turizm sohasi o'z ichiga quyidagi xizmatlarning turlarini ko'rsatilishini qamrab oladi, hamda talabalar ushbu sohada o'z faoliyatlarini amalga oshirishlari mumkinligini ko'rsatib beradi:

1. Sayyohlarni joylashtirish bo'yicha xizmatlar (mehmonxona, motellar, kempinglar, pansionatlar, sanatoriyalar, turizm bazalari va boshqalar);

2. Sayyohlarni tanavvul qilishin ta'minlash bo'yicha xizmatlar (restoranlar, kafelar, barlar va boshqalar);

3. Sayyohlarni passajir transportining xilma-xil turlarida mamlakat bo'ylab olib yurish va boshqa mamlakat hududlaridan olib o'tish;

4. Ekskursiya xizmatlari (tarjimonlar, guruhlar ekskursovodlar);

5. Madaniy qiziqishlarini qanoatlantirish bo'yicha xizmatlar (teatrlarga, kino, kontsert zallariga, bog'larga tabiat va tarixiy qo'riqxonalariga sport musobaqalar va boshqa tadbirlarga borish);

6. Sayyohlarning amaliy va ilmiy qiziqishlarini qondirish bo'yicha (kongresslarda, assambleyalarda, ilmiy konferensiyalarda, seminarlarda, yarmarka va ko'rgazmalarda qatnashishi, umumiy va maxsus maqsaddagi savdo tadbirlarida qatnashishi);

7. Savdo korxonalarining umumiy ham maxsus maqsaddagi savdo xizmatlari (sovg'alar va boshqalarni sotish)

8. Sug'urta va tibbiy xizmatlar;

9. Reklama va servis (sotish) xizmatlar (sayohatlar yo'nalishlarini ishlab chiqish, transportda, joylashish vositalarida o'rnlarni band qilish);

10. Ma'muriy nazorat organlari xizmatlari (ijara, karantin, valyuta, bojxona, politsiya xizmatlari, shuningdek hujjatlarni rasmiylashtirish bo'yicha xizmatlar viza, pasport);

11. Axborot xizmatlari (yer sharining u yoki bu mintaqasidagi turizm resurslari, u yerdagi joylashish vositalari bojxona va chegara rasmiyatchiliklari

¹⁷ Davlat statistika qo'mitasi ma'lumotlari asosida muallif tomonidan tayyorlandi.

va berilayotgan mamlakatdagi valyutaning kursi, transport turlarini ularning yo'nalishlari va bahosi haqida gazetalar, jurnallar, sayohatnomalar).

Yuqorida keltirib o'tilgan sohalarda faoliyatni amalga oshirishda, ular tarkibidagi ko'pchilik xizmatlarga e'tibor qaratadigan bo'lsak, mavsumiy va bozordagi talabdan kelib chiqib ish o'rinlari sonining o'zgarishi mumkin bo'lgan xizmat ko'rsatish turlari ekanligiga guvoh bo'lishimiz mumkin. Talabalar turizm va mehmonxona sohasida o'z ish faoliyatlarini tashkil etishda, dastlabki yillarda ushbu sohada faoliyat yurituvchi katta kompaniyalarda ishchi sifatida ishga joylashishni, hamda keyinchalik yetarlicha tajriba to'plagandan so'ng, turizm va mehmonxona sohasida o'zlarining kichik shaxsiy bizneslarini tashkil etishni, hamda ushbu biznes turini rivojlantirgan holda mijozlar bazasini kengaytirib o'z faoliyatlarini yanada rivojlantirish va moliyaviy mustaqillik sari intilishni Afzal deb biladilar. Shu o'rinda, turizm va mehmonxona sohasida ishlash va uning istiqbollarini turli tomondan qaragan holda quyidagi afzalliklarga ega ekanligiga guvoh bo'lishimiz mumkin.

Iqtisodiyot:

- davlat budjetining daromadlari ortishiga turtki beradi;
- eksport salohiyati kengayishida rol o'ynaydi;
- jahon bozoridagi talabni qondirish hisobiga ishsizlik o'rinlari qisqarishiga olib keladi;
- mamlakatda ham ish bilan ta'minlanganlik darajasi ortishini va mamlakatga chet el valyuta mablag'lari kirib kelishi ta'minlanadi;
- mamlakatda infratuzilma yanada rivojlanishiga olib keladi.

Tadbirkorlik faoliyati:

- ko'rsatiladigan xizmat turlari qamrovi juda keng;
- sof raqobat muhitida xizmatlarni ko'rsatish amalga oshiriladi;
- xizmat ko'rsatish sifatini yaxshilagan holda mahsulot tannarxini kamaytirish va raqobatli narxni taklif etish imkoni paydo bo'ladi;
- 24/7 rejimida mijozlarni qabul qilish;
- salohiyatli kadrlar bilan ishlash va chet el mamlakatlariga xizmat safarlarini uyishtirish.

Yosh kadrlar (talabalar):

- kerakli ish o'rinlarini tezkor topish;
- Ishdagi bajariladigan funksiyalarning bir xilligi sabab chet el mamlakatlaridagi turizm va mehmonxona sohasiga ishni ko'chirib o'tish imkoni mavjudligi;
- doimo sohada shaxsiy o'sishning mavjudligi;
- ushbu sohada daromad topgan holda mamlakatni dunyo miqyosida tanilishiga o'z xissasini qo'shish.

Talabalarining turizm va mehmonxona sohasiga nisbatan qarashlarini aniqlash uchun kichik so'rovnoma o'tkazildi, hamda ushbu so'rovnomada 54 nafar ishtirokchi ishtirok etdi. Bundan, 23 nafari erkak, 31 nafari ayol kishini tashkil etdi. Ishtirok etuvchilar yosh jihatidan uch toifaga bo'linib, 18-20 yosh

oralig'idagilar 18 tani, 21-23 yosh oralig'idagilar 26 tani, 24-26 yosh oralig'idagilar esa 10 tani tashkil etdi.

1-jadval. So'rovnoma ishtirokchilari to'g'risida ma'lumot¹⁸

Xususiyatlar		Ishtirokchilar soni
Jinsi	Erkak	23
	Ayol	31
Yoshi	18-20	18
	21-23	26
	24-26	10

Ishtirok etuvchilarning asosiy qismini uchinchi bosqich talabalari tashkil etib, bunda 21-23 yosh oralig'idagi talabalar va ayollar faol ishtirok etganligini yuqoridagi jadval ma'lumotlari asosida ko'rishimiz mumkin.

2-jadval. Turizm va mehmonxona sohasida tahsil oluvchi talabalarning sohada ish faoliyatini amalga oshirish yuzasidan qarashlari¹⁹

№	Savollar	Mutlaqo qo'shila man	Qo'shila man	Neytral	Qo'shilmay man	Mutlaqo qo'shilmay an
1	Turizm va mehmonxona sohasida ishlashning salbiy jihatlariga nisbatan ko'p	6	16	15	12	5
2	Men o'z ish faoliyatimni turizm va mehmonxona sohasi sifatida tanlaganimdan xursandman	16	25	8	4	1
3	O'qishni bitirganimdan keyin turizm va mehmonxona sohasida ishlashni xohlayman	18	19	11	4	2
4	O'qishni bitirganimdan keyin turizm va mehmonxona sohasida ishlamasligim aniq	6	3	10	24	11
5	Men turizm va mehmonxona sohasida faqat menejer lavozimida ishlashim mumkin	11	20	12	10	1
6	Turizm va mehmonxona sohasini ish faoliyati sifatida tanlash juda katta	4	8	6	25	11

¹⁸ O'tkazilgan so'rovnoma yakuni bo'yicha shakllangan ma'lumotlar asosida muallif tomonidan tayyorlandi

¹⁹ O'tkazilgan so'rovnoma yakuni bo'yicha shakllangan ma'lumotlar asosida muallif tomonidan tayyorlandi

	xato					
7	Turizm va mehmonxona sohasini ish faoliyati olib borishni do'st va qarindoshlarimga tavsiya qilaman	10	27	12	3	2
8	Men boshqa sohalarda ishlashni rejalashtirmayapman	12	14	13	9	6

Talaba yoshlarning turizm va mehmonxona sohasida faoliyatlarini olib borishlari borasidagi qarashlari aniqlash maqsadida o'tkazilgan so'rovnomada uchta salbiy hamda beshta ijobiy ruhdagi fikrlar taqdim etildi. Salbiy ruhdagi taqdim etilgan fikrlarga nisbatan ko'pchilik talabalar ushbu fikrga qo'shilishmadi va hamda bu fikrlarni inkor qilishdi, aksincha ijobiy ruhdagi fikrlarga qo'shilgan holda ularni ma'qulladi. Jumladan, "O'qishni bitirganimdan keyin turizm va mehmonxona sohasida ishlamasligim aniq" degan salbiy fikrga ko'pchilik so'rovnoma ishtirokchilari qo'shilmasligini bildirdi (24ta), 11 ta ishtirokchi esa mutlaqo ushbu fikrga qo'shilmasligi bildirdi. Atigi 6 nafar ishtirokchi ushbu sohada ishlamaslikka qat'iy qaror qilganligini, 3 ta ishtirokchi esa ushbu salbiy ruhdagi fikrga qo'shilishini belgilan berdi, qolgan 10 ta ishtirokchi esa betaraf qolishni afzal bildi.

Ijobiy ruhdagi taqdim etilgan fikrlardan biri bu "Turizm va mehmonxona sohasini ish faoliyati olib borishni do'st va qarindoshlarimga tavsiya qilaman" fikri hisoblanadi, ushbu ijobiy fikrga nisbatan 27 ta ishtirokchi qo'shilishini hamda yana 10 ta ishtirokchi esa mutlaqo qo'shilishini keltirib o'tgan, hamda ushbu fikrga qo'shilmaydigan va mutlaqo qo'shilmaydigan ishtirokchilari soni mos ravishda 3 ta va 2 tani tashkil etdi. Ushbu fikrga nisbatan o'zining betaraf ekanligini bildirgan ishtirokchilarimiz soni esa 12 tani tashkil etdi.

Demak, so'rovnomaning tahlil qilish natijasida shunday xulosa qilishimiz mumkinki, mamlakatimizdagi talaba yoshlarning turizm va mehmonxona sohasida ish faoliyatlarini tashkil etishga bo'lgan ishtiyoq judayam yuqori ekanligi, hamda ushbu sohaga nisbatan ularning qarashlarini ijobiylikni aniqlab olishimiz mumkin.

Endi bevosita mamlakatda turizm va mehmonxona sohasida tahsil olayotgan talaba yoshlarning ushbu soha to'g'risidagi qarashlarini tahlil qiladigan bo'lsak, mamlakatimizda yildan-yilga turizm va mehmonxona sohasining rivojlanishi yoshlarda ushbu sohada o'z ish faoliyatini boshlashga turtki bo'lmoqda desak mubolag'a bo'lmaydi. Sohaning keng taraqqiy etishi zamonaviy fikrlash qobiliyatiga ega yoshlarni ushbu sohada ish faoliyatini amalga oshirishi uchun jozibador ko'rinishi tabiiy, ushbu sohaning talaba yoshlar uchun yana bir afzallik jihati ular ish faoliyatini dastlabki bosqichida turizm va mehmonxona sohasida ishlab, u yerda tajriba orttirib keyinchalik

ushbu sohada o'z bizneslarini alohida tashkil qilishi va o'zi qatori yoshlarni ish bilan ta'minlash imkoniyatiga ega bo'ladi.

Shunga qaramasdan, turizm va mehmonxona sohasida dunyoda bo'lgani kabi mamlakatimizda ham malakali kadrlarni sohaga jalb qilish va ularni ushlab turish, mahorat yetishmasligi va kadrlar salohiyati o'rtasidagi uzilishlar kabi muammoli holatlar mavjud. Ushbu muammolarni keltirib chiqaruvchi sabablar sifatida ixtisoslashtirilgan malakaga ega yoshlarning chet el davlatlariga ishchi kuchi sifatida jo'nab ketishi, ayol, talabalar yoshlarning o'rindosh va norasmiy tarzda ishlashi, yuqori mahoratli bo'lmagan ishchilar ko'pchilikni tashkil qilishi, ish vaqtlari ijtimoiy me'yorlardan ortib ketishini keltirish mumkin. Turizm va mehmonxona sohasiga tegishli yuqorida ta'kidlangan muammolar ushbu sohaning ehtimoliy ishchi kuchi ya'ni talaba yoshlarda ushbu sohaga nisbatan salbiy qarashlarni shakllantiradi.

Bundan tashqari, jamiyatda noto'g'ri shaklda saqlanib qolgan ijtimoiy isnod tushunchasi sabab, turizm va mehmonxona sohasini bitirgan yoshlarda ushbu sohada o'z ish faoliyatlarini yo'lga qo'yishda turli muammolar yuzaga keladi va sohaga nisbatan noto'g'ri tushunchalar sabab bu sohada ishlashni qabul qila olmaydilar. Talabalarda ushbu sohaga nisbatan salbiy qarashlarni shakllantirishda yana bir omil sifatida turizm va mehmonxona sohasining mavsumiy tarzda ish faoliyatini olib borishi natijasida ish joyining nostabilligidir.

Mamlakatimizdagi turizm va mehmonxona sohasida tahsil olayotgan talabalarni ushbu sohaga nisbatan salbiy qarashlarini oldini olish, hamda ushbu sohani hozirgi pandemiya sharoitida qo'llab-quvvatlash, shuningdek sohaning davlat budjeti daromadlarida tutgan o'rnini yanada yuksaltirish maqsadida O'zbekiston Respublikasi Prezidentining 2020 yil 19 martdagi "Koronavirus pandemiyasi va global inqiroz holatlarining iqtisodiyot tarmoqlariga salbiy ta'sirini yumshatish bo'yicha birinchi navbatdagi chora-tadbirlar to'g'risida"gi farmoniga muvofiq, 2020 yil 1 apreldan turistik (mehmonxona) yig'imini hisoblash va to'lash to'xtatilishi, 2020 yil 3 apreldagi "Koronavirus pandemiyasi davrida aholi, iqtisodiyot tarmoqlari va tadbirkorlik subyektlarini qo'llab-quvvatlashga doir qo'shimcha chora-tadbirlar to'g'risida"gi PF-5978 sonli farmoniga muvofiq, 2020 yil 1-apreldan boshlab turoperatorlar, turagentlar va turizm sohasida mehmonxona xizmatlari (joylashtirish xizmatlari) ko'rsatuvchi subyektlar yuridik shaxslardan olinadigan yer solig'i va yuridik shaxslarning mol-mulkiga solinadigan soliqni to'lashdan ozod qilinishi, ijtimoiy soliqni kamaytirilgan stavkada 1 foiz miqdorida to'lashi belgilanishi mamlakatimizda ushbu sohaning ravnaq topishiga bo'lgan e'tiborni yuqori ekanligidan dalolat berib turibdi.

Xulosa. Mamlakatda turizm va mehmonxona sohasi holati, ushbu sohada ish faoliyatini olib boorish to'g'risidagi talabalarning qarashlarini o'rganish natijasida, jamiyatda noto'g'ri shaklda saqlanib qolgan ijtimoiy isnod tushunchasi sabab soha rivojida malakali kadrlarning taqchillik holati

kuzatilayotganligi, turizm va mehmonxona sohasini bitirgan qobiliyatli talaba yoshlarning chet el mamlakatlariga ishlash uchun ketib qolayotganining sababi mamlakatdagi ishlash sharoitlarining ijtimoiy me'yorlar chegarasidan tashqariga chiqayotganligi, shuningdek ushbu sohaning mavsumiy xarakterga ega ekanligi sabab, ish o'rnini tez-tez yo'qotish xavfi mavjud degan xulosalarga kelindi.

Fikrimizcha, Covid-19 pandemiyasi natijasida yuzaga kelgan iqtisodiy inqiroz keltirib chiqarishi mumkin bo'lgan salbiy holatlarni turizm va mehmonxona sohasiga ta'sirini oldini olish, hamda mamlakatimizni jahon bozoriga integratsiyalashuviga ko'mak beruvchi, inqiroz davrida ishsizlik darajasini ortib ketishini oldini olish maqsadida davlat tomonidan ushbu soha rivoji yo'lida ko'plab islohotlar amalga oshirish lozim, shuningdek sohada faoliyat yuritib kelayotgan tadbirkorlik subyektlarini soha faoliyatida mehnat tartib intizomini qayta ko'rib chiqishlarini, hamda malakali kadrlar ishlashi va doimiy ravishda o'z ish faoliyatini ushbu sohada davom ettirishlari uchun mehnat sharoitlarini mehnat qonunchiligi talablariga monand tarzda qayta ko'rish chiqishlari maqsadga muvofiq bo'ladi. Ushbu o'zgarishlar natijasida, o'ylaymizki turizm va mehmonxona sohasida tahsil olayotgan talaba yoshlarning ushbu sohada doimiy ish faoliyatlarini amalga oshirishlari va ushbu soha rivojiga o'z xissalarini qo'shishiga olib keladi.

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PREVENTION OF TRAUMATIC DISEASES

Abstrakt: Post-traumatic stress disorder (PTSD) is a frequent, tenacious, and disabling consequence of traumatic events. The disorder's identifiable onset and early symptoms provide opportunities for early detection and prevention. Empirical findings and theoretical models have outlined specific risk factors and pathogenic processes leading to PTSD.

Keywords: Post-traumatic stress disorder, Prevention, Early treatment, Cognitive behavioral therapy, Pharmacotherapy, Targeted intervention

The psychological effects of wars, disasters, terror, and other traumatic life events, can be deleterious and far-reaching. Post-traumatic stress disorder (PTSD) is the most widely researched consequence of traumatic events and as such epitomizes post-traumatic psychopathology. The clinical features comprising PTSD are event-related symptoms (intrusive recall of aspects of the event, avoidance of reminders, hyper-vigilance) along with dysphoria, hyperarousal, or anhedonia. PTSD is a prevalent consequence of both mundane traumatic events, such as road traffic accidents (7 to 26 %) [1] and protracted exposures to threat, such as wars (8 to 12.7 % among warzone-exposed US military personnel) [2].

PTSD may persist, unremitting, for years and decades in a subset of trauma-exposed survivors. The second wave of data collection (2013) of the nationally representative National Vietnam Veterans Readjustment Study (NVVRS, 1985), showed little improvement and frequent deteriorations of participants with PTSD [3]. Chronic PTSD is associated with poor physical health, inferior well-being, and unemployment [4]. The disorder is often comorbid with mood, anxiety, and substance use disorders [5, 6]. Co-occurring mental disorders worsen affected survivors' outcome and increase the burden on public health.

Unlike other mental disorders, PTSD follows a distinct triggering event and has a clear onset point. Early PTSD symptoms develop within days of trauma exposure. Many trauma-exposed individuals are brought to the attention of emergency care services and helpers. These conditions create unique opportunities for detecting survivors at risk and providing preventive interventions. Conceptual models of PTSD's pathogenesis, discussed below, have informed most early prevention techniques [7-9]. Despite these favorable attributes of PTSD, its systematic prevention is elusive at this point, and the disorder's prevalence in the last four decades is remarkably stable, in both military personnel and civilians [10].

The reasons that stagnate prevention of PTSD have not been fully elucidated, but several possibilities have been identified. Current preventive interventions were derived from evidence in chronic PTSD and may not properly engage the disorder's pathogenesis. Efficient interventions have not been implemented on a large scale. Risk detection is imperfect. Service delivery is difficult when hostilities continue (e.g., during wars, mass relocation, protracted abuse). Studies have documented barriers to seeking help among symptomatic survivors. Community resources might not suffice for intense individual interventions.

Nonetheless, a rapidly growing body of work better informs our understanding of post-traumatic psychopathology, its neurobiological mechanisms, the resulting symptom trajectories, and putative trajectory moderators. This review outlines the better-researched theoretical models of PTSD and related interventions and discusses directions for future research and individual-specific prevention.

Individuals' reactions to traumatic events follow diverging trajectories. From quasi-universal disarray and distress, shortly after exposure, some survivors develop very few symptoms; others show transient and reversible initial symptoms, and a substantial minority keeps expressing severe non-remitting symptoms. These findings define two primary goals for early interventions: Firstly, to mitigate the development of early symptoms, and secondly, to increase the likelihood of remission in those who develop symptoms (with special focus on the non-remitting subgroup). Interventions addressing the first goal include attempts to reduce the stressfulness of the traumatic event (e.g., 'stress management,' 'need-based assistance'), and interventions meant to reduce participants' initial responses to the event or its encoding in memory. Studies addressing the second goal include specific intervention protocols delivered at different time intervals from the traumatic event to survivors identified as being at high risk for PTSD. The efficacy of the latter, therefore, hinges on proper risk detection at the early aftermath of trauma exposure. Individual risk prediction, however, is currently far from perfect.

Empirically identified risk factors for PTSD are abundant. These can be temporally classified into pre-exposure 'vulnerability' factors, peri-traumatic factors and reactions directly related to the event, and post-exposure adversities. Pre-existing vulnerability factors range from neurobiological factors, such as genetic endowment and epigenetic regulation, through environmental factors, such as prior trauma exposure, family and personal psychiatric history, lower education, and stressful, resourceless living conditions, to behavioral factors, such as impaired executive function and higher emotional reactivity. Peri-traumatic factors include trauma intensity and type (e.g., intentional vs. unintentional), peri-traumatic symptoms, physiological arousal (e.g., heart rate) and gene expression. Post-exposure factors encompass social support (a

protective factor), and 'secondary' stressors (e.g. unemployment as a result of the event).

Despite such an abundance of potential risk indicators, this knowledge has not yet been translated into individual risk prediction. One shortcoming of research to date is the use of statistical modeling that does not properly account for within-group heterogeneities. Studies universally use central tendency statistics, thereby implying that groups studied (e.g., rape victims, accident victims) are inherently homogeneous. However, trauma-exposed individuals are inherently heterogeneous, each bringing to the event his or her own array of vulnerability factors, environmental pressures (and provisions), psychological outfit and subjective appraisal of the traumatic event. Recent studies have used advanced analytic methods to define within - individual (as opposed to group average) symptom trajectories as the outcome of interest, and used machine-learning algorithms to make risk predictions. Several interchangeable sets of early risk indicators have been described including combinations of initial distress, early symptoms, injury severity, head injury, and subjective need for help, allowing more versatile individual prediction. Current studies are exploring the clinical utility of such algorithmic solutions for calculating individual risk and predicting the need for intervention. Most preventive studies to date are theory-informed. Figure presents the main theoretical models of PTSD pathogenesis, linking each model with specific interventions. The figure posits a progression from genetics and epigenetic vulnerability factors, childhood experience to peri-traumatic distress, and to specific pathogenic mechanisms operating during trauma exposure and its aftermath. The latter include psychological (appraisal of trauma, recovery environment) and putative neurobiological mechanisms underlying the pathogenesis of PTSD. The current review will only focus on secondary and tertiary prevention, which target the progression of psychopathology after the traumatic event. Interventions targeting elements in that progression (e.g., fear conditioning, emotion processing, initial neuroendocrine response) are associated with each element. Considering such a progression shows that interventions' timing and window of opportunity may be crucial for affecting relevant pathogenic mechanisms. For example, trauma memories may consolidate within hours of trauma, or during the first night sleep such that interventions designed to disrupt initial memory consolidation (pharmacological or psychological) must be provided within such timeframe. Other mechanisms in posttraumatic psychopathology, such as changes in memory, context processing, and nociceptive circuits may also occur within a currently unmapped time frame, calling for time-dependent intervention delivery.

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THE ROLE OF GRAMMAR SKILL IN COMMUNICATIVE-ORIENTED TEACHING OF ENGLISH LANGUAGE

Annotation: In the article presents the arguments to push the formation of grammatical skills to the forefront. The concept of "grammar skill" and its types are considered. Highlighted the main objectives in the communicative-oriented teaching of grammar.

Keywords: grammar, English language, grammar skill, communicative method, learning, education.

In the process of learning the language, emphasis is placed on the second aspect of grammar. The ability to competently combine words, change phrases depending on what the speaker wants to say at the moment, is one of the most important conditions for using a language as a means of communication. Mastering the grammar of the studied language is important not only for the formation of productive skills in speaking and writing, but also for understanding other people's speech when listening and reading. The lack of grammatical skills becomes an insurmountable barrier to the formation of not only language, but also speech and socio-cultural competence. Many researchers shared the point of view about the need to form grammatical knowledge for the full functioning of the language in speech.

Based on the numerous arguments in favor of grammar as a structural-forming element of the language system identified seven main arguments that allow, in opinion, push this aspect to the forefront in the process of communicative-oriented teaching of a foreign language:

1) Grammar as a speech building material. In the process of learning a foreign language, a person has to memorize many individual elements, such as words and phrases. However, the subject's possibilities in this regard are not unlimited, therefore the number of elements that a person can memorize and restore is limited. And then there comes a time when a person needs some laws and rules that will allow him to build new proposals. Here grammar comes to the rescue, since it is a description of the laws of the language, and knowledge of these laws provides students with the means to build a huge number of sentences, that is, the grammar acts as a building block of speech. Consequently, learning grammar provides students with the opportunity for potentially limitless language creativity;

2) The organizing role of grammar. The purpose of the grammar is to convey the nuances of thought, and not in a simple combination of lexical units. Consequently, it performs a correction-clarifying function in relation to ambiguous and obscure phrases by properly combining lexemes.

3) "Language fossil." Highly motivated students with language skills can achieve a fairly high level of language proficiency without any formal training. But more often than not, this kind of student reaches a certain stage when progress stops. In other words, their linguistic competence "stagnates". Therefore, scientists have come to the conclusion that those who do not use the rules are more susceptible to this process than those who are guided by these rules.

4) The instructive nature of grammar. The grammar rules serve as a kind of mentor in the processing of new information, which is manifested in the further practical use of language. Once studied, the rules are reflected in the speech that cannot pass unnoticed by the student. Thus, grammatical material in advance instructs the student in his subsequent mastery of the language.

5) Isolation of grammatical units. Any language is perceived from the outside as a giant shapeless mass, posing an insurmountable barrier to the student. The fact that grammar consists of a limited number of rules helps to reduce the imaginary representation of both the teacher and the student about the insufficiency of language learning.

6) The system of grammatical rules. Since the grammar is a system of studied rules, it implies the transfer of these rules in the learning process. Such a transfer is possible and necessary for institutionalized conditions where rules, order and discipline are highly valued. In this case, the grammar appears as a structural system, which is taught and tested in accordance with the methodical plan.

7) Student expectations. Many students come to language courses with a prediction of what they will do there. These expectations can flow from previous classroom learning experiences in a classroom where learning was based on the transfer of knowledge. On the other hand, their expectations of grammar-oriented learning can come from the unsuccessful experience of independent language learning. Students of this kind come to the courses in order to make sure that their study of the language becomes more efficient and systematic.

Based on the above aspects in favor of studying grammar, it is important to master it as the grammatical structure of the language. Without stable grammatical skills, verbal communication cannot exist; therefore, the main goal of teaching grammar in high school is to develop grammar skills in students as one of the most important components of speech skills in speaking, listening, reading and writing.

In the grammatical skill can distinguish its more private actions:

1) the choice of the structure adequate to the speaker's speech plan (in this situation);

2) the design of speech units that fill the structure in accordance with the rules of the language and a certain time parameter;

3) assessment of the correctness and adequacy of these actions. The structures in Our consciousness is connected with certain communicative tasks: for each task there is a functional nest of structures. But communication with tasks is not all. The fact that the speaker chooses a certain structure depends on the specific conditions: the interlocutor, relations with him, mood, culture, etc.

A speech task is always a communicative intention to say something, to convince something, to express an opinion. Exactly the execution of tasks is one or another grammatical form. By receptive grammatical skills are meant automated actions for recognizing and understanding grammatical information (morphological forms and syntactic structures) in written and oral text.

Since the reception of oral and written text can take place, both with active and passive knowledge of language material, receptive grammatical skills should be classified into receptive-active and receptive-passive. These connections are manifested in the automation of the process of perception and continuity (immediacy) of the readable (audited) text and grammatical information contained in it, determined by the level of development of individual speech experience in these receptive types of speech activity, i.e. experience in reading and listening. Along with active-receptive speech grammatical skills, students should also develop passive-receptive skills (within the framework of passively digestible grammatical material). These skills include:

1) the skills of recognition and understanding of grammatical phenomena in the text based on the images in the visual memory created in the process of formation and development of reading experience;

2) discursive and operational language grammatical skills of analysis (analytical decoding) of the grammatical information of the text. Characteristics of grammatical skills would be incomplete if not to mention language grammar skills, which are discursive-analytical skills of operating with grammatical material (inflection and vocabulary skills), formed and performed on the basis of grammatical knowledge in the process of performing language exercises.

Since the grammatical skill requires a lot of effort and time, certain restrictions are needed in the selection of grammatical material. This is a grammatical minimum, which is a set of structures selected in accordance with certain principles, necessary and sufficient for the use of the language as a means of communication within the limits specified by the program and real conditions for its assimilation. When learning a foreign language, an active (productive) and passive (receptive) minimum of grammatical material is distinguished. The active (productive) grammatical minimum includes those phenomena that are absolutely necessary for expressive types of speech activity.

Conclusion, emphasize once again that grammatical skills are an integral component of students' language competence and occupy an important place in

the process of achieving the main goal of communication-oriented teaching of foreign languages - the ability to communicate in the language being studied.

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EPOPEYALARDA DO`STLIK TALQINI
(“GILGAMISH”, “ALPOMISH” VA “ILIADA” MISOLIDA)

Annotatsiya: Jahon va o`zbek adabiyotshunosligida do`stlik keng tadqiq etilgan motiv hisoblanadi. Maqolada “Gilgamish”, “Alpomish” va “Iliada” eposlaridagi do`stlik obrazlaridan ayrimlari tadqiq etilgan. Ular o`rtasidagi o`xshashliklar solishtirilgan.

Kalit so`zlar: do`stlik, epopeya, psixologiya, islom, bahodirlik, shaxsiy chiziq, og`a-ini, birodarlik.

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INTERPRETATION OF FRIENDSHIP IN EPICS
(ON THE EXAMPLE OF "GILGAMISH", "ALPOMISH"
AND "ILIADA")

Annotation: Friendship in World and Uzbek literature is based on a well-developed motive. The article features some of the images of friendship in the Gilgamesh, Alpomish, and Iliad epics. Comparing the similarities on them.

Keywords: friendship, epic, psychology, Islam, heroism, personal lines, brotherhood.

Do`stlik tushunchasi psixologiya, pedagogika fanlari qatori adabiyotning ham diqqat markazidagi hodisadir. Bu fazilat ijtimoiy-axloqiy va psixologik tushuncha bo`lib, birodarlik qon-qarindoshlik, o`rtoqlik munosabatlariga yaqin

tursa-da, o`zining alohidaligi, tanlash xususiyati, his-tuyg`u bilan farq qiladi.²⁰ Inson paydo bo`libdiki, uning fitratida barcha ezgu fazilatlar qatorida do`stlik tuyg`usi ham birga tug`iladi. Do`stlar hayot davomida orttirilsa ham, uning ildizi jon bilan birga ruhimizga singdirilgan. Olamdagi ko`pgina o`zgarishlar, burilishlar ilohiy tuyg`u – do`stlik sabab sodir bo`ladi. Hayotda ham do`stsiz yashashning imkoni bo`lmagani kabi, asarlarda ham bu motivning o`rni muhabbatdan ko`ra kuchliroq, faolroq. Buning isbotini yarim afsonaviy va yarim tarixiy asarlar – eposlar vositasida ko`rib chiqamiz.

Eposlardagi tadqiqotga tortilgan do`stlik obrazlari qondosh bo`lmagan, mutlaqo bir-biriga begona qahramonlardir. Notanishlik jihati bilan yuqorida aytganimiz do`stlikning ta`rifiga mos keladi.

Boshdan-oyoq bahodirlar haqida so`ylovchi “Bilgamish” dostoni do`stlik tarannumining oliy namunasidir. Birinchi qo`shiqda abadiy birodarlikning paydo bo`lishi sabablari bayon etilgan bo`lsa, yetti qo`shiq davomida ikki do`stning bir-biriga muhabbati, qahramonliklari xususida so`z boradi.

“Kechalar-u kunduzlar beboshlik haddan oshdi,
Shikoyatlarni tez-tez eshitardi Xudolar.”²¹

Odamlar ona ma`buda, taqdir ilohasi Aruruga yolvorib o`zini yarim ma`bud hisoblaydigan Gilgamishga teng keladigan yaratiqni bunyod etishini so`rashdi. Aslida Uruk xalqi tog` echkisi deb bebosh bahodirning tiyiqsizligidan biroz hordiq olmoqchi edilar. Aruru esa Gilgamishga shaklan raqib, mohiyatan do`st yaratdi. Enkiduga qadar Gilgamishning do`stlari ko`p bo`lsa-da, ular chapani bahodirdan behad qo`rqar edilar. Faqat chinakam do`stligina insoniyat ichida buyuk sanalgan Gilgamishni jilovlashi mumkin edi.

Sahrodagi vahshiy, ibtidoiy odam Enkidu garchi maxluq bo`lsa-da, yengiltak ayol Shamxatning so`zlarini eshitar ekan, qalbida hali uchratmagan kishisiga nisbatan iliq tuyg`u – do`stlikni his qiladi:

Garchi qiz so`zi yoqar, sirib olar po`stini,
Uning donishmand qalbi izlar edi do`stini.

Shu tariqa eposda insoniyatning vahshiy hayotdan madaniy hayotga o`tishi muhabbat va do`stlik tufayli amalga oshgani ko`rsatiladi.

Turkiy xalqlar og`zaki ijodida muhim o`rin tutadigan shoh asarlardan biri “Alpomish” dostonida ham do`stlik motivi qahramonning hayotini boshqa o`zanga buradi. Taqdirning kutilmagan o`zgarishlariga sababchi bo`ladi. Qorajon va Alpomish – ikki begona qutb, ikki xil olam odamlari. Lekin ularni birlashtiruvchi umumiylik bor. Alloh bu ikki alpga bir xil sof ko`ngil ato etgan. Hayotda ham o`xshashlar o`xshashini magnit singari tortgani kabi ularning qalbi do`stligiga kalit bo`ladi. Qorajon tushida Alpomish bilan do`st tutingach, islomni qabul qiladi. Alpomishga Qorajonning do`st qilib yuborilishi bejizga emas, unda Hakimbekka xos oriyat, odamgarchilik, imon bor edi.

²⁰ uz.m.wikipedia

²¹ Эпос о Гильгамеше. Перевод с аккадского И.М. Дьяконова. – Санкт-Петербург: Наука, 2006. (asardan parchalar maqola muallifining rus tilidan tarjimai) –5 6

Alpomishni mehmonga olib kelgan Qorajon bu holdan g'azab otiga mingan onasi Surxayil kampirga qarata deydi:

To o'lguncha yaratganga rost bo'ldim,
O'z fe'limdan cho'p-u xasdan past bo'ldim,
Xudoni o'rta solib do'st bo'ldim.²²

Barcha dinlarda bo'lgani kabi islomda ham do'stlikka ilohiy fazilat sifatida qaraladi. Qorajonning Allohni o'rta qo'yib do'st bo'lishi bu tuyg'uning boqiylikka daxldor ekanligi, odamlar o'rtasidagi do'stlikka vafo qilish, Allohga vafo qilish bilan barobarligini anglash mumkin. Usmoniyar sultoni Abdulhamidxon II ning ustozlari G'olib ota muridlariga ma'naviy dars o'tar ekan, do'stlik tushunchasiga quyidagicha ta'rif beradi:

“Do'st kim?! Do'st shunday kishidirki, o'ldirilish ehtimoli bo'lgan kechada ulug' payg'ambarimizning (Muhammad solallohu alayhi vasallam) joyida yotadi. Uni “Valiylar shohi” derlar. U hazrati Alidir. Do'st shunday kishidirki, g'ordagi do'stdir. Bu do'st oxirigi teshikni tovon bilan berkitib, tovon kabi ko'nglini uzatgan Abu Bakrdir. G'orda ulug' payg'ambarimiz (Muhammad solallohu alayhi vasallam) bilan birga bo'lgan, quchog'ida muborak bir omonatni saqlagandir. U do'st barcha teshiklarni ko'yligidan yirtib berkitadi. Oxirgi teshikni tovon bilan berkitadi. U teshikdan Abu Bakrni ilon chaqib oladi. aslida teshikni tovon bilan emas, ko'ngli bilan yopgandir. Shu sababli kim bilan do'st bo'lishga e'tiborli bo'lamiz. Allohga do'st bo'lmagan, do'stimiz bo'la oladimi?!²³

Homerning “Iliada” dostonida o'n oltinchi qo'shiq ilohiy va pok do'stlikni tarannum etgan. “Patrokloma” deb nomlangan qo'shiq afsonaviy va yengilmas Axilles va uning jondosh do'sti Patroklning ko'z yosh to'kib qilgan suhbatidan boshlanadi. Troyani yengish uchun izn so'rab turgan Patroklning nutqida, Axillesning do'stini jangga jo'natayotgan paytidagi holatida do'stlarga xos cheksiz mehr, bahodirona xayrixohlik yaqqol bilinadi:

“Zafar baxsh et unga, o, sohibkaram!
Jur'at ufur yuragiga, toki har mard yigitimizning
Bellashuvga qodirligin ko'rib qo'ysin Hektor jangohda,
Yo u hamon qudratidan mag'rurlanib quturmoqchimi?!
Mard Patrokl yong'inni va falokatni lashkar boshidan
Daf aylagach, uning jangdan do'stlari va silohlari-la
Shikast ko'rmay qaytmog'iga imkon bergil istiqbolimga.”²⁴

Arazchi Axillesning sovut-qalqonini kiyib jangga otlangan Patroklni muqarrar o'lim kutayotgan edi. Lekin Axil do'stini yo'qotishini bilmas edi. Chunki bandalar orasida sherqalb Patroklni yengadigan alp yo'q edi. Patroklning jangga kirishi taqdirning rejasi edi. Faqatgina shum xabar Axillesni hayotdagi

²² Alpomish: xalq og'zaki ijodi – Toshkent: Yangiyul Poligraph Service, 2019. -153 b.

²³ Azon.uz

²⁴ Хомер. “Илиада”. – Тошкент: Фафур Фулом номидаги Адабиёт ва санъат нашриёти. 1988, 268-бет.

eng nodir boyligi – do'stining xuni uchun ginalarni unuttirib muhorabaga kirgiza olardi.

Do'stini yo'qotgan Axillesning iztiroblari, nafrati, qayg'usi eposning 17-, 18- 19-, 20-,21-qismlarida qo'shiqdan qo'shiqqa rivojlanib, oxiri 22-qo'shiqda Hektorning Axilles tomonidan o'ldirilishi bilan yakunlanadi. "Patroklni dafn etish. O'yinlar" deb nomlangan 23-qo'shiqda Aid qa'riga yo'l olgan do'st taqdiri uchun butun jangchi axeylar ko'z yosh to'kadilar. Yunonlar mard jangchisidan ayrilgani uchun emas, (chunki bundan ko'proq yo'qotishlarda ham bu qadar a'za tutilmagan edi), Axillesning nodir javohiri – do'stini yo'qotgani uchun iztirobda edilar.

Do'stlik e'tibor va rivojlanish talab qiladigan tushuncha. Hayotda bo'lgani kabi dostonda ham do'stlik maqsadida cho'zilgan qo'l hamisha ham ikkinchi tomondan to'g'ri anglanavermaydi. Zamonaviy dunyomiz psixologlarining ta'kidlashicha, do'stlikning qadrini oshirish uchun ham bir qator omillarga e'tibor qilishimiz lozim. Xususan, toki do'stimiz o'zi muhtoj bo'lmaguncha, bizdan yordam so'ramaguncha uning g'amini yemasligimiz, uning shaxsiy chizig'ini bosib o'tmasligimiz zarur. Ana shunda tushunmovchiliklarga o'rin qolmaydi. "Alpomish" eposida Boybo'ri jon-jigari Boysariga do'stlik qilaman, yaxshilik ilinaman, deb o'rtada o'nglash mushkul bo'lgan vaziyatning paydo bo'lishiga sababchi bo'ladi:

"Kunlardan bir kun Hakimbek kitob o'qib o'tirib, baxildan, saxiydan gap chiqib qoldi. Boybo'ribiy shunda o'g'li Alpomishdan: – Kishi nimadan baxil bo'ladi, nimadan saxiy bo'ladi? – deb so'radi."

Ota-bolaning suhbatlari shu taxlit davom etadi. Shunda Alpomish tushuntirishlari oxirida kishining moli nisobga ya'ni zakotga yetsa, zakot bersa bul ham saxiy ekan. Agar zakot bermasa, bul ham baxil ekan, deydi. Buni eshitgan Boybo'ri chuqur o'ygacha cho'mib, mening davlatimda yolg'iz inim Boysari baxilga aylanib qolmasin, u menga zakot to'lashi kerak, deb o'ylaydi.

Ko'kqamish ko'lida o'n ming uyli qo'ng'irotda eliga Elboylik qilib, mollarini semirtirib yotgan Boysari og'asi yuborgan o'n to'rt mahramning gapini ko'ngliga og'ir oladi. Boybo'ri bu qilg'ini o'g'illi bo'lganiga yo'yib, mahramlarning ayrimini qorniga qoziq qoqib o'ldirtirdi. Qolganining quloq-burnini kesib, o'zlariga yegizib, otiga chappa mingizib, Qo'ng'irotda tomonga qarab jo'natdi.

Shu o'rinda aytish joizki, ko'pchilik fazilatlar qatori do'stlikni ham insonlar o'rtasida abadiy saqlash uchun aql-tafakkurning o'rni beqiyos. Ilmsizlik – birodarlikning parokanda bo'lishiga, johillikka olib keladi. Aql va qalb bilan yondashilmasa, har qanday tuyg'ularga darz ketishi mumkinligi "Alpomish" dostonida o'z isbotini topgan.

Xulosa qilib aytganda, Alpomish, Gilgamish va Axillesning ichki kechinmalari, bahodirliklari va hatto shakl-shamoyillari ham deyarli bir xil. Enkidu, Qorajon va Patroklning do'stga sadoqati, birodari uchun mashaqqatdan tap tortmasligi, odamoxunligi o'zaro mushtarak jihatlaridir. Tadqiqotga tortilgan

uch eposda ham do`stlik motivi bir-biriga juda o`xshash. Dostonlarda do`stlik oddiy insonlar hayotidan farqlanib, elparvarlik, gumanizm, adolat, qahramonlik va mehr-muhabbatning asosi, ildizi, sababchisi sifatida yuzaga chiqqan.

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METHODOLOGY AND ITS THEORETICAL BASES

Annotation: Teaching English is challenging. However, in this globalized world learning foreign languages is necessary. So as potential teachers, we should ask ourselves the following questions, how should I teach English to my pupils? What is the best way for them to learn? At present, English is one of the most important and growing subjects in our primary schools and it is also present in our curriculum. Moreover, many schools are adopting bilingual programs. Though there is abundant legislation stipulating how teachers must proceed and how they should incorporate the different approaches and methodologies, it is the teachers themselves who are expected to design and plan the lessons.

Key words: curriculum, foreign language, methodologies, language, corrects pronunciation, different methods, grammatical structure, approach.

Learning a foreign language as if it were a mother tongue would be the ideal way, since the need to learn grammar and structures would be obviated. This is difficult if the teachers themselves are non-native and is therefore one of the most complicated aspects. Thus, we consider it very important to investigate how to teach English in each situation. Sometimes it is not a matter of teaching English but a matter of teaching in English. The main purpose is to create a new method made of all the different methods already known and take advantage of all the positive features in each method. However, just a simple mixture of all methods would not be enough since we are dealing with very different situations regarding age, level and resources. Therefore, the main idea is to use all the methods in a varying proportion depending on the circumstances. Learning a foreign language may cause stress and anxiety and in order to mitigate this problem, teachers could follow a Natural approach involving teaching in a setting as close as possible to the one people learn their mother tongue.

As a theoretical base and precedents, and since I have had the English Teaching Method subject this academic year, I will follow the subject theory, in which we can find the different English Methods used nowadays and their main characteristics.

The Methods are as follows:

1. The Grammar Translation Method
2. The Direct Method
3. The Audio-lingual Method
4. The Total Physical Response
5. The Communicative Language Teaching
6. Task-based Language Learning

First of all we consider it important to define the Word methodology. METHODOLOGY: A system of ways of doing, teaching or studying something (Cambridge Dictionary).

According to Traits: Describes concrete ways of Teaching. Another definition: Tries to be as precise as possible giving examples of how to teach following a determined method.

English Methodologies: The Grammar-Translation Method This was the predominant method in Europe during the nineteenth century. Reading and writing basically works, leaving aside the more oral expression and comprehension. Classes focus on the teacher, who provides grammar rules and vocabulary to be memorized. Grammar is taught with explanations in the native language and only later applied in the production of sentences through translation from one language to another. The sentence is the basic unit of learning and practising the language. Most sessions are based on phrase translation from one language to another. The student's native language is the medium of instruction, that is, it is used to explain new items and to make comparisons between the target language and the native language. As already mentioned, the mother tongue is kept as a reference in the process of learning a second language.

The principles on which this method could be defined are based on the following points:

1. Translation interprets the words and phrases of a foreign language in the best possible way.
2. Structures of language are best learned when compared and contrasted with the mother tongue.

In this method, while the textbook is used, the teacher will translate every word and phrase from English into the mother tongue. Translation from one language to another is a very important goal that students should acquire. Authority in the classroom is the teacher and key skills to be learned are reading and writing. The sentence is the basic unit of learning and practice of new language. Most lessons are based on translation into the mother tongue. · Accuracy is greatly emphasised. It is expected that students acquire competent translation skills · Grammar is taught deductively, through presentations and studio grammatical rules, which are then practised through translation exercises. The intent was to teach grammar in a systematic and organised way. The students' native language is the medium of instruction. It is used to explain new

items and to make comparisons between the language learned and mother tongue. This method has some disadvantages, among which we highlight that it gives students the erroneous idea that a language is a collection of words that are isolated and independent. The method also decreases student motivation since it leads to frustration and boredom. Equal relevance is not attributed to the four major skills of language learning: listening, speaking, reading and writing. This method involves less preparation of didactic lectures by the teacher, and teacher's ability to speak English correctly is not taken into account. Moreover, almost no class time is allotted for students to produce their own sentences, and even less time is spent on oral practice (productive or reproductive). The classroom experience does not allow students to develop their own style. In addition, there is often little contextualization of grammar. As we can see, the *Grammar-Translation method* is very antiquated, it does not mean that we can not use it at all, but we need to consider many other issues while teaching to our pupils. At some point and in some circumstances the Grammar-Translation method may be useful, but in general we recommend that it should not be over-used.²⁵

The Direct Method. The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz (Richards & Rodgers, 2001). The appearance of this method was a response to dissatisfaction with the grammar-translation method. Its creators argue that a language can be taught without translation or the use of the native language if learning is based on demonstration and action. The language is best taught using it actively in class, rather than using analytical procedures that focus on the explanation of grammatical rules. Teachers should encourage direct and spontaneous use of the language learned in class. Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips. It involves the immersion of students in the target language in the same way that they learned their mother tongue. It is focused on preparing students to use the language in order to achieve communication. All language learning is done in the language you want to learn and new learning is taught orally. The new vocabulary is taught through demonstration and focuses primarily on speaking and listening, giving much importance to correct pronunciation.

Students must devote much class to oral practice. The key principles are:

1. Instructions in class are made exclusively in the target language. Students must learn to think and communicate in the target language.

²⁵ Richards, J. y Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.

2. Only learn the vocabulary and phrases every day during the initial phase of the class. In the following phases grammar, reading and writing is introduced.

3. Communicative skills are taught gradually using question-answer exchanges between teacher and students.

4. The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas.

5. Both oral production and listening comprehension are taught.

6. Correct pronunciation is emphasised. Some of its main features are: · Students must learn to think and communicate in the target language.²⁶ The role of students is not passive. · culture (history, geography, day-to-day life) of the speakers of the language is studied. Although language-teaching materials are not used in Suggestopedia, the learning environment plays such a central role that the important elements of the environment need to be briefly enumerated. The environment (the indirect support materials) comprises the appearance of the classroom (bright and cheery), the furniture (reclining chairs arranged in a circle), and the music. This is not to say, however, that certain elements of the approach cannot be taken and incorporated into the more eclectic approach to language teaching widely in evidence today. The use of music both in the background and as an accompaniment to certain activities can be motivating and relaxing. Attention to factors such as décor, lighting and furniture is surely not a bad thing. Dialogues too have their applications. Perhaps most importantly of all the ideas which create conditions in which learners are alert and receptive, can only have a positive effect on motivation. Whether these conditions are best created by the use of classical music and the reading of dialogues is debatable, but there is no doubt that Suggestopedia has raised some interesting questions in the areas of both learning and memory.

The Audio-Lingual Audio-Visual Method .The Audio-lingual Method appeared as a result of the need to possess good oral and aural mastery of a foreign language during and after World War II. We find this method named in different books of the 60s. Its well-defined principles were developed by Moulton, between 1961 and 1963 (Stern, 2001). It is closely linked to behaviourism, the elements of repetition and habit formation. This method proposes a learning process based on listening and oral production as opposed to writing and reading. The material presented is based especially on dialogues and exercises as major learning techniques. In this method, the use of the mother tongue in the classroom is not recommended, although the use of the mother tongue in the classroom or materials is not as restrictive as it is in the direct method. The lessons are organised by grammatical structure and presented through short dialogues. Generally students repeatedly hear different

²⁶ Johnson, K. E. The Sociocultural Turn and Its Challenges for Second Language Teacher Education. // TESOL Quarterly, – London., 2006: – 235- bet.

conversations and focus on mimicking the pronunciation and grammatical structures in these dialogues. Simple and active practice is emphasised. The intention is to prevent learning the language from being a mental burden and make it a relative effort through repetition and imitation. The Audio-lingual Method has introduced memorising dialogues and imitative repetition as specific learning techniques. It is an interpretation of learning in terms of stimulus and response.

The main objectives of this method are to develop oral proficiency in the language through a wide choice of vocabulary, and to make the students capable of communicating using language learned automatically. *Its basic principles are:*

1. Listening and oral production should be taught before writing and reading.

2. Instructions and exercises are given in the target language. Language forms occur within a context.

4. Mistakes are carefully avoided because they lead to the formation of bad habits. 5. The teaching methods are geared to provide students with a native-speaker model.

6. Positive reinforcement helps students develop good habits.

7. The teacher leads, guides and controls the learning of students in the target language.

8. Language is seen as culture-related.

9. Dialogue is the way to present vocabulary, structures, and is learned through repetition and imitation. Interaction occurs between student and teacher. The student imitates the teacher.²⁷

Methodology, Repetition as a learning method is used, and no opportunity is given to students to create anything new or be spontaneous. Students become very good at the practice of speaking, but are unable to use the patterns fluently in natural communication contexts. · It may be a mistake to regard audio-visual materials as a teaching method in themselves, instead of as a didactic tool.

In learning a second language, the teacher must know the different methods of teaching and learning of this language. This will help him to know which method to apply in each context. Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others. As mentioned earlier, the main aim of this work is to develop an eclectic approach through the analysis of existing methodologies coupled with our own experiences studying abroad in an internship in a bilingual school where English was taught by natives. The aim, at all times, was to develop an approach as similar as possible to the approaches used by natives.

²⁷ Johnson, K. E. The Sociocultural Turn and Its Challenges for Second Language Teacher Education. // TESOL Quarterly., – London., 2006: – 235- bet.

We have summarised the existing methodologies We have seen their main characteristics and we have seen how they are used. We would now like to focus on the main strengths of each particular method and combine them into a new flexible whole. However, since education is not an exact science, we would like to go a step further and adapt this proposed method to the different situations and levels which abound in primary education. At the same time we will bear in mind that the fact that we are not natives impedes us from teaching in exactly the same way as natives. We can though, mitigate our weaknesses by developing additional material. Moreover, the methodology we propose is not to help primarily teachers, but students, and the learning process. Consequently, involving students in the learning process is a major objective. As a future member of the teaching profession and as an ex-student in our primary school system, I really missed the motivational part of the process. In my view, a motivated student is the best thing a teacher could have, but it is very difficult to find selfmotivated students. So besides the proposal of an eclectic method where some metholdological elements could be included, we would like to enhance our method by including a motivational componenet which draws the students into the learning process and makes him more enthusiastic about learning English. So a key component of our eclectic method developed from the existing methods is the new motivation factor. It involves the use of new technologies in our classes. The problem is that new technologies are a very general concept nowadays, but to be specific we would like to introduce video games. Very general concept nowadays, but to be specific we would like to introduce video games. We consider that video games are immensely attractive to students and this should be taken advantage of.

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O'ZBEKISTONDA ZIYORAT TURIZMI VA ICHKI TURIZMNING RIVOJLANISH TAMOYILLARI HAMDA TURIZMNING PANDEMIYA BILAN BOG'LIQLIGI

Annotatsiya: Maqolada mamlakatda ziyorat turizmini rivojlantirish, pandemiyaning turizmga ta'sir omillari, ichki turizmning o'rni va ahamiyati va ularni rivojlantirish yo'nalishlari va mintaqalarda turistik resurslardan samarali foydalanish usullari ko'rsatiladi.

Kalit so'zlar Ziyorat turizm, ichki va tashqi turizm, tarixiy va ziyoratgoh joylar, madaniy joylar, pandemiya, turizmni tahlil qilish.

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PILGRIMAGE TOURISM IN UZBEKISTAN AND DEVELOPMENT PRINCIPLES OF DOMESTIC TOURISM AND THE RELATIONS OF TOURISM WITH THE PANDEMIUM

Annotation: The article describes the development of pilgrimage tourism in the country, the impact of the pandemic on tourism, the role and importance of domestic tourism and their development, and ways to effectively use tourist resources in the regions.

Keywords: Pilgrimage tourism, domestic and foreign tourism, historical and pilgrimage sites, cultural sites, pandemic, tourism analysis.

Kirish. Bugungi kunda O'zbekistonda ijtimoiy hayotning barcha sohalarida keng ko'lamli islohatlar amalga oshirilmoqda va ushbu islohotlarning asosiy maqsadi mamlakat iqtisodiyotini yanada rivojlantirish va o'zbek xalqining turmush farovonligini oshirish ko'rsatkichidir. Turizm O'zbekistonning iqtisodiy rivojlanishi va o'sishida muhim o'rin tutadi va keyingi yillarda Turizmning boshqa sohaları qatori mamlakatda ziyorat turizmini rivojlantirishga katta e'tibor berilmoqda. Hozirgi kunga kelib, dunyoda ibodat va ziyoratgohlarni o'rganishga qiziqish kuchaygan, chunki muqaddas joylar insonlar kundalik hayotining ajralmas qismi bo'lib kelmoqda.

Hozirgi kunda milliy iqtisodiyotga yuqori daromad keltiradigan istiqbolli tarmoqlardan biri bu Milliy Turizmdir, dedi O'zbekiston Prezidenti Shavkat Mirziyoyev, - O'zbekiston turizm sohasida katta salohiyatga ega davlatdir. Mamlakatimizda 7 ming 300 dan ortiq madaniy meros ob'ektlari mavjud va ularning aksariyati YuNESKO ro'yxatiga kiritilgan. Shu bilan birga, mamlakatimizning o'ziga xos tabiati, go'zal dam olish zonalari imkoniyatlaridan foydalangan holda yangi sayyohlik yo'nalishlarini ochish mumkin (МИРЗИЁЕВ, 2018).

Jahon brendlarining faol ishtiroki bilan ushbu sektorda biz turizm, ekologik ma'rifiy, etnografik, gastronomik, turizm va boshqa sohalarni rivojlantirishga alohida e'tibor qaratishimiz kerak. Shu munosabat bilan biz davlat va xususiy sheriklik munosabatlarini qo'llash sohani rivojlantirish uchun keng imkoniyatlar ochishini hisobga olishimiz kerak. Samarqand, Buxoro, Xorazim, Surxondaryo va Toshkentdagi muqaddas qadamjolarini va yodgorliklarni ziyorat qilishdan iborat bo'lgan "Kichik haj" dasturini ishlab chiqish va tezlashtirish zarur. Shuningdek, ichki turizm sohasida keng ko'lamli imkoniyatlarni to'liq ishga tushirish zarur (МИРЗИЁЕВ, 2018).

"O'zbekiston Osiyo mamlakatlarini COVID-19 tanaffusidan keyin sayyohlik rivojlanishini rag'batlantirishga da'vat etdi", - deb yozdi "Jenmin Jibao". Xitoydagi eng nufuzli kundalik nashrlardan biri "Jenmin Jibao" gazetasining veb-sahifasida O'zbekiston turizm salohiyati mavzusiga

bag'ishlangan maqola e'lon qilindi. Maqolada O'zbekiston COVID-19 pandemiyasi sharoitida iqtisodiy qayta tiklanish uchun Osiyo mamlakatlarini sayyohlik rivojlanishini rag'batlantirishga chaqirgani ma'lum qilingan. "Bu haqda "Yangi xavfsiz va sog'lom turizm" mavzusida videokonferensiya shaklida bo'lib o'tgan Osiyo hamkorlik muloqotiga a'zo davlatlar Tashqi ishlar vazirlari kengashining XVII yig'ilishida bayonet berildi", deb yozadi nashr.

Tadbir chog'ida COVID-19 pandemiyasi sharoitida jahon iqtisodiyotini qayta tiklash, jumladan, turizm sohasini rag'batlantirishga faol tayyorgarlik ko'rish bosqichiga o'tish uchun qat'iy choralar qabul qilish va sa'y-harakatlarni birlashtirish zarurligi qayd etildi. Xitoy nashri ta'kidlaganidek, O'zbekiston delegatsiyasi mamlakatda sayyohlik industiriyasini har tomonlama qo'llab-quvvatlash bo'yicha majmuaviy chora-tadbirlar amalga oshiralayotgani to'g'risidagi ma'lumotlarni o'rtoqlashdi. Qayd etilganidek, sayyohlik qayta yo'lga qo'yilganidan keyin respublikaga kelgan xorijiy sayyohlar "turizmni yangi shaklda" – yanada xavfsiz, yanada rang-barang va yanada individual holda ko'rishlari mumkin bo'ladi. "Ilgari xabar berilganidek, ziyorat sayyohligini rivojlantirish doirasida O'zbekiston ziyoratchilarni eltish chog'ida 50 foizlik, havo qatnovlari geografiyasi kengaytirilgani va mamlakat aeroportlari jozibadorligi yaxshilangani uchun 30 foizlik chegirmalar taqdim etilgan", deyiladi maqolada. Shuningdek, O'zbekiston 2021-yilda 1,7 million xorijlik va 7,5 million ichki sayyohlarni jalb etishni rejalashtirganini qayd etgan, deb xabar beradi "Dunyo" AA. (Ernazarov, Yangi xavfsiz va sog'lom turizm, 28.01.2021).²⁸

1.1 Mehmondo'stlik va turizmda hayot sifati

Hayot sifatini takomillashtirishni qidirish zamonaviy iqtisodiy tizimlar uchun asosiy siyosiy maqsaddir. (Sato va boshqalarning fikriga ko'ra. 2014). Turizm bu sanoat jamoalar va yo'nalishlarning ijobiy rivojlanishi va sayohat qilish uchun qat'iy majburiyat bilan ajralib turadigan imkoniyat sifatida aniqlandi va ijobiy his tuyg'ularni boshdan kechiradigan, bu esa o'z navbatida shaxslarning shaxsiy farovonligi va baxtiga ta'sir qiladi (Dolnicar va boshq. 2013; Gilbert va Abullah 2004; Sirgy va boshq. 2011). Dam olish va sayohat qilish hayot sifatiga hissa qo'shadigan muhim sohalar sifatida keng tasdiqlangan. (Nawijn va boshq. 2010; Nawijn 2011b; Woo va boshq. 2016).²⁹

Metodika. Tadqiqotda ob'ektiv va sub'ektiv choralar, shuningdek, birlamchi va mavjud ikkilamchi ma'lumotlar birlashtirilgan yondashuv qabul qilindi. Birinchidan, har bir jamoa uchun jamiyat farovonligining ijtimoiy jihatlari to'g'risida mavjud bo'lgan ma'lumotlar yig'ildi. So'ngra mavjud bo'lgan ikkinchi ma'lumotni to'ldirish va aholining turizm bilan bog'liq tajribasi va tushunchalariga oid nazariy asoslarning tarkibiy qismlarini o'lchash uchun anketa ishlab chiqildi (so'rovnomaning nusxasi so'rov bo'yicha yetakchi muallifdan olingan). So'rovnomada avvalgi tadqiqotlarda ishlatilgan savollar va

²⁸ (Ernazarov, Yangi xavfsiz va sog'lom turizm, 28.01.2021)

²⁹ (Muzaffer Uysal, April 2016)

ushbu tadqiqot loyihasi uchun maxsus ishlab chiqilgan ba'zi original savollar mavjud edi. Savollarning aksariyati inson kapitali, ijtimoiy kapital o'lchovlari bo'yicha ilgari o'tkazilgan tadqiqotlar sharhidan olingan, jamiyatning o'ziga xosligi va jamoat xizmatlari (Ana Maria Campon-Cerro, 2019).³⁰ So'rovnomaning maqsadi mutlaq reytinglar va ko'rsatkichlarni aniqlashdan ko'ra, tadqiqotning havolalarini va tushuntirish elementlarini o'rganishdir; va shuning uchun namuna ushbu mintaqadagi aholining umumiy sonini statistik jihatdan tahlil qilishni taminlamagan bo'lsada, u tadqiqot jamoalarining turli xil tasavvurlarini namoyish etadi. Qabul qilingan konvensiyani tanlash usuli boshqa turizm ta'siriga oid tadqiqot nashrlariga hamohang ravishda olib borildi. Shuningdek, tadqiqotni o'tkazish mobaynida Adham Isroilovning (Institut talabalarining qaysi social media tarmoqlaridan ko'proq foydalanishi. 2021) yuzasidan shu yilning boshlarida o'tkazgan tadqiqot metodlaridan o'zimizning tadqiqotimiz metodlarini yaratishda (so'rovnomaning nusxasi so'rov bo'yicha yetakchi muallifdan olingan). So'rovnomada avvalgi tadqiqotlarda qo'llanilgan savollar va ushbu tadqiqot loyihasi uchun maxsus tuzib chiqilgan ba'zi original savollar ham mavjud. Tadqiqot metodlari so'rov shaklini yaratishda (Hu, H., Yang, Y., Zhang, J., COVID-19 va biznes turizm bilan bog'liqligi)³¹ to'g'risidagi tadqiqot metodlaridan ham foydalanilgan.

Adabiyotlar sharhi. Islomshunoslik dini va ilm-fan ravnaqi, ularning ilmiy va ma'naviy merosi, O'rto Osiyo hududida islom sivilizatsiyasini shakllantirishdagi o'рни, xalqning boy tarixi va mehmondo'stligi uchun O'zbekiston olimlarining qo'shgan hissasi asos bo'ladi. Mamlakatda tashrif buyuradigan turizmni rivojlantirish uchun Ismoiliiy, Tsar Bakr, Chashmai Ayub, Shohizinda, Ruhobot, Imom al-Buxoriy, Bahouddin Naqshband, Go'ri Amir, Xo'ja Ahror, Pahlavon Mahmud, Hazrati Imom, Zangi ota, Sulton Saodat, Hakim at-Termiziy kabi mashhur ziyoratchilar bu fikrning dalilidir. Mamlakatda dunyoga mashhur ziyorat va ziyoratgohlar bor, ularning tashrifi Islomning kichik ziyoratiga tenglashtirilgan. Xususan, O'rto Osiyodagi Samarqanddagi Qusam ibn Abbos qabrini ziyorat qilish Ka'baning ziyoratiga tenglashtiriladi (Xoshimov, 2001, 34-bet).³² O'zbekistonda ziyoratchilarga qulaylik yaratish maqsadida muqaddas ziyoratgohlar va ziyoratchilarga mo'ljallangan mobil ilovalar ishlab chiqildi.

O'zbekistonda ziyorat turizmini rivojlantirish bo'yicha aniq takliflar ishlab chiqilmoqda va respublikamizga tashrif buyuradigan turizm imkoniyatlari to'g'risida jahon hamjamiyatini xabardor qilish masalasiga e'tibor qaratilmoqda. O'zbekistonda yangi sayyohlik brendini rivojlantirish, tashrif buyuruvchilar uchun barcha zarur shart-sharoitlarni yaratish, tashrif buyuruvchilar talablarini inobatga olgan holda mavjud sayyohlik yo'nalishlarini takomillashtirishga katta e'tibor qaratildi. Turkiya, Eron, Pokiston, Malayziya, Indoneziya, Birlashgan

³⁰ (Ana Maria Campon-Cerro, 2019)

³¹ (Huaxia, 2021)

³² (Jurakhonovich, Apr - jun 2020)

Arab Amirliklari va boshqa mamlakatlardan kelgan sayyohlar soni O'zbekistonga tashrif buyurish yo'nalishida ko'paygan. 2019 yil may oyida Samarqandda "Buyuk Ipak yo'li kurortida ziyorat turizmining qayta tiklanishi" mavzusida xalqaro ilmiy-amaliy konferentsiya bo'lib o'tdi. Diniy ziyoratgohlarning o'zi ziyorat turizmi uchun yetarli emas. Sayyohlarni jalb qilish uchun targ'ibot ishlari yaxshi viza rejimi, aeroportlarda ibodat qilish uchun sharoitlar, mehmonxonalar va hokazolar yaxshi yo'lga qo'yilishi kerak.

Buxoroda podshoh cherkov hovlisi, ibodat zali, Sayfiddin Boharziy, Kalon minorasi, Magoki Attoriy, Piri Dastgir, Xo'ja Ismat masjidlari, shuningdek, ko'plab muqaddas joylar va ziyoratgohlar mavjud. Bular Abduholiq G'ijdivoniy, dunyo xalqi ustoz deb nomlangan, "Xoja Orif Mohitabon" deb nomlangan Xoja Muhammed Orif Ar revgari; Xoja Ali Romitani, uning nomi xalq orasida "Xoja Azizxon", Said Mir Kulal va Xazrat Bahouddin Naqshbandiy, odamlar orasida "Buyuk Xoja", "Avliyolar Sultoni" deb nomlangan. Sharqiy uyg'onish davrining IX–XII va XIV–XV asrlarida Islom ilmlari O'zbekiston hududida bir necha yo'nalishda ilmiy donolik tarzida rivojlanib, so'zni bilish, rivoyatlarni bilish, Yakkaxudolik, e'tiqodni bilish, insonni dunyo yordamida bilish. O'zbekistonda ziyorat turizmini rivojlantirish uchun boshqa ko'plab muqaddas joylar va ziyoratgohlar mavjud. Surxondaryo viloyatida Hakim at-Termiziy ansambli, Sulton Saodat maqbarasi, Abu Muhammad at-Termiziy maqbarasi, Qirq qiz qal'asi, Fayoztepa yodgorligi, Buddist ibodatxonasi, Zartepa, Dalvarzintepa, Eski Termiz, buddizmning Qoratepa, Oqsaroy kabi yodgorliklari. Qashqadaryo viloyatida Doruttilovat ansambli, Shamsiddin Potter maqbarasi, Gumbazi Sayidon, Ko'k Gumbaz Masjidi, Dorussaodat ansambli, Imom Ismoil al-Buxoriy, Mahdumi A'zam, Xorn-Zinda ansambli mavjud. Samarqand viloyatida Abu Mansur Muhammad ibn Muhammad maqbarasi, Imom Burxoniddin Marg'inoniy maqbarasi, Xo'ja Abdu Darun maqbarasi, Xazrati Xizr masjidi, Nuriddin Basir maqbarasi, Burxoniddin Sagarjiy (Ruhobod) maqbarasi, Cho'ponning otasi maqbarasi, Xo'ja Ahror qabri, Doniyor payg'ambar (Muqaddas Daniil) maqbarasi. Buxoro viloyatidagi diniy ziyoratgohlar Kalon Masjidi, Somoniy maqbarasi, Boloxovuz Masjidi, Magoki Attoriy Masjidi, Habib Xavuz Ansambli, Nodir Devon Begi Xonaqosi, Namozgoh Masjidi, Chashmai Ayub maqbarasi, Fayzobod Xonaqosi, Xo'ja Zayniddin Masjid – Honaqosi, Xazrati Bahouddin Naqishbandiy maqbarasi, Abduxoliq G'ijdivoniy maqbarasi. Xorazm viloyatining diniy yodgorliklari – Said Alovuddin maqbarasi, Juma Masjidi, Pahlavon Mahmud maqbarasi, Muxtor Vali maqbarasi, va boshqalar (Eraliev va boshq., 2017. 76-bet).

Mamlakatimiz sayyohlik imkoniyatlari va salohiyatini xalqaro miqyosda targ'ib qilish maqsadida O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tashabbusi bilan o'nlab mamlakatlar vakillari ishtirok etgan ziyorat turizmining 1-xalqaro forumi bo'lib o'tdi. 2019-yil fevral oyida O'zbekistonni islom dunyosidagi eng katta ziyorat markazlaridan biri sifatida Buxoro tan

olindi. Prezident Sh. Mirziyoyev farmoni bilan “Pilgrim Visa” vizasi joriy etildi va ushbu viza 2 oygacha bolgan muddatda berilishi belgilab qoyildi. (Bakhtiyor Ruzmetov va boshq. 2020).³³ Turizm nuqtai nazaridan inqirozni boshqarish bo'yicha adabiyotda sanoatning turli xil falokatlarga, shu jumladan moliyaviy inqirozlarga, tabiiy ofatlarga, terroristik hujumlarga va yuqumli kasalliklarning tarqalishiga ta'sir ko'rsatadigan eng yaxshi amaliyotlari o'rganildi

(Jin, Qu, va Bao, 2019; Page, Yeoman, Munro, Connell, va Walker, 2006).³⁴ Biroq, COVID-19 chuqurligi va ko'lamini hisobga olgan holda, ushbu pandemiya turizm bilan bog'liq biznes, ayniqsa kichik va o'rta firmalar uchun kutilmagan muammolarni keltirib chiqardi (Humphries, Neilson, va Ulyssea, 2020). Shuning uchun, COVID-19 kabi og'ir inqiroz paytida, ko'pgina korxonalar milliy va mahalliy hukumatlarning moliyaviy yordamini xohlaydilar, masalan, kreditlar va qarzlarini yumshatish (Humphries va boshq., 2020).

Natijalar va munozara. O'zbekistonning ziyorat turizmi va ichki turizmning rivojlanishi hamda turizmning COVID-19 bilan bog'liqligi yuzasidan Toshkent shahridagi talabalar o'rtasida olib brogan so'rovnomamizda jami bo'lib 106 ta kishi ishtirok etdi. Shulardan, so'rovnomamizda ishtirok etganlardan 63,2% ni ayollar va 36,8% ni erkaklar tashkil etdi. Bundan shuni tushunishimiz mumkinki, O'zbekiston turizmiga qiziquvchilarning katta qismini ayollar tashkil etadi. 2- jadvalda ko'rsatilganidek, tadqiqotimizda ishtirok etgan talabalarning 52,8 (53%) ni 19 – 21 yoshdagilar tashkil etadi.

1 – jadval.

1. O'zbekiston yoshlarining sayohat qilish darajasi?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
2-3 oyda bir	12	11,30	11,0	11,0
6-7 oyda bir	17	16,0	16,0	27,0
1 yilda bir marta	34	32,10	32,0	59,0
2-3 yilda bir marta	15	14,20	14,0	73,0
Umumun sayohat qilmayman	28	26,40	27,0	100,0
Total	106	100,0	100,0	

³³ (Jurakhonovich, Apr - jun 2020)

³⁴ (Muzaffer Uysal, April 2016)

Tadqiqotimizda talabalarni sayohat qilish darajasini o'rganganimizda ularning sayohat qilish darajasi shuni ko'rsatdiki: 2-3 oyda bir marta sayohat qiladiganlari 11,3 % ni, 6 oyda bir marta sayohat qiladiganlari 16% ni, yilda bir sayohat qiladiganlari 32,1% ni, 2 yilda bir sayohat qiladiganlari 14,2% ni, va umuman sayohat qilmaydiganlari 26,4% ni tashkil etadi. Bu shuni ko'rsatadiki O'zbekiston yoshlari orasida sayohat qilish ko'rsatkichi juda pastligini anglatadi, buni yaqqol 3-jadvalda ko'rishimiz mumkin.

2 – jadval.

2. O'zbekiston turizmi haqida O'zbekiston yoshlarining fikri?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	13	12,30	12,0	12,0
Yomon emas	44	41,50	42,0	54,0
Yaxshi	46	43,40	43,0	97,0
Juda yaxshi	3	2,80	3,0	100,0
Total	106	100,0	100,0	

O'zbekistonning turizmi to'g'risida talabalarining fikrlarini o'rganishda tadqiqotimiz natijalari shuni ko'rsatdiki; talabalarining 12,3% foizi juda yomon degan fikrni, 41,5% foizi yomon emas degan fikrni, 43,4% foizi yaxshi degan fikrni, 2,8% foizi juda yaxshi degan fikrni bildirishgan. Bundan ko'rinib turibdiki O'zbekiston yoshlari turizmga ham yaxshi ham yomon fikr bildirishadi va ba'zilar O'zbekiston turizmining ahvoli juda yomon deya fikr bildirishadi. Buning isbotini yuqoridagi jadval orqali ko'rishingiz mumkin.

3 – jadval.

3. O'zbekiston yoshlarining O'zbekiston turizmi to'g'risida bilim ko'nikmalari?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	5	4,70	5,0	5,0
Yomon	12	11,30	11,0	16,0
Yaxshi	85	80,20	80,0	96,0
Juda yaxshi	4	3,80	4,0	100,0
Total	106	100,0	100,0	

O'zbekiston yoshlarining O'zbekiston turizmi borasidagi bilim va ko'nikmalari qay darajada ekanligini tadqiqotlarimiz natijasi shuni ko'rsatdiki; ularning bilim va ko'nikmalari 4,7% foizi juda yomon, 11,3% foizi yomon, 80,2% foizi yaxshi, 3,8% foizi juda yaxshi degan fikrni bildirishgan. Bundan ko'rinib turibdiki O'zbekiston yoshlarining ko'pchilik qismi O'zbekiston turizmi borasida bilim va ko'nikmalarga ega ekanliklari ko'rinib turibdi. Buning yaqqol isbotini yuqoridagi jadval orqali bilib olishingiz mumkin.

4 – jadval.

4. COVID-19 O'zbekiston turizmiga qanaqa ta'sir qilmoqda?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	44	41,0	41,0	41,0
Yomon	54	50,90	51,0	92,0
Yaxshi	7	6,60	7,0	99,0
Juda yaxshi	1	0,90	1,0	100,0
Total	106	100,0	100,0	

COVID-19 O'zbekiston turizmiga qanaqa ta'sir qilmoqda degan savolimizga tadqiqotlarimiz natijasi shuni ko'rsatadiki; 41,5% foizi juda yomon, 50,9% foizi yomon, 6,6% foizi yaxshi, 1% foizi juda yaxshi degan fikrni bildirishgan; Bundan shuni tushunishimiz mumkinki, O'zbekiston yoshlarining deyarli 95% foizi COVID-19 O'zbekiston turizmiga jiddiy ta'sir ko'rsatmoqda deb biladi va yana shuni tushunishimiz mumkinki O'zbekiston turizmi va iqtisodiyoti rivojlanish pallasida oqsadi, buni O'zbekiston yoshlarining yuqoridagi bildirgan fikrlaridan bilishimiz mumkin.

5 – jadval.

5. O'zbekiston turizmining COVID-19 dan oldingi holati?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	4	3,80	4,0	4,0
Yomon	14	13,20	13,0	17,0
Yaxshi	74	69,80	70,0	87,0
Juda yaxshi	14	13,20	13,0	100,0
Total	106	100,0	100,0	

O'zbekiston turizmining COVID-19 dan oldingi holati yuzasidan talabalar o'rtasida o'tkazgan so'rovnoma tadqiqot natijalari shuni ko'rsatdiki; tabalarning 3,8% foizi juda yomon, 13,2% foizi yomon, 69,8% foizi yaxshi, 13,2% foizi juda yaxshi deb fikr bildirishdi. Bundan ko'rinib turibdiki, O'zbekiston yoshlarining deyarli 70% foizi COVID-19 dan oldin O'zbekiston turizmining holati yaxshi ekanligini ta'kidlaydi. Buni yuqoridagi jadval asosida ko'rish mumkin.

6 – jadval.

6. O'zbekiston turizmining COVID-19 dan keyingi holati?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	16	15,10	15,0	15,0
Yomon	32	30,20	30,0	45,0
Yaxshi	52	49,10	49,0	94,0
Juda yaxshi	6	5,60	6,0	100,0
Total	106	100,0	100,0	

O'zbekiston turizmining COVID-19 dan keyin kechayotgan holati yuzasidan talabalar o'rtasida o'tkazgan so'rovnoma tadqiqot natijalari shuni ko'rsatdiki; talabalarning 15,1% foizi O'zbekiston turizmi holati juda yomon degan fikrni, 30,2% foizi yomon, 49,1% foizi yaxshi va 5,6% foizi juda yaxshi deya fikr bildirishdi. Bundan ko'rinib turibdiki, O'zbekiston yoshlarining teng yarmi O'zbekiston turizmining holati COVID-19 dan so'ng yaxshi ekanligini ta'kidlashdi.

7 – jadval.

7. O'zbekistonda turizm xizmat ko'rsatish holati?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	3	2,80	3,0	3,0
Yomon	28	26,40	26,0	29,0
Yaxshi	64	60,40	60,0	89,0
Juda yaxshi	11	10,40	11,0	100,0
Total	106	100,0	100,0	

O'zbekistonda turizm xizmat ko'rsatish holatini yuzasidan olib borilgan so'rovnoma tadqiqotlar natijasi shuni ko'rsatadiki; talabalarning O'zbekiston turizmida xizmat ko'rsatish sifati bo'yicha 2,8% foizi juda yomon, 26,4% foizi yomon, 60,4% foizi yaxshi, 10,4% foizi juda yaxshi deya fikr bildirishdi. Bu tadqiqot natijasidan shuni ko'rishimiz mumkinki, O'zbekiston yoshlarining ko'pchilik qismi O'zbekistonda turizm xizmati sifati yaxshi ekanligini ta'kidlashdi. Buni yuqoridagi jadval orqali yaqqol ko'rish mumkin.

Yurimizda turizm va mehmondo'stlik sohasida xizmat ko'rsatish bo'yicha mutaxassislarning yetishmasligi yuzasidan o'tkazgan so'rovnomamiz natijasi shuni ko'rsatdiki, so'rovnomada ishtirok etganlarning 55 tasi ya'ni 53,8 % foizi bu fikrni yomon deya baholadi.

8 – jadval.

8. Prezidentimizning O'zbekiston turizmini rivojlantirishga oid qarorlariga fikringiz qanaqa?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	3	2,80	3,0	3,0
Yomon	6	5,70	6,0	9,0
Yaxshi	66	62,30	62,0	71,0
Juda yaxshi	31	29,20	29,0	100,0
Total	106	100,0	100,0	

Yurtboshimizning turizm sohasiga oid chiqarayotgan qarorlarini O'zbekiston yoshlarining 62,3% foizi qo'llab-quvvatlaydi.

9 – jadval.

9. O'zbekistonda turizm sohasiga to'g'ridan-to'g'ri xorijiy investitsiyalarni jalb qilinishi – sizningcha?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	2	1,90	2,0	2,0
Yomon	6	5,70	6,0	8,0
Yaxshi	51	48,10	48,0	56,0
Juda yaxshi	47	44,30	44,0	100,0
Total	106	100,0	100,0	

Yurtimizda turizmni rivojlantirish uchun xorijiy investitsiyalarni ko'proq jalb qilish kerak bilshadi deb bilishadi yurtimiz yoshlari.

10 – jadval.

10. Yurtimizning ziyorat turizmi va ichki turizmini rivojlantirish maqsadida yetuk kadrlarni tayyorlab chiqarishi turizmni yaxshilash uchun bu...?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	1	0,90	1,0	1,0
Yomon	1	0,90	1,0	2,0
Yaxshi	55	51,90	52,0	54,0
Juda yaxshi	49	46,20	46,0	100,0
Total	106	100,0	100,0	

Yurtimizning 98% foiz yoshlari turizm sohasini yaxshilash uchun yetuk kadrlarga ehtiyoj katta ekanligini ta'kidlashadi.

11 – jadval.

11. O'zbekiston COVID-19 dan so'ng turistlarni qabul qilishga astoydil tayyorgarlik ko'rmoqda bu...?				
	Chastotasi	Foizi	Yaroqli foiz	Kumulyativ foiz
Juda yomon	2	1,90	2,0	2,0
Yomon	15	14,20	14,0	16,0
Yaxshi	57	53,80	54,0	70,0
Juda yaxshi	32	30,20	30,0	100,0
Total	106	100,0	100,0	

O'zbekiston yoshlarining fikr bildirishicha ularning 84% foiz qismi Pandemiya dan so'ng turistlarining tashrif buyurishiga ijobiy fikr bildirishdi.

Xulosa. So'ngi yillarda turizm sohasi tomonidan O'zbekistonning turizm salohiyatini jahon miqyosida targ'ib qilish bo'yicha keng ko'lamli ishlarni amalga oshirmoqda. Turizm sohasi vakillari ichki va xorijiy sayyohlarga xizmat ko'rsatish sifatini oshirish bo'yicha choralarni ko'rishmoqda, birinchi navbatda, mamlakatimiz hududlaridagi turizm infratuzilmasini yaxshilashga doir faol ishlar olib borilmoqda. COVID-19 bilan bog'liq global pandemiya va undan keyin turizm sanoatida yuz bergan butunjahon inqirozdan oldin bizning yurtimizga

tashrif buyurishni istagan sayyohlar oqimi kattaligi tufayli O'zbekiston mehmondo'stlik sanoati joylar yetishmasligi va transport xizmatlarini ko'rsatishda qiyinchiliklarga duch keldi. 2020 yilda 8 millionga yaqin chet ellik mehmonlar kelishi kutilgan edi. Afsuski, bu butun dunyoda va mamlakatimizda turizmning to'xtab qolishi va vaqtinchalik ishsizlikka olib keldi. Umid qilamizki, tez orada koronavirus pandemiyasi keltirib chiqargan inqiroz chekinadi va mamlakatimizda ziyorat turizmi va turizmni rivojlantirish yo'lida rejalashtirilgan marralar, jumladan, 2025 yilgacha 10 milliondan ortiq chet ellik mehmonlarni qabul qilish bo'yicha ko'rsatkichga erishishga oid ishlar boshlanadi. O'zbekistondagi turizm sohasi vakillaridan sabr-matонат va birgalikda sa'y-harakatlar bilan global raqobatga tayyorgarlik ko'rishlarini so'rayman! Birdamlikda biz barchasiga erishishimiz mumkin! Bizning oldimizda yangi ish o'rinlari, turizmning yangi turlarini yaratish, turistik xizmatlarni diversifikatsiya qilish, monetizatsiyalash bilan bog'liq katta vazifalar turibdi. Bu esa, shubhasiz, mamlakatimizdagi aholi farovonligi darajasining oshishiga turtki beradi. Ayni paytda biz bor kuchimizni ichki va mahalliy turizm va ziyorat turizmni rivojlantirishga yo'naltirishimiz kerak. Xorijlik sayyohlarni jalb qilish mamlakatimizda sayohat xavfsizligi sharoitlarining yaratilishi bilan bog'liq bo'ladi. Muvaffaqiyat Vatanimiz ravnaqi yo'lida olib borilayotgan sa'y-harakatlarimizga bog'liq bo'ladi. Biz guvohi bo'lgan turizm sohasidagi islohotlarning dinamikasi va so'ngi yillarda erishilgan yutuqlar buni isbotladi. Barchamiz birga O'zbekistonning tez orada turizm yo'nalishida dunyodagi yetakchi davlatlardan biriga aylanishiga bor hissamizni qo'shamiz. (O'zbekiston Respublikasi Bosh vazir o'rinbosari, Turizmni rivojlantirish davlat qo'mitasi raisi A. Abduhakimov. 01.09.2020)

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LIMONO'TNING TIBBIY VA IQTISODIY FOYDALARI

Annotatsiya: Bugungi kunga kelib dorivor o'simliklar yetishtirish va katta iqtisodiy foyda olish keng tarqalib bormoqda. Shu qatorda limono't yetishtirish ham tibbiy, ham iqtisodiy ahamiyati yuqori sanaladi. Shu asosda limono'tning keng tarqalgan oddiy yetishtirish usuli asosida o'rganildi. Mavjud texnologiyalar asosida sifati yuqori limono't olinganda undan keluvchi katta iqtisodiy daromadni ham olishimiz mumkin.

Kalit so'zlar: limono't, vegetativ, dorivor, o'gitlash, yetishtirish, daromad.

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MEDICAL AND ECONOMIC BENEFITS OF LEMON

Abstract: To date, the cultivation of medicinal plants and obtaining great economic benefits is becoming more widespread. In addition, the cultivation of lemons is of great medical and economic importance. On this basis it was studied on the basis of a common simple cultivation method of lemon. We can

also reap huge economic benefits from high-quality lemons based on existing technologies.

Key words: lemon, vegetative, medicinal, fertilize, cultivation, economic income.

Melissa limon o'tining o'simlik bir nechta nomga ega, u mashhur limon aromatik, limon o'ti yoki limon yalpizi. Melissa - shifobaxsh xususiyatlari va kontrendikatsiyasi tabiblarga yaxshi ma'lum, asosan bu o'simlik uyqusizlikni, nevroz va shu kabi nerv sistemasidagi turli xil kasalliklarni davolash uchun ishlatilgan, vazn yo'qotish uchun ba'zi retseptlarda ichimliklarga qo'shilgan. Ular ushbu dori-darmonlarni infuziyalar, damlamalar shaklida qabul qiladilar, vannalar, choyga o't qo'shadilar va kosmetologiyada ular teriga shifobaxsh ta'sir ko'rsatadigan limon balzamining efir moyini tez-tez ishlatib turishadi. Melissa ko'pincha ushbu oilaning boshqa yaqin o'simliklari – mushnip va moldavan ilon po'chog'I bilan chalkashadi. Melissa ko'pincha yalpiz deb ataladi, bu noto'g'ri, chunki yalpiz o'simliklarning alohida jinsini anglatadi. Limon balzami deb ham ataluvchi Vatani O'rta yer dengizidir. O'simlik ilk bora madaniylashtirilgan holda bir necha ming yil oldingi qadimgi Rimda yetishtiriladi va u yerdan butun Yevropaga tarqaladi. Ilk marotaba bu o'simlik O'rta yer dengizi mamlakatlarida o'simlik begona o't deb hisoblanadi. Soyali butalar, o'rmonzorlar, toshloq va o'tloqlar, o'rmon o'tloqlari, daryo bo'ylari, yo'l bo'yi - o't o'sadigan joylarda keng tarqalgan. Nam joylarda keng tarqalgan. Kavkaz, Qrim, O'rta Osiyo, Ukraina, Rossiya mamlakatlar bugungi kunda limon balzamining keng miqyosda madaniy holda o'stiriladi va yovvoyi tabiatda Shimoliy Amerika va Janubiy Yevropa mamlakatlarida uchraydi tarqalgan. Botanik tavsifiga e'tibor qaratadigan bo'lsak, yasnotkaguldoshlar oilasiga mansub, ko'p yillik limon hidi kelib turuvchi o't osimlik sanaladi. Ildizpoyali bo'lib, tarmoqlangan holda uchraydi. Poyalari tik o'suvchi, to'rt qirralari, shoxlangan va bo'yi 80-100 cm ga boradi. Barglari bandli, tuxumsimon chetlari arrasimon qirqilgan. Gullari hayotining ikkinchi yilida, yoz davri o'rtalarida gullaydi. mayda, oq sarg'ish yoki pushti, barg qo'ltiqlarida 3-10 tadan soxta mutovkalarga yig'iladi. Mevasi yong'oqcha, jigarrang yoki to'q jigarrang. 1000 dona urug'ining vazni 0,5-0,7 g ga teng. Limon maysasi tik tarvaqaylab ketgan tetrahedral poxol bilan qoplangan, petiolate qarama-q arshi va yuraksimon qo'pol barglari mayin tuklar bilan qoplangan, mayda, qisqa pedikellarda, och pushti yoki oq gullarda joylashgan. Melissa hayotining ikkinchi yilida, yoz davri o'rtalarida gullaydi. O'simlik mevalari to'rtta jigarrang ovoid yong'oqdan iborat. O'simlikning tetrahedral kurtaklar qisqa va mayin tuklar bilan qoplangan. Kimyoviy tarkibi barglarida 0,33 % gacha efir moyi, karotin va askorbin kislotasi bor. Urug'i tarkibida esa 20 % gacha yog' bor. Bundan tashqari poyasida va barglari tarkibida limon kislotasi ham mavjud va shu orqali limon hidiga o'xshash hid tarqatadi. Limon o'ti foydali va shifobaxsh xususiyatlar

ombori. Va bularning barchasi uning tarkibiga bog'liq. O'simlik tarkibida sezilarli miqdor mavjud:

- 1.Efir moylari;
- 2.Triterpen birikmalari (tsitral, sitronella);
- 3.Monoterpen aralashmalari (linalool, setronellol, geraniol);
- 4.Karotin;
- 5.Askorbin kislotalari;
- 6.Shilliq moddalar;
- 7.Taninlar;
- 8.Qahva, bibayariya, oleic, ursolik kislotalar;
- 9.Achchiq moddalar;
- 10.Flavonoidlar;
- 11.Yog'li moddalar;
- 12.Makro- va mikroelementlar: kalsiy, kaliy, temir, marganes, rux, xrom, mis, molibden, nikel, vanadiy.

Boy tarkibiy qism o'simliklarga shifobaxsh xususiyatlarning butun arsenalini beradi. Melissa antispazmodik, tinchlantiruvchi, gipnotik, karminativ, xoleretik, gipoglikemik, bog'lovchi, antikonvulsan, ekspektoran, tonik, yallig'lanishga qarshi ta'sirlarga ega. Bundan tashqari limon yalpiziga asoslangan preparatlar:

Tuyadi oshishi, me'da shirasining sekretsiasini rag'batlantirish, fermentatsiya anomaliyalarini yo'q qilish, oshqozon harakatining kuchayishi, yurak urushini kamaytirish, halitozni yo'q qilish, qon bosimini pasaytirish, qalqonsimon bezning hujayra ichidagi funksiyasini faollashtirish, hayz davrining normalizatsiyasi kabi kasalliklarga qarshi dori-darmon tayyorlashda ishlatiladi. Eng keng qamrovli dorivor o'simlik sifatida limon o'ti oz bo'lsada boshqa kasalliklarga qarshi dori sifatida foydalaniladi. Bundan tashqari limono't tarkibida C, B vitaminlari va A provitaminlari ham mavjud.

Farmasevtika sanoatida bu o'simlikning ahamiyati yuqoriligi sababli uning turli mamlakatlarda limon balzamini yetishtirish texnologiyalari mavjud. Urug'idan yoki vegetative yo'l bilan ko'payadi. Limono't namsevar o'simlik sanaladi. Asosiy yer haydash kuzda 25 cm chuqurlikda olib boriladi. Asosiy shudgorlash oldidan bir ikki marta provakatsion sug'orish o'tkaziladi. Bunda begona o'tlarning urug'lari va maysalari boronalash bilan yo'qotiladi. Haydashdan oldin yerga gektariga 30 tonna go'ng solinadi. Ekishdan oldin maydonni diskli agregatlar bilan 68 cm chuqurlikda boronlanadi va mola bostiriladi. Ekish sabzavot ekish moslamalarida egat oralarini 70 cm qilib ekiladi.

Ekish normasi gektariga 6 kg. Ekish chuqurligi 2-3 cm. Bir tekis ekilishi uchun urug'lari granullangan superfosfat bilan gektariga 60 kg hisobida aralashtiriladi. Urug'lari unguncha tuproq nam holatda bo'lishi kerak. 4 ta chin barg chiqargandan keyin yagana qilinadi. O'suv davrida azot, fosfor va kaliy o'g'itlari bilan oziqlantiriladi. o'suv davrida 10-12 marta sug'oriladi. Birinchi va

ikkinchi yillari gektariga 100 kilogramm azot, 80 kilogramm fosfor va 50 kilogramm kaliy o'g'iti bilan oziqlantiriladi. Limono'tning xomashyosi nozik bo'lgani uchun ehtiyotkorlik bilan yig'iladi. Har gektar maydondan o'rtacha 1200 kg barg yig'ib olish mumkin. Tajribadan shu narsa ma'lum bo'ldiki, limono't ekilgan maydonlardan 5 yilgacha foydalanish mumkin. Bundan tashqari ikkinchi yildan boshlab vegetativ yo'l bilan ham boshqa yerlarga ko'paytirish mumkin.

Yerning ishlov berilishidan urug'larning ekilishi hamda o'gitlash jarayonlari harajatlari o'rtacha 1 gektar maydonga 1 mln 600 ming so'mni tashkil etadi. 1 gektardan olingan o'rtacha hosil 1200 kg ni bersa, mahalliy o'zimizning ichki bozorlarda narx 1 kg limon balzami narxi 8 ming so'm hisobida o'rtacha 10 mln foyda olish mumkin mumkin. Ammo chet el bozorlariga ayniqsa, Yevropa bozorlariga sotiladigan bo'lsa sof foyda 50 mln olish mumkin. Bu eng katta foyda sanaladi. Jahon bozorida 1 kg bargning o'rtacha narxi 4-5 \$ atrofida bo'lib, urug'I esa 1 kg 6-7 \$ ni tashkil etadi. 1 gektar yer maydonidan o'rtacha 60 kg urug' olinsa, urug'idan olinadigan daromad ham 3 mln 500 ming so'm qo'shimcha olish mumkin ekan. Demak bargidan olinadigan sof foyda 50 mln va urug'idan olinadigan sof foyda esa 3 mln 500 ming so'm daromad bo'lsa bu eng katta foyda sanaladi. Yevropa iqtisodiyotida dorivor o'simliklar asosida foyda olish muhim tarmoqlaridan biri sanaladi. Bundan tashqari limono'tning 5 yil davomida hosil berishi hamda sovuq haroratda ham o'sish xususiyatiga egaligi vegetative yo'l bilan yanada ekin yerlarining ko'paytirilishi iqtisodiy foyda miqdorini oshiradi. 5 yil davomida 1 gektar yerdan vegetativ ko'payishdan tashqari 300 mln foyda sarflangan barcha harajatlardan tashqari qoluvchi sof foyda 250 mln ni tashkil etadi. Hozirgi kunda limono't xom ashyosiga hamda undan yaratilgan mahsulotga ehtiyoj oshib bormoqda. Limono't xom ashyosini tayyorlash va uni oziq-ovqat va farmasevtika sanoatining kerakli tarmoqlariga yetkazib berish bilan O'zbekiston O'rmon xo'jaligi ministrligining tashkilotlari mashg'uldirlar. Bugungi kunda mamlakatimizda adirli va yaylovli to'qay yerlari ko'p ekanligi hamda o'simliklarning yetishtirish uchun ortiqcha namlik borligi sababli bu yerlarda limono'tni bimalol ekib ko'paytirish mumkin. O'zlastirilmagan yerlar hisobidan katta miqdorda iqtisodiy foyda olish sharoiti mavjud. Bu nafaqat daromad balki, mamlakatimizda farmasevtika yo'nalishi taraqqiyotiga katta hissalaridan biri bo'ladi.

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MECHANISMS AND PECULIARITIES OF TAX POLICY IMPLEMENTATION IN UZBEKISTAN

Abstract: This article discusses the mechanisms and specifics of tax policy in Uzbekistan. The article discusses the proportional distribution of the tax burden in a market economy.

Key words: taxation, economics, market laws, state budget.

Corporate income tax is a federal tax, direct, proportional and regulatory. It is charged only from legal entities. Income tax, along with value added tax, is an integral element of the Russian tax system and serves as a tool for the redistribution of national income. However, unlike VAT, this tax is direct, i.e. its final amount depends entirely on the final financial result.

In a market economy, the distribution of profits is an internal affair of the enterprise. However, the state can influence this process with the help of various indirect regulators, including through the taxation system. It is within the framework of the tax system that interaction between the state and an economic entity is carried out regarding the formation of the state budget, on the one hand, the distribution of the producer's income according to the directions of its use, on the other.

First of all, the difference between the tax system and the taxation system It is necessary to mention. The essence of the tax system is essentially the same, interdependent existing and centralized monetary fund and other state funds is the sum of the types of taxes levied. Legislative bodies determined by and enforced by the executive methods, elements and principles of organization of taxes The sum is called the tax system. So here is the system includes the study of the economic category. It is mainly tax collection teaches organizational issues. This is the role and structure of the system determined by the socio-economic system of society. The Uzbek tax system is based on the content of the tax elements, teaches the principles and methods of their organization.

Tax elements include tax subject, object, source, source, such as tax unit, tax weight (tax burden) the subject is the taxpayer involved in the tax relationship. They are divided into legal entities and individuals. Only in tax relations not only taxpayers but also tax collectors are involved. The tax is

collected by the state. A special organization will participate on his behalf, that is the work is done by the state tax service. Accurate calculation of taxes, the responsibility for full payment rests with the taxpayer.

The object of taxation is taxable income, expenses, turnover or property. Its profit, wages, value added, land, building, total cost. There are such types. The object is always related to the subject, belonging to the subject.

There is no object without a subject. For example, KKS (added value in tax) the object is the product of the increased tax on income (profit), property value in land tax, land area in land tax and so on.

The source of tax is the income of the subject. Income in some taxes and profit is the object of the subject, as well as the source of taxation. But otherwise. In taxes, the objects are different, and the source is income. Of taxes there is a law that they never exceed the amount of the source (object) should not go. Otherwise the source will be lost. There are examples of this in history (1962 Animal Money Tax). This tax sharpens the head of cattle reduced. Any tax will eventually be deducted from the income.

This applies to taxes. The unit of taxation is here unit of measurement of the object. This is the sum in income tax, sq.m. in land tax, water tax cubic meters and others.

Tax base - the state for each unit of the object is the norm set by, that is, the share of the state in the object is a contribution. The tax rate is in two different ways: in fixed rates (sums) and relative in cavities - expressed as a percentage. Transition to a market economy and inflation. It is advisable to use relative cavities in the conditions. In this case the budget does not lose much money from inflation. Take into account the cavka sums. If taken, the budget revenues from taxes will be negligible by the end of the year may not be of economic significance.

Tax weight - all taxes and levies of the payer is to pay the sum to the budget. Tax weight gain or total relative to income. All paid taxes and the share of levies in GDP is also a tax burden is called. But the tax burden is on the income of the thematic payer is the ratio of the total amount of taxes and fees paid. If the taxpayer has paid the taxes correctly, the tax burden on him compatible. But in some businesses, the curve is tax, which is legal.

Although the payers are enterprises, the tax burden is on the consumer, ie the population assumes. The last consumers are the population. Here The decline in real incomes of the population at the expense of indirect taxes, albeit slightly cases occur. Tax weight at the macro level, by sectors and micro level can be determined.

Foreign on personal income tax a foreigner working in the representations and embassies of the countries employees, specialists are absolutely exempt from tax. In addition, the amount of tax paid to the budget by reducing the tax base reduction is also in the category of benefits. For example, legal entities Google spends on income from income or long-term received for it from the

taxable base of 30 percent if it is used to repay loans reduced. In general, the category of benefits is not taxable income groups are also included. For example, the income tax of citizens. There are a number of non-taxable income on. These include retirement, pension, alimony, mining income groups enters. Tax benefits to the budget according to the privileged dialectic at the expense of increasing productivity and developing production total revenues to the budget, say, VAT and excise taxes should be multiplied if But from the cost of budget revenues how to provide tax benefits in the period of deficit (deficit) increases? Of course, the amount of privilege given to one enterprise is other enterprises charged. Hence, the tax paid during the budget deficit the benefits will not be greater than the benefits, because the tax burden will fall on others, their interest in the results of their production weakens. Taxes at the expense of reducing budget expenditures if privileges are granted, then in fact they are productive and productive benefits provided at the expense of increasing income can return to the budget.

The real benefit is the reduction of the tax rate, which is production increases the real interest for. In the practice of tax legislation, the types of benefits are so many that they are more complicated to use. Sometimes they are limited. Reducing the tax base There are cases. Taxpayers are deprived of all the benefits provided can not always use, because the conditions are many.

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TURISTIK YO'NALISHNI TARG'IB QILISH UCHUN IJTIMOY TARMOQLARGA ASOSLANGAN XATTI-HARAKATLAR

Annotatsiya: Ushbu turizmda ijtimoiy tarmoqlar ahamiyati va turizm talabalarinig ijtimoiy tarmoqlardan qanchalik darajada foydalanishlari va turizmni kengaytirish internetning ro'li haqida ma'lumotlar berilgan va ayrim tavsiyalar berilgan.

Kalit so'zlar: Ijtimoiy tarmoq, turizm yo'nalishini rivojlantirish, turizm talabalari.

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SOCIAL NETWORK-BASED ACTIONS TO PROMOTE TOURISM

Annotation: The importance of social networks in tourism and the extent to which tourism students use social networks and the role of the Internet in expanding tourism are given and some recommendations are given.

Keywords: Social networking, tourism development, tourism students.

Kirish. Ijtimoiy tarmoq turizm yo'nalishida samarali marketing kanali hisoblanadi. Hozirgi kunda ijtimoiy tarmoqlarining ahamiyati har bir yo'nalishda o'zini namoyon qilib bormoqda. Turizmni rivojlantirishda qilinayotgan ilg'or g'oyalar va fikrlar jamlanmasi ko'plab turizm talabalarini befarq qoldirmaydi ularda o'z yo'nalishiga bo'lgan intilishlarini, qiziqishlarini uyg'otadi. Turizm yo'nalishini targ'ib qilish, yoyish, rivojlantirish juda ham yurtinuz uchun ham o'z samarasini ko'rsatadi. Mehmondo'stlik va turizm kompaniyalari ijtimoiy medianing turistik ma'umotlar manbai sifatida muhim ro'l o'ynashini va kuchli ta'sirga egaligini tan olishadi. (Xiang va Gretzel, 2010; Litvin va boshq,2008; Krilova va Pavlicecka,2014).

Ijtimoiy tarmoqlardan foydalanish bilan ya'ni Instagram, Fasebook, Tik-tok, juda ham faol tarmoqlar hisoblanadi ular orqali turizmni qisman rivojlantirish ham amalga oshirilmoqda. Chunki ijtimoiy tarmoqlarga kirish hayotimizning ko'p qismini egallab olgan har bir qilayotgan ishlarimizni, borayotgan joylarimizni, sayohatlarimizni ijtimoiy tarmoqlarga joylashga o'rganib qolmoqdamiz. Ijtimoiy tarmoqlarda sayohatchilar tomonidan qiziqarli sayohatlar joylarini qidirish, tashkil qilish va ulashish keng foydalaniladigan mikrobloglar, online guruhlar orqali olinadigan tajribalar turizm yo'nalishlarini rivojlantirishga ham o'z ta'sirini o'tkazadi. (Bradbarry,2011). Faol ijtimoiy tarmoq foydalanuvchilari ko'pgina tadqiqotlar natijasida eng ta'sir doirasi kuchli guruh sifatida qaraladi. Ko'pgina tadqiqotlar ijtimoiy tarmoqni kengaytirish va mustahkamlash jarayonida paydo bo'ladi (Smahel va boshq, 2012). Ijtimoiy tarmoqlar foydalanuvchilarga xizmat ko'rsatish jarayoniga qo'shilish va ishtrok etish imkoniyatini berdi (Sigala va boshq,2012). Turizm yo'nalishii targ'ib qilish va rivojlantirishda yoshlar kuchli patensialga ega bo'lib, ularning qiziqishlari va kunlik mashg'ulotlari alohida e'tibor talab qiladi.

Adabiyotlar tahlili. Ijtimoiy tarmoq shaxsiy kompyuterlar yoki aqlli telefonlar orqali osongina kirish mumkin bo'lgan ko'plab ma'lumotlarni o'zida mujassamlashtira oladigan kundalik foydalaniladigan mashg'ulotlarimizning bir qismi bo'lib hisoblanadi (Hamzah,2013). Eng ko'p ishlatiladigan ijtmoiy tarmoqlar Turizm sanoatidagi bizneslarda Facebook, TripAdvisor, Instagram, YouTube va Twitter lardir (Makkarti va boshq,2010; Sigala va boshq,2012). Umuman olganda talabalar uchun internetdan foydalanish boshqa guruhlariga nisbatan muhumroq sanaladi, sababi ijtimoiy tarmoq onlayn faoliyatda ijtimoiylikni kengaytirishga va kuchaytirishga yordam beradi(Smahel,2012). Garchi talabalar boglar, vloglar va boshqa umumiy tizimlardan foydalana olishlariga ishonchlari komil bo'lmasada, ular matnli xabarlar va naviatsiyalardan foydalanishda yetakchi hisoblanishadi(Orlando,2010). Turizm sanoatida ijtimoiy media sayohat tajribasining barcha bosqichlarida ishtrok etadi. Bu sayohatdan oldin, sayohat davomida va sayohatan so'ng bo'lgan faolliklarni o'z ichiga oladi. Sayohat davomida ishlatiladigan ijtimoiy tarmoqlar sayohat joylari, mehmonxonalarni ko'rish, bron qilsih restoran yoki ko'rgazma markazlari reklama sifatida ham qaraladi. (Miguens va boshq,2008). Ijtimoiy

tarmoqlar sayohatlarni targ'ib qilishda sayohatchilar boradigan joy va diqqatga sazovor joylar turar joylar haqida ma'lumot bazasi sifatida ham targ'ib qilinadi (Syau va Gretzel,2010). Instagram ma'lum manzilni targ'ib qilishda yetakchi ijtimoiy tarmoqlardan biri hisoblanadi, chunki onlayn foydalanuvchilar o'zlarining foto albomlarini sayohat davomida aynan o'sha vaqtning o'zida ulashib borishadi (Fatanti va Suyadnya,2015) shuning uchun sayohatchilar boradigan joy haqida ma'lumot olish uchun Instagramdan foydalanishadi va boshqalarga ham ta'sir o'tkazishadi (Di Pietro va boshq,2012). Media salohiyati turistik yo'nalishda ijtimoiy ekspluatatsiya kuchayishiga olib keladi. Turizm sohasi ijtimoiy tarmoqlarning tadqiqot mavzulari olimlar va tadqiqotchilarning tobora qiziqishiga olib kelmoqda (Leung va boshq,2013). Ijtimoiy media turizmning muhim yo'nalishiga aylandi(Zeng,2013). Aloqa texnikalarining rivojlanishi sayohat va turizmga o'z ta'sirini ko'rsatadi, ayniqsa biznes strategiyalarining rivojlanishiga o'z hissasini qo'shadi (Cantalops va Salvi,2014). Aloqa texnologiyasining rivojlanishi tufayli turizm istemolchilarining hatti – harakati sezilarli darajada o'zgarib ketdi. Internet birinchi tanlovga aylandi turizm yo'nalishi va yetkazib beruvchilar to'g'risida ma'lumot qidirish markening turizm xizmatlarining muhim vositasiga aylandi (Benckendorff va boshq,2014). Internetda mahsulot va xizmatlarni sotib olish va istemol qilish ijtimoiy yangi avlod tufayli sayyohlik sohasi tubdan o'zgarib bormoqda. Internetdagi o'zaro ta'sir va sayohatchini o'rganish baholash, tahlil qilish uslubi ham o'zgardi (Hudson va Thal,2013).

Tadqiqot metodologiyasi, muhokama. Ushbu tadqiqotda qo'llanilgan metodologiya bir-birini yo'l sifatida miqdoriy va sifatiy yondashuv asosida olib borildi.

Tadqiqot metodologiyasi maqolasini tuzishda quyidagi savollardan foydalanildi:

1. Savol Yoshingiz?

- 18-20
- 21-23
- 24-26

2. Savol Ijtimoiy tarmoqlardagi account lar soni?

- 1ta
- 2 ta
- 3 ta
- 3 tadan ortiq

3. Savol Kundalik o'rtacha ijtimoiy tarmoqlardan foydalanish vaqtingiz?

- 2 soat
- 2-3 soat
- 3-4 soat
- 4 soatdan ortiq

4. Savol Qaysi ijtimoiy tarmoqdan ko'proq foydalanasiz?

- Instagram

- Facebook
 - Twiter
 - Tiktok
- 5. Savol** Ijtimoiy tarmoqlarda kimlar bilan ko'proq hamkorlikda bo'lasiz?
- Oila a'zolarim
 - Biznes hamkorlar yoki mijozlar
 - Boshqalar
- 6. Savol** Turizmning qaysi kontentlariga ko'proq tashrif buyurasiz?
- Manzilgohlar
 - Milliy taomlar
 - Ko'ngil ochar joylar
 - Restoranlar
 - Turar joylar
 - Transport
 - Suvenirlar
- 7. Savol** Ijtimoiy tarmoqdagi faoliyatingiz?
- Turizm haqida ma'lumotlar izlash
 - Turizm kontentlarini targ'ib qilish
 - Turizm kontentlarini yaratish
 - Turizm kontentlarini rivojlantirish
 - Turistik mahsulotlarni sotib olish
 - Turistik mahsulotlarni sotish
- 8. Savol** Ijtimoiy tarmoqlardagi qobilyatingiz
- Blog yaratish
 - Vlog yaratish
 - Forumlar tashkil qilish
 - Faqatgina kuzatib borish
- 9. Savol** Ijtimoiy tarmoqning ta'siri
- Sayohat o'tkazish
 - Sayphatni rejalashtirish
 - Turizm yo'nalishlarini targ'ib qilish
 - Turizmدا biznes faoliyatini olib borish
 - Tur paketlar yaratish.
- 10. Savol** Ijtimoiy tarmoqlardan sayohatga chiqishdan avval izlayman
- Turistik manzilgohlar haqida ma'lumot
 - Manzilgohlarning narxlari
 - Manzilgohdagi turar joylar haqida
 - Taomlar va ichimliklar haqida
 - Transport haqida
 - Turistik ko'ngil ochar joylar haqida
 - Noodatiy suvenirlar haqida

- Milliy madaniyati haqida

11. Savol Sayohatdan so'ng

- Rasmlar joylashtiraman
- Sayohat ko'nikmalarim haqida yozaman
- Foydalangan materiallarim haqida ma'lumot berish

12. Savol Komentariyalarga tayyorlanish

- Like larga
- Fikrlarga
- Tanqidlar

13. Savol Shu joyni targ'ib qilishga hohishingiz

- Ha
- Balki
- Yo'q

14. Savol Targ'ib qilishda foydalanar edim

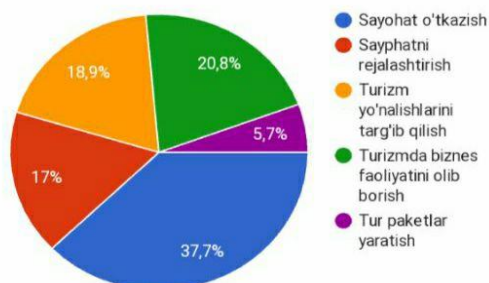
- Shu joy haqida maqola yozardim
- Shu joy haqida vlog yaratar edim
- Shu joy haqida blog yaratar edim

Natijalar. Maqoladagi namunalar Yeosu texnika intituti Turizm fakulteti, 3 – kurs talabalariga savollar yuborilgan holda o'tkazilgan. Barcha qatnashuvchilar savollarning barchasiga tushungan va aniq holda javob berishgan. Tadqiqotchi tomonidan so'rovnoma havola ya'ni link Turizm fakulteti talabalariga Telegram ijtimoiy tarmog'i orqali yuborildi. Oradan 2 kun o'tganidan so'ng yana bir marotaba yuborildi, Qatnashuvchilar havolaga o'z mobil telefonlari yoki nout-buklari orqali kirib javoblarni belgilashgan. So'rovnoma javob berish 72 soat ichida bo'lib o'tdi. So'rovnomada jami 56ta respondentlar qatnashdi. Ijtimoiy tarmoqlarning turistik yo'nlishlarni tarig'ib qilishdagi ro'lini bilish maqsadiga olib borgan so'rovnoma natijalari shuni ko'rsatadiki Yodju instituti talabalarining 37.7% i o'z yoshlari 18-20 yosh oralig'ida ekanini bildirishgan, 43.4% so'rovnomada ishtirok etgan talabalarning yoshlari esa 21-23 yosh oralig'ida, 18.9 % talabalar 24-26 yosh oralig'ida ekani ayon bo'ldi. Ijtimoiy tarmoqlardagi accountlar soni bo'yicha so'rovnoma binoan 37.7% talabalarda bitta account mavjudligi, 28.3% talabada accountlar soni 2ta ekani, 26.6 % talabarlning esa 3ta accounti borligini ko'rsatdi. 3tadan ortiq accountga ega talabalar yo'qligi ayon bo'ldi. 39.6% talabalar kundalik ijtimoiy tarmoqlar uchun 4 soat vaqt ajratganlar, 20.8 % so'rovnomalarni to'ldirganlarning ijtimoiy tarmoq uchun ajratgn vaqti 2 soat vaqt ekanini guvohi bo'lish mumkin, 22.6 % so'rovnomani to'ldirgan talabalar esa 2-3 soat vaqt ajratadigaar, 17 % so'rovnomani to'ldirganlar esa 3-4 soat vaqt ajratadiganlar sanaldi. Qaysi ijtimoi tarmoqdan ko'roq foydalanish to'g'risidagi so'rovnomani eng yuqori ko'rsatkich bilan 77.4 % tashkil etgan ijtimoiy tarmoq Intagram tarmog'iga tegishli, 11.3 % esa Tik tok ga tegishli, Facebook bu so'rovnomada 7.5% ni tashkil etadi, qolgan 3.8 % esa nisbatan past ko'rstkich biln Twiterga

ta'luqli. Bundan shuni bilish mumkimki ko'plan talabalar Instagram tarmog'idan ko'proq foydalanar ekan. So'rovnomada ishtirok etgan talabalar orasida Twitter va Facebook ijtimoiy tarmoqlari nisbatan kam foydalanish doirasiga ega. Ijtimoiy tarmoqlarda eng ko'p hamkorlik qilish kabi so'rovnomada yetakchilikni 58.5% bilan do'stlar egallagan, 24.5% so'rovnomani to'ldirgan talabalar esa o'z oila a'zolari bilan hamkorlik qilishini keltirgan, 11.3% ishtirokchilar o'zlarining biznes hamkorlari bilan muloqotda bo'lishini takidlagan, qolgan nisbatan kam foizni 5.7% boshqalarga tegishli ekani ma'lum bo'ldi. Yiti talabalarining eng ko'p ko'rsatkich bilan 34.5% i tourizmning ko'ngil ochar joylariga boradi, 32.1% ijtimoiy tarmoq aktuvlai esa manzilgohlarga tashrif buyuradi, tourizmning qaysi kontetlariga tashrif buyuradi degan so'rovnomada nisbatan kam 9.4% ni suvinerlar egalagan. Eng kam ko'rsatkichlardan biri 5.7 %ni Milliy taomlarga tegishli, qiziqarli tomoni Milliy taomlarga nisbatan restoranlarning ulushi ko'proq ya'ni 7.5% ni tashkil etadi. Bu so'rovnomada Restoranlar bilan turar joylar ulushi teng ekani ma'lum bo'ldi 7.5% ni ko'rsatdi Ijtimoiy tarmoqda eng ko'p faqat kuzatisholib borishadi 75.5% keyin 15.1% blog yaratadilar komentlarga tayyorlanish eng ko'p 58.5% Fikr larga ulush yig'ilgan bo'lib 11.3% tanqid va 30.2% like uchun. Sayoxatdan so'ng 75.5% rasmlar joyashi keltirilgan, 11.3% ma'lumot, 13.2% ko'nikmalarni yozadi.

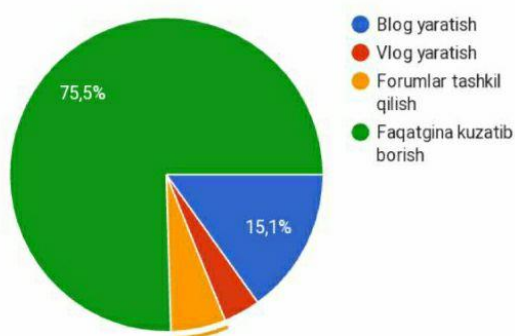
Ijtimoiy tarmoqning ta'siri

53 ответа



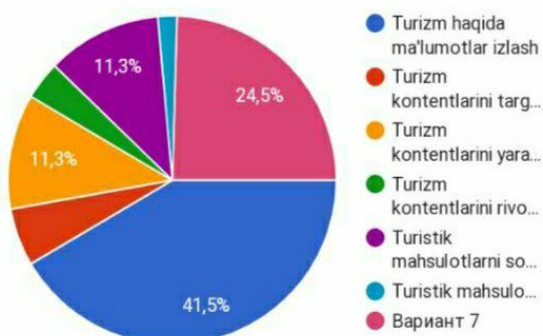
Ijtimoiy tarmoqlardagi qobiliyatingiz

53 ответа



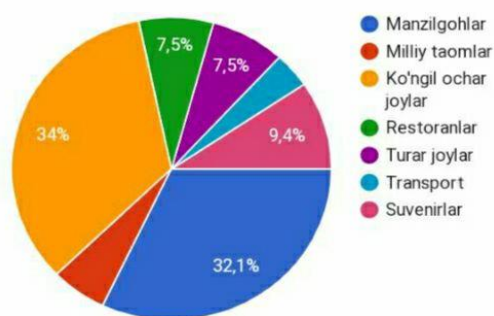
Ijtimoiy tarmoqdagi faoliyatingiz

53 ответа



Turizmning qaysi kontentlariga ko'proq tashrif buyurasiz?

53 ответа



Xulosa.

1. Ijtimoiy tarmoqda kimlar bilan hamkorlik qilasiz?

Do'stlarim

Oilam

Biznes hamkorlarim

Boshqalar

Qaysi ijtimoiy tarmoqdan ko'roq foydalanish to'g'risidagi so'rovnomaning eng yuqori ko'rsatkich bilan 77.4 % tashkil etgan ijtimoiy tarmoq Instagram tarmog'iga tegishli, 11.3 % esa Tik tok ga tegishli, Facebook bu so'rovnomada 7.5% ni tashkil etadi, qolgan 3.8 % esa nisbatan past ko'rsatkich bilan Twitterga ta'aluqli. Bundan shuni bilish mumkimki ko'plan talabalar Instagram tarmog'idan ko'proq foydalanar ekan. So'rovnomada ishtirok etgan talabalar orasida Twitter va Facebook ijtimoiy tarmoqlari nisbatan kam foydalanish doirasiga ega.

2. Ijtimoiy tarmoqlardagi account lar soni?

1ta

2 ta

3 ta

3 tadan ortiq

Ijtimoiy tarmoqlardagi accountlar soni bo'yicha so'rovnomaga binoan 37.7% talabalarda bitta account mavjudligi, 28.3% talabada accountlar soni 2ta ekani, 26.6 % talabaning esa 3ta accounti borligini korsatdi .3tadan ortiq accountga ega talabalar yo'qligi ayon bo'ldi.

3.Kundalik o'rtacha ijtimoiy tarmoqlardan foydalanish vaqtingiz?

2 soat

2-3 soat

3-4 soat

4 soatdan ortiq

Talabalar kundalik ijtimoiy tarmoqlar uchun 4 soat vaqt ajratganlar, 20.8 % so'rovnomalarni to'ldirganlarning ijtimoiy tarmoq uchun ajratgn vaqti 2 soat, 22.6 % so'rovnomani to'ldirgan talabalar esa 2-3 soat vaqt ajratadiganlar, 17 % so'rovnomani to'ldirganlar esa 3-4 soat vaqt ajratadiganlar sanaldi.

4.Qaysi ijtimoiy tarmoqdan ko'proq foydalanasiz?

Instagram

Facebook

Twiter

Tiktok

Qaysi ijtimoiy tarmoqdan ko'proq foydalanish to'g'risidagi so'rovnomani eng yuqori ko'rsatkich bilan 77.4 % tashkil etgan ijtimoiy tarmoq Intagram tarmog'iga tegishli, 11.3 % esa Tik tok ga tegishli, Facebook bu so'rovnomada 7.5% ni tashkil etadi, qolgan 3.8 % esa nisbatan past ko'rstkich bilan Twiterga ta'luqli. Bundan shuni bilish mumkinki ko'plab talabalar Instagram tarmog'idan ko'proq foydalanar ekan. So'rovnomada ishtirok etgan talabalar orasida Twitter va Facebook ijtimoiy tarmoqlari nisbatan kam foydalanish doirasiga ega.

5.Ijtimoiy tarmoqlarda kimlar bilan ko'proq hamkorlikda bo'lasiz?

- Oila a'zolarim
- Biznes hamkorlar yoki mijozlar
- Boshqalar

Ushbu savolga talabalarining 58.5% do'stlari bilan, 24.5% oila a'zolari bilan, 11.3% biznes hamkorlar bilan, va 5.7% boshqalar bilan muloqotda bo'lishi ayon bo'lgan bundan ko'rinib turibdiki talabalar asosan o'z do'stlari bilan ijtimoiy tarmoqlarda muloqot qilishadi.

6.Sayohatdan so'ng

- Rasmlar joylashtiraman
- Sayohat ko'nikmalarim haqida yozaman
- Foydalangan materiallarim haqida ma'lumot berish
- Sayohatdan so'ng 75.5% respondentlar rasmlar joylashtirishini, 13.2% talaba Sayohat ko'nikmalarim haqida yozishini, 11.3% esa foydalangan

materiallarim haqida ma'lumot berishni hush ko'raman javobini tanlagan. Bundan aniq bilinib turibdiki, respondentlar rasmlarga ko'proq tushishadi va sayohatdan so'ng o'zlarining eng yahwi rasmlarini ijtimoiy tarmoqlarga qo'yishadi.

7. Shu joyni targ'ib qilishga hohishingiz

- Ha
- Yo'q
- Balki

5.7% talabalar targ'ibot qilishga norozi ekanliklarini, 47.2% balki va 47.2% ha degan javobni berishgan. Bundan korinib turibdiki targ'ibot qilish va qilmaslik talabalar o'rtasida noaniq foizda qolgan.

8. Turizm qaysi kontentlariga ko'proq tashrif buyurgansiz?

- Manzilgohlar 32.1%
- Ko'ngil ochar joylar 34%
- Restoranlar 7.5%
- Turar joylar 7.5%
- Suvinerlar 9.4%

Respondentlarning 34% ko'ngilochar joylarga, 32.1% manzilgohlarga, suvenirlar 9.4%, restoran va turar joylar esa tenglikda 7.5% belgilangan.

O'tkazilgan tadqiqotlar natijasida ijtimoiy tarmoqlarning ahamiyati va turizmni rivojlantirishga qo'shayotgan hissi sezilarli darajadali nomoyon bo'lmoqda, lekin shuni ham ta'kidlash joizki butun O'zbekiston bo'ylab deb baholash joiz emas ma'lum bir qismnigina ko'rib chiqdik. Turizm yo'nalishi bo'yicha qiziquvchilar uchun foydali qo'llanma bo'lishi mumkin.

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O‘QISH - SAVOD CHIQRISHNING ENG MUHUM OMILI

Annotatsiya: Ushbu maqolada kichik yoshdagi o‘quvchilarni o‘qish mahoratlarini oshirish va ularni savodini chiqarish uchun samarali metodikalar va turli xildagi o‘yinlar haqida ma‘lumot berilgan. O‘qish darslarini qiziqarli tashkillashtirish uchun harakatli o‘yinlar tavsiflab o‘tilgan.

Kalit so‘zlar: o‘qish, savod chiqarish, boshlang‘ich ta‘lim, o‘quvchilar, metodlar, bilim.

READING IS THE MOST IMPORTANT FACTOR OF LITERACY

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Annotation: This article provides information on effective methods and a variety of games to improve the reading skills and literacy of young students. Action games are described to make reading lessons fun.

Keywords: reading, literacy, primary education, students, methods, knowledge.

Ma‘lumki, savod o‘rgatish, o‘qish darslarining asosiy vazifasi o‘quvchilarga tovush va harfni tanishtirish, ularning to‘g‘ri talaffuzini o‘rgatish orqali bolalarda to‘g‘ri, ongli, ifodali o‘qish ko‘nikmalarini shakllantirishdan iborat. Shuningdek, o‘quvchilar lugatini boyitish, boglanishli nutqini o‘stirish, bilimini boyitish, mavxum tafakkurini shakllantirish, eshitish, qabul qilish sezgisini o‘stirishda ham bu davr mas‘uliyatliligi bilan alohida o‘rin tutadi. Tayyorgarlik davri o‘qishda o‘rgatish uchun zamin hozirlaydi. Bu davrda bolalarda o‘zgalar nutqing eshitish, diqqatni to‘plash, til birikmalarini (tovush,

bo'gin, so'z, gap) farqlash, ajratish, ularning vazifalarini anglash kabi xususiyatlar shakllanadi. Bular o'quvchilarni o'qishni muvaffaqiyatli egallashlariga yordam beradi. O'qish va yozish — nutq faoliyatining turi. Maktabda o'qitish o'qish va yozishga o'rgatishdan boshlanadi. „Alifbe“ga suyanganda holda qisqa vaqt ichida o'quvchilar o'qish va yozishga o'rganadilar. Savod o'rgatish davrida o'qish va yozish harakatini maqsadga muvofiq ravishda bajara olish o'qish va yozish ko'nikmasi deyiladi. Ushbu ko'nikma bilimni talab qiladi, chunki har qanday ko'nikmalarsiz shakllanmaydi. Bilim ko'nikmaga aylanmagan bo'lishi iimkin. Masalan, bola v harfining elementlarini, yozuv chiziqlari bo'ylab qanday joylashtirilishini bilib, uni daftarda yoza olmasligi yoki o'quvchi harflarni tanib, ularni o'qiy olmasligi mumkin. ko'nikmasini hosil qilish uchun boshqa faoliyat turlari, ya'ni yozish jarayonida partada to'g'ri o'tirish, ruchkani barmoqlar orasida tutitish, daftarni qiyalikda qo'yish kabilar ham o'rgatiladi. O'qish va yozish ko'nikmasi takomillashtirila borib, malakaga aylantiriladi. Malakaning shakllanishi uchun bir faoliyat bir necha marta takrorlanishi lozim. Yozish malakasida o'quvchi ruchkani qanday uhlash, qanday yurgizish haqida 15 o'ylab o'tirmay, so'z va gaplarni yoza boshlaydi. Demak, o'qish va yozish malakasi harakatning o'ylab o'tirmay amalga oshirilish jarayonidir. Malaka o'qitishning keyingi bosqichlarida mustahkamlanib, avtomatlashish darajasiga yetkaziladi. O'qish va yozish kishi nutq faoliyatining turi bo'lib, u nutqqa oid malakadir. O'qish malakasi ham, yozish malakasi ham nutq faoliyatini boshqa turlari bilan, ya'ni og'zaki hikoya qilish, o'zgalar nutqini eshitish orqali anglash, ichki nutq bilan uzviy bog'liq holda shakllantirildi. Maktabda o'qitishning muvaffaqiyati savod o'rgatishning qanday darajada o'qitilganligiga bog'liq. O'quvchini savod o'rgatish jarayonida elementar "o'qish va yozishga" o'rgatishda o'quvchilarning faoliyat ko'rsatishi va nutq faoliyatiga intilishlari uchun talab bo'lishi, o'z fikrini og'zaki yoki yozma ifodalay olishlari uchun zaruriyat va ehtiyojni yuzaga keltiruvchi vaziyat yaratilishi zarur. O'qish va yozish malakasi biri ikkinchisining muvaffaqiyatli amalga oshuvini ta'minlaydi. Shuning uchun ham o'qishga o'rgatish bilan yozuvga o'rgatish parallel olib boriladi va bu faoliyat muntazam ravishda mashq qildiriladi. Shunday ekan, savod o'rgatish jarayonida bola juda ko'p o'qishi va yozishi zarur. O'qish uchun ham, yozish uchun ham yangi matn olinadi, chunki bir matnni bir necha bor qayta o'qish bilan maqsadga erishish qiyin. Bu ko'pincha o'qilgan matnni yuzaki yodlab olishga olib keladi. Takroriy faoliyatda vaziyat va mazmunning almashinishi malakani mustahkamlashga yordam beradi, qobiliyatni o'stiradi. O'quvchi oldida uzoq muddatda amalga oshadigan maqsad — o'qish va yozishni o'rganish hamda hozirda bajarishi shart bo'lgan kundalik maqsad — topishmoqni o'qish va javobini topish, so'z va gaplarni o'qish, rasm asosida so'zlab berish kabilar turadi. O'zbek tili yozuvi tovush yozuvi, ya'ni fonematik yozuvdir. Har bir tovush uchun, har bir fonema uchun maxsus grafik shakl (harf) olingan. O'qishda grafik shakllar tovushga aylantirilsa, yozuvda aksincha, tovushlar harflarga aylantiriladi. Bu o'qish va

yozish faoliyatida o'quvchi uchun qiyinchilik tug'dirgandek tuyulsa- 16 da, aslida o'qish va yozish jarayonini soddalashtiradi, chunki tilimizdagi tovushni ifodalovchi harflar soni uncha ko'p emas. O'qish va yozishni o'zlashtirish uchun tovush va harflarning o'zaro munosabatiga oid qoidalarni o'zlashtirish kifoya. Savod o'rgatish metodikasida o'zbek tili tovushlar va harflar tizimining o'ziga xos xususiyatlarini hisobga olish talab etiladi.

Boshlang'ich ta'limning asosiy vazifalaridan biri o'quvchilar nutqini o'stirishdir. Nutq o'stirish uch yo'nalishda: so'z ustida ishlash, so'z birikmasi va gap ustida ishlash, bog'lanishli nutq ustida ishlash orqali amalga oshirilishi metodik adabiyotlarda qayd etilgan. Savod o'rgatish darslarida ham yuqoridagi uch yo'nalish bo'yicha ish olib boriladi. Ona tilidan olib boriladigan ishlarning hammasi, shu jumladan savod o'rgatish ham o'quvchilar nutqi va tafakkurini o'stirish bilan bog'liq holda uyushtiriladi. Savod o'rgatish davridagi ishlarning miqyosi keng bo'lib, ekskursiyalar, bolalarning kuzatishlari, predmet va sujetli rasm yuzasidan suhbat va shu kabiiar bilan bog'lanadi. Bu davrda o'quvchilar nutqini o'stirishning vazifalari quyidagilardan iborat:

- 1) o'quvchilar nutqidagi kamchiliklarni to'g'rilash;
- 2) ularning tasavvur va tushuncha doirasini kengaytirish bilan bog'liq holda lug'atini boyitish;
- 3) o'quvchilar nutqidagi ayrim so'zlarning ma'nosiga aniqlik kiritish;
- 4) gap va uch-to'rt gapli kichik, „hikoya“ (bog'lanishli nutq)ni og'zaki to'g'ri tuzish ko'nikmasini o'stirish. Bolalar bu davrda, birinchidan, kiyim-kechak, ish qurollari, mevalar kabi predmetlar bilan tanishish yordamida so'zni ongli ishlatishga; ikkinchidan, turli sodda yig'iq gap (Bolalar yuguilyaptilar), sodda yoyiq gap (Lola do'konga bordi), uyushiq bo'lakli gap (Anvar o'qidi va yozdi) tuzadilar. Ular bu ko'nikmalarni amaliy mashqlar yordamida egallaydilar. Bolalarning shaxsiy tajribalari, kishilar hayoti va tabiatni kuzatishlari nutq o'stirish uchun asosiy manba hisoblanadi. Narsalar, uy-ro'zg'or buyumlari, o'simliklar, hayvonlar qiziqarli suhbat uchun mavzu bo'lib xizmat qiladi. Suhbat jarayonida bolalarda hosil qilingan tasavvur asosida aniq tushunchalar shakllanadi. Birinchi sinf o'quvchilari nutqini o'stirishda bolalarning o'yin va ermaklari, rasm ko'rish va, „Bu nima?, Bu kim?, U nima qilyapti?“ kabi savollar asosida suhbatdan ham foydalaniladi.

O'qishga o'rgatish uchun avvalo o'quvchi tovush va harf bilan yaxshi tanishtirilishi lozim. Tovush va harf bilan tanishtirishda bo'g'indan tovushni ajratish tamoyiliga rioya qilinadi. Harf bilan tanishtirish bir necha xil yo'nalishda amalga oshirilishi mumkin:

1. Mazmunli rasm yuzasidan savol-javob usuli bilan bog'lanishli hikoya tuzdiriladi. Undan kerakli gap, so'ng kerakli so'z ajratib olinadi, so'ngra so'z ustida yuqoridagi kabi tahlil ishlari uyushtiridadi.

2. So'z asos qilib olinadi. Analitik mashqlar yordamida o'rganiladigan tovush ajratibolinadi: ot. O'qituvchi ot rasmini ko'rsatadi, o'quvchilar uning nomini - so'zni aytadilar. O'qituvchi o tovushini cho'zib (o-o-o-ot) aytadi va

qaysitovushni cho'zib aytayotganini o'quvchilardan so'raydi. O'quvchilar o'tovushini aytgach, uning xususiyatlari haqida savol-javob o'tkaziladi. O'tovushli so'zlar o'ylab toptiriladi. Shundan so'ng o' harfi kesma harfdan yoki rasmlif alifbodan ko'rsatiladi. Bunda o' harfining shaklini esda olib qolishlariga alohida e'tibor beriladi.

3.O'rganilgan harflar ichiga bugun o'rganiladigan harf aralashtirib qo'yiladi, bolalar uning ichidan notanish harfni ajratadilar, so'ng o'qituvchi bu harf ifodalaydigan tovushni aytadilar. O'quvchilar tovushning xususiyatlarini aytadilar. Shu harfni kesma harflar ichidan topib, kitob sahifasidan, rasmlif alifbodan ko'rsatadilar. Shu tariqa tovush-harf bilan tanishtirilgach, o'qishga o'rgatish ustida ishlanadi. O'qishga o'rgatishda bo'g'in asos qilib olinadi. Buning uchun o'qituvchida bo'g'in jadvali bo'lishi lozim. Bo'g'in jadvali asosida o'qish namunasi ko'rsatiladi, ya'ni harflab emas, ichida, birinchi harfni ko'z bilan ko'rib, uning nomini dilda saqlab, ikkinchi harfni ko'rish va ikkalasini bog'lab, unlini mo'ljallab ulab aytish tushuntiriladi. Bo'g'in o'qish o'qituvchining namunasi asosida doimiy ravishda har bir darsda izchil olib boriladi.

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ESTABLISHMENT OF INTERCITY PASSENGER TRANSPORTATION SYSTEM

Annotation: To have information about the passenger transport system in different countries and to analyze these systems and compare them with the passenger transport systems in the territory of the Republic of Uzbekistan, to identify shortcomings, ie the introduction of new technologies it goes.

Keywords: transport, passenger, migration, suburbanization, intellectual, intensive, regulator, company, logistics, route, technical, network.

Introduction. Today, transport is one of the most important sectors of the national economy, so further development of the economy cannot be imagined without justification. There are specific features and problems of long-distance passenger transportation. They are characterized by a decrease in the number of passengers from urban transport, a significant increase in their number in the spring-summer period, long-distance travel, fewer stops to pick up and drop off passengers, an increase. The main criterion for the effectiveness of the route network is the satisfaction and compatibility of the interests of the enterprise and customers. Thus, measures are being taken to improve the quality of transport services to the population of the network of intercity routes, ie to satisfy the correspondence of passengers, timely travel and the provision of regular transport services to settlements. In addition to meeting the needs of passengers, the technical, operational and economic performance of the route network are important indicators. Transportation is an important component of urban infrastructure and determines an indicator such as time spent on traffic. The less time it takes to get from one part of the city to another or from the suburbs to the city, the more efficient and more leisurely the city transport is within the city. It leads to the suburbanization of large cities. Population growth in suburban areas, motorization, etc. Pendulum migration flow. With the huge flow of Sarkash migration, moving urban transport is very difficult, congestion is generated, and

the time spent working and studying grows. In such a situation, the transport infrastructure often shows its inefficiency and needs to be modernized. The high cost of travel time in large cities and agglomerations and the organization of an illogical urban transport system determine the relevance of the topic of research [1].

Methodology: The purpose of the work is to identify opportunities for optimization of the urban transport system and to conduct monitoring in transport centers. The main tasks designed to achieve this goal are: 1) analysis of existing public types and comparison of transport; 2) development of a methodology for empirical research on this issue; 3) calculate the intensity of potential passenger traffic and to improve it for the future in the current situation, to create a map-diagram of the flow of passengers on public transport.

Analysis and conclusions: Public transportation plays a leading role in big city life. The normal operation of urban passenger transport is important for the development of the social and industrial-economic sphere of any city. With the growth and development of the city, the load on public transport will increase, and problems with the provision of transport services to the population will inevitably arise. An effective organization of urban passenger transport management should be aimed at taking into account the interests of transport enterprises, along with improving the quality of transport services provided. Tariff policy in the field of regulation of the payment system includes determining the level of profitability of road transport in relation to the total cost of transport activities of enterprises of a certain level [2].

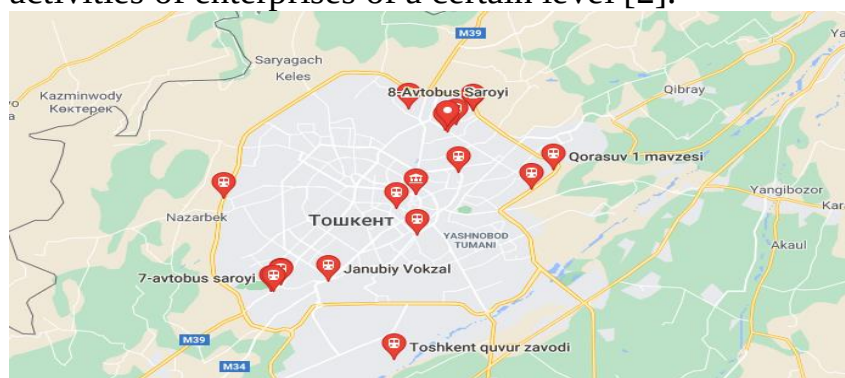


Figure 1. Tashkent city bus routes.

Discussions: Often, the efficiency of a passenger transportation system can be assessed based on: the number of vehicles, the average speed of traffic, the guarantee of long-distance passenger traffic, the exchange rate, and so on. Attractions for logistics are the basic principles of management organization and the accompanying movement of flows in the urban transport system, economically improved performance indicators, traffic safety and environmental safety, effective coordination of the interests of all market participants, coordination of various management. Economic vectors in the modern form of transport urban systems aim to ensure the economic sustainability of the target

city, as well as tactically ensure system efficiency at the level of system performance. Taking into account the subsystems of urban passenger transport cost centers, the following main ones can be distinguished: transport companies, city regulators, passengers, these are the main ones [3].

Conclusion. The urban passenger transport system plays an important role in ensuring the life of the metropolis. Addressing a wide range of issues related to the problems of its formation and operation. Successful growth and development of cities is an important task to meet the needs of the population for jobs and relocation without adequate development of urban passenger transport infrastructure. In addition, the development and implementation of various programs in the urban passenger transport system will provide a great opportunity to improve the passenger transport system.

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DEVELOPMENT OF TRANSPORTATION SYSTEM CONTROL SYSTEM USING GEOFORMATION TECHNOLOGIES

Annotation: The application of geoinformation technologies in trucks on the territory of the Republic of Uzbekistan with the use of foreign experience in the territory of Uzbekistan, as well as the analysis and application of the management system in accordance with the conditions of Uzbekistan.

Keywords: geoinformation, city, electronic, KPI, GIS, information, GAT, model, GPS, technical, passenger, intellectual, site, tool, automation, internet, 1C, PDA, direction.

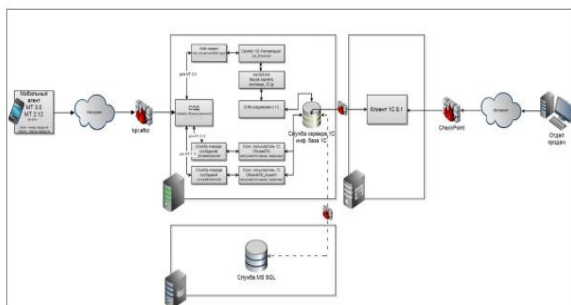
Introduction. A geographic information system is a generalized software system under the control of specialists and analysts, whose main tasks are to collect, store, manage, analyze, model and describe geophysical data of natural and social phenomena by special means. Geoinformation mapping is the result of the interdependence of geoinformatics and cartography. Geoinformation mapping is an integral part of automated cartography, aerospace methods, including remote sensing, decoding, digital photogrammetry, and geoinformatics. Geoinformation mapping is one of the main directions of cartography. It provides automated cartographic modeling of natural and socio-economic information based on GAT and geographic databases. [1]

The use of modern methods to ensure the efficient operation of logistics companies is necessary to improve the management, coordination processes in supply chains, as well as the development and implementation of advanced information technologies that support all key processes of company management and its integration with partners. consists of

The KPI system is used to achieve the following objectives:

- formation of the structure and target values of indicators of activity of sales staff;
- daily accounting of staff performance in the regions;

- providing the opportunity for operational analysis of performance indicators in trading houses;
- maintaining the achievement of consolidated indicators by providing analytical capabilities;
- provide service managers with tasks for ordinary employees of sales opportunities for rapid staging. To do this, a rapid data exchange is established between the accounting system and personal computers.



Код	Название	Адрес	Категория	Комментарий	Версия	Роль	Территория
1	M001	Все документы	Все	Алексеева	3.0	Торговый	Белгородская обл.
2	M002	Все документы	Все	Алексеева	3.0	Торговый	Белгородская обл.
3	M003	Все документы	Все	Алексеева	3.0	Торговый	Белгородская обл.
4	M004	Все документы	Все	Бранск	3.0	Торговый	Брянская обл.
7	M007	Все документы	Все	Алексеева	3.0	Торговый	Белгородская обл.
9	M009	Все документы	Все	Бранск	3.0	Торговый	Брянская обл.

Figure 1. Online data exchange scheme. Figure 2. "Routes" directory.

To track employee performance, 1C software connects employees to the PDA's GPS data to track their daily routes, as well as visually see on the map the employee's day-to-day routes, deviations, and retail visits. create a report that gives. Based on this information, the employee's job is his or her salary to be paid. Another important improvement is the determination of the coordinates of the points of sale. A map is attached to the "Output Locations" directory, one part of the map is needed for the printed path, and the other is the output coordinates, which are automatically determined and saved in the directory. You will then need to track the employee's route. Each employee has his own route - a list of trading days, which he must visit during the working day. The GPS data from the PDA of the employee is compared with the installed GPS data to create a "Points of Sale" directory "Agent's actual route" report, from which it is clear whether the employee visited the point of sale from his direction [2]

Methodology: Geographic Information System (GIS) - This can give us a new perspective on the world around us. If you do without generalizations and images, then GIS is real-world construction maps, as well as real-world construction maps, as well as events happening on our planet. This technology combines traditional database operations with the advantages of complete visualization and geographic (mektivona) analysis provided by the map as well. These features are distinguished from other information systems by GIS and provide a wide range of tasks related to environmental analysis and understanding and distribution of key factors and causes, as well as understanding and understanding of causes and their distribution, as well as, understanding and reasons.

Analysis and Results: The principles of operation of geographic information systems are similar to the principles of working with databases

(surveys and statistical analysis), but at the same time they have a number of advantages that allow for full visualization. All of this provides unique opportunities for the program to address geographic information systems in a wide range of tasks the analysis of events and incidents, the prediction of their possible consequences, makes it possible to plan strategic decisions.

Discussions: The success of many companies in a market economy is directly dependent on the efficient use of transportation networks as people and goods move. In this case, it is very important to have a clear transportation schedule that allows all actors: carriers, suppliers and consumers to optimize costs, reduce the time and number of vehicles. The problem in question can be described as a transportation problem. The vehicles that need to deliver a certain amount of goods to existing customers. However, in solving this problem, it should be taken into account that the delivery will take place in real urban conditions, when the delivery depends not only on the distance but also on the congestion of the route, i.e. the unevenness of city streets should be taken into account.

In short, the use of the above-mentioned programs makes it very convenient for us to register trucks when crossing the border between our countries. In addition, the use of these systems in high-profile manufacturing enterprises saves time by automatically transferring all operating conditions to the system. It was concluded that all employees, trucks, as well as other similar items are automatically counted through these systems, which allows to analyze how much a monthly salary for each employee, fuel consumption for trucks, how long it takes to reach the specified distance. I hope that as a result of applying these systems for our independent Uzbekistan, we will make a significant contribution to the development of our country.

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KIMYO TA'LIMIDA FAN VA TARBIYA UYG'UNLIGI

Annotatsiya. Ushbu maqolada "kimyo ta'limida fan va tarbiya uyg'unligi" doirasida ta'lim-tarbiya sifatini oshirish omillari, mavzularning tarbiyaviy vazifalari bo'yicha fikrlar mujassamlashtirilgan va ular yuzasidan tavsiyalar berilgan.

Kalit so'zlar: ta'lim, tarbiya, kimyoviy jarayon, ta'lim jarayoni, uslub, usullar, ijodiy tafakkur, mustaqil fikrlash, mas'uliyat.

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COMBINATION OF SCIENCE AND EDUCATION IN CHEMISTRY EDUCATION

Abstract. This article summarizes the views on the factors of improving the quality of education, the educational functions of the topics in the framework of the "Harmony of Science and Education in Chemistry Education" and provides recommendations on them.

Keywords: education, upbringing, chemical process, method, methodology, creative thinking, independent thinking, responsibility.

O'zbekiston Respublikasi o'z mustaqilligini qo'lga kiritib, jahonning rivojlangan davlatlari qatoridan o'zining munosib o'rnini egallashi sari dadil qadamlar bilan ilgarilab borar ekan, shubhasiz, shu mustaqillikka va uning porloq istiqbolini ta'minlovchi inson omillarining ahamiyati tobora ortib boraveradi. Shuning uchun ham, mustaqilligimizning ilk damlaridanoq, respublikamiz hukumati tomonidan mutaxassislar tayyorlash, yoshlarga tegishli ta'lim-tarbiya berish masalalariga alohida e'tibor berib kelinmoqda. Jumladan, 2019-yil 8-oktabrdagi №PF-5847-sonli O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida Prezident farmoni, 2020-yil 12-avgustdagi PQ-4805-son "Kimyo va biologiya yo'nalishlarida uzluksiz ta'lim sifatini va ilm-fan natijadorligini oshirish chora-tadbirlari to'g'risida"gi Prezident qarorini qabul qilinishi va ularni hayotga tatbiq etish borasida amalga oshirilayotgan tadbirlar mutaxassislarning kasbiy bilimlarini egallashdagi tayyorgarligini tubdan yaxshilashni talab etadi.

Respublikamizda amalga oshirilayotgan ta'lim islohotlari jamiyatimiz kelajagi uchun mas'ul barkamol shaxslarni voyaga yetkazishni nazarda tutadi. Ushbu muammoni hal etishda kimyo ta'limining ham o'z o'rnini bor. Shuni inobatga olgan holda yangi O'zbekistonni qurish borasidagi uzluksiz say harakatlarning bir qismi sifatida mamlakatimizda kimyo sohasini rivojlantirish, ushbu yo'nalishda ta'lim sifati va ilm-fan natijadorligini oshirish bo'yicha davlat dasturining ustuvor vazifalari ijrosini ta'minlash uchun tegishli yo'l xaritalari ishlab chiqilgan bo'lib, ushbu yo'l xaritalari asosida izchil ishlar amalga oshirilib kelinmoqda [1,2020:3]. Zero, yoshlarimizni kimyo fani bo'yicha chuqur o'qitish hududlarda yangidan-yangi ishlab chiqarish korxonalarini barpo etish, yuqori qo'shilgan qiymat yaratadigan farmatsevtika, neft, gaz, kimyo, tog'-kon, oziq-ovqat sanoati tarmoqlarini jadal rivojlantirishga turtki beradi hamda pirovardida xalqimiz turmush sharoiti va daromadlarini oshirishga puxta zamin hozirlaydi. Ta'lim jarayoni bu - o'quv masalalarining maqsadli ketma-ket almashinuvi va ta'limning barcha elementlari ta'lim oluvchilarning ijtimoiy tajriba mazmunini o'zlashtirish faoliyati natijasida ularning xususiyatlarini shakllantirishga yo'naltirilgan o'zgarishidir [2,2010:4].

Shu o'rinda kimyoni o'qitish usulining yaqin tarixiga haqqoniy ko'z bilan nazar solsak, kapitalizm davrida og'zaki-ko'rsatmalilik ta'lim usulining vujudga kelganligini ko'ramiz. Bu ta'lim jarayonida talabalar ma'ruzachining tushuntirishidan foydalanib bilimlarni ongli ravishda o'zlashtiradilar. Natijada, ularni amalda qo'llash malakalari hosil bo'ladi. Oktabr to'ntarishi sodir

bo'lganida ta'lim mohiyatida ham o'zgarishlar yuz berdi. Yangi ta'limda o'rganilayotgan ob'ekt mohiyati hayotiy misollar bilan bog'langan holda izohlanadi, ma'ruzachi o'rganilayotgan obyektning mazmunini misol va xilma-xil ko'rgazmali qurollardan foydalanib to'liq ochib beradi. Izohli- illyustrativ ta'limda ma'ruzachi faktlarni o'zi bayon qilib beradi, ularni tahlil qiladi va yangi tushunchalarning mohiyatini tushuntiradi, qoida va qonunlarni o'zi ta'riflaydi. Bu ta'lim usuli bugungi kun ta'lim jarayonida an'anaviy qo'llaniladigan usuldur. Bugungi kun globallashuv jarayonida ushbu usullarning natijadorligi, sifatli kadrlar tayyorlash samaradorligiga javob bermayotganligi ayni haqiqat. Ta'lim jarayoni yosh avlodni hayotga tayyorlashning asosiy va eng samarali vositasi. Shu bilan birga, u ishlab chiqarish, texnika, boshqaruv sohasida insoniyat tajribasini oqilona o'zlashtirishda katta ahamiyatga ega. Tegishli yo'nalishda hozirgi zamon talablariga javob beradigan, dunyo mehnat bozorida raqobatbardosh kadrlar tayyorlashda, uchunchi renessans namoyondalarini shakllantirishda qomusiy olim bo'lgan al-Farobiy, ibn Sino, Beruniy kabi dunyo tan olgan allomalarimizning hayotini dasturil amal qilgan holda, yoshlarimizga berilayotgan bilimni fan va tarbiya uyg'unligida izchil olib borishimiz maqsadga muvofiq. Ta'lim-tarbiya sifatini oshirishning asosiy omili professor-o'qituvchi va ta'lim oluvchining ta'lim jarayonidagi va tadqiqot ishlaridagi o'zaro munosabati, o'zaro aloqasidir. Professor-o'qituvchi faqat axborot uzatuvchi emas, balki tashkilotchi, rahbar, maslahatchi bo'lishi, ilmiy metodlar bilan qurollanib, ta'lim jarayoni qonuniyatlari va mexanizmlarini chuqur anglab, uni boshqarishi lozim. Tabiiy fanlar ham talabalarning aql-idrokini shakllantiradi, tafakkur doirasini kengaytiradi. Shuning uchun ularning tarbiyaviy ahamiyatini inkor etib bo'lmaydi [3,2009:51].

Kimyo fanini o'qitish jarayonida, talabalarning nafaqat kimyoviy bilimlarini oshirib qolmasdan, balki ularning ongiga, xulqiga, faoliyatiga har tomonlama ta'sir etiladi. Zero ta'lim jarayonida talaba shaxsini bilish, ularning qiziqishlari, faolligi, mehnatsevarligi va tashabbuskorligi orqali kuzatiladi. Shularni nazarda tutgan holda professor-o'qituvchilar darsning tarbiyaviy vazifalarini talaba shaxsini shakllantirish va rivojlantirishga qaratishi lozim. O'quv materialiga bog'liq ravishda tarbiyaviy vazifalarning ushbu turlariga egamiz; ilmiy dunyoqarashni shakllantirish; atrof-muhitga estetik munosabatda bo'lishni shakllantirish; irodalilikni shakllantirish, jismoniy rivojlantirish, sog'liqni saqlash va mustahkamlash, jamoatchilik munosabatlarini, guruhda va jamoada o'zini tutabilishni shakllantirish va boshqalar [Yo'ldoshev,2004:250].

Darsning tarbiyaviy vazifasini amalga oshirishda o'quv materiali talabani ma'naviy rivojlanish vositasi bo'lishiga erishish muhimdir. Dars talabani dunyodagi ma'naviy boyliklarni anglashi va egallashiga yordam berishi lozim. Dars talabada qanchalik kuchli taassurot uyg'otsa uning tarbiyaviy samarasi shunchalik yuqori bo'ladi. Talabalarda shakllanadigan shaxsiy sifatlarning asoslari o'quv faoliyatida talabalar orasida yuzaga keladigan munosabatlar asosida tug'iladi. Shu sababli talabalarda hamjihatlik hissini,

do'stona o'zaro yordamni shakllantirish bilan bog'liq bo'lgan tarbiyaviy vazifa turi muhimdir. Bir-biri bilan hamkorlikda olamni bilishga talabalarni o'rgatish, bu ishni har bir darsning mazmuniga aylantirish hozirgi zamon ta'limining maqsadlaridan biridir. Darsda talabalarining birgalikda ishlashlariga alohida sharoit yaratishga ahamiyat qaratish kerak. Kimyoviy reaksiyalarni amalga oshirishda, mustaqil ta'limlarni bajarishda talabalar uchun o'z tengdoshlari bilan hamkorlikda ishlashlariga e'tibor qaratish, ularda mehnat madaniyati, xususan o'zaro hurmat va birdamlik ruhini shakllantirish muhim masaladir.

Talabalarining birgalikdagi izlanishlari bilish faoliyatining faollashuviga yordam beradi hamda o'zaro nazorat qilish va o'zaro yordam berish sifatlarini shakllantiradi va tarbiyaviy vazifani ado etadi. Masalan, nuklein kislotalar. DNK mavzusining ta'limiy vazifasi: talabalarining nuklein kislotalar, ularning turlari, tuzulishi, funksiyalari haqidagi bilimlarini shakllantirish, oqsil fermentlarning DNK va RNK ni sintezlashdagi o'rnini haqidagi bilimlarini yanada chuqurlashtirish sifatida qaralsa, tarbiyaviy vazifasi talabalarda nuklein kislotalar haqidagi avval olgan tushunchalariga asoslangan holda tirik tabiat uchun xos bo'lgan oqsillar sintezining mohiyatini ochib berishdan iborat. Shu asosda hujayra hayotida nuklein kislotalarining hujayra tirikligini saqlashdagi rolini tushuntirish orqali talabalarda hayotning paydo bo'lishi haqidagi asl-mantiqiy qarashlarni yanada rivojlantirishdan iborat. Bundan tashqi muhit omillarining ta'siri natijasida nukleotidlarda boradigan o'zgarishlarni tushuntirish orqali ularga ekologik ta'lim-tarbiya berish maqsadi ko'zda tutiladi [Norqulov,2019:178]. Bunday misollarni ko'plab keltirish mumkin.

Talaba yoshlarni ma'naviy shakllantirishga erishishga alohida e'tibor berish samarali natijalarga olib keladi, bu borada: har bir mashg'ulotda o'quvchani xarakteridan kelib chiqqan holda ta'limiy-tarbiyaviy rivojlantiruvchanlik xususiyatlarini kompleks hal etishga erishish, ta'lim-tarbiya birligini taminlash orqali o'quvchilarning yosh va shaxsiy xususiyatlarini hisobga olish; ta'lim-tarbiya mazmuni shakl, usul va vositalariga milliy ma'naviy ruh berish va bu o'rinda har bir fanda o'rganiladigan mavzuning imkoniyatlaridan samarali foydalanish; ta'lim va tarbiyaning noan'anaviy shakl, usul va vositalarini o'z o'rnida amaliyotga joriy etish; fanlararo, mavzulararo ma'naviy madaniyat turlari o'rtasidagi o'zaro aloqa va o'zaro ta'sir, maktab, oila va jamoatchilikni talabalarining bo'sh vaqtlarini faol o'tkazishdagi ijodiy muloqoti; talabalarining ma'naviy madaniyatini tarbiyalashda milliy qobiqdan chiqish hamda umumbashar ma'naviy qadriyatlari doirasida maqsadni amalga oshirish lozim bo'ladi. Ta'lim va tarbiya barcha tarixiy davrlarda butun insoniyat taraqqiyotiga xos muhim muammo bo'lgan. Uning umuminsoniy jihatlari bilan birga o'ziga xos milliy tomonlari ham bordir. Ta'lim hamda tarbiya ishlari borasidagi hozirgi dolzarb vazifalar mazmuni jihatidan nihoyatda kengdir. Bu boradagi barcha muammolarni bir maqola doirasida batafsil yoritib berishning imkoni yo'q albatta. Yuqoridagi qayd etib o'tilgan fikrlarni inobatga oladigan bo'sak: kimyo fanidan ijodiy tafakkurni hamda ma'naviy dunyoqarashni shakllantirish

jarayonida shunday usulni tanlash lozimki, u mavjud bo'lgan barcha ilmiy–uslubiy yondoshuvlarning hamma afzallik tomonlarini o'zida mujassamlashtirib, ta'lim va tarbiya maqsadiga yuqori darajada javob bersin.

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CLASSIFICATION OF METHODS OF INTERACTIVE LEARNING FOR THE UNIVERSITY

Annotation: Currently, the educational process requires constant improvement, as there is a change in priorities and social values: scientific and technological progress is increasingly recognized as a means of achieving a level of production that is most responsive to the constantly increasing human needs, the development of the spiritual wealth of the individual.

Key words: interactive method, innovation, learning, software, method, educational institution.

The current situation in the training of specialists requires a radical change in the strategy and tactics of teaching at the university. The main characteristics of a graduate of any educational institution are his competence and mobility. In this regard, the emphasis in the study of academic disciplines is transferred to the process of cognition itself, the effectiveness of which completely depends on the cognitive activity of the student.

In activity, guided by a teacher, that students acquire the necessary knowledge, abilities, and skills for their professional activities, and their creative abilities develop. Active methods are based on dialogical communication, both between the teacher and the students, and between the students themselves. And in the process of dialogue, communication skills develop, the ability to solve problems collectively, and most importantly, students' speech develops. Active teaching methods are aimed at attracting students to independent cognitive activity, arouse personal interest in solving any cognitive tasks, the possibility of students applying the knowledge gained. The purpose of active methods is for all mental processes (speech, memory, imagination, etc.) to participate in the assimilation of knowledge, skills, and skills.

There are imitation and non-imitation forms of training organization using active teaching methods. Non-imitative methods: lectures, seminars, discussions, collective thought activities.

Thus, the use of active methods by teachers in the university teaching process helps to overcome stereotypes in teaching, develop new approaches to professional situations, and develop students' creative abilities.

Let's now turn to the concept of interactive learning.

Interactive learning is learning that:

- Is interactive;
- Based on real life experiences;
- Includes exchange of views among students and between students and teachers
- Critically analyzes organizational and systemic causes of problems.

The purpose of interactive learning is not only to provide knowledge and skills, but also to create a basis for problem solving work after the training is over. The principles of this approach to learning are consistent with the basic principles of adult learning theory in terms of ensuring an active learning process and student participation in it.

Training is most effective if it takes into account the real situation. This should include an analysis of the circumstances that prevent the application of the material studied. For example, the solution of many tasks to identify the impact of environmental pollution on health is based on the collection and analysis of data on the state of the environment. In many countries, however, these data are inadequate and difficult to obtain. A good training program would address data gaps and investigate why they exist, indicate strategies for improving the situation in the future, and suggest methods for solving the problem in the presence of these limitations at the present time.

The use of interactive learning should include activities that help students develop critical thinking, practice on real-world problems and in developing solutions, and acquire the skills necessary for further effective work on similar problems. Of course, educators using this approach, like everyone else, recognize that proper teaching alone does not necessarily lead to more student activity or improved post-learning environment and health. Online learning is best seen as one of the key components of a comprehensive preventive strategy that combines effective education with legislation, improved infrastructure and planning, and transparent policies and procedures.

Critics of interactive teaching methods in the academic setting include claims that they are too time-consuming, that it is easier for teachers to lecture than to engage in interactive activities, and that students themselves may not want to learn in this way. Yet interactive exercises can be inserted into even one hour long sessions and, with experience, become teacher-friendly. Because adults learn in different ways, using different approaches is likely to be more effective than using one approach, which may be good for some but not all learners. Learning will be most successful if students have the opportunity to participate in various forms of mastering the educational material: listening, getting visual representation, asking questions, simulating situations, taking part in business games, reading, writing, working with equipment and discussing pressing problems.

While the teacher must master various teaching methods, he must also try to create an environment conducive to interactive learning. This involves seating students at round tables or in other ways for maximum interaction. It also involves the use of movable chairs so that a large group of students can split into smaller groups if needed. In large lecture halls, this can be difficult; however, students may be asked to split into pairs or subgroups of 3-4.

The use of active and interactive learning technologies contributes to the development of critical thinking skills and cognitive interests of students. In classes where these technologies are used, students feel confident, freely express their thoughts and calmly perceive comments, because they are active participants in the educational process. In an atmosphere of trust and mutual assistance, it is easy to make discoveries, to realize the importance of the knowledge gained. It is under such conditions that it is possible to educate a specialist prepared for the future, in which it is necessary to solve problems and make specific decisions.

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FOREIGN EXPERIENCE OF SMALL BUSINESS DEVELOPMENT

Abstract. Small business as a separate sector of the market economy is considered. It is noted that recently the problem of small business has become more urgent than ever, not only in our country, but also in developed countries. Small business performs a number of important economic and social tasks. In addition to tax deductions to the budgets of all levels, it develops the real sector of the economy, creates additional jobs, promotes competition. Therefore, the development of small business is an important task of the state. Small business is characterized and its role in the market economy of different countries is clarified, its positive and negative positions are highlighted.

Key words: small business, sustainable development, employment.

INTRODUCTION

In the light of the current economic crisis, which has affected many countries, the problem of small business has matured more acutely than ever. As world practice shows, the main criterion on the basis of which enterprises of various organizational and legal forms are classified as small businesses is, above all, the average number of employees employed in the enterprise. Given the small number of employees who are quickly mobilized for market change, small business can be an important basis for turning to positive business processes. It should also be noted that small businesses provide employment for socially unstable segments of the population, in particular, youth, women, emigrants, etc.

It is at these enterprises that they gain experience, knowledge, achieve career growth and self-realization. It is advisable to take into account a number of advantages of this business, namely: low capital intensity and therefore easy access of the population, a large number of enterprises, which allows in a short time to establish production of various goods and services, mobility in the market and technology, which contributes to rapid development, ability to quickly hire additional labor, lack of bureaucracy in management, insignificant negative environmental impact on the environment. Small businesses are more resilient to external change. During the general economic downturn in Uzbekistan in the early 1990s after independence, it was small businesses that supported the Uzbek economy and adapted to new market conditions in a timely manner.

State-owned enterprises failed to compete, were destroyed or privatized. Thus, small business demonstrates its flexibility, "viability", strengthening and supporting the national economy.

The degree of development of small business directly characterizes the degree of development of the economy as a whole. The development of small business in the West is much faster, as national governments pay considerable attention to small businesses and promote their development at the national level.

RESEARCH

In most countries, small business is the middle class, which is the basis for sustainable economic development. It is no secret that developing countries, thanks to small and medium-sized businesses, have made great economic progress (Taiwan, Singapore, Indonesia, etc.). If we trace how the pace of development of small enterprises in these countries has changed, we can draw a parallel with the development of the whole country. For Europe, small business is a kind of foundation for socio-economic development. There are more than 20 million enterprises engaged in small and medium-sized businesses and, accordingly, provide more than half of total turnover and value added. The share of small business employees in Europe is about 70%. The vast majority of small businesses operate in trade, construction and the food industry. It can be stated that small business is the "pusher" of the economy, which stimulates producers to compete.

The development of the EU depends on the successful operation of small and medium-sized businesses. Therefore, the European Union pursues a policy of supporting small business, the main purpose of which is to balance the interests of the state and business, provide the best conditions for entrepreneurship, increase the competitiveness of small business.

Analyzing the development of small business in different countries, it is worth focusing on Japan as a country of private enterprise. It includes 5 million 738 thousand enterprises - 99% of their total number. They employ 88% of all employees. Most small businesses are in labor-intensive industries: retail, catering, services, construction and engineering. In terms of ownership, half of them are individual, ie actually family. But now families in Japan are small, as in all urbanized countries, the population has begun to decline, and the number of these enterprises is declining. The economy develops through the prism of the coexistence of large and small enterprises. Yes, housing is built by small businesses, because most Japanese believe that it is best to live in small houses. Big business is engaged in construction of roads, factories, shopping centers, high-rise buildings. Basically, big business employs small businesses through outsourcing. About 55% of small businesses in industry work this way.

The Japanese government cares about modernizing the business sector and facilitating the creation of new businesses. In 2019, a law was passed that would allow you to open a small business without start-up capital - only one yen.

32,000 enterprises have already been established in this way. Also in 2020, a law was passed that simplifies the bankruptcy procedure as much as possible in the field of small enterprises. According to it, it is allowed to go to court to protect against creditors before the liabilities exceed the assets to prevent their dispersion. Thus, the state does not provide financial assistance to entrepreneurs, but provides legal and informational support. In the United States, small businesses employ 77% of those employed in the private sector and account for 47% of total sales of goods in the country, as well as 50% of gross domestic product. The leading body of state support for small business is the Small Business Administration (SBA), which solves three important tasks: providing financial support to small and medium enterprises, assistance in obtaining government orders, providing technical and consulting services on management. According to her, about 1 million new companies are created in the country every year. Of these firms, 60% are employed in the household with the support of the US Department of Labor. About 21 million Americans (17% of all employees) work part-time through small businesses. It should be noted that small businesses are run mainly by women. For example, in one year the number of firms headed by women increased by 29% and 1.4 million enterprises received \$ 2.8 billion in the year.

A kind of franchising revolution took place in the United States. Thus, in just a few decades, the sales of franchised companies accounted for 40% of total retail sales, total gross sales exceeded \$ 800 billion. The US Congress has developed a special program for the development of innovation for small businesses. Contributions to these programs increase annually by \$ 1 billion. A significant role in stimulating small business belongs to the government's fiscal policy, which provides for a reduced tax rate, an effective system of discounts on overdue loans, and so on. In addition to budgetary measures, small businesses are provided with benefits in the collection of local property tax, which helps to partially solve the liquidity problem [5]. It is important to focus on individual programs that aim to promote small business. One of these programs provides patronage to small firms in the form of consultations on marketing finance management, and after approval of all these programs is implemented by the Small Firms Service. Another loan guarantee program, aimed at providing financial assistance to small firms, is designed for three years and provides for the payment of insurance premiums on behalf of successful businessmen. There are programs that stimulate the export activities of small firms that want to export their goods and others. At the same time, with the general support of small businesses in the UK, there is a fairly strict system of control over the activities of enterprises. Every year, small and medium-sized businesses replenish the Italian treasury by 70 billion euros. An important financial resource for a large part of small business is cooperative lending. Spain is one of the first places in the world, along with Italy and France, for wine production, which is why it owes small business. He also has a central role in

the tourism industry. The Spaniards are building family hotels, running restaurants and bars, doing household services. As a positive factor in the development of small business, it should be noted that the country has virtually minimized bureaucracy. Yes, to register a company and get a license, 24 hours is enough. This creates a favorable climate for small business development. And for those who intend to start their own business, there are special programs to help. For example, for the first 5 years, an entrepreneur does not pay taxes and is also entitled to an indefinite loan for business development. The guarantor in the latter case is the State Institute of Official Lending of the country. The result of a skilful government policy to support small business is that Spain ranks 2-3rd in terms of goods and services. Thus, small businesses in the EU employ more people than in the US, ie in EU countries small business is more important in terms of employment, especially in manufacturing. Regardless of the definition, small businesses make up 95% of all businesses in the EU.

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TEACHING TO READ IN A FOREIGN LANGUAGE AT A NON-LINGUISTIC UNIVERSITY

Abstract: At the present stage of development of society, proficiency in a foreign language is becoming truly in demand both in practical and in intellectual activities of a person. In the course of the globalization process, the world labor market requires students to have a high level of proficiency in foreign languages, increases professional competitiveness, and expands the area of scientific and business contacts.

Keywords: language, second language, motivation, competence, reading, professional training.

One of the goals of teaching a second foreign language is associated with the formation of students' communicative competence, which allows them, in accordance with their real and actual needs and interests, to use the English language at a basic level in the most typical situations of verbal communication.

Currently, knowledge of two languages is becoming the norm, and more is a significant advantage, becoming a hallmark of a modern highly educated person. A foreign language becomes a guide to the world of wide opportunities, is the guarantor of successful employment and the key to building a successful career. That is why the prestige of the subject "foreign language" as an educational discipline of a non-linguistic university increases, updating the concept of "motivation". Of course, the problem of motivation in the process of learning a foreign language is very acute. This problem is most clearly manifested in the course of teaching reading to students of non-linguistic universities, especially in the process of working with professionally oriented texts. This is due to the peculiarities inherent in a foreign language, requiring students to have a certain base, skills and abilities, as well as experience in working with authentic texts. Often this leads to certain difficulties for students, lowering their level of motivation, since teaching a foreign language, and in particular reading, is often not focused on the professional needs of students. Traditional methods of teaching reading in a foreign language lead to a decrease in the level of cognitive activity of students. After the planned undergraduate program of two or three, and in individual universities, one or two years of studying a foreign language, the specialist does not receive sufficient

preparation in the subject and experiences difficulties leading to disinterest in reading in a foreign language.

For the successful teaching of reading in a foreign language to students of non-linguistic universities, of course, motivation alone is not enough. In addition, the teacher must carefully plan each lesson and constantly interact with the target audience. What is the main incentive that motivates students to read in a foreign language? This question is central to the selection, development and success of the final selection of material for reading in the classroom. More serious reasons for reading may be: reading in order to obtain information ("targeted reading") or reading "for pleasure" [2, p. 100].

When students read text for information, they use the text to accomplish the following tasks:

- ❖ opportunity to learn something new;
- ❖ improve the level of knowledge of the language.

Reading "for fun" provides many students with the opportunity to enjoy the "world of books and words". In both cases, the reader expects to be able to understand and comprehend the material provided for reading and to read it in accordance with one of the above two purposes. Of course, the student will be more motivated the more he is confident in the ability to achieve both stated goals. If the student has a task on which he should focus his attention during reading and motivation to carry out this task, in this case, he will have sustained and progressive success in this type of speech activity related to the study of a foreign language through texts on this language.

Since motivation affects every aspect of the foreign language being studied, it is permissible to assume that it also affects "reading productivity". The principle is very simple: if a student is not motivated to read internally or externally, then he will not be involved in the reading process" [3, p. 101].

First of all, the student must be interested in what he reads, otherwise the "back impulse" (the result from what he read) will not be received. In this regard, the teacher of a foreign language should make every effort to reveal the sphere of interests of the student, and, therefore, has the right to teach and instill interest in students through what they like and what they find interesting.

Secondly, the reading material should be selected taking into account the level of the students' required reading skills - it should not be super easy or super difficult. The fact that a student can read in itself leads to the development of motivation. In the practice of teaching a foreign language, according to Z. I. Klychnikova, "it is necessary to strive to ensure that students receive texts, when reading which there would be the highest level of understanding. Otherwise, reading will not bring pleasure to the reader, but will turn into a heavy duty of an educational nature" [4, p. 140].

The reading process should not be so difficult that the reader is disappointed and stopped this activity, but, along with this, it should not be so easy as to make the student bored and cause apathy. One way or another, it must

be associated with a certain level of difficulty. In the framework of long-term work with the text, nothing will cause more motivation in the reading process than the final feeling of satisfaction from completing the task for the given text.

In this case, motivation is the main stimulating factor that contributes to introducing students to reading in a foreign language. In this case, motives are associated with the personal world of a person, and depend on his inner motives. That is why it is so difficult to evoke motivation from the outside. The learner will be able to learn a foreign language and read professionally oriented texts in the original only if he himself feels the need for this, that is, he will be motivated.

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THE IMPORTANCE OF USING MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING HISTORICAL SCIENCES

Annotation: This article highlights the importance of modern pedagogical technologies in the teaching of lesson effectiveness, the impact on the quality of education, in particular in the teaching of historical sciences.

Keywords: pedagogical technology, quality of education, effectiveness of lessons, socio – humanitarian sciences, history.

In the process of radical changes in the life of society in the conditions of independence, the role of historical science in solving the tasks of national revival, spiritual renewal, holistic awareness of national identity and originality, education of members of society with free democratic thinking, united by the power of a strong national idea, is seriously increasing. "The memory of history, the restoration of the impartial and real history of the people, the country, the territory of our state, if it is possible to interpret the national self-realization, will play an important role in the process of restoration and cultivation of national pride".

Today, Information and communication technologies are entering all aspects of our lives. In particular, the use of information technologies in the educational process contributes to the achievement of the intended goal of modern pedagogical technology. In general, in the lesson on the basis of new pedagogical technology, the teacher is dominant-not the only source of information, but also the fascinator, that is, it serves as a facilitator of independent reading and learning of students, creating favorable conditions for them, directing creativity.

Effective use of advanced pedagogical technologies in the teaching of subjects in the category of philosophical Sciences plays an important role in ensuring the quality of teaching. Electronic textbooks play a key role in the organization of the educational process based on modern pedagogical technologies. The use of a variety of visual aids, multimedia techniques, prepared by the teacher, makes the course process more interesting, creates a clear understanding and makes it easier to master the subject. Also, the use of Internet materials, mass media in the study of philosophical Sciences gives the intended result. In this regard, special attention is paid to ensuring consistency and consistency of the course to the subject matter. The learning process is a

non-stop creative process in constant development, movement. In the current information age, knowing what, how to read is the main factor that determines the quality of students' knowledge.

In particular, visuality is one of the important social pedagogical principles in the integration of the essence of philosophy into the hearts and minds of students. Because blindness serves to make propaganda and propaganda popular, impressionable, understandable, imaginative. Hearing the speech of the Professor-teacher, who was impressed and waved about the great scientific heritage left by us by our great ancestors, aroused great interest in this material in the minds of students and students. At the same time, the visual means prepared on the basis of the fantastic discoveries of our magnates in natural sciences-mathematics, astronomy, geography, ethics, philosophy-provide an opportunity to activate the attention of students, to influence the process of thinking, to preserve in their memory the rich historical heritage of our people for a long time. Visual means (photo, poster, advertising rolls, computer imitation model (animation), etc.) has an international essence and "speaks" in all languages. Every day it gives thousands of students the opportunity to acquire certain knowledge.

Subjects included in the curriculum of educational directions of all educational institutions in our country, textbooks provide an opportunity for students in the educational process to systematically obtain information about our scientific heritage, the rich history of the Uzbek people. This has a positive impact on the hearts and minds of the youth, embodying in them a system of beautiful and vital ideas, as well as self-awareness in their thinking, commitment to historical memory, preservation of sacred values, a sense of patriotism.

Science, technology and technology (gelotechnics, Materials Science, Nanotechnology, cybernetics, etc.) through the promotion of achievements in the field of education and training in addition to the audience and the audience, the reader demonstrates the opportunities to deeply immerse in the heart and mind of the young people the meaning and charm of philosophical Sciences. When we look at history, it is natural that such processes, achievements of our ancestors, evoke a sense of national pride and pride in every future generation.

The fact that our great thinkers have made a great contribution to the development of Natural Sciences in Europe educational literature is superficial, one-sided, sometimes misunderstood in the history of physics, mathematics, chemistry, astronomy and several Sciences, the existing textbooks, manuals, well-known scientists engaged in the history of Science, The opinions expressed by public figures in this field (through sound, animation) are This is an indication of the importance of our national spiritual heritage. In order to ensure the active participation of the students in this process, the use of technologies "round-the-table", "discussion", "cluster" (networking), "working in small groups" on topics related to historical sciences is well-effective.

The comprehensive explanation of the strategy of independent development of Uzbekistan, the goals and provisions of the people of Uzbekistan for the restoration of the Great State, the essence of our national history to the general public, the Re-study and implementation of our national spiritual heritage is one of the urgent tasks facing every science teacher. The integration of the national historical heritage into the hearts and minds of the students is due to the fact that it covers all spheres of the life of society, the rational use of effective methods and means of propaganda and propaganda in education.

The integration of our national history into the hearts and minds of the reader's youth is carried out through various forms of education and training. In this provides for the following tasks:

- to create a differentiated pedagogical and psychological program in educational institutions on the basis of multimedia tools in accordance with the age of students and students;

- to take into account the psychological characteristics of the students-young people of the selected pedagogical and information technologies in order to improve the effectiveness of the lesson;

- continuous work on the formation of lessons on the basis of modern pedagogical and information technologies;

- development of methods of presentation of historical sciences in educational programs, textbooks and manuals;

- deepening the spiritual knowledge of pedagogical personnel, etc.

In educational institutions, it is necessary to prepare students for teaching and training in lessons and extracurricular activities, to print the print of historicity and succession in the organization of reading and teaching, and to base the print of the unit of theory and practice. The analysis of educational programs in the direction of Natural Sciences shows that by organizing the educational process on the basis of the print of historicity, there are not enough specific developments and methodological recommendations on the timing of spiritual education of students.

Intellectual training system provides an opportunity to increase interest in knowledge acquisition through the use of multimedia technologies, to develop creative thinking skills and to increase the effectiveness of mastering educational materials, to model and monitor processes that are complex to be demonstrated in Real situations, to create an information environment aimed at activating and coordinating learners, to monitor assignments, to provide assistance and

In conclusion, the application of modern pedagogical technologies in historical sciences will achieve the following results:

- students will try to express an independent opinion, that is, each student will have his own idea, evaluation and confidence, with the exception of others;

– the information provided in the study material will serve as a motivation for critical (unique) thinking;

– will be able to understand the essence of the economic concepts that must be mastered;

– he tries to make a reliable justification of the presented evidence and recognizes that there may be other decisions, but he himself tries to prove that the decision he chooses is the most logical and reasonable in relation to others.

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ORGANIZATION OF INNOVATIVE ACTIVITIES OF EDUCATORS

Annotation: A form of organization of education is a specially organized activity of a teacher and a child. Education is organized at a certain time of the day according to a predetermined schedule. The form of education varies depending on the number of children, the nature of the interaction between the teacher and the children, the venue, and the place on the agenda.

Key words: Assignments, educational activities, method, disabilities, process represent.

Each form of organization of children's educational activities differs in its didactic purpose, the degree of independence of children, the attitude to team and individual work, in relation to pedagogical leadership.

The individual form of organization of children's educational activities reflects a number of positive aspects: the possibility of full individualization of the content, method and pace of educational activities, as well as every action of the learner in solving a specific problem and such as allowing them to monitor their operations. However, the individual form of education is different

There are also disadvantages: time-saving (if there are twenty children in a group, the teacher spends 20-25 minutes for each of them. This means that the teacher spends about six hours on individual training); limited influence of the educator (the educator's task is to give the child a task and check its implementation); limited ability to work with other children (which negatively affects the process of socialization); lack of teamwork experience.

However, sometimes it is necessary to use an individual form of learning. First of all, there is a need to work individually with children with developmental disabilities, to help them acquire the necessary knowledge and skills, to develop the ability to manage mental processes. Individual lessons are also required for children with special skills (drawing, singing, math).

With each child in the group, the educator conducts individual sessions with periodic follow-up descriptions to periodically identify gaps in his or her level of education, knowledge, and skills acquisition.

The group form of organizing children's learning activities requires small group activities. To do this, the group is divided into small groups of no more than six children. Grouping can be done according to the children's own interests and common interests, but it is not recommended to divide them into groups according to their level of mastery. Instead, it is better to form a group with children with a high level of mastery and children with a low level of mastery.

The technology used to organize work in small groups can also vary. Sometimes classes are held in small groups at once. In this case, the educator should think about the order in which the children will be placed. Each group member should sit comfortably next to each other, taking into account the distance between them. Because in group work, small group members interact with each other and work together on tasks. Therefore, it is not always possible to maintain peace in such exercises. Assignments can be given to everyone in the same way or individually. The session ends with a unique presentation of the assignment.

There is a special need for a mass (frontal) form of organization of children's educational activities in modern MTC. The mass form of the lessons can often be artistic. M: music lessons, performances, tours, art tours, etc. In such activities, the "emotional impact" that stimulates mental activity is effective, allowing the child to express himself.

All this should be reflected in the implementation of the educational, pedagogical, developmental tasks of the educator. On this basis, it can be said that in the process of education, the educator teaches students the acquired knowledge. Equips them with skills and competencies in their learning activities. At the same time, it creates worldviews and ethics in learners, shapes their interests and abilities, and increases their cognitive activity. The work of an educator opens up great opportunities for the purposeful formation of the learner. More specifically, it plans the entire learning process, organizing activities with learners in the process. Helps learners overcome challenges and diagnoses their knowledge and the entire learning process. In turn, learners focus on learning, acquiring knowledge, skills and competencies, and preparing themselves for community service. The activities of learners in the learning process represent a multifaceted movement, and this movement is a great help to them in solving cognitive tasks.

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MAHATHIR MOHAMAD AND LEE KUAN YEW - EXCELLENT THOUGHT PRACTITIONERS

Abstract: Leaders have a significant role and immense influence on the history of a country, a people, or even an era in the development of human society. Throughout history, there have been many notable figures, including two outstanding leaders in Southeast Asia, namely Mahathir Mohamad and Lee Kuan Yew. They mastered the rotation of history, attached to the country's destiny, and changed the political situation of Malaysia and the Island Nation-of Singapore. They are not only the leaders but also excellent thought practitioners, which is reflected in the policies and ideology in many fields related to Islam and Confucianism. To solve the scientific problems stated in this paper, the author has used an interdisciplinary approach with cultural methods, anthropological research methods, and historical methods to indicate that Mahathir Mohamad and Lee Kuan Yew are excellent thought practitioners.

Keywords: Mahathir Mohamad, Lee Kuan Yew, Prime Minister, Islam, Confucianism

1. Mahathir Mohamad – A typical Muslim

On July 16, 1981, Mahathir became the 4th Prime Minister of Malaysia and served as Prime Minister for 22 years (1981-2003). With 22 years in power, he became Asia's longest-serving Prime Minister.

During his tenure, he modernized Malaysia rapidly and brought it to miraculous growth to become one of the strongest economies in Southeast Asia and Asia. At this time, the famine was almost completely eradicated. Indicators of social welfare such as literacy rate and child mortality rate were on par with those in developed countries.

In addition, Mahathir also succeeded in building the image of modern Muslims. He orientated the right path when Muslims were still wrong in their perception and assessment of the world around them. Islam is the most moderate religion, which contains many progressive values. If Muslims understand and practice the religion correctly, it will become a positive factor promoting the development of society. This is the most transparent view of Mahathir, a moderate Muslim with strong religious beliefs and far-reaching influence.

1.1. Believing in Islam and putting it into practice correctly

Mahathir was raised as a Muslim child by his family. Therefore, Mahathir's religious beliefs were strong and his faith was undisputed. In the book named *"Political Memoirs,"* he wrote: *"I am never keen on being a follower of another religion because Islam is my religion. I also don't believe any Muslim would abandon his faith. You may not participate in the ritual, but your commitment to Islam is unwavering"* [1, p. 564].

With all his knowledge and profound insights about Islam, Mahathir has proved that Islam is the most moderate religion. The teachings of Islam do not have the same commandments as Christianity, but the Quran lists similar things. The Quran requires Muslims to keep their promises, to be honest, not to accept bribes, to be diligent in cultivating knowledge, to be ready to protect the global Muslim community, to take care of orphans, to accept petitions for peace, to judge by law, not to allow hatred to influence decisions, and not to force others to convert by force and many commandments. They not only instruct Muslims how to live but also to be upright and honorable believers. It is undeniable that Islam has brought many core values. According to Mahathir, Islam can be a good influence if people understand and follow it correctly. Islam is not only a faith but also simple guidance for followers to define their way of life. Islam's good values are also similar to Western values and common human values. He has proved that Islam can become one of the factors promoting the progress and development of society.

Of course, Mahathir doubted the teachings of Islam, which were the basis for him to strengthen his religious faith further. Mahathir understands that science helps people understand everything about the functions of the body. Humans have to eat, breathe and excrete toxins. However, what is the purpose of human life when they still have to die even though they have eaten, drunk, and breathed? Mahathir concludes that there is a force that governs everything so that it happens under its way, which is called "Supernatural" by scientists. What is "Supernatural"? It must be God, Allah, God, or the power that governs everything, controls the behavior of all things and phenomena on earth and

beyond. Humans are taught to believe that this power is many times greater than human strength. Thus, Mahathir studies the scientific process further and strengthens his faith.

This issue was also addressed in an important political speech in the first decade of the twenty-first century by Dr. Mahathir on October 16, 2003, at the 10th Session of the Islamic Summit Conference in Putrajaya, Malaysia. He said: *“Whether you are Muslim or not, the thought of every Malaysian will help the world to understand Islam and Muslims better, breaking the perception that Islam is a religion of backwardness and terrorism... I am sure that 1.3 billion Muslims, who account for one-sixth of the world’s population, are pinning their hopes on us...”* [2].

As a fervent Muslim with strong faith, Mahathir was very successful in creating the image of modern Muslims and showing them the right path.

1.2. Respecting differences and behaving in harmony with other people

Mahathir Mohamad's thought and Islamic teachings are also reflected in another perspective: respecting differences and treating people around. It is expressed even in religious beliefs if it is necessary to deny or completely contradict the views of other practitioners of thought.

In the perception of human rights, Mahathir argued that: *“Islam also accepts that any society has the rich and poor, king and masses, leaders and followers”, “there is no material equality because this matter goes against nature”, and “this fact cannot be denied because the attempt to be fair in the property will fail. However, there are many things that we have not foreseen the consequences of.”* [10, p.2].

Mahathir's views on the issues of social class, wealth, and poverty are clear. Everything is meaningless, and people are equal. The actions, thoughts, and words of each individual can determine whether he or she is noble or not. He never discriminates and always appreciates people if they don't stop working and trying. He believes that if people respect each other's differences in thoughts and actions, they will live peacefully and happily together.

Family values also contributed significantly to the formation of Mahathir's personality. He was taught about values that he always followed throughout his life. His father, Mr. Mahamad bin Iskandar and his mother, Mrs. Wan Tempawan instilled in him the values of tolerance and respect. Being a fervent follower under his strict family upbringing, Mahathir became a pleasant and well-mannered Malaysian. Since becoming Deputy Prime Minister until being Prime Minister, he never transferred any of his staff even when he/ she did not perform and the others. Instead, he attempted to persuade them to do what he desired by earning their loyalty. As a result, his employees had opportunities to develop and improve their work performance. Some people continued to work with him throughout his final years as Prime Minister. Mahathir recognizes that the responsibility of a “boss” is to get along with his staff and help them reach their maximum potential.

Everyone can make mistakes, and maybe the new employee is not better than the old one. Mahathir supposes that no one is perfect. If he gets angry with the staff, they will get angry with him. In terms of work, although he disagreed with some policies and views of Prime Minister Tun Hussein, he always respected this Prime Minister, who was his “boss.”

The origin, the family’s outlook on life, and the unique personality of the parents had a profound influence on the thoughts, actions, attitudes, and choices of Mahathir in life. It can be said that Mahathir is fortunate to be born in such a family which is not wealthy but rich in integrity and tradition.

1.3. Freedom of belief and religion

According to Mahathir, Islam is a religion that is tolerant of other religions and their followers. Through a bilingual translation of the Quran in English and Malaysian, he found verses proving Islam's tolerance for other religions, showing that his feelings were entirely accurate. Here is an excerpt which is written about the pagan:

“Say: O unbelievers!

I do not serve that which you serve,

Nor do you serve Him Whom I serve:

Nor am I going to serve that which you serve,

Nor are you going to serve Him Whom I serve:

You shall have your religion, and I shall have my religion.”

There is no coercion in Islam. The Quran quoted is about religions whose followers do not accept “faith,” i.e. Islam.

When he was a teenager, he lived in a house next to apartments and shops occupied by other believers. There was a Chinese shop in front of his house, which had an altar opposite the door. Before the Buddha's portrait, there was an incense bowl. During the occupation period of Japan, the Tamil people (people originally from Southern India) lived with his family. They did not have altars or carved images of lords, but he knew they still worshiped gods in their temples. While studying at school, his classmate was Eurasian and Christian. Later, at university, his classmates followed different religions.

Mahathir knew that they followed different religions and teachings, but he still made friends with them. To not affecting his beliefs, he avoided discussing religion with his friends because he understood that it would be easy to lead to disagreements and a break in relationships.

After being mature, his view has unchanged and even become a strong wish. Building a nation that contains one people and is multi-religious has been the first and foremost dream of Mahathir Mohamad. According to him, the right to freedom of belief and religion is a basic human right. The disregard and violation of rights to freedom of thought, belief, and religion directly or indirectly lead to wars, riots, and significant consequences for humanity.

Many various interpretations of Islam have emerged throughout its more than 1,400-year existence. Each interpretation is influenced by the needs of the

times. Some people claim that their acts of terror and violence are motivated by religious convictions, but this is not the case. Islam never tells its followers to do these things because the Quran writes: *"You have your religion, I have mine. You pray your way. I pray my way. Religion is not coercive."* Therefore, Mahathir has lived according to that concept and become an orthodox Muslim. That orthodox Islamic ideology makes him moderate. Mahathir believes that Islam, a religion and a culture, has been misinterpreted by extremist scholars, dividing the community. It is a favorable condition for others to invade and rule.

Respecting freedom of religion or belief will build and complete Mahathir Mohamad's personality and culture, create the image of a peaceful Malaysia in the eyes of the international community, and create social justice and friendship among nations.

2. Lee Kuan Yew – A person practices Confucian thought by upholding moral values and education in leading his country.

Singapore is a country in Southeast Asia but heavily influenced by Chinese culture and traditions. Therefore, Singapore's development has been determined by Asian characteristics, particularly Confucian thought. That idea was established and instilled by Lee Kuan Yew, a great leader.

Lee Kuan Yew, the first Prime Minister of the Republic of Singapore (Lee Kuan Yew, September 16, 1923 - March 23, 2015), is a fourth-generation Chinese Singaporean. He is influenced by Eastern and Western cultures and always values and directs Singapore to a traditional society. He always emphasizes the importance of Confucianism in Singaporean society. Confucian ideals are constantly honored and prioritized in his thoughts and deeds to build a good community, whose foundation is education and morality.

2.1. Respecting moral values

Singapore is a young country in Southeast Asia with a small population and limited resources. As a leader, Lee Kuan Yew has determined that people are the nation's resources. Although Lee Kuan Yew's view of governing was the rule of law, the model of government that Lee Kuan Yew built in Singapore was a family-based society. In which, the first is a moral authority. He is patriarchal but exemplary and always strives for the happiness of all members of the Singapore family. That society encourages people to study and value outstanding people who have contributed to the island nation. Although it is a multi-ethnic, multi-religious, and multi-cultural country, most citizens live in peace and harmony. Singapore is a country that begins later but finishes before many other countries in Southeast Asia and worldwide, thanks to a society with effective administrative apparatus and low corruption, and advanced social organization and infrastructure.

Facing the difficult situation after independence, Lee Kuan Yew, as Singapore's supreme leader, always put the interests of the country and people first. He always thought about how to make people happy. Prime Minister Lee Kuan Yew worked hard to do these goals, introduced many appropriate policies

to build and develop society, and implemented them with great determination. As a result, Singapore's society has changed and developed rapidly, surprising the rest of the world. Singapore became a free, prosperous, and peaceful country. People's lives were concerned and improved. Lee Kuan Yew's policies made people believe in the government, support the People's Action Party (PAP), be attached to their nation, and even voluntarily preserve, protect, and build their country.

A great leader shall have high ethical standards followed by people. Lee Kuan Yew is such a person. His core value is to prioritize the interests of society above personal interests. After separating from the Federation of Malaysia in 1965, Singaporeans faced many difficulties in life. In addition to economic development, Prime Minister Lee Kuan Yew paid great attention to policies to ensure people's living standards. He said:

"As an Asian with a background in Chinese culture, I value an honest and efficient government that protects people and allows them to have access to opportunities to develop in a stable and orderly society, where they live happily and raise their children to be more successful than themselves" [3].

Lee Kuan Yew was determined to build houses for low-income people and support them to own houses to enhance people's living standards. He said: *"My primary concern is to secure the rights of all citizens and their future. I would like to create a society where everyone owns their home" [4, p. 110].*

People supported his act, which strengthened the connection between them and the government. Moreover, Lee Kuan Yew also took measures to create equity, reduce social differentiation, and narrow the gap between the rich and the poor such as promulgating a reasonable wage policy and taxing income. Singapore implemented a policy to adjust wages across industries and economic zones. Wages were also adjusted between the public and private sectors. The poor Malaysian and Indian families got help. As a result, the income gap between ethnic groups had narrowed. Moreover, Lee Kuan Yew also built a strict social discipline.

Besides taking power, Lee Kuan Yew was deeply aware of his mission to establish a clean and efficient government before the widespread corruption. Accordingly, he always persisted with the principle of building a clean public apparatus during his time in office. It is the decisive factor helping Singapore get rid of corruption and stagnation after gaining national independence. It is also the secret for the People's Action Party (PAP) to master the leadership and deploy development strategies to achieve the best results. The strong will and great determination of Lee Kuan Yew, who is knowledgeable about the times and fundamentally honest, has helped Singapore fight corruption. He built a legal system with strict penalties and established the Corrupt Practices Investigation Bureau (CPIB), operating with functional independence. This agency has deterred, prevented officials from corrupt, and ensured transparency for the investigation and trial process. Lee Kuan Yew also highly appreciates

people's power in the fight against corruption. He believes that the greatest strength is public opinion which can keep the apparatus clean *"from the top."* According to Transparency International, Singapore ranks at the top of the cleanest countries in the world.

2.2. Valuing education

Since Lee Kuan Yew took over the country, he has recognized that education can solve the current situation of Singapore, such as poverty, backwardness and division among ethnic groups, and inconsistency in language. Therefore, he was determined to invest more in education than in any other field. He believed that schools would educate students, helping them healthy and strong. The more important thing was that they would be taught high standards of behavior, social norms, the good, and the bad. A literate generation without reaching these values could be riskier than a completely illiterate one.

The significant decisions he made were promoting and maintaining the bilingual policy, which was a cornerstone of the education system. According to him, language is the key to acquire knowledge. If students cannot understand a language, they cannot receive information or knowledge in that language. English becomes the first choice in Singapore's language policy because it can connect this small island nation to the large and developed world, including the United Kingdom, the United States, Canada, and several European countries. With his experiences and knowledge, he has applied a policy that solves the language and ethnic issues and helps Singapore integrate with the world quickly. That is why he chooses English as one of the four main languages in Singapore. According to him, *"you need to master a language that makes you productive, helps you access the information, and expresses your thoughts. It is English."* [12, p. 315]

While the mother tongue connects Singaporeans with the origin, culture, and spiritual heritage of each ethnic group, English becomes the language used at work, helping them connect with the world. Bilingualism has built national unity and strengthened Singapore's cultural identity. Therefore, using English as a second language is wise, producing results beyond Lee Kuan Yew's expectations. In Singapore, Japanese staff must communicate in English. The Chinese Singaporean have to speak English at work and in daily life. On the internet, information is also written in English. English is entirely dominant rather than French or Russian as it used to be. The bilingual policy is developed to ensure cultural diversity and equality among ethnic groups. Bilingual education becomes a lifelong commitment in Singapore. Therefore, students learn both English and their mother tongue in the general education program.

Lee Kuan Yew also supported and encouraged people in learning. He established the Prime Minister's Book Prize to award the most outstanding bilingual students in primary and secondary schools every year, regardless of their class, status, and ethnicity. *We always try to help them more in tuition, care more about them, and inspire them. When I get paid for my speech, I donate it*

as a scholarship to encourage people in the lowest class to study hard from vocational school to college. ... [12, p. 248]. He focused on equipment and laboratories in school and recruiting highly qualified teachers at colleges, universities, kindergartens, and primary schools because a person needs to be cared for and educated carefully from an early age.

He established the Lee Kuan Yew Fund for Bilingualism to create initiatives to help preschool children develop a good foundation for bilingual learning. He has also contributed to Singaporean education by providing scholarships to outstanding students in schools and institutes of Science and Technology and outstanding people in the academic and non-academic fields. There are many scholarships under his name in Singapore, such as *Lee Kuan Yew Award for All-Round Excellence*, *The Lee Kuan Yew Scholarship to Encourage Upgrading*, *The Lee Kuan Yew Award for Mathematics and Science*, *The Lee Kuan Yew Award for Outstanding Normal Course Students* ...

Lee Kuan Yew has been an example of lifelong learning. He thinks that if people cannot adapt and change, they will not grow and become obsolete. *"Therefore, if I don't learn something new, I feel out of place in the world and useless"* [5]. That great man has accumulated a lot of knowledge and contributed a lot to the development of Singapore. He continues to study and believes that learning is essential.

He always values the great importance of education and considers it a national policy. He believes that if education thrives, the economy will also thrive. Therefore, as soon as he came to power, he devoted much effort to the development of education. Studying is extremely important to him, and he has constantly been learning throughout his life. That spirit has become a modern culture and inspiration for people across the Island Nation.

3. Conclusion

In addition to leading the country, Mahathir and Lee Kuan Yew are considered outstanding thought practitioners. Their decisions and ideas in various fields are related to the thought of Islam and Confucianism.

Mahathir Mohamad devoted his youth to his political career and persistent fight to pursue his dream of developing the country. The dedication and qualities of an outstanding politician have helped him reach success and the affection of Malaysians, who consider him a hero with the best qualities.

Lee Kuan Yew always upholds the spirit and concept of Confucianism and considers it a guideline to maintain social and family order during his life and career. His actions help Singapore develop and make residents satisfied with the quality of life and feel secure in the stability and wealth of the country. They have access to high-quality education, good service, and a clean government devoting to people thanks to his vision and strategy.

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INDICATORS SCIENTIFIK AND PRACTICAL RESEARCH OF WATER-SPRINKLER

In clause the results of scientifik and practical researches water-sprinkler of the machine "Velli 8120" are given.

Key words: sprinkler irrigation, irrigation machines, irrigation equipment, state timer, technical characteristics.

In the current period of obvious water shortages, great attention is paid to the use of water-saving techniques and technologies in irrigation. For example, drip and sprinkler irrigation technologies are being introduced to irrigate cotton and agricultural crops. So far, it has not been well studied what the technology of sprinkler irrigation in the irrigation of agricultural crops will be. No recommendations have been made as to which type of sprinkler machine can be used.

The experience of irrigating crops in foreign countries shows that the use of this method has the advantage of increasing productivity, reducing productivity and maintaining productivity.

Irrigation can be used to irrigate almost all agricultural crops.

With this in mind, in order to get acquainted with the performance of the technology of sprinkler irrigation of cereals, the department of "Irrigation of crops" UzMEI tried to study on the example of a sprinkler "Velli 8120" introduced at the experimental farm "Uzbekistan Five Years" in Quyichirchik district. The Valmont Irrigation Velli 8120 front-end sprinkler from the United States is designed to uniformly irrigate agricultural crops in rectangular fields. Table 1 shows the technical characteristics of this machine.

The sprinkler system consists of a trolley equipped with a Cummins engine, a Cornell 6RS pump, a control panel, a water pump from a tray, a T-shaped pipe for water supply, intermediate wheels, a guide cable and other parts.

Table 1

Technical description of Velli 8120 sprinkler

№	Indicator	Value
1	Reference cable, m	2700
2	The height of the cable from the ground, m	0,75
3	Coverage width, m	800
4	Operating capacity of the engine, l	5,88
5	Engine power, kW	138
6	Fuel consumption, l / h	28,19
7	Pump FIK, %	88
8	Suction height of the pump, m	1,72
9	Generator output power, kW	20
10	Rotation speed, rpm	1800
11	Diameter of suction pipe, m	0,30
12	Current, A	30
13	Voltage, V	480

As a result of the experiments, the following information can be noted: The Velli 8120 sprinkler is capable of carrying out the technological process of sprinkler irrigation. The technological work process differs from other existing sprinkler irrigation machines in that this machine is designed for frequent watering of crops that require a relatively low water norm.

For example, we found experimentally that when the speedometer is set to 100%, the amount of water supplied per hectare is 66.6 m³.

According to the recommendations of agronomists, in the case of rain-fed irrigation, at least 500 m³ of water per hectare of wheat fields should be provided. To deliver this amount of water, the machine has to move from one place to another 8 times. These transitions are self-fueling and time consuming. If we reduce the operating speed of the machine, the irrigation rate will increase slightly, but in this case, before the water seeps into the surface, there will be leaks. When we measured the moisture level in the irrigated area, we also saw the ratio of this thing, it is obvious that the moisture is not the same in the layers, the upper part of the soil has become muddy.

When we compared the Velli 8120 sprinkler system with the cost of irrigating through ordinary canals, it became clear that the cost of sprinkler irrigation is four times higher than the cost of irrigation through canals.

Based on the results of the research, we came to the following conclusion: The Velli 8120 sprinkler can be recommended for irrigation of crops that require very little water. In order to irrigate grain crops, we consider it expedient to irrigate them using Voljanka and Dnepr sprinklers. The rainfall intensity, which is the main indicator of these machines, is close to the recommended rainfall rate, and they provide the irrigation norm 1 ... 2 times when they are in position.

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EVOLUTION OF MEDICAL TOURISM - CLOSER LOOK AT THE EUROPEAN MARKET

Abstract: Medical tourism, in which people seek medical care or assistance across national borders or from other countries, has grown in popularity around the world. The aim of this paper is to discuss the factors that influence medical tourism in Europe. It looks at a number of driving forces behind such trends, as well as how medical tourism fits into the larger picture of health globalization and patient mobility in the EU. Furthermore, it discusses the appeal of central European regions in light of a newly enacted EU directive.

Keywords: Medical tourism, European Union, healthcare tourism, globalization

• Introduction

Medical the travel industry supports patient decision, provides customers access to treatment choices not found in their local networks, cultivates global competition landscape and urges high-cost medical care offices to bring down their costs. Also it advances economic and social improvement by building medical services economies in emerging markets.

The globalization of medical services has led to another type of the travel industry that is normally known as health tourism. Inside the health tourism sphere, medical-based traveling is among the quickest developing areas, and many countries are currently making legitimate and commonsense designs to serve it. Medically focused tourism comes from the wider notion of health tourism with specific focus on clinical, surgical, and emergency clinic arrangement (see Figure 1). Some authors have seen health and clinical tourism as a joined notion with various accentuation.

Travel to distant countries for medical purposes is favored by lower transportation rates, higher wages, information and technology transfer, and affordable prices. Medical tourism is one of the world's fastest growing tourism markets, generating \$60 billion in revenue annually (Jones and Keith, 2006; Macready, 2007), and the number of countries providing state-of-the-art medical facilities and services to international tourists is growing. Medical tourism is emerging as an especially lucrative sector for developing countries, and foreign trade in medical services has tremendous economic potential for

the global economy (Bookman and Bookman, 2007). In recent years, the medical tourism market in Europe has grown at an unprecedented rate, resulting in new types of medical tourism such as pregnancy tourism, wellness tourism, and dental tourism.

This paper discusses the underlying concept of medical tourism and demand and supply transformation within European Union.

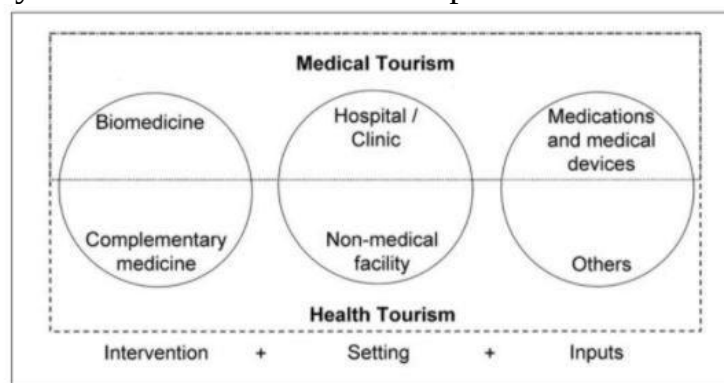


Figure 1: A conceptualization of medical tourism. Source: Carrera (2006).

• Literature Review

Thinking about last ten years of posted articles and committed literature, there's no longer yet consistent scientific statistics to define, describe or prospect the statistics and records of medical tourism. maximum of publications are medical journals, articles, case research, angle of scientific providers and facilitators, posted shows and results of seminars, meetings or global congresses prepared by medical tourism associations. There are numerous books which trait the concept of this niche tourism, but we nevertheless want extra clinical contributions like statistical, techniques and monetary impact measurements.

In preferred, scientific tourism is taken under consideration as a visit outside character's vicinity of residence for the aim of receiving a scientific treatment, research or therapy, the vacationers utilizing destination's infrastructure, sights and centers there are numerous definitions of medical tourism, however the main indicates that medical tourism is defined as a sort of fitness tourism, along with health tourism.

The difference among the two types of fitness tourism is within the indisputable reality that medical tourism implies lifestyles of a clinical distress, that need to be investigated, identified and handled by means of clinical strategies, being taken into consideration a reactive kind of a fitness tourism, whilst well being tourism could be a proactive one implying stopping or keeping health the usage of alternative techniques, with out implying specialised clinics, specialized clinical personnel or invasive techniques.

Beside these specific medical tourism services, this section includes: lodging, food and beverage, transportation, enjoyment, consequently the competitive benefit of every destination is based at the creativity manner to mix

all those services with the other additives of destinations (landscape, sights, understanding, human resources, marketing etc).

3. Supply and demand drivers of medical tourism

Comprehensive overview of the tourism industry with regards to interaction among suppliers and demand of customers is shown by Heung, Kucukusta, and Song (2010). The Figure 2 shows the theoretical model of supply and demand sides. The latter addresses the components that influence travelers' objective decision as well as clinical treatment alternatives. These are the variables that drive the clinical traveler's choice. The supply side essentially addresses how well an target location is set up to satisfy the needs of these travelers. The supply side takes the infrastructure and superstructure facilities, promotional activities, quality assurance, and communication facilities into account, which makes determines the attractiveness of a medical treatment destination. Finally, some patients travel on their own, a form of patient mobility that is said to raise questions regarding quality, connectivity, equity, and financial viability.

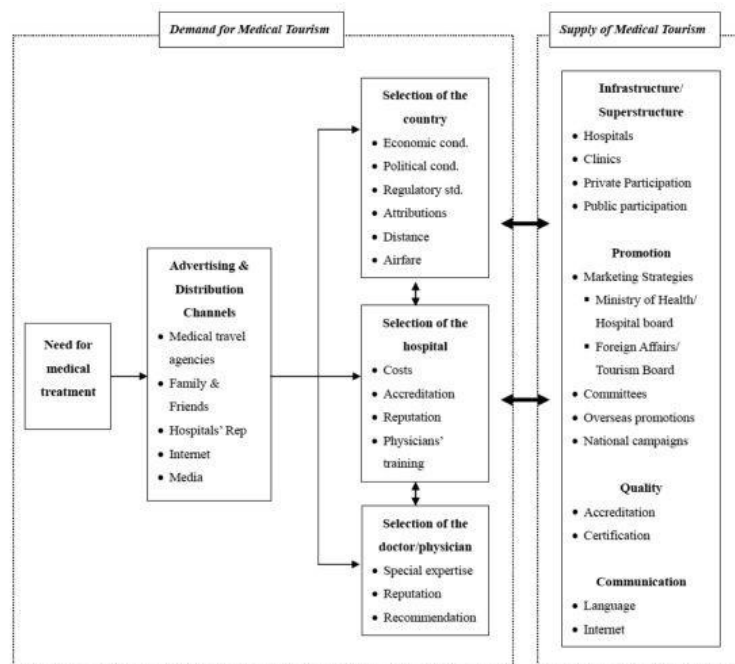


Figure 2: Supply and Demand Model of Medical Tourism. Source: (Heung et al., 2010)

Smith and Forgione (2007) states such factors as costs, healthcare quality, accreditation, and physician expertise are important in medical facility selection, whereas a country's regulatory and economic conditions also affect the country choice. These factors are thus considered to be the main barriers to the development of Hong Kong's medical tourism sector in this study. In addition, Ye et al. (2008) also found pull factors, such as service quality, medical expertise, hospital hardware, and the advertisement of these facilities, to affect medical tourists' motivations.

4. Development of medical tourism in European common economic area

4.1 Mobility of medical service consumers in Europe

Medical tourism is a part of patient mobility. There are some similarities with patient mobility in Europe and the United States. However, there are some main variations in the European context. Bastinado et al. (2005) classify patient mobility into five groups (see also Rosen Moller et al., 2006)). Firstly, there are the temporary tourists from other countries. Short-term visitor flows have increased dramatically as a result of increased accessibility. As a result of an accident or sickness, people on holiday overseas use emergency care. The European Health Care Card will be used for regular or emergency care by Europeans. Tourists will be able to use health benefits that are paid for in different ways, including private insurances and private donations. Tourists differ from medical tourists in that they do not go overseas solely to undergo medical attention (Carrera and Bridges, 2006). Second group is long-term residents. Mid-life worker mobility and later-life mobility, known as "retirement migration," was promoted by increased income, open borders, and reduced cost and ease of travel. The level of European residents wants to retire somewhere within the European Union (Rosenmöller, 2006) has been increasing. Forms of "seaside" retirement or "sunset retirement" emerging in the United Kingdom. In addition to long-term residents, there are others who live in between cities, such as shuttlers, who can prefer to have connections to facilities in their home countries (Lunt, 2008). Health coverage can be provided by the country of residence, the country of birth, private insurance or donations. Countries with shared boundaries can work together to provide a cross-border public services for health care (Rosenmöller, 2006). As an example, Belgium and its border countries have regular cross-border flows. Estonia, Finland and Latvia work also together.

Patients that are sent (or outsourced) for care overseas and those mobile on their own fall into the fourth and fifth categories respectively. The outsourcing that has enabled patients in the southeast of England to undergo care in Brussels, France, and Germany is one of many examples (Glinos et al. 2006).

4.2 Attitude towards medical services within Europe

Medically-driven tourism is a subset of patient migration, and is part of a broader pattern of mobility. There are some similarities with patient mobility in Europe and the United States. The Figure 3 shows the reasons of visiting to another EU country to receive medical treatment. Among all reasons for traveling within EU is to obtain treatment that is absent in home country, followed by people in quest for better quality treatment.

For which of the following reasons would you be willing to travel to another EU country to receive medical treatment?

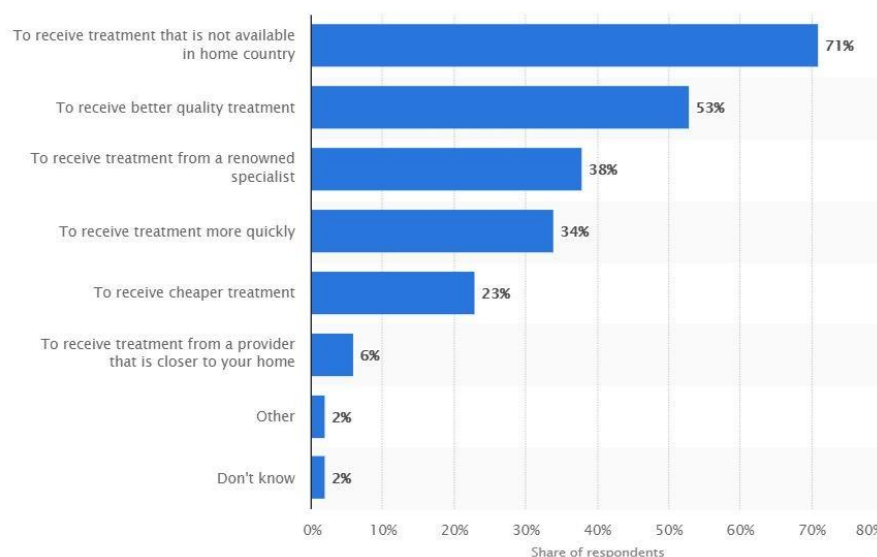


Figure 3: Result of Face-to-face interview. Source: Statista Research Department 2014

Figure 4 shows the desire of group of surveyed 27,868 respondents to visit another EU country for the purpose of receiving clinical treatment in 2014 (pre Brexit). 46 percent would opt out traveling to another country, while 33 percent showed readiness. Another 13 percent were willing to travel conditionally on the sort of treatment.

Would you be willing to travel to another EU country to receive medical treatment?

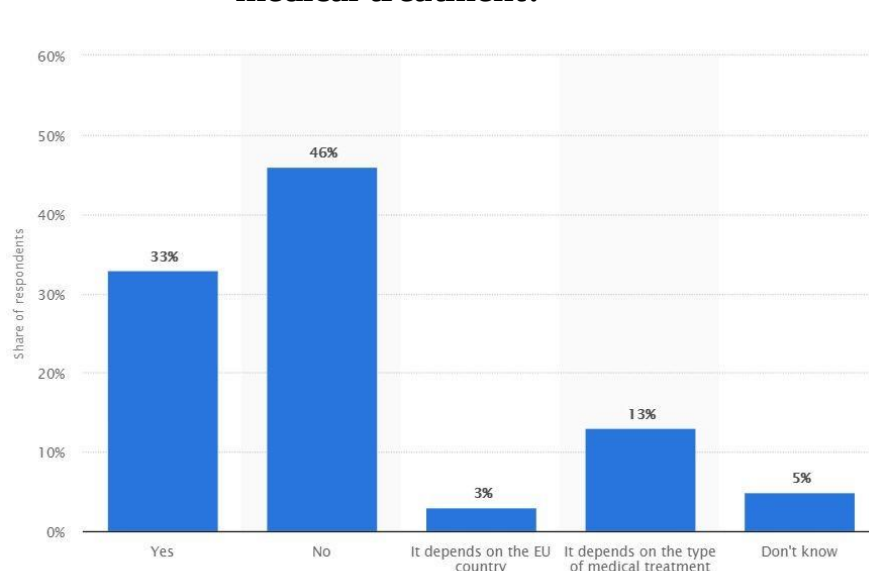


Figure 4: Result of Face-to-face interview. Source: Statista Research Department 2014

5. European medical tourism market - Case of Slovakia

New developments in the medical tourism industry also had a legal impact in the European Union. The United Kingdom, Germany, France, Italy and Spain were so far most popular destinations in Europe. Nevertheless, a new European Directive on Cross-Border Healthcare was adopted in 2014, ensuring that all EU

residents had free access to medical services in the community space. Following this mandate, a new public-pay medical tourism industry emerged and” newly joined” central European countries such as Hungary, Poland, the Czech Republic, Romania and Latvia, becoming common locations for Western Europeans eager to exercise their right to cross-border care. The ability to undergo specialized services that are not available in their home countries, the high quality and lower cost of those treatments, and the ability to balance them with a vacation for rest and rehabilitation in the destination country are among the key reasons why these patients would prefer to travel abroad. Provided patients get reimbursed for the medical treatment or assistance in other EU countries, consumption of such service become more attractive. Value of reimbursement for medical procedures conducted in Slovakia amounted to over 390 thousand euros in 2015 (See Figure 6).

Slovakia provides high-quality, low-cost medical and dental care, but few people are aware of this, apart from a few small medical tourism companies that promote the country in a low-key manner. Medical tourism is becoming more common among local physicians, dentists, and hospitals. However, most Slovak hospitals and clinics make no effort to attract foreign patients. According to some physicians, the majority of so-called medical tourism consists of only foreigners who reside in the region, business or vacation travelers. “The incentive of an individual for medical tourism is always financial,” says Renáta Mihályová of Medissimo, a hospital in Bratislava. Slovakia’s low prices make it an accessible destination for a wide variety of people. Medissimo is a medical center in Slovakia that serves both visitors and expats from the diplomatic and business communities. It receives patients from the United States, India, Spain, Germany, and Sweden, many of which are of Slovak descent. Patients seeking plastic surgery from nearby countries have been a new trend.” LK (stav Lekárskej Kozmetiky) is a specialist center for fitness, fashion, and anti-aging procedures that is seeing a rise in the number of Austrian patients, as well as Slovaks living abroad on a long-term basis, especially in England, France, and Italy. Hungarians aren’t regular visitors since there are several similar centers in Hungary’s north, as well as in Budapest.

Cosmetic surgery draws patients from the United Kingdom, France, and Italy. In addition to personal recommendations, most people discover it by looking online and comparing what is available and the price with other countries as well as their own. In Slovakia, dental care costs between a third to a quarter of what it costs in Western Europe. Most dentists use high-quality supplies and facilities, but their prices are equivalent to those of other nations, but dentists and nurses in Slovakia are paid considerably less than in Western Europe. Slovakia, on the other hand, isn’t typically thought of as a dental tourism destination. What may be keeping the nation back is that, while it may compete on price and cost, it lacks the quality and availability of accommodation, restaurants, tourism, languages, and marketing that other

European countries have. They may be capable of dealing with tourists, but they are not prepared to deal with medical tourism.

6. Research methodology

6.1 Research goal

The purpose of our research is to find out how our people, our compatriots today are aware of medical services, how satisfied they are with the quality of medical services in our country. If they are not satisfied, then what exactly is the problem. And to what extent they are going to leave their home countries in order to receive medical services. And what compels them to do this. What factors influence this. And to what extent they are generally ready to fly abroad in such a difficult period.

6.2 Sample and data collection

We designed a structured online questionnaire via Google Forms.

The study used a cross-sectional study design ("Doing Quantitative Research in Education with SPSS | SAGE Publications Ltd, n.d."). If the researcher wants to know at what level the participant prefers something, it is better to use Likert scales. On the Likert scale, there are 5 out of 11 responses ranging from negative to positive. 6 out of 11 were multiple choice questions. Participants completed all questionnaires anonymously using a Google form. All respondents answered and the results were included in the analysis.

6.3 Used method

If the aim of the research is to test theories, explain events, or discover influencing variables, a quantitative approach is preferable, but if the research area is new or previously established theories are not used, a qualitative approach is preferable (Creswell 2003; Robson 2011). This article presents a quantitative analysis.

The study used a descriptive research method (Likert scale and multiple-choice survey) to analyze the level of satisfaction of the population with health services and whether they agree or disagree with the statements made. The main purpose of the descriptive analysis was to systematically describe the characteristics of the interests of a given population (Wanitcharoen, 2018). The study was conducted using the popular questionnaire method in the social sciences. The survey design is subject to change and thus can be presented in several forms and is characterized by data collection using standard telephone interview forms (Conducting Quantitative Research in Education with SPSS | SAGE Publications Ltd, n.d.)

7. Result and Discussion

Result

Table 1

Variable	Category	Distribution	Valid Percent	Cumulative percent
Gender	female	30	68,2	68,2
	male	14	31,8	100
Age	18-20	10	22,7	22,7
	21-23	19	43,2	65,9
	24-26	9	20,5	86,4
	Above 26	6	13,6	100

It indicates that Respondent's average age was 21-23 It is about 43,2% of validity

Table 2

What is your place of residence?			
	Distribution	Valid percent	Cumulative percent
Uzbekistan	16	76,2	76.2
United States	1	4,6	80.8
Afghanistan	1	4,8	85.6
Argentina	1	4,8	90.4
Sweden	1	4,8	95.2
Canada	1	4,8	100
Total	21	100	100

As regards Respondent's preference to place of residence, it includes from Uzbekistan to Canada. Most of the Valid percent is Uzbekistan with 76,2%, other countries are the same percentage with 4,8 % except United States(4,6)

Table 3

Are you satisfied with services provided by hospitals in your country?			
	Frequency	Valid percent	Cumulative percent
Yes	16	36,4	36.3
Neutral	23	52,3	88.6
No	11	11,4	100

When it comes to respondent's satisfaction of services which provided in hospital in their country show that Neutral is the highest percent at 52,3%

Table 4

Do hospitals follow hygienic standards?			
	Distribution	Valid percent	Cumulative percent
Yes	25	56,8	56.8
Neutral	15	34,1	90.9
No	4	9,1	100

When responders were asked about hygienic standards of hospital, the top of answers was Yes with Valid percent 56,8%

Table 5

Are you aware of medical college?			
	Distributio n	Valid percent	Cumulative percent
Yes	28	63,6	63.6
No	16	36,4	100

Awareness of Respondents about medical college on the other hand, valid percent of Yes is 63,6 %

Table 6

Are the services in hospitals affordable?			
	Frequency	Valid percent	Cumulative percent
Yes	22	50	50
Neutral	15	34,1	84,1
No	7	15,9	100

When it comes to the affordability of the services in hospital, highest valid percent was Yes on 50%

Table 7

How often do you use medical services in a year?			
	Frequency	Valid percent	Cumulative percent
Never	7	15,9	15,9
Once	21	47,7	63,6
Twice	12	27,3	90,9
Four times	4	9,1	100
More than 4 times	0	0	100

Regarding to the answerer`s usage medical services in a year when asked From “Never to More than 4 times”, “Once” was 47,7% that shows biggest one on Valid percent.

Table 8

How do you evaluate the performance of medical services in hospitals in your country of residence?			
	Frequency	Valid percent	Cumulative percent
High	8	18.2	18.2
Medium	26	59.1	77.3
Low	9	20.5	97.8
Poor	1	2,3	100

According to the replier`s grading of the performance of medical services in hospitals in their country of residence, between “High and Poor” level Medium consists of top grade with 59.1% on Valid percent.

Table 9

How frequently do you travel abroad in a year?			
	Frequency	Valid percent	Cumulative percent
1-2 times	36	81,8	81,8
3-4 times	1	2,3	84,1
5-6 times	4	9,1	93,2
more than 6 times	3	6,8	100

Table 9 shows Validity of “ how often Respondents travel abroad once a year they asked, 1-2 times is highest with 81,8%

Table 10

Do you have a desire of travelling to Europe?			
	Frequency	Valid percent	Cumulative percent
Yes	37	84,1	84,1
Neutral	3	6,8	90,9
No	4	9,1	100

According to Table 10th, people’s preference to visit to Europe contains three categories that are Yes, Neutral and No most choosen one is “Yes”at 84,1%

Table 11

Have you traveled abroad for medical purposes in the past?			
	Frequency	Valid percent	Cumulative percent
Yes	17	77,3	77,3
No	5	22,7	100

In the last Table as you can see that traveling abroad for the goals of medical also shows 77,3% a lot Valid percent

8. Conclusion

Medical tourism involves patients travelling to other countries seeking medical treatment or assistance. It also includes the consumption of services associated with tourism such as transport, accommodation and hospitality. Health-care services are facing new obstacles and opportunities as a result of major economic, societal, legal, and political shifts that have arisen in recent decades. Medical tourism, or the use of international health care, is one example of such a practice that has gotten a lot of coverage in the media but has yet to be investigated by scholars.

This is particularly important when considering the European Union’s politico-economic structure. This article adds to the body of information on medical tourism in general and European medical tourism especially. Medical tourism is a feature not only of consumerism but also of citizenship in the European context. Indeed, when pursuing medical treatment overseas, European

medical visitors use both their purchasing power and citizenship rights as part of being in EU, separating themselves from their American counterparts, who mainly use their market sovereignty rights. The “medical tourism paradox”—that patients prefer medical services at home but are likely to travel internationally under particular circumstances, with specific preferences and boundary conditions—remains to be thoroughly investigated in Europe as it is in the United States in terms of the reasons that fuel medical tourism. The combination of quality care and low service cost makes central European countries very competitive in attracting overseas travelers from EU for medical check-ups and dental services, with an increasing focus on health and wellness. Affordability and cost effectiveness, high quality healthcare, immediate service, travel opportunities, anonymity have been seen as main considerations for individuals seeking treatment abroad.

9. Acknowledgement

I am indebted to Percivil Carrera and Neil Lunt for their research on this area.

Graphical Illustrations

Index rating of medical tourism in selected countries of Europe in 2016

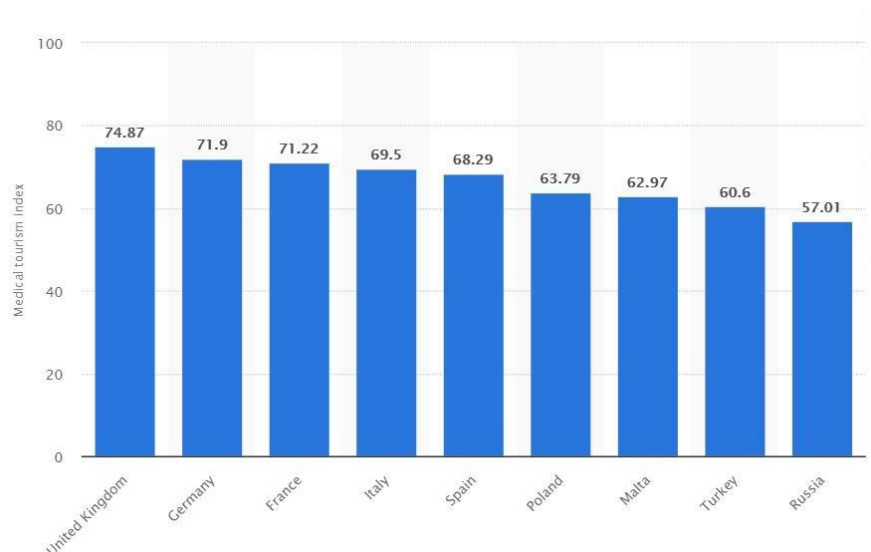


Figure 5: Result of Face-to-face interview. Source: Statista Research Department 2016

Value of reimbursement for medical procedures conducted in other countries in the European Union in 2015

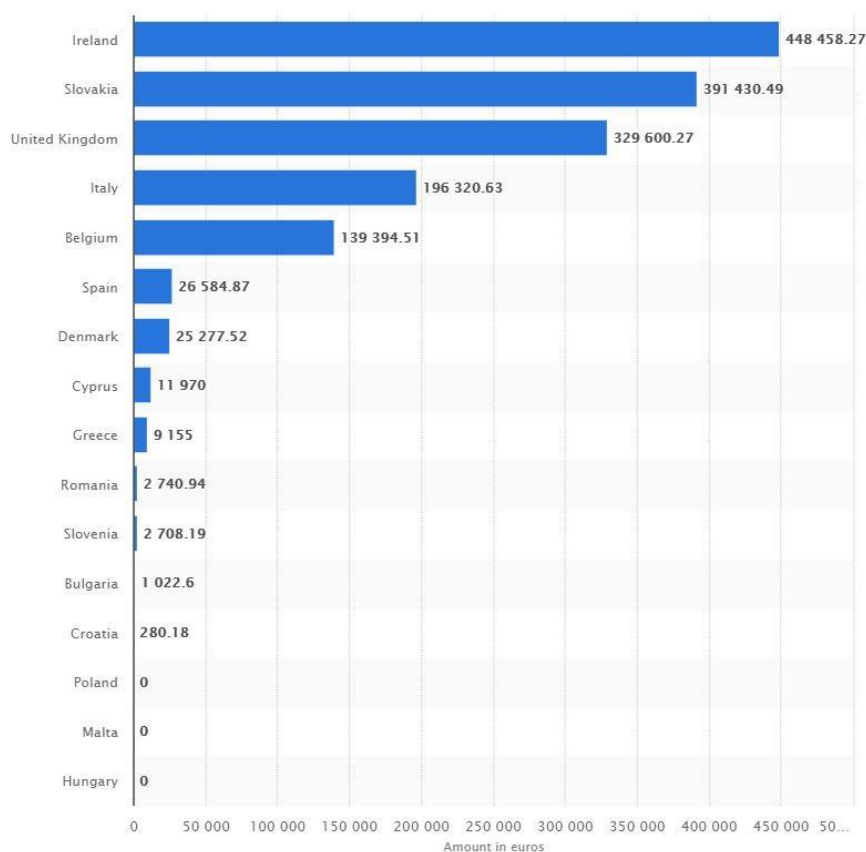


Figure 6: By country (in euros). Source: Statista Research Department 2015

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DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN PRESCHOOL CHILDREN

Resume: The article examines the development of emotional intelligence in preschool children.

Key words: preschoolers, intelligence, emotional intelligence, mental exercises, techniques.

One of the definitions of emotional intelligence, formulated by these authors, sounds like “the ability to carefully comprehend, evaluate and express emotions; the ability to understand emotions and emotional knowledge; and the ability to manage emotions, which promotes emotional and intellectual growth” of the individual.

The development of emotional intelligence acquires particular importance and relevance in preschool and primary school age, since it is during these periods that the active emotional formation of children takes place, the improvement of their self-awareness, the ability to reflect and decent rate (the ability to take the position of a partner, take into account his needs and feelings.

Researchers have found that about 80% of success in the social and personal spheres of life is determined by the level of development of emotional intelligence, and only 20% - the well-known IQ - is the intelligence quotient, which measures the degree of a person's mental abilities. In the mid-90s of the XX century, this conclusion of scientists turned the views on the nature of personal success and the development of human abilities. It turns out that improving the logical thinking and outlook of a child is not yet a guarantee of his future success in life. It is much more important for the child to master the abilities of emotional intelligence.

Emotional intelligence for older preschool age is defined as the child's readiness to focus on another person, take into account his emotional state and, on the basis of this knowledge, regulate relations with him and find ways to solve problems that arise. In other words, it is the child's readiness to focus on another person and take into account his emotional state in his activities. The relevance of the chosen topic is due to the fact that emotional intelligence as a subject of socio-psychological research is a relatively new, little-studied phenomenon.

As a result of the analysis of practical activities, the main process of preschool education, a number of shortcomings were revealed:

Disadvantages in the results:

- Lack of ideas about emotions and feelings, their polarity and ways of verbalization in children;
- children do not know how to understand, be aware and adequately express their emotional experiences;
- not understanding the child's emotional state, experience, personal characteristics of another person;

There are contradictions between the desired results of the educational process and the real situation.

Unfortunately, most of the older preschool children have difficulty building relationships with peers and adults. Ignorance of oneself and misunderstanding of others is a consequence of a lack of experience of social interaction, a low social-role status inhibits the manifestation of care and compassion, which causes persistent negative feelings and is realized as a destructive activity. Children talk rudely to their parents; adults say "you"; they do not know how to play with each other, they often quarrel. A peer group for a child is a source of many positive emotions. It corrects the child's self-esteem, the level of ambition. Comparison of oneself with other children, assessment of behavior by peers, provides the basis for positive self-realization of a growing personality. The child's relationship with the group ("children's society") is mediated through social emotions, which are one of the most important stages of socialization, thus determining the process of a person's entry into society.

Disadvantages in the process:

- there is no theoretical and methodological substantiation and technology of psychological and pedagogical support for the development of emotional intelligence in preschoolers.
- there is no development of more advanced methods and means that contribute to the social formation of the preschooler's personality;
- teachers and parents do not know how to organize play activities;
- the teacher's lack of skills in organizing and conducting direct joint educational activities aimed at familiarizing with the rules of relationships with peers and adults.
- the continuity of the educational process is not always respected;

When organizing the education of initial ideas of a social nature, there are the following shortcomings in the conditions:

- lack of unity of requirements of educators and families;
- There is no required number of multimedia manuals for the development of emotional intelligence in children
- Underestimation by parents of the importance of emotional intelligence, ignoring it leads to an increase in the number of emotional outbursts and conflicts;

- insufficiently well-developed teaching aids, games for the formation of emotional intelligence.

Thus, based on the analysis performed, the following contradictions can be seen:

- by the need in modern society to learn to recognize their emotions and those of those around them, to learn to control them - this means that they will learn to build good relationships with people, however, children have insufficiently formed emotional intelligence. If a positive self-esteem, attitude towards oneself and perception of oneself is formed, it means that he will not be afraid to ask, to make mistakes, therefore, cognitive development will also be normal;

- the need for social and moral education from early childhood and insufficient development of pedagogical conditions for the formation of emotional intelligence in children.

- The specificity of psychological and pedagogical support for the development of a child's emotional intelligence in a preschool educational institution is that the entire team of employees participates in creating conditions for his favorable development, but in practice, specialists and educators often work separately from each other.

- the modern parent, unfortunately, pays little attention to this problem, it is more important for him to teach the child to read, write, and count, since it seems to him that this is sufficient for the further development of the child. That is why it is so important to explain to parents that social and emotional development takes one of the most important places in personality development, and it must be started at preschool age, since it is at this time that we lay the first and most important traits of a person's character.

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SPEECH ACT AS ONE OF THE MAIN ASPECTS OF PRAGMALINGUISTICS

Abstract: Speech act is a part of pragmatics where there are certain aims beyond the words or phrases when a speaker says something. Speech acts are acts that refer to the action performed by produced utterances. People can perform an action by saying something. Through speech acts, the speaker can convey physical action merely through words and phrases. It is easy for the speakers or listeners to determine the intended meaning of utterances if they are familiar with the types of speech acts and their functions. Hence, the aim of this article is analyzing speech acts from the means of pragmalinguistics. In order to achieve to this goal, following tasks are used such as, to define the speech act theory; to classify types of speech act; to analyze different examples of speech act. So, in this article, descriptive and classification and analyzing methods are utilized. As a result, with appropriate examples various types of speech acts are analyzed comprehensibly.

Key words: pragmatics, speech acts, locutionary act, illocutionary act, and perlocutionary act.

Introduction

Actually, speech act is one of the most developing areas of pragmalinguistics. There are various definitions concerned to speech act by different scholars. For instance, a Scottish- American linguist George Yule defined that speech acts as a “study of how the speakers and hearers use language” [6; p.49]. Kent Bach explains that an action in verbal communication has message in itself, so the communication is not only about language but also with action.

There are certain aims beyond the words or phrases when a speaker says something. The British philosopher John Langshaw Austin explains that speech acts are acts that refer to the action performed by produced utterances. In line with this, George Yule states that “speech act is action which is performed via utterances” [6; p.48]. Here, people can accomplish an action by saying something. Through speech acts, the speaker can express physical action barely through words and phrases. The conveyed utterances are primary to the actions performed. In conclusion, speech act is the utterance that happens and act concerns to an action” [6; p. 47].

So, the aim of this article is analyzing speech acts with different examples from the means of pragmalinguistics. In order to achieve to this goal, following tasks are used such as,

- to define the speech act theory;
- to classify types of speech act;
- to analyze different examples of speech act. So, in this article, descriptive, classification and analyzing methods are utilized.

Methodology

One of the well known Australian philosopher Ludwig Wittgenstein arised with the idea of “don’t ask for the meaning, ask for the use.” showing language as a new vehicle for social activity. Speech act theory hails from Ludwig Wittgenstein’s philosophical theories. Wittgenstein trusted meaning derives from pragmatic tradition, displaying the importance of how language is used to achieve objectives within specific situations. By following rules to attain a goal, communication becomes a set of language games. Thus, utterances do more than reflect a meaning, they are words designed to get things done. The work of John Austin, particularly his “How to Do Things with Words”, guide philosophers to pay more attention to the non-declarative uses of language. The terminology he coined, especially the notions “locutionary act”, “illocutionary act”, and “perlocutionary act”, captured a significant role in what was then to become the “study of speech acts”. All of these three acts, but especially the “illocutionary act”, is nowadays commonly classified as “speech acts” [3; p.48].

Results and discussion

One of the issues which has not been clarified yet is its classification. In general, speech acts are grouped according to their illocutive and communicative intentions in pragmalinguistics.

The concept of illocutionary acts was introduced into linguistics by the philosopher John L. Austin in his investigation of the various aspects of speech acts. In John Austin’s framework, *locution* is what was said, *illocution* is what was meant, and *perlocution* is what happened as a result. For example, when somebody says “*Is there any salt?*” at the dinner table, the illocutionary act (the meaning conveyed) is effectively “*please give me some salt*” even though the locutionary act (the literal sentence) was to ask a question about the presence of salt. The perlocutionary act (the actual effect), was to cause somebody to offer salt.

Speech act is an intentionally activity which is carried out in accordance with the accepted rules in the society. Thus, according to John Austin’s theory speech acts can be analyzed on three levels:

- 1) a locutionary act is the performance of a grammatically correct utterance, and hence of a speech act;
- 2) an illocutionary act - the performance of an act in saying something: offer, promise, etc.

3) a perlocutionary act - is focused on possible responses in speech act. Bringing about of the effects on the audience by means of uttering the sentence, such effects being special to the circumstances [4; p.236].

Here, the 1st level could have a neutral intonation. At the 2nd level intention is added. At the 3rd level there should be the result of any act of speech. For example, after greeting the teacher a student says: **"My mom is coming from the country tomorrow"**. From this sentence one can understand the student's intention; he has to ask a permission not to attend a lesson tomorrow.

In this above given example, if the teacher understands the student's intention she could respond in different ways: **"Well, I permit you not to attend the lesson" (permission); "How could it be?" "Tomorrow is the most important day" (not clear); No, you can't miss the lesson, ask another person to meet your mother! (cut-off response), etc.**

So, an illocutionary act is a speaker's aim to carry out his purposeful action through a phrase. In this case, a speaker can ask the 2nd person to do something, to ask a question, to persuade, to advise, even to judge.

The illocutionary force is the speaker's intention. Accordingly, the main factor is the intention of the speaker. A speaker can match his illocutive intention in accordance with addresser's response. For instance, speech act which is commented before could have the following models: the teacher: **"I need you tomorrow"**.

Student A: **"My mom is coming tomorrow"**.

B: **"My mom will come tomorrow!"**.

C: **"If mom doesn't come from the country tomorrow?"**

From the student's responses one can understand that in model A he didn't show his resistance directly, in model B he showed his resistance, in model C he is not sure and he has a doubt. From these responses we see that a speaker can show his illocutive intention using intonation, morphological method, interrogative constructions.

Here another example of the locutionary speech act can be seen in the following sentences:

1. It's so messy in this room.

2. The suitcase is heavy.

The above given two sentences represent the actual condition. The first sentence refers to mess of the room and the second sentence refers to the weight of the suitcase.

Illocutionary act can be the real description of interaction condition. To illustrate:

1. It's so messy in this room.

2. The suitcase is heavy.

Based on the examples above, the first sentence shows a request to clean the room and the second sentence shows a request to lift up the suitcase.

A perlocutionary act is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that especial utterance, and comprises all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause. For example:

1. *It's so messy in this room.*

2. *The suitcase is heavy.*

Based on the example it can be inferred that the first sentence is uttered by someone while cleaning the room and the second sentence is done by someone while lifting up the suitcase.

There are several types of classifications about speech acts in linguistics. According to a widespread opinion, an adequate and useful account of "illocutionary acts" has been provided by student of John Austin, American philosopher, John Searle. John Searle classified them in the following way in his work "Classification of illocutive acts":

- assertives: they commit the speaker to something being the case - ***I believe;***
- directives: they try to make the addressee perform an action- ***I command you; promise; I sentence you to death;***
- expressives: they express how the speaker feels about the situation- ***Thank you; I am sorry for what I have done;***
- declaratives: solutions of certain issues- ***You are fired; Don't waste your time on that; I advise you to take my advice***" [4; p.240].

Moreover, N.I. Farmanovskaya grouped 7 types of speech act:

- 1) Representatives - posts, messages: ***"I'm a good guy", the intention of this utterance is to show that the speaker is to make believe the hearer that the speaker is a good guy.***
- 2) commissives - requirements: ***I promise to be on time***
- 3) directives - orders: ***"Could you lend me a pen?"***
- 4) requests - questions: ***"Could you pass me the mashed potatoes, please?"***
- 5) declaratives - ads: ***"Referee: You are out"***
- 6) contactives - etiquette of speaking ***"Hi, Emma. How are things going"*** [5; p.1].

Apparently, due to above given classifications speech acts may be also sub-classified as follow:

- according to the intention speech act can be direct or indirect;
- according to the features of messages: informative and uninformative;
- according to relations between speaker's speech act is divided into status marked (to order, to demand, to request, to pray); status neutral (to report, to describe, to specify);
- according to social communication Dj. Leech classifies 4 types of speech act: speech act based on competitiveness (to demand, to order); 2) speech acts based on festive occasions (apologies, congratulations, etc.); 3)

speech acts based on cooperation (messages, instructions, etc.); 4) speech acts based on conflicts (threatening, harassing, etc.) [3;p.52].

The theory of speech acts is partly taxonomic and partly explanatory. It must systematically classify types of speech acts and the ways in which they can succeed or fail. It must reckon with the fact that the relationship between the words being utilized and the force of their utterance is often biased. For example, the sentence *“This is a pig sty”* might be used non - literally to say that a certain room is messy and filthy and, further, to demand indirectly that it be straightened out and cleaned up. Even when this sentence is used literally and directly, say to describe a certain area of a barnyard, the content of its utterance is not fully established by its linguistic meaning-in particular, the meaning of the word “this” does not determine which area is being concerned to. A major task for the theory of speech acts is to account for how speakers can accomplish in what they do despite the various ways in which linguistic meaning under determines use.

Conclusion

To sum up, speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed. For example, a statement expresses a belief, a request expresses a desire, and an apology expresses regret. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker’s intention, the attitude being expressed. The ability to understand the hidden message of utterance is really important to have. Some words or utterances could be misdirected into something unpleasant if we are not careful. By understanding pragmatics and speech acts we can get clearer understanding of the utterances. So, in conclusion, in this article speech act theory and its types are defined, analyzed with adequate examples.

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REGULATING FOREIGN TRADE THROUGH TARIFF METHODS

Annotation: This article contains tariff plans, which are the basis of trade partnerships between the countries of the world, as well as a number of proposals to help determine the WTO and how to join this organization, as well as promising directions for Uzbekistan.

Key words: WTO, tariff, export duties, customs rates, tariff and non-tariff methods, foreign trade.

The acceleration of the integration process between the countries of the world is reflected in the proliferation of economic blocs pursuing mutually beneficial economic interests, the steady growth of international trade in goods and services, the liberalization of international capital movements in the form of currency, credit and investment and trans-nationalization is being thrown away. While these processes serve to strengthen economic cooperation between countries and address socio-economic problems such as investment, employment, infrastructure in the real sector, which need to be addressed in the country, to prevent a number of risks through integration processes and to address these issues. Maintaining the relationship remains one of the world's most pressing concerns.

In particular, a common market, a unified customs territory, which is widely used in initiatives such as the free trade zone and economic integration is one of the forms it considered all aspects of the positive and negative effects arising from the introduction of the pros and submitted a Initiatives, The Integration Initiatives Support In this case, the issue of protection of the national economy arises. In such cases, the international practice, often through a revision of the customs tariff policy to ensure the competitiveness of the market, industry sectors to international competition through the production and employment indicators, measures to be maintained at a stable supply influenza.

Foreign trade tariff regulation via the market supply and demand, price and consumption not only an effective means of stimulating the national economy, the protection of the external dangers, but for the integration of the world economy and the economic development of a safe and healthy Set create a healthy competitive environment or service.

It should be noted that the policy of economic liberalization pursued in the Republic in recent years has laid the foundation for a number of positive

changes in foreign trade. In particular, when currency liberalization was initially implemented, centralized export-import activities were soon abolished, export duties were abolished, and customs procedures were simplified. However, it is safe to say that the biggest step in foreign trade was the resumption of negotiations on accession to the World Trade Organization. In turn, this initiative is consistent tariff policy, the national economy, the elements of unfair competition, protection of trade disputes and the effective elimination of national measures aimed at removing barriers to our products in foreign markets as well.

The process of organization to coordinate and accelerate the image in order to view the presence of the government to work with the World Trade Organization (WTO) Commission, as well as the structure of the Ministry of Investment and Foreign Trade of the Republic of Uzbekistan coordination of cooperation with the World Trade Organization (WTO), which exert Movement signed a memorandum of membership at the same time the most difficult and important process - concessions tariff for goods and services and agreements on the construction. In addition to qualified experts from this organization, technical assistance was provided by the United Nations Development Program, the Asian Development Bank (ADB), the World Bank, the United States Agency for International Development (USAID), the German Society for International Cooperation (GIZ) giving is coming.

Defender tariff and non-tariff regulation of trade with the receipt of a number of current issues relevant to the country to find its place in the global economy, with a certain level of effective management of the national economy is one of the levers that. In particular, the process of accession to the World Trade Organization requires significant work on the optimization of tariff and non-tariff methods, as well as complex decisions. Because tariff and non-tariff measures directly affect the market balance, consumer prices, purchasing power, the stability of sectors of the economy and the well-being of the population. In addition, export and import tariffs also affect the above sectors.

In compared, arithmetic average of the rates of customs in China, 9.8 percent, 10.9 percent, 13.7 percent in Korea, India, Turkey, Uzbekistan, along with 13.8 percent of the current rate of 5.6 percent. Or exceeded the context of Korea's imports of fresh fruits and vegetables at 45 percent, 80 percent for flour in Turkey customs duty is levied.

CIS import duty import of goods produced in the country, which in turn reduced rate of value added tax report was to provide goods prices fell an average of 5%.

In the world practice, according to the classification of customs rates, customs duties up to 10% are recognized as open rates for foreign trade operations, while rates over 25% fall into the category of restrictive and protectionist customs rates. It should be noted that about 73% of customs rates are "open".

Table1.

№	Countries	2019	2020
1	China	5 108, 6	4 501, 3
2	Russia	4 137, 7	4 170, 6
3	Kazakhstan	1 942, 0	2 115, 5
4	South Korea	2 664, 8	2 096, 8
5	Turkey	1 326, 4	1 085, 4
6	Germany	927, 5	758, 5
7	Czech Republic	166, 2	500, 1
8	Lithia	445, 0	472, 5
9	India	330, 6	423, 0
10	Turkmenistan	410, 1	399, 1

The main imports of the Republic of Uzbekistan are from the above countries (Table 1). In order to maintain and develop cooperation with them, Uzbekistan is taking measures to further improve tariff methods. Our Republic in the structure of imports of the following products leader.

Table 2.

№	Countries	2019 y	2020 y
1	A tool, mechanisms, equipment and their parts	7 530, 4	6 587, 4
2	Vehicles and spare parts	2 621, 3	1 975, 6
3	Ferrous metals and products made from other	2 213, 9	1 744, 3
4	Services	2 425, 9	1 216, 4
5	Medicines and medical supplies	926, 8	1 152, 9
6	Oil, gas, electricity and products derived from them	940, 6	1 093, 8
7	Plastic and articles thereof	811, 7	705, 1
8	Cereals and grain products	411, 3	592, 4
9	Wood and wood products	611, 9	566, 8
10	Furniture	549, 5	374, 2

Republic Investment and Foreign Trade under the Ministry of tariff and non-tariff regulation, signed the decision on the work of the Council, it includes the following tasks:

- b study of international experience in the establishment of rates of customs duties and the application of notarial regulatory measures in foreign trade and the development of proposals;
- In the development of proposals for further improvement of the system of tariff and non-tariff regulation, as well as the formation of proposals for changes and additions to the existing system of benefits for customs duties, based on the situation in domestic and foreign markets to participate;

- Preparation of proposals to improve the Commodity nomenclature and rules of classification of goods of foreign economic activity of the Republic of Uzbekistan;

Now some in the WTO tariff changes about the word slip, for example, the results of the Uruguay round of the biggest 22.500 pages of the categories of goods and services from some of the obligations. This includes the obligation to reduce and “bind” customs duty rates on imported goods. In some cases, tariffs are reduced to zero. There has also been a significant increase in the number of “linked” tariffs - tariff rates, which are accepted in the WTO and are difficult to raise.

Tariffs give a price advantage to domestically produced goods over similar goods imported, and they increase revenues for governments. One of the outcomes of the Uruguay Round was the commitment of countries to lower tariffs and to connect them to levels where it would be difficult to raise tariff rates. The current negotiations on the Doha agenda will continue efforts to enter agriculture and non-agricultural markets. [1],

Who benefits from tariffs?

The advantages of tariffs are not equal. Since the tariff is a tax, the government sees an increase in revenue as imports enter the domestic market. Local industrial enterprises will also benefit from declining competition as import prices continue to rise artificially.

Unfortunately, for consumers - both individual consumers and businesses - a rise in import prices means an increase in prices for goods. If the price of steel is increased due to tariffs, individual consumers will pay more for products that use steel, and businesses will pay more for the steel they use in the production of goods. In summary, tariffs and trade barriers tend to be pro-productive and anti-consumer.

The impact of tariffs and trade barriers on businesses, consumers and the government will change over time. In the short term, rising commodity prices may reduce consumption by individual consumers and businesses. During this period, some businesses will benefit and the government will see an increase in revenue from taxes.

In the long run, these enterprises may experience a decrease in efficiency due to a lack of competition, as well as a decrease in profits due to the emergence of products that will replace their products.

In conclusion, we can say that WTO membership, first of all, eliminates monopolistic governance, creates an environment of free competition and leads to the expansion of trade channels between states. Such a bold step will undoubtedly play an important role in the future of our country. It should also keep in mind that the exporting country, but not paid by domestic consumers, but they increase the price of imported goods relative effect. Although tariffs can benefit from a number of local industries in the global market, although economists as a policy ideal of free trade, this current to achieve a positive

solution of the issues of national development and achieve higher levels of wellbeing, a new approach has well as we believe that views will be determined.

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THE ROLE OF IT AND ICT IN TOURISM INDUSTRY DEVELOPMENT

Abstract : The article analyzes the importance of IT and ICT in the tourism industry. Moreover, this article contains suggestions and ideas for future development of IT and ICT in this field.

Key words: IT, ICT, Tourism, artificial intelligence, E-Services

During pandemic time (Covid-19) tourism industry has lost its value. Majority of tourist destinations, HoReCas closed. Covid-19 created panic among public that contributes to lower demand in tourism industry. This is one of the repercussions of disease spread, as well as the lockdown approach used for the current situation. As a result of this situation, the customer's demand price falls. As a result, according to supply-demand equilibrium, the price of tourism continues to fall in lockstep with demand decline. The governments of tourist destinations need to introduce a mechanism that economy and in the same time developing anti-virus for COVID-19. If prevention actions are not properly managed, the tourism industry will face more decremental effects, resulting in economic collapse. IT-related developments in tourism alter stakeholders' positions by shifting the emphasis from single business management to digital convergence of value chains. IT is critical in providing digital networks and platforms that integrate core information-intensive areas of tourism operations, as well as in synthesizing general systems. Infrastructure for information technology, network communications, operating systems, and so on. Information and information technology (IT) are important economic resources that must be added to the traditional economic resources of land, labor and capital. This is particularly true for the field of tourism due to its reliance on, and production of, information, and the intangible and perishable nature of the tourism product. Managed in such a way that tourism is both a service and an experience industry, necessitating unique applications. of IT. Because many technological development models are in the manufacturing industries, tourism requires special consideration in its use of IT. Information and information technology (IT) are required to manage the experience and process the information that contributes to the creation of quality tourism in both the private and public sectors. The Internet has transformed both consumer choice and service delivery processes. Clients have become much more discerning and sophisticated. This is because they have obtained excellent customer service and one's standard of living has increased dramatically. As a result, tourists have become more demanding, demanding high-quality products, better value for money, and,

perhaps the most importantly, reasonably priced for time. People's time management is expressed in this. Having been presented with various of tourism products and destinations, experienced, sophisticated, and challenging visitors tend to rely on digital media to gain knowledge about attractions and to central information their wants and needs to suppliers.

E-Tourism. The Effects of E-Tourism on the Marketing Mix ICTs offer new opportunities for forward-thinking organizations to redesign tourism products to satisfy individual needs and satisfy customers' expectations. ICTs have also become a core product, notably for business travelers, who now expect certain conveniences to be available during their trip. The world wide web Web have transformed the operations of promoting tourism and communication. ICTs have the potential to reduce commission costs. Expedia and eBookers will spring up and gain a significant market share, leading in a reintermediation of the sales channel.

E- Airlines. American Airlines launched its SABRE Computerized Reservations Systems (CRS) in 1962 to replace manual reservations on display boards where passengers were listed, and travel agencies had to locate the best routes and fares for their customers in a manual and then telephone for availability, reservation, and confirmation before issuing a ticket manually. The lodging industry is the most under-automated segment of the international travel industry. Property Management Systems (PMSs) were introduced to facilitate the front office, sales, planning and operation functions. This was achieved by administering a database with all reservations, rates, occupancy and cancellations, thus managing the hotel inventory. Hospitality organizations increasingly use computerized systems to improve their inventory management, communicate with their interaction with consumers and reduce some of their operational costs. E-Hospitality ICTs have penetrated hospitality management at a fast pace, integrating the hotel operations, reshaping the marketing function, improving total efficiency, providing tools for marketing research and partnership building, and enhancing customer services, while also providing strategic opportunities. Moreover, buyers progressively expect ICT offices in their rooms; web access by means of the TV and information ports have gotten standard for higher inn classes.

Tour operators who offer e-tours Tour operators must constantly interact with all of their partners, including the principals of accommodation and transportation. Information and communication technologies (ICTs) are also critical for tour operator package distribution. The use of the Internet, Intranets, and Extranets as strategic tools benefits tour operators in a variety of ways. Coordination and timely information exchange are critical because they enable tour operators to coordinate activities, solve potential problems, and ensure that customer requirements are communicated to all principals delivering the tourism product. ICTs play a critical strategic role for tour operators. For example, consumers can change their tourism package online and create their own

itinerary by allowing them to extend their trip, change their accommodation, meal plans, and add value – such as car rentals and scuba diving lessons. However, it is clear that tour operators must shift their focus from information provision and reservation mechanisms to a strategic role of adding value to the product and process. As a result, tour operators will need to reassess their core values and identify specific market segments that they can serve in the future. Travel agencies on the internet ICTs have significantly improved the internal organization of travel agencies. Travel agencies have achieved significant synergies, efficiencies, and cost savings by integrating their back-office (e.g., accounting, commission monitoring) and front-office (customers' history, itinerary development, ticketing, and communication with suppliers) functions. Tighter financial control can be achieved because branch office transactions can be automatically reported back to the head office. Furthermore, transactions provide invaluable marketing research data, which can almost instantly report market movements and aid strategic changes. CRM enables agencies track the activity of their performance, control, and competitiveness at the individual level. Storing information in a data warehouse can also assist them in developing proactive marketing tools to target individual customers with quality goods, increasing the value added services offered to each customer, and defending themselves against disinterruption. Hence, agencies need to utilize updated ICT on par with the suppliers and customers usage. The E-Destinations Destination Management System (DMS) was used to integrate the entire tourism supply at the destination. Their ability to integrate all stakeholders at destinations and reach a global market demonstrates their contribution to strategic management and marketing. DMS provides innovative information and occasionally facilitates reservations. Destination Integrated Computerized Information Reservation Management Systems (DICIRMS) address the entire range of needs and services required for specific destinations by both tourism enterprises and consumers. DICRIMS serve as the information infrastructure for all stakeholders, including consumers, principals, distributors, and destination marketing organizations, to communicate and conduct business. Additionally, the capacity for artificial intelligence to perform tasks that have traditionally required human cognitive function has made it especially useful for those in the travel industry, because deploying AI can save businesses time and money, while potentially eliminating human error and allowing tasks to be performed quickly, at any time of the day. Most hotels and resorts rely heavily on providing excellent customer service to build their reputation, and AI technology can help in a variety of ways. Artificial intelligence, for example, can be used to improve personalisation, tailor recommendations, and ensure quick response times even in the absence of staff. Examples of Artificial Intelligence in the Tourism Industry

- Chat bots and online customer service,
- Face-to-Face Customer Service,

- Data Processing and Data Analysis,
- Virtual Reality & Augmented Reality

Traveling is an important aspect of tourism, so online reservations, particularly for lodging, play an important role. More information process awareness is required, as is ICT training at various levels of tourism, travel, and hospitality enterprises. As a result, tourism education in every country should focus on ICT trends and work on ICT penetration into the masses, which are critical for its success. It is worth noting that this is the most efficient way to conduct business in the tourism industry. In this regard, tourism organizations should offer more services to customers that are easily accessible to everyone in their locations. Tourism websites should be upgraded and updated on a regular basis. There is a need for more B2C and B2B payment options via mobile phones for their bookings. To maximize business potential, enterprise websites should be upgraded and updated with the most recent technologies. Governments and businesses should encourage and train the industry to use social media effectively. Governments should make high-speed Internet accessible and affordable to the general public, and computer system prices should continue to fall. Stakeholders should have easier access to global Internet quest. ICT can be used by businesses to merge all divisions. Power outages should be stopped, and the government should have high-speed internet connectivity. Mobile commerce (for example, promotion, payments, and so on) should be encouraged by the government and integrated into the tourism industry. To boost tourism business operations, existing information and communications systems must be revised, improved, and seamless integration implemented both internally and externally.

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TURIZM YO'NALISHI TALABALARI KELAJAKDA SHU SOHADA FAOLIYAT YURITISHADIMI YOKI...?

Annotatsiya: Maqolada turizm sohasida tahsil olayotgan yoki ushbu sohani bitirgan talabalar mana shu sohada faoliyat olib borishadimi yoki boshqa sohada ish faoliyatini boshlashadimi shu bo'yicha turizm fakultetida tahsil olayotgan talabalar orasida so'rovnomalar o'tkazilganligi va turizm sohasini yurtimizda rivojlantirish uchun bir nechta tavsiyalar berilgan.

Kalit so'zlar: Ish tajribasi, mehmonxona sanoati, o'qish davridagi qiyinchiliklar, daromad topish, Covid-19 ni turizmga ta'siri, malaka yetishmovchiligi, foyda, ta'lim sifati pastligi.

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WILL STUDENTS OF TOURISM ACTIVITIES IN THIS FIELD IN THE FUTURE OR ...?

Abstarct: The article contains a survey of students studying at the Faculty of Tourism on whether students studying in the field of tourism or graduates in this field will start working in this field or in another field, and gives some recommendations for the development of tourism in our country.

Keywords: Work experience, hotel industry, study difficulties, income, impact of Covid-19 on tourism, lack of skills, profit, low quality of education

Kirish. O'zbekistonda ko'plab turizm sohasi bo'yicha ta'lim beruvchi dargohlar bor. To'rt yillik ta'lim va bakalavor diplom bilan bizni hech kim katta lavozimga ishga olmaydi. Oila a'zolarining turtkisi bilan shu sohani tanlaganlar ham kam emas. Tabiiyki shu kabi holatlarda boshqa soha bilan daromad topishga ko'proq qiziqish bo'ladi. Turizm sohasida eng avvalo til bilishi, marketing, muomala madaniyati va mijozlar bilan ishlay olish qobiliyatiga ega inson daromad topa boladi. Bu sohaga daromad manbayi emas, balki birinchi o'rinda sohani rivojlantirish tarafidan qarash kerak. Oliy ta'lim muassasida yetarlicha bilim va malaka olganidan so'ng, tajriba yeg'iladi. Eng avvalo oddiy xodim lavozimidan boshlash maqsadga muvofiqdir. Ko'pchilikning fikriga ko'ra, diplom olgandan so'ng darhol menejerlik lavozimiga qabul mqilinib, ko'proq daromad topish kerak. Bu kabi fikrda bo'lganlar turizm sohasida umuman daromad topa olmaydilar va boshqa biznes turini tanlashadi. 2020-yil turizm sohasi uchun juda sinovli yil bo'ldi. Turizm sohasi bitiruvchilari Covid-19 virusi tufayli masofaviy ta'limga o'tildi. Malaka oshirish uchun mo'ljallangan mexmonxonalar karantin sabab yopildi. Bitiruvchilar diplom ishini tajriba va malakaga emas, balki nazariy bilimga suyanib yozishdi. Bu kelajakda bu sohaga bo'lgan qiziqishni susaytiradi. Ya'ni na bir tajribaga va na bir malakaga ega emas bitiruvch, bo'lajak xodim kimga kerak? Covid-19 sabab bu soha vakillarining ko'pchiligi ishsiz qoldi. Bu sabab yana bir qancha muommalarga turtki bo'ldi. Hozirda turizm sohasida tahsil olayotgan birinchi, ikkinchi va uchinchi kurs talabalari orasidan boshqa yo'nalishga ko'chirish ko'p kuzatilayapti. Yaratgan so'rovnoma tayanib, bu mavzuni kengroq muhokama qilinishiga harakat qilindi.

Adabiyotlar tahlili. Mehmondo'stlik sanoati chet ellik sayyohlarni xaridor deb bilganligi sababli, bu aloqani madaniyatlararo vakolatlar bilan izohlash mumkin (Sucker, W., & Cheung, C., 2015). Masalan, mehmonxonalar madaniyatlararo muloqot qobiliyatiga ega odamlarni jalb qilishni istaydilar, shuning uchun ular turli madaniy kelib chiqishi bo'lgan chet ellik sayyohlar bilan o'zaro aloqada bo'lishlari mumkin (Thomas va Inkson, 2004). Shuning

uchun, HTM talabalari turli xil madaniy muhitdan kelib chiqadigan global xulq-atvor va turmush tarzini tushunishga ta'sir qiladigan madaniy munosabatdan xabardor bo'lishi kerak (UNWTO, 2013a). HTM sohasidagi kasbni tanlash bilan bog'liq ta'sirchan omillar sanoat holati yoki madaniy o'ziga xosligi bo'yicha ham farq qilishi mumkin (Airey, D, & Frontistis, A.,1997; Jenkins, A. K, 2001). Masalan, Angliya talabalariga qaraganda yunon talabalari HT sanoatida ish bilan ta'minlashga nisbatan ijobiy munosabatda bo'lishlarini aniqladilar (Annaraud, K. 2006). Ushbu natija, odatda, yunon talabalarining HT sanoatida Buyuk Britaniyadagi hamkasblariga qaraganda ko'proq ta'sir ko'rsatishi bilan bog'liq (Annaraud, K. 2006). Xuddi shu tarzda Vena tadqiqotida AQSh va Rossiya mehmondo'stligi talabalari, o'qituvchilari va sanoat odamlari o'rtasida mehmondo'stlik ishchilari uchun zarur bo'lgan ko'nikmalarning ahamiyatini baholashda kamchilik aniqlandi (Cothran, C, & Combrink, T. E, 1999). Turli xil xulosalarga qaramay, rus respondentlari talab qilinadigan ko'nikmalarning ahamiyatini amerikalik respondentlarga qaraganda pastroq baholashdi, faqat xalqaro aloqa, muammolarni hal qilish va kompyuterdan foydalanish masalalari bundan mustasno (Cothran, C, & Combrink, T. E, 1999).

Metodologiya. Izlanish va tadqiqotlar natijasida ushbu tuzilgan so'rovnoma orqali turizm yo'nalishi talabalari tomonidan maqolaga aniq faktlar kiritildi:

Savollar quyidagicha edi:

1. Turizm yo'nalishini tanlashingizdan maqsad?
2. Turizm yo'nalishini bitirib, kelajakda ham shu sohada faoliyat yuritasizmi yoki...?
 - Ha, aynan turizm sohasi bo'yicha faoliyat yuritaman
 - Yo'q, boshqa sohada ishlamoqchiman
3. Bu savoldan avval, turizm sohasiga qiziqishingiz mavjudmi?
 - Qiziqaman
 - Qiziqmayman
4. Turizm sohasida faoliyat yuritishni xohlamasangiz, iltimos sababini ko'rsating.
 - Qiziqmayman
 - Boshqa biznesim bor
 - Oylik maosh kam
 - Faoliyat yuritaman
5. Yurtimizda turizm qay darajada rivojlangan?
 - Juda yomon
 - Juda yaxshi
 - O'rtacha
 - Yetarli va kerakli darajada rivojlangan
6. Yurtimizda turizmni yanada rivojlantirish uchun qanday islohotlar amalga oshirilishi kerak va nimalarga e'tibor qaratilishi kerak?

- Visa tizimini osonlashtirish
- Ichki muaommolarni hal qilish
- Malakali mutaxassislarni tayyorlash yoki (ko'paytirish)
- Turizmدا reklama tizimini yaxshi yo'lga qo'yish
- Barcha fikrga qo'shilaman

7. Kelajakdagi maqsadlaringiz ichida 1-o'ringa qay birini ustun qo'ygan bo'lar edingiz?

- Turizm sohasida ishlash
- Boshqa yo'nalishdagi o'z shaxsiy biznesingizni yuritish

8. Turizm sohasida qaysi kasb egasi bo'lish sizga ko'proq qiziq?

- Gid
- Tarjimon
- Turoperator
- Turagent
- Stuardessa/Stuard
- Mehmonxona xodimlaridan biri bo'lib ishlash

9. Turizm talabalariga berilayotgan ta'lim sifatini 1 dan 5 gacha baholang:

- 1
- 2
- 3
- 4
- 5

10. Turizm sohasini biznes turi deb hisoblaysizmi?

- Ha, albatta
- Yo'q

11. Turizm yo'nalishi orqali yetarlicha daromad topa olaman deb o'ylaysizmi?

- Ha, albatta
- Yo'q

12. Bu sohani o'z xohishingiz bilan tanlaganmisiz?

- Ha, o'z xohishim bilan
- Yo'q, ota – onam xohishi bilan
- Majburlikdan
- Do'stlarim taklifi bilan

13. Faqat bakalavr diplomi bilan o'z turizm yo'nalishingizni qura olasizmi?

- Ha
- Yo'q, magistratura diplomisiz bu sohada yaxshi ishlay olmayman

Muhokama. Maqolaga namunalar Toshkent shahridagidagi turizm yo'nalishi bor oliygohlar bo'yicha Toshkent shahridagi YEOJU texnika instituti va Toshkent Davlat Iqtisodiyot universitetida turizm yo'nalishida tahsil

olayotgan 1-,2-,3-kurs kvotalari oralig'idagi talabalardan so'rovnoma (Google form) o'tkazish orqali tadqiqotchi tomonidan ma'lumotlar yeg'ildi. Bu so'rovnomaning jo'natish va tarqatish jarayonida Telegram Messenger ilovasidan foydalanildi. Savollar 1 marotaba jo'natildi va so'rovnoma orqali to'plangan ma'lumotlar 5 kun davomida yeg'ildi. Unda 54 nafar talabalar ishtirok etishdi. So'rovnomada umumiy 16ta savol mavjud bo'lib, asosan yopiq savollar tuzilgan, ulardan faqat 1tasi ochiq savol shaklida kiritilgan. So'rovnomada respondentlar 100% ishtirok etishdi, faqat 1 ta ochiq berilgan savolga 5,55% (3 ta) ishtirokchi javob bermadi.

Natijalar. Turizm fakultetida tahsil olayotgan talabalar orasida o'tkazilgan so'rovnoma natijasiga ko'ra 54 nafar talaba o'z javoblarini berdi. So'rovnomada ishtirok etgan talabalarning 66,7% (36 ta) ayollar; 33,3% (18 ta) erkaklar tashkil etdi. Ularning ichidan 18 yoshdan 20 yoshgacha bo'lgan talabalar soni 7 nafar (13%), 21 yoshdan 23 yoshgacha bo'lganlar soni 37 nafar (68,5%), 24 va undan kattalar soni esa 10 nafar (18,5%) ni tashkil etdi. Talabalarning orasida 4-kursda 1,9% (1 ta), 3-kursda 75,9% (41 ta), 2-kursda 16,7% (9 ta), 1-kursda 5,6% (3 ta) tahsil olayotganlar qatnashdi. Ulardan "Turizm yo'nalishini tanlashingizdan maqsad?" deb savol berilganda:

- Qiziqish sabab (18 ta – 33,3%);
- Karyera boshlash (7 ta – 12,96%);
- Yoqtiraman (6 ta – 11,11%)
- O'zbekistonda Turizmni rivojlantirish (10 ta – 18,51%);
- Sabab yo'q (6 ta – 11,11%)
- Javob yo'q (3 ta – 5,55%)
- Tasodif (2 ta – 3,7%)
- Talab bor yo'nalish (2 ta – 3,7%) degan javoblar berishdi.

"Turizm yo'nalishini bitirib, kelajakda ham shu sohada faoliyat yuritasizmi yoki ...?" degan savolda 43 ta ovoz (79,6%) "Ha, aynan turizm sohasi bo'yicha faoliyat yuritaman" degan javobni berishdi, "Yo'q, boshqa sohada ishlamoqchiman" degan ovozlar 12 tani (22,2%) tashkil etdi.

"Bu savoldan avval, turizm sohasiga qiziqishingiz mavjudmi?" degan savolga "Qiziqaman" deb 48 nafar (88,9%) ishtirokchi ovoz bergan, "Qiziqmayman" deb 6 nafar (11,1%) talaba javob bergan. "Turizm sohasida faoliyat yuritishni xohlamasangiz, iltimos sababini ko'rsating" – ushbu savolga "Qiziqmayman" degan javob varianti 3ta (5,55%) tanlangan, "Boshqa biznesim bor" degan variantga 4 ta (7,4%) ovoz berilgan, "Oylik maosh kam" degan javob variantini 4 ta (7,4%) ishtirokchi tanlagan, "Faoliyat yuritaman" degan variant esa 43 ta (79,62%) ovoz tanlagan. "Yurtimizda turizm qay darajada rivojlangan?" degan savolda javoblar ichidan "Juda yomon" varianti 8 ta (14,8%) tanlangan, "Juda yaxshi" variant 2 ta (3,7%) tanlangan, "O'rtacha" javobi 38 ta (70,4%) belgilangan, "Yetarli va kerakli darajada rivojlangan" degan javob 8ta (14,8%) tanlangan, "Yanayam kuchaytirish lozim" degan fikrni esa 1 nafar (1,9%) ishtirokchi bildirgan. "Yurtimizda turizmni yanada

rivojlantirish uchun qanday islohotlar amalga oshirilishi kerak va nimalarga e'tibor qaratilishi kerak?" deb ataluvchi savolda ishtirokchilar tomonidan "Visa tizimini osonlashtirish" degan javob variantiga 8 ta (14,8%) ovoz berilgan, "Ichki muaommolarni hal qilish" degan javob 13 ta (24,1%) belgilangan, "Malakali mutaxassislarni tayyorlash yoki (ko'paytirish)" varianti 15 ta (27,8%) tanlangan, "Turizmدا reklama tizimini yaxshi yo'lga qo'yish" varianti 14 ta (25,9%) belgilangan, "Barcha fikrga qo'shilaman" degan javob varianti esa 28 ta (51,9) tanlangan. "Kelajakdagi maqsadlaringiz ichida 1-o'ringa qay birini ustun qo'ygan bo'lar edingiz?" – ushbu savolda javoblar variant ichidan "Turizm sohasida ishlash" ga 29 ta (53,7%) ovoz berilgan, "Boshqa yo'nalishdagi o'z shaxsiy biznesingizni yuritish" variantiga esa 26 ta (48,1%) ovoz berilgan.

"Turizm sohasida qaysi kasb egasi bo'lish sizga ko'proq qiziq?" – ushbu savolga quyidagi javob variantlari tanlangan:

"Gid" – 5 (9,3%)

"Tarjimon" – 5 (9,3%)

"Turoperator" – 13 (24,1%)

"Turagent" – 13 (24,1%)

"Stuardessa/Stuard" – 8 (14,8%)

"Mehmonxona xodimlaridan biri bo'lib ishlash" – 16 (29,6%) ushbu variantlarga ko'rsatilgan miqdorda javoblar belgilandi.

"Turizm talabalariga berilayotgan ta'lim sifatini 1 dan 5 gacha baholang:" ushbu savolga quyidagi javoblar mavjud:

"1" – 6 (11,1%)

"2" – 3 (5,6%)

"3" – 24 (44,4%)

"4" – 14 (25,9%)

"5" – 7 (13%) javoblari belgilandi.

"Turizm sohasini biznes turi deb hisoblaysizmi?" degan savolga ushbu variantlarga quyidagi miqdorda ovoz berildi:

"Ha, albatta" – 50 (92,6%)

"Yo'q" – 4 (7,4%).

"Turizm yo'nalishi orqali yetarlicha daromad topa olaman deb o'ylaysizmi?" degan savolga ushbu javoblar belgilandi:

"Ha, albatta" – 43 (79,6%)

"Yo'q" – 12 (22,2%)

"Bu sohani o'z xohishingiz bilan tanlaganmisiz?" degan savolga quyidagicha javoblar miqdori belgilandi:

"Ha, o'z xohishim bilan" – 40 (74%)

"Yo'q, ota – onam xohishi bilan" – 1 (1,9%)

"Majburlikdan" – 6 (11,1%)

"Do'stlarim taklifi bilan" – 7 (13%) degan variantlarga ko'rsatilganidek miqdorda ovozlar belgilandi.

“Faqat bakalavr diplomi bilan o‘z turizm yo‘nalishingizni qura olasizmi?” degan savolga esa quyidagicha variantlar ovoz to‘pladi:

“Ha” – 34 (63%)

“Yo‘q, magistratura diplomisiz bu sohada yaxshi ishlay olmayman” – 20 (37%) degan variantlarga ko‘rsatilganidek miqdorda javoblar belgilandi.

Xulosa. Ushbu tadqiqot o‘rganilishi natijasida quidagi savollarga javob topildi.

1-savol natijasi:

1-savol: Turizm yo‘nalishini tanlashingizdan maqsad?

Ushbu tadqiqotda ishtirokchilarining ko‘pchiligi O‘zbekistonda turizm yo‘nalishining yuksalishiga o‘z hissasini qo‘shishni istashini va turizm sohasiga qiziqqanligini yozgan. Sayohat qilishni hush ko‘ruvchilar esa o‘rtacha darajani tashkil qilgan. Bu sohadan mo‘may pul topish mumkinligini va qiziqishsiz topshirganligini yozgan respondentlar kam natijani tashkil qilgan.

2-savol natijasi:

2-savol: Turizm yo‘nalishini bitirib, kelajakda ham shu sohada faoliyat yuritasizmi yoki...? So‘rovnomada qatnashgan ishtirokchilarning ko‘p qismi (80.4%):

- Ha, aynan turizm sohasi bo‘yicha faoliyat yuritaman.

So‘rovnomada qatnashgan ishtirokchilarning kamchilik qismi esa (21.6%):

- Yo‘q, boshqa sohada ishlamoqchiman

3-savol natijalari:

3-savol: Bu savoldan avval, turizm sohasiga qiziqishingiz mavjudmi?

Respondentlarning 88.2% bu sohaga oldindan qiziqqanligini, 11.8% esa turizm sohasiga qiziqishi yo‘qligini belgilagan.

4-savol natijalari:

4-savol: Turizm sohasida faoliyat yuritishni xohlamasangiz, iltimos sababini ko‘rsating.

Tadqiqotda qatnashgan respondentlarning katta qismi (70.6%) shu sohada faoliyat yuritishi aniqlandi. Oylik maoshi kamligi sababli faoliyat yuritish istagi yo‘q qatnashchilar 7.8% ni tashkil qilgan. Boshqa biznesi borligi va qiziqishi yo‘qligi sababli turizm sohasida faoliyat yuritishni xohlamaydigan respondentlar teng natijani ya‘ni 5.9% ko‘rsatdi. Faoliyat yuritishni istovchi ishtirokchilar eng past natija 2%ni ko‘rsatdi.

5-savol natijalari:

5-savol: Yurtimizda turizm qay darajada rivojlangan?

Tadqiqot ishtirokchilarining ko‘p qismi (68.6%) yurtimizda turizm o‘rtacha darajada dep hisoblashi aniqlandi. Respondentlarning 15.7% esa juda yomonligini, 3.9% esa juda yaxshi deb hisoblashi so‘rovnoma natijalarida ko‘rindi. So‘rovnoma ishtirokchilarining 2% gina yana ham rivojlantirish kerak deb hisoblaydi.

6-savol natijalari:

6-savol: Yurtimizda turizmni yanada rivojlantirish uchun qanday islohotlar amalga oshirilishi kerak va nimalarga e'tibor qaratilishi kerak?

Tadqiqot ishtrokchilarining 11.8% viza tizimini osonlashtirish tarafdori ekanligi aniqlandi. Respondentlarning 23.5% ichki muammolarni hal qilish kerak deb hisoblaydi. Turizm sohasida malakali mutahasislarni tayyorlash (27.5%) hamda turizmدا reklama tizimini yaxshilashni yo'lga qo'yish kerak (25.5%) deb hisoblovchi respondentlar biroz farq bilan teng natijani tashkil qilgan. So'rovnomada qatnashgan ishtrokchilarning 51% barcha fikrga qo'shilishi aniqlandi.

7-savol natijalari:

7-savol: Kelajakdagi maqsadlaringiz ichida 1-o'ringa qay birini ustun qo'ygan bo'lar edingiz?

Kelajakdagi maqsadlari ichida 1-o'ringa turizm sohasida ishlashni qo'ygan respondentlar 54.9% ni tashkil qilgan bo'lsa boshqa sohada o'z shahsiy biznesini boshlash istagidagi qatnashchilar 47.1% ni tashkil qildi.

8-savol natijalari:

8-savol: Turizm sohasida qaysi kasb egasi bo'lish sizga ko'proq qiziq?

Bu so'rovnoma natijasi shuni ko'rsatdiki gid (7.8%) hamda tarjimon (7.8%) bo'lish istagidagi ishtrokchilar teng foizni tashkil qilmoqda. Respondentlarning 25.5% turoperator hamda 23.5% turagent bo'lish istagini bildirgan. Stuard hamda stuardessa kasbini tanlaganlar esa 15.7% ni tashkil qilgani ma'lum bo'ldi. Mehmonxona xodimlaridan biri bo'lish istagidagilar 28.5% bilan so'rovnomada eng ko'p ovoz topladi.

9-savol natijalari:

9-savol: Turizm talabalariga berilayotgan ta'lim sifatini 1 dan 5 gacha baholang:

Ushbu so'rovnomada 3 ballga baholagan ishtrokchilar eng katta foiz bilan 45.1% ni tashkil qildi. Yuqori baho berganlar esa 13.7% ekanligi aniqlandi.

10-savol natijalari:

10-savol: Turizm sohasini biznes turi deb hisoblaysizmi?

Turizm sohasini biznes turi deb hisoblovchilar 92.2%ni tashkil qilgan bo'lsa qolgan 7.8% respondent bu fikrga qo'shilmasligi aniqlandi.

11-savol natijalari:

11-savol: Turizm yo'nalishi orqali yetarlicha daromad topa olaman deb o'ylaysizmi?

Qatnashchilarning 80.4% I turizm yo'nalishi orqali yetarlicha daromad topishiga ishonsa qolgan 21.6% I bu sohani daromadsiz deb hisoblashi aniqlandi.

12-savol natijalari:

12-savol: Bu sohani o'z xohishingiz bilan tanlaganmisiz?

Bu so'rovnoma natijasida shu ayon bo'ldiki 74.5% I o'z xohishi bilan tanlagan bo'lsa 2% respondent bu sohaga ota-onasining istagi bilan kirgani ma'lum bo'ldi.

13-savol natijalari:

13-savol: Faqat bakalavr diplomi bilan o'z turizm yo'nalishingizni qura olasizmi?

Bu fikrga 64.7% talaba qo'shilgan, qolgan 35.3% ishtrokchi magistratura diplomi muhim deb hisoblashi aniqlandi.

Tavsiyalar. Ushbu tadqiqot natijalariga ko'ra bu sohaga quyidagi o'zgarishlarni kiritish tavsiya qilinishi mumkin:

- Aholi o'rtasida turizm sohasiga past baho beruvchilarni kamaytirish maqsadida bu sohaga o'zgartirishlar kiritish, yangiliklar olib kirish, necha yillik tizimdan qochib yangi tizimga o'tish;

- Reklamaga katta ahamiyat qaratish, bor imkoniyatlardan to'laqonli foydalanish;

- Avvalambor ichki turizmni rivojlantirish undan keyin tashqi turizmni rivojlanishiga imkoniyat bo'lishini bilish;

So'rovnomada aynan ikki institut tadqiqot natijalarini umumiyashtirish mumkin emas, ushbu natijalar butun O'zbekistondagi turizm sohasidagi natijani ifodalay olmaydi. Biroq, ma'lumotlar va izlanmalarlar butun mamlakatdagi turizm sohasidan bilim beruvchi Oliy va O'rta Ta'lim Muassasalar uchun foydali bo'la olishi mumkin

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FICTION AS A MEANS OF DEVELOPING SPEECH IN PRESCHOOLERS

Abstract: The article examines fiction as a means of speech development in preschoolers.

Key words: preschoolers, fiction, speech, speech development exercises

The process of speech development of a preschool child is complex and multifaceted, and for its successful implementation, a combination of all components that affect the quality and content of speech is necessary. One of these is fiction.

Fiction, an effective means of mental, moral and aesthetic education of children, due to its emotionality and imagery.

One of the problems of our modern society is the introduction of the child to reading. We live in a world of technology and innovation, almost every home now has computers and tablets. It is easier for moms and dads to turn on the computer for the child, and he is busy, and they do household chores. Interest in reading books completely disappears, as a result, children do not like or do not want to read books.

The love of reading books must be developed from an early age, it is necessary to develop in the child an interest in listening to works.

Work on the use of fiction as a means of developing speech should be based on the principles: purposefulness, individualization (you cannot compare the success of children - each has its own potential), consistency, visibility, accessibility (age, level of preparation of children), morality, an integrated approach and strength (consolidation knowledge).

To achieve the goal of developing speech by means of fiction, the following tasks are distinguished:

- education of love and interest in fiction, the formation of a respectful attitude to the book;
- awakening the curiosity of children and a selective attitude towards works of art;
- fostering the ability to listen to a work and analyze;
- development of creativity, vocabulary activation, independence in artistic speech and theatrical play activities;
- development of the emotional sphere of the child;

- the ability to carefully consider illustrations and relate them to the text;
- control and guide the home reading process.

These tasks are solved in all age groups of kindergarten, only their specific content is different, it depends on the age characteristics of children, and the needs of a modern child are also taken into account.

Reading from a book, by heart, storytelling, using dramatization, now many people use mnemonic tables and mnemonic tracks.

Children really like listening to fairy tales, they themselves begin to speak with you, try to convey the events with facial expressions and gestures. Children love to memorize small children's poems with the help of mnemonic tables, which are depicted in pictures.

It is always necessary to follow the basic rule when introducing children to fiction, this is the emotional uplift of the reader and listeners. Children need to be shown beautiful book covers, to name the author, to show their respect for books.

In my teaching career, I took seriously the creation of a book center in a group. All literature corresponds to the age characteristics of children. The illustrations in the books are bright and attractive to children. Portraits of the authors of works of art are updated every week.

During the regime moments, the children and I read lines from familiar poems and recite them.

The problem of perception of literary genres by children is complex and multifaceted. The child goes a long way from naive participation in the depicted events to more complex forms of aesthetic perception.

At parents' meetings, explanatory work was carried out with the value of the developmental functions of fiction. In the folders of the carriages, and in the parent's corner, a recommendation was made on which books to read to children, how to cultivate a respect for books.

Systematic integrated work using new teaching methods, communication, interaction with the child, creating conditions for free independent developmental activity, the teacher's creative growth, fruitful interaction between parents and teachers, all this is the key to successful development for introducing children to reading literature.

Thus, I can note that the systematic and purposeful use of various kinds of works of art as a means of developing speech, as well as properly organized work, determines the possibility of effective and fruitful development of the speech of preschoolers, contributes to the replenishment of the vocabulary, forming the communicative culture of the preschooler, makes the child's speech more expressive, bright and emotional. Children actively manifest themselves in various types of artistic activity and are creatively active, they have developed self-awareness, they know how to understand and accept humor and become much more benevolent, which is very important in modern society.

Fiction can be regarded as the most accessible form of art that contributes to the development of children's speech.

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PATTERN SUNG ON THE CARPET

Abstract: This article tells about the art of carpet weaving, the history of development and the process of weaving, the development in neighboring countries and the weaving of different types of carpets.

Keywords: Carpet, textile floor covering, polypropylene, nylon, polyester, prayer rugs, loom, woven fabric, felts, definition, rug, symmetrical, asymmetrical, flatweave, hooked rug, embroidery carpets'.

A carpet is a textile floor covering typically consisting of an upper layer of pile attached to a backing. The pile was traditionally made from wool, but since the 20th century, synthetic fibers such as polypropylene, nylon or polyester are often used, as these fibers are less expensive than wool. The pile usually consists of twisted tufts that are typically heat-treated to maintain their structure. The term carpet is often used in a similar context to the term rug, but rugs are typically considered to be smaller than a room and not attached to the floor.

Carpets are used for a variety of purposes, including insulating a person's feet from a cold tile or concrete floor, making a room more comfortable as a place to sit on the floor (e.g., when playing with children or as a prayer rug), reducing sound from walking (particularly in apartment buildings), and adding decoration or color to a room. Carpets can be made in any color by using differently dyed fibers. Carpets can have many different types of patterns and motifs used to decorate the surface. Carpets are used in industrial and commercial establishments such as retail stores and hotels and in private homes. Today, a huge range of carpets and rugs are available at many price and quality levels, ranging from inexpensive, synthetic carpets that are mass-produced in factories and used in commercial buildings to costly hand-knotted wool rugs that are used in private homes.

Carpets can be made on a loom quite similarly to woven fabric, made using needle felts, knotted by hand (in oriental rugs), made with their pile injected into a backing material (called tufting), flatwoven, made by hooking wool or cotton through the meshes of a sturdy fabric, or embroidered. Carpet is commonly made in widths of 12 feet (3.7 m) and 15 feet (4.6 m) in the US and 4 m (13 ft) and 5 m (16 ft) in Europe. Since the 19th and 20th century, where necessary for wall-to-wall carpet, different widths of carpet can be seamed together with a seaming iron and seam tape (formerly it was sewn together) and fixed to a floor over a cushioned underlay (pad) using nails, tack strips (known in the UK as gripper rods), adhesives, or occasionally decorative metal stair

rods. Wall-to-wall carpet is distinguished from rugs or mats, which are loose-laid floor coverings, as wall-to-wall carpet is fixed to the floor and covers a much larger area.

The term carpet comes from Old French *carpite*. One derivation of the term states that the French term came from the Old Italian *carpita*, from the verb "*carpire*" meaning to pluck.^{[1][2]} The Online Etymology Dictionary states that the term "carpet" was first used in English in the late 13th century, with the meaning "coarse cloth", and by the mid-14th century, "tablecloth, [or] bedspread".^[3] The Online Etymology Dictionary states that the term comes "...from Old French *carpite* "heavy decorated cloth, carpet," from Medieval Latin or Old Italian *carpita* "thick woolen cloth," probably from Latin *carpere* "to card, pluck," probably so called because it was made from unraveled, shred[d]ed, "plucked" fabric".^[3] The meaning of the term "carpet" shifted in the 15th century to refer to floor coverings.^[3]

The term "carpet" is often used interchangeably with the term "rug". Some sources define a carpet as stretching from wall to wall.^[4] Another definition treats rugs as of lower quality or of smaller size, with carpets quite often having finished ends. A third common definition is that a carpet is permanently fixed in place while a rug is simply laid out on the floor. Historically, the term "carpet" was also applied to table and wall coverings, as carpets were not commonly used on the floor in European interiors until the 15th century.

The term "rug" was first used in English in the 1550s, with the meaning "coarse fabric". The term is of "...Scandinavian origin; compare Norwegian dialectal *rugga* "coarse coverlet," from Old Norse *rogg* "shaggy tuft," from Proto-Germanic **rawwa-*, perhaps related to *rag* (n.) and *rough* (adj.)."^[5] The meaning of "rug" "...evolved to "coverlet, wrap" (1590s), then "mat for the floor" (1808) ».^[5]

On a knotted pile carpet (formally, a "supplementary weft cut-loop pile" carpet), the structural weft threads alternate with a supplementary weft that rises at right angles to the surface of the weave. This supplementary weft is attached to the warp by one of three knot types (see below), such as shag carpet which was popular in the 1970s, to form the pile or nap of the carpet. Knotting by hand is most prevalent in oriental rugs and carpets. Kashmir carpets are also hand-knotted. Pile carpets, like flat carpets, can be woven on a loom. Both vertical and horizontal looms have been used in the production of European and oriental carpets. The warp threads are set up on the frame of the loom before weaving begins. A number of weavers may work together on the same carpet. A row of knots is completed and cut. The knots are secured with (usually one to four) rows of weft. The warp in woven carpet is usually cotton and the weft is jute.

[citation needed]

There are several styles of knotting, but the two main types of knot are the symmetrical (also called Turkish or Ghiordes) and asymmetrical (also called

Persian or Senna). Contemporary centres of knotted carpet production are: Lahore and Peshawar (Pakistan), Kashmir (India), Mirzapur and Bhadohi (India),^[6] Tabriz (Iran), Afghanistan, Armenia, Azerbaijan, Turkey, Northern Africa, Nepal, Spain, Turkmenistan, and Tibet. The importance of carpets in the culture of Turkmenistan is such that the national flag features a vertical red stripe near the hoist side, containing five carpet guls (designs used in producing rugs). Kashmir is known for handknotted carpets of silk or wool.

These are carpets that have their pile injected into a backing material, which is itself then bonded to a secondary backing made of a woven hessian weave or a man made alternative to provide stability. The pile is often sheared in order to achieve different textures. This is the most common method of manufacturing of domestic carpets for floor covering purposes in the world.

A flatweave carpet is created by interlocking warp (vertical) and weft (horizontal) threads. Types of oriental flatwoven carpet include kilim, soumak, plain weave, and tapestry weave. Types of European flatwoven carpets include Venetian, Dutch, damask, list, haircloth, and ingrain (aka double cloth, two-ply, triple cloth, or three-ply).

A hooked rug is a simple type of rug handmade by pulling strips of cloth such as wool or cotton through the meshes of a sturdy fabric such as burlap. This type of rug is now generally made as a handicraft. The process of creating a hooked rug is called Rug hooking.^[7]

Unlike woven carpets, embroidery carpets are not formed on a loom. Their pattern is established by the application of stitches to a cloth (often linen) base. The tent stitch and the cross stitch are two of the most common. Embroidered carpets were traditionally made by royal and aristocratic women in the home, but there has been some commercial manufacture since steel needles were introduced (earlier needles were made of bone) and linen weaving improved in the 16th century. Mary, Queen of Scots, is known to have been an avid embroiderer. 16th century designs usually involve scrolling vines and regional flowers (for example, the Bradford carpet).

They often incorporate animal heraldry and the coat of arms of the maker. Production continued through the 19th century. Victorian embroidered carpet compositions include highly illusionistic, 3-dimensional flowers. Patterns for tiled carpets made of a number of squares, called Berlin wool work, were introduced in Germany in 1804, and became extremely popular in England in the 1830s. Embroidered carpets can also include other features such as a pattern of shapes, or they can even tell a story.

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КОМПЛАЕНС В СИСТЕМЕ ОБЕСПЕЧЕНИЯ ЭКОНОМИЧЕСКОЙ БЕЗОПАСНОСТИ ПРЕДПРИЯТИЯ

Аннотация: Разработка и внедрение комплаенс - политики в управлении экономической безопасности предприятия позволит предприятиям достичь лучших результатов в достижении стратегических целей. Разработка комплексных мер, направленных на формирование системы устойчивости к внешним угрозам, включая постоянную работу с сотрудниками предприятия, направленную на повышение их внутренней мотивации к соблюдению нормативных документов, внутренних регламентов и правил. Это повышает эффективность достижения запланированных уровней экономической безопасности.

Ключевые слова: комплаенс, комплекс мер, риск, льготное кредитование, безопасность предприятия, экономический кризис, имиджа компании, увеличение доверия.

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COMPLIANCE IN THE SYSTEM OF ENSURING THE ECONOMIC SECURITY OF THE ENTERPRISE

Annotation: The development and implementation of a compliance policy in managing the economic security of an enterprise will allow enterprises to achieve better results in achieving strategic goals. Development of comprehensive measures aimed at creating a system of resistance to external threats, including constant work with employees of the enterprise, aimed at increasing their internal motivation to comply with regulations, internal regulations and rules. This increases the efficiency of achieving the planned levels of economic security.

Keywords: compliance, a set of measures, risk, concessional lending, enterprise security, economic crisis, company image, increased confidence

На сегодняшний день одним из основных факторов устойчивого и динамичного развития любого современного предприятия является экономическая безопасность.

Все больше международных компаний приходят к осознанию актуальности комплаенса. Сегодня это один из важнейших принципов ведения бизнеса. Уровень нефинансовых рисков постоянно растет и, в связи с этим, постоянно увеличивается ценность комплаенса - функции для любого предприятия. Руководство компании должно иметь информацию о возникающих и потенциальных комплаенс - рисках.

Для повышения уровня экономической безопасности предприятия необходимо разработать комплекс мер, элементами которого могут быть следующие:

- ❖ пополнение ресурсов и усовершенствование технологического обеспечения, за счет привлечения инвестиций;
- ❖ внедрение инноваций в организацию, а также способствование модернизации основных средств, за счет снижения налогов;
- ❖ льготное кредитование предприятий мясоперерабатывающей направленности и предоставление долгосрочных инвестиционных кредитов;
- ❖ развитие и модернизация лизинговой деятельности;
- ❖ способствование повышению квалификации кадров, с целью обучения использования современной техники.

Огромное влияние на уровень экономической безопасности предприятия оказывают различные ситуации, развивающиеся как внутри страны, так и за ее пределами. Негативное влияние может оказать экономический кризис, изменение законодательства в сфере налогообложения, и т.п. Для снижения отрицательного влияния, которые оказывают угрозы и риски, необходимо разработать мероприятия и программы, которые бы снизили это влияние и способствовали повышению экономической безопасности предприятий.

На сегодняшний день очень актуально ноу хау системы «Комплаенс».

Комплаенс – это часть системы управления обеспечивающая:

- ❖ Соответствие регуляторной среде, нормам корпоративной культуры и этики бизнеса;
- ❖ Выявление рисков несоответствия деятельности организации и сотрудников нормам законодательства, установленным регулятивным правилам и стандартам;
- ❖ Ликвидацию рисков применения юридических санкций или санкций регулирующих органов, существенного финансового убытка или потери репутации в результате несоблюдения норм, касающихся бизнес деятельности.

В общем случае риск представляет собой соотношение вероятности возникновения рисков ситуации и ее последствий, которое приводит к отклонению фактических результатов деятельности от запланированных.



Рис. 1 Предпринимательские потери

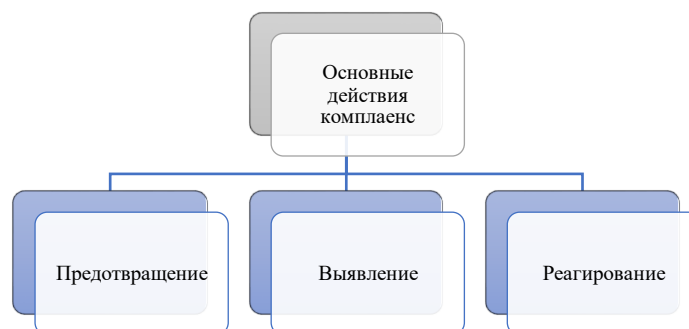


Рис. 2 Три основных действия комплаенс

Одним из инструментов комплаенс-системы является карта рисков. Это визуальный документ, наглядно систематизирующий выявленные при анализе бизнеса риски, отражающий уровень вероятности срабатывания каждого из них, оценку последствий и содержащий способы сокращения их влияния.

Карта рисков может быть составлена компании в целом, по конкретным бизнес процессам, по определенным направлениям

Важно выявлять риски на ранних стадиях, чтобы не дать им вырасти до критических или катастрофических. Разработать и внедрить рабочие механизмы по устранению и предотвращению возникновения в будущем.

Основные виды комплаенс, которые требуют особого внимания:

❖ ПОД/ФТ/ФРОМУ – противодействия легализации (отмыванию) доходов, полученных преступным путем; финансированию терроризма; финансированию распространения оружия массового уничтожения

❖ Должная осмотрительность

❖ Антимонопольный комплаенс

❖ Антикоррупционный комплаенс

Всего системный комплаенс ведет свою деятельность более чем по 22 направлениям.

Комплаенс в компании необходим:

❖ Для соответствия законодательству и предупреждения нарушений с помощью системы комплаенс фиксируются все правила, по которым персонал и организация должны вести свою деятельность. Знание и соблюдение этих норм позволяют сформировать превентивную защиту от нарушений

❖ Для выявления и минимизации рисков привлечения к ответственности. Суть ее заключается в том, что при установлении вины организации, в первую очередь, рассматривается вопрос, могла ли она предупредить наступление произошедшего нарушения и его последствий, принимала ли необходимые меры для этого.

❖ Для обеспечения безопасности руководства, сохранения бизнеса и рабочих мест. Руководители несут персональную ответственность за все действия (бездействия) сотрудников

❖ Для сохранения коммерческой тайны и безопасности персональных данных. Внедрение локальных нормативных актов в том числе о коммерческой тайне, - один из ключевых элементов комплаенса. Обязательно должны быть предусмотрены меры защиты информации компании и предотвращения ее утечки в ситуациях, когда сотрудник увольняется.

❖ Для снижения количества проверок. Если в организации в течении года исправно работал механизм работы системы комплаенс, а на протяжении трех лет отсутствовали нарушения антимонопольного и других законодательств, предусматривающих наступление административной ответственности, то уровень рисков компании снижается, как и число проводимых КНО проверок.

❖ Для улучшения имиджа и деловой репутации компании.

В заключении из вышесказанного можем сделать следующие выводы: внедрение системы комплаенс даст целый ряд преимуществ и выгод:

1. повышение эффективности результатов
2. объединение команды на единых этических принципах
3. понятные и предсказуемые «правила игры»

4. усиление имиджа компании
5. формирование единой культуры и этики ведения бизнеса в среде партнеров
6. увеличение доверия к компании со стороны заказчиков
7. комплаенс минимизируют потери и делает бизнес устойчивым
8. формируют правила и культуру взаимодействия с КНО.

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ҚЎШМА ГАПЛАРДА ЎХШАТИШ ВА ҚИЁС МУНОСАБАТИ

Аннотация. Мақолада бугунги кун тилшунослиги учун долзарб бўлган ўхшатиш муносабати, унинг қиёс категориясининг юзага чиқиш жараёнидаги роли ҳақида фикр юритилган. Мисоллар синтактик сатҳ доирасида таҳлилга тортилган.

Калит сўзлар. Қўшма гап, ўхшатиш, қиёслаш, аффиксoid.

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SIMILARITY AND COMPARISON IN COMPOUND SENTENCES

Annotation. The article discusses the analogy approach, which is relevant for today's linguistics, and its role in the process of emergence of the category of comparison. The examples are analyzed within the syntactic level.

Keywords. Conjunction, analogy, comparison, affixoid.

Синтактик сатҳнинг мураккаб синтактик бирлиги ҳисобланган қўшма гапларга доир илмий ишлар бугунги кунда тилшуносликда долзарб масалалардан бири ҳисобланади.

Ўзбек тилшунослигида қўшма гапларни мукамал таҳлиliga бағишланган кўплаб илмий тадқиқотлар амалга оширилган.

Қўшма гаплар тадқиқида М.Асқарова, Ғ.Абдурахмонов, А.Бердиалиевлар ва уларнинг илмий қарашлари алоҳида диққатга сазовордир. Ўзбек тилшунослигида биринчи марта қўшма гаплар муаммосини ўрганишга қўл урган тилшунос олим Ҳ.Ғозиевдир. Олим қўшма гап қисмларининг ўзаро боғланиш белгисига кўра 2 гуруҳга, боғланган ва эргашган қўшма гапларга, ажратишни маъқуллайди ва асосий эътиборини эргашган қўшма гапларнинг таркибини тадқиқ этишга қаратади³⁵.

М.Асқарова ҳам қўшма гапларни таснифлашда мураккаб синтактик бирлик қисмларини боғловчи воситалар белгисига таянган ҳолда, уларни икки гуруҳга - боғланган ва эргашган қўшма гапларга ажратади³⁶.

³⁵ Ғозиев Ҳ. Ҳозирги замон ўзбек адабий тилидаги қўшма гапларнинг состави ҳақида // Ўзбек тили грамматикасидан материаллар. Тошкент, 1941. 127-156 бетлар.

³⁶ Асқарова М. Ҳозирги замон ўзбек тили ва қўшма гаплар. Тошкент, 1960. 6-7 бетлар.

Ғ.Абдурахмонов ўзбек тилшунослиги тарихида илк марта қўшма гапларни уч гуруҳга ажратиб таснифлайди³⁷.

Тилшунос олим А.Мамажонов ўзининг “Қўшма гап стилистикаси” деб номланган монографиясида эргаш гапли қўшма гаплар ҳақида фикр юритиб, уларнинг ҳар хил аспектлардаги ҳолатига эътибор қаратади ва уларнинг полисемантик характери, услубий хусусиятлари ҳамда қўшма гапларнинг семантик таснифига доир масалаларга тўхталиб ўтади³⁸.

А.Ҳожиёвнинг “Лингвистик терминларнинг изоҳли луғати” да қўшма гапга қуйидагича таъриф берилади:

Қўшма гап. Тузилиш жиҳатидан содда гапга ўхшаш икки ва ундан ортиқ предикатив бирликнинг интонация ва мазмун жиҳатидаи бир бутунлик ҳосил этиши билан юзага келувчи гап. Ўзбек тилида қўшма гаплар қандай мазмун муносабатларини ифодалаши, грамматик белгилари, тузилиши ва интонациясига кўра уч асосий турга бўлинади:

- 1) боғловчисиз қўшма гаплар;
- 2) боғланган қўшма гаплар;
- 3) эргашган қўшма гаплар³⁹.

Ушбу мақолада синтактик сатҳ бирлиги бўлган қўшма гапларда ифодаланган ўхшатиш муносабати ҳақида фикр юритамиз. Ўхшатиш муносабати –дек, -дай аффиксоидлари ва худди, гўё ёрдамчи сўзлари воситасида юзага чиқади. Мисолларга эътибор берамиз:

Бир дарахтни кўрдим - мағрур, баркамол,

Истаган фаслида гуллайдигандай.

Писандига яқин келмас қор, шамол:

Дуркун барги мангу сўлмайдигандай. (И.Мирзо “Гўё”)

Шеърин матнда ўхшатиш аффиксоиди содда гап таркибидаги аниқловчини ажратишга хизмат қилган бўлса (мағрур, баркамол, истаган фаслида гуллайдигандай), кейинги қатордаги боғловчисиз қўшма гапда изоҳлаш мазмунидан ташқари ўхшатиш муносабатини ҳам кўриш мумкин.

Давомли матн:

Шул дарахтнинг олдида хор, ғарибман,

Йўл ярмига етар-етмас ҳорибман,

Ҳаводан куз ҳидин олиб турибман,

Баҳор менга қайтиб келмайдигандай. (И.Мирзо “Гўё”)

Матн тузилишига кўра бир неча бош гапли қўшма гап бўлиб, ўхшатиш муносабати эргаш гапнинг бош гапга тўғридан-тўғри боғланиши орқали ифодаланмоқда.

Матнга мурожаат қиламиз:

³⁷ Абдурахмонов Ғ.А. Ҳозирги ўзбек адабий тили. Синтаксис. Тошкент: Ўз ФАН нашриёти, 1966

³⁸ Мамажонов А. Қўшма гап стилистикаси. Тошкент. 1990.

³⁹ Ҳожиёв А. Лингвистик терминларнинг изоҳли луғати. Тошкент: 1985, 119-б.

Шул ирмоқнинг хузурида ким бўлдим,
Тўхтаб қолдим, тил тишладим, мум бўлдим.
Ҳасрат келди, кўзёшимга лим бўлдим,
Эски кўнгил энди тўлмайдигандай. (И.Мирзо “Тўё”)

Матннинг охирги қаторларидаги боғловчисиз қўшма гап таркибидаги –дай аффиксоиди ўхшатиш мазмуни билан бир қаторда, тарз муносабатини ҳам акс эттирмоқда.

Навбатдаги мисол:
Бир кимсани кўрдим, азиз ёронлар,
Фириб берса, чап беролмас шайтонлар,
Йиғмиш дунё, қурмиш турлик ошёнлар,
Тўё бу зот асло ўлмайдигандай. (И.Мирзо “Тўё”)

Матн аралаш қўшма гаплардан ташкил топган бўлиб, ўхшатиш эргаш гап таркибидаги ўхшатиш воситаларининг бирдан ортик қўлланилиши ўхшатиш мазмунини таъкидлаш ва кучайтириш учун хизмат қилмоқда.

Ўзбекистон халқ шоири Иқбол Мирзонинг “Йўл” шеърідан олинган мисолни кўрайлик:

Қорин тўйса, қайтиб очмайдигандек,
Очқаб қолса, тўйиш маҳолдек тўё.
Кун ботса, қайта нур сочмайдигандек,
Кун ўтса, толега камолдек тўё.

Матндаги эргаш гапли қўшма гапларда ўхшатиш муносабати аффиксоид ва ёрдамчи воситасида ифодаланмоқда.

Кейинги мисолга мурожаат қиламиз:
Тўзғимасдан шамолдек, ўтиб умр малолдек,
Интизорлик шиддати шитоб айламасайди.
(Г.Асқарова “Ошиқлар тумори”)

Шеърият талабига кўра инверсияга учраган ушбу қўшма гапда ҳам ўхшатиш муносабаини кўриш мумкин.

Ўхшатиш муносабати кўпинча қиёс мазмуни билан параллел келади. Лекин шуни алоҳида таъкидлаш зарурки, ўхшатиш қиёслаш ва чоғиштириш ҳодисасидан фарқ қилади. Ўхшатишда ҳам, қиёслашда ҳам предметлар ўзаро ўхшатилади, бироқ қиёслашда қиёсланаётган объектлар орасида зидлик муносабати мавжуд бўлади. Ана шу зидлик ўзаро фарқни аниқлашда асос ҳисобланади.

Бир неча предмет, воқеа-ўртасидаги мавжуд ўхшаш ва фарқли томонларини аниқлаш нуқтаи назаридан қиёслаш билишнинг энг кенг тарқалган мантиқий усулларида биридир. Бу усул инсон кундалик фаолиятининг деярли барча соҳаларида кузатилади. Мантиқий жиҳатдан қиёслаш категориясининг табиати икки хил, бошқача айтганда, қиёслаш зарурияти икки асосий омил асосида юзага келади.

Биринчиси фарқни кўрсатиш бўлса, иккинчиси ўхшашликни кўрсатишдир. Ана шу мантикий тахмин инсон онгида қиёслаш йўли билан маълум бир предмет ёки воқеа-ҳодиса ҳақида маълумотлар тўпланишида муҳим вазифаларни бажаради. Инсон умри давомида керак бўладиган билим, яъни борликни билиш, билим олиш ва бошқалар кабиларда инсон ўзи учун маълумотлар тўплашда билиш усулларида бири – қиёслаш орқали ўзи учун жумбоқ бўлиб турган саволларга жавоб топади. Фикрни қиёслаш йўли билан тушунтириш ҳам информатсияни кенг ва атрофлича бўлишини, маълум бир предмет ёки унинг бирор бир белгиси ҳақида хабар бериш, тасвирлашни таъминлайди. Бу жараёнда тил ва нутқнинг турли бирлик ва ифода воситалари иштирок этиб фикрнинг образлилигини, таъсирчанлигини, фикрни тез ва осон етказилишида муҳим ўрин тутуди. Демак, ўхшашлик муносабати қиёслаш категориясининг таркибий қисмидир.

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MAKTABGACHA YOSHDAGI BOLALARNING RIVOJLANISH JARAYONIDA AKTDAN FOYDALANISHNING AHAMIYATI

Annotatsiya: Maqolada maktabgacha ta'lim tizimida axborot-kommunitsiya texnologiyalaridan foydalanishning ahamiyati, afzalliklari haqida fikr yuritiladi.

Kalit so‘zlar: axborot-kommunikatsiya texnologiyalari, animatsiya, multimedia, simulyatsiya, elektron entsiklopediyalar.

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THE IMPORTANCE OF USING THE ACT IN THE PROCESS OF DEVELOPMENT OF PRESCHOOL CHILDREN

Annotation: The article discusses the importance and benefits of using information and communication technologies in preschool education.

Keywords: information and communication technologies, animation, multimedia, simulation, electronic encyclopedias.

O‘zbekiston Respublikasi Prezidentining 2019 yil 8 maydagi PQ-4312-son qaroriga 1-ilova “O‘zbekiston Respublikasi maktabgacha ta’lim tizimini 2030 yilgacha rivojlantirish konsyepsiyasi”da maktabgacha ta’limni yanada rivojlantirishning eng muhim yo‘nalishlaridan biri ta’lim-tarbiya jarayoniga zamonaviy pedagogika va axborot-kommunikatsiya texnologiyalarini (AKT) keng joriy etish ekanligi hamda ushbu maqsadda amalga oshirilishi lozim bo‘lgan ustivor vazifalar belgilab berilgan [1].

Ma’lumki, maktabgacha ta’lim uzluksiz ta’lim tizimining birinchi bo‘g‘ini bo‘lib, uning asosiy vazifalaridan biri bolaning shaxsiyatini boyitish uchun potentsialni shakllantirishdir.

Maktabgacha ta’lim tizimida zamonaviy axborot texnologiyalaridan oqilona foydalanish bolalarning darslarga qiziqishlari va kognitiv imkoniyatlari darajasini oshiradi. Bunda axborot texnologiyalari shaxsga yo‘naltirilgan yondashuvni ta’minlaydi. Kompyuter imkoniyatlari o‘rganilayotgan materialni yanada qiziqarli, jozibali qilib taqdim etishga imkon yaratadi.

Maktabgacha ta’lim tizimida zamonaviy axborot texnologiyalaridan foydalanish an’anaviy ta’lim shakllariga nisbatan quyidagi afzalliklarga ega:

kompyuter ekranida ma'lumotni o'yin shaklida taqdim etish bolalarda katta qiziqish uyg'otadi;

maktabgacha yoshdagi bolalar uchun tushunarli bo'lgan majoziy ma'lumot turini olib boradi;

harakatlar, ovoz, animatsiya, multimedia effektlari uzoq vaqt davomida bolaning e'tiborini tortadi;

muammoli vazifalar, kompyuterning o'zi tomonidan to'g'ri hal qilinganida bolani rag'batlantirish bolalarning kognitiv faolligi uchun rag'batdir; individual mashg'ulotlarni o'tkazish imkoniyatini beradi;

kundalik hayotda ko'rinmaydigan vaziyatlarni (raketa parvozi, suv toshqini, kutilmagan va g'ayrioddiy effektlar) simulyatsiya qilishga imkon beradi;

kompyuter juda "sabirli", hech qachon bolani xatolar uchun ayblamaydi, lekin ularni tuzatmaguncha kutadi.

Maktabgacha ta'lim tizimida zamonaviy AKTdan foydalanish bolalarda:

- dunyoning axborot oqimlarini boshqarish;
- axborot bilan ishlashning amaliy usullarini bilish;
- zamonaviy texnik vositalardan foydalangan holda ma'lumot almashish imkoniyatini beradigan ko'nikmalarni rivojlantirishda yordam beradi.

O'quvchilarning bilim faolligini faollashtiradi

AKTdan foydalanish bolalarda kognitiv faollikni oshirishning quyidagi asosiy tamoyillarini to'liq amalga oshirishga imkon berdi:

- lavozimlarning tengligi printsipi;
- ishonch tamoyili;
- qayta aloqa tamoyili;
- tadqiqot lavozimini egallash printsipi.

Ushbu printsiplarning amalga oshirilishi AKT qo'llaniladigan barcha sinflarda ko'rinadi.

AKTdan foydalanish sizga quyidagi darslarni o'tkazishga imkon beradi: yuqori estetik va hissiy darajada (animatsiya, musiqa) ko'rinishni ta'minlaydi;

katta miqdordagi didaktik materialni jalb qiladi;

darsda bajarilgan ish hajmini 1,5-2 baravarga oshiradi;

ta'limning yuqori darajadagi farqlanishini ta'minlaydi (bolaga individual yondashish, ko'p darajali vazifalarni qo'llash).

AKTning qo'llanilishi:

mustaqil faoliyat imkoniyatlarini kengaytiradi;

tadqiqot faoliyati ko'nikmalarini shakllantiradi;

turli xil ma'lumot tizimlariga, elektron kutubxonalarga va boshqa axborot manbalariga kirishni ta'minlaydi va umuman, ta'lim sifatini ko'taradi.

Maktabgacha yoshdagi bolalar psixofiziologik yosh xususiyatlari, individual (ko'rish, eshitish) idrok qilish tizimi, kognitiv qobiliyatlarning past darajasi va ta'lim motivatsiyasining xususiyatlari bilan ajralib turadi [2].

Maktabgacha ta'lim tizimida AKTan foydalangan holda ta'lim jarayonining o'ziga xos xususiyati shundan iboratki, faoliyat markazida bola individual qobiliyatlari va qiziqishlaridan kelib chiqib, bilish jarayonini quradi. O'qituvchi ko'pincha yordamchi, maslahatchi sifatida ishlaydi, asl topilmalarni rag'batlantiradi, faollik, tashabbuskorlik va mustaqillikni rag'batlantiradi.

AKTdan foydalanishning asosiy maqsadi: fikrlashni rivojlantirish, aqliy faoliyat usullarini shakllantirish.

Bundan tashqari, kompyuter texnologiyalaridan foydalangan holda o'qituvchilar uchun ham, bolalar uchun ham o'quv, ham namoyish dasturlari, modellar, o'yinlar yaratish mumkin. Bunday samarali ishlanmalar bolalarning bilim olishga ijobiy munosabatini shakllantiradi, yordamning beg'araz usulini, o'quvchining individual o'qish sur'atini tanlash imkoniyatini taklif etadi. Buning uchun quyidagi rivojlanayotgan usul va metodlardan foydalanish yuqori samara beradi:

- tahlil usuli;
- taqqoslash usuli;
- umumlashtirish usuli;
- tasniflash usuli;
- tushunchalarni shakllantirish;
- ichki harakatlar rejasi.

Darslarga tayyorgarlik jarayonida o'qituvchiga quyidagi elektron manbalardan o'quv maqsadlarida foydalanish tavsiya etiladi:

- multimedia kurslari;
- sinflar uchun taqdimotlar;
- mantiqiy o'yinlar;
- sinov chig'anoqlari;
- Internet manbalari.
- elektron entsiklopediyalar.

AKTdan foydalangan holda darsni ishlab chiqishda o'quvchilar sog'lig'iga alohida e'tibor beriladi. Darsning rejasi jismoniy va dinamik pauzalar, ko'zlar uchun mashqlar, sog'liqni saqlash texnologiyalari elementlaridan foydalanishni o'z ichiga oladi.

Shunday qilib, maktabgacha ta'lim tizimida AKT vositalaridan foydalangan holda kognitiv faoliyatni boshqarish uchun sarflangan mehnat har jihatdan o'zini oqlaydi, qiyinchiliklarni engishga yordam beradi, o'qituvchi va bolalar o'rtasida yaxshi tushunish va ularning o'quv jarayonidagi hamkorligi uchun qulay shart-sharoitlar yaratadi.

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URBAN LINGUISTICS AS A NEW DIRECTION OF UZBEK AND FOREIGN LANGUAGES

Abstract: The article analysis the urban linguistics and its manifestations in the Uzbek language, which are among the new directions in Uzbek linguistics. The pros and cons of the given names were revealed.

Key words: urban linguistics, state language, law, anthroponomy, names, Uzbek words, foreign words, artificiality, artificiality, nationality, language development.

Currently the new technology has entered our lives rapidly, with tremendous changes. There have been radical changes in the political and economic landscape of the world, and this change has been reflected in the national languages for the first time. No event in society can be compared to language in terms of its social function, its internal structure, and its manifestation in various forms in speech, serving its owners gratefully. Language develops and thrives along with the society to which it belongs as a unique mirror of the spiritual, socio-political, economic, spiritual and cultural life of human beings and in some cases may even decline due to the neglect of speakers of that language. For this reason, in today's fast-paced world, the attitude to language has become more acute, the study of its internal structure, the study of the laws of language development with the human factor, the acceleration of language integration with other disciplines, and on this basis the world work on language system.

Urban linguistics is one of the modern trends that emerged in order to study the linguistic image of cities. The linguistic processes taking place in today's cities cannot be completely equated with those of the past. The linguistic landscape of the modern city is very complex, multifaceted and complex, and is based on the existing literary language, living colloquial language, slang, slang, indigenous peoples, as well as the amazing mixed speech of linguists from different regions. The names of enterprises, organizations, institutions, their term in the people, represent a unique and at the same time extremely complex language, consisting of a mixture of foreign language speakers. It is natural that the study of such a color process gives us new information about the synchronous state of the Uzbek language. In addition, this area is not specifically studied in Uzbek. The Explanatory Dictionary of the Uzbek Language defines the word urbanization as follows:

Urbanization is a positive socio-demographic process in society, consisting of the concentration of industry, production and population in cities and the growth of the status of cities in connection with the general development of democracy and culture; distribution, validity of signs and features specific to the city, industrial center. The dictionary also includes the word urbanization, which is interpreted in the following senses such as staying urban; going around the city, walking around the city, walking in the city.

It is obvious that the lexeme of urbanization in the Uzbek language is considered only from the economic and social point of view, its linguistic aspects are neglected. This issue is widely studied in English, Russian, Ukrainian, Belarusian and other languages, and under the terms of urbanization such names as astionim, agoronim, horonim, godonim, oykodonim, ekklezionim, ergonim, firmonim, emporonim, trapezoid differ from each other. The first condition for the survival of national languages in today's complex world is the absence of interruptions between generations in its use. The preservation of the language used by the older generation in the language of the younger generation, i.e. their children, is the most important factor in ensuring the permanence of the language. In this regard, it is important to study the linguistic landscape of cities. Because in preschools in our cities there are attempts to create gaps between generations. This is the biggest obstacle to the development of the state language. Our observations confirm that the Uzbek language has entered a more complex and colorful stage of urbanization today. We will try to prove our point with the example of the following names of preschool educational institutions, which are typical for all cities of the Republic. "Funny kids" private kindergarten, "LIBERAL KIDS ACADEMY" private kindergarten, "KIDS UNIVER" private kindergarten, "Smart kids", "Small baby" private kindergarten, "Green world" private kindergarten it does not serve to show its image at all, on the contrary, it is an example of blindly using foreign words, imitating, stepping aside from one's mother tongue. Their naming is completely contrary to the articles of the Law on the State Language and our nationality.

Urban areas of Central Asia are characterized by a high cultural and linguistic diversity that stems from increased political and labor immigration since the last century. In present-day Europe, cities support mixed neighborhoods with a substantial proportion of migrants and their descendants that add a wealth of new elements to the linguistic landscape. Many speakers belong to the first or second generation born in the receiving countries, coming from multilingual families that have their roots in this immigration. As we will see in more detail below, in these settings, the urban contact dialects we discuss here represent new variants of the respective majority languages.

More multilingual now than at any other point in their history", bringing together a large range of dialects and languages, both local and from other regions and countries. Urban dialects have a long history in Uzbekistan. Further

interest in the specific phenomena we are interested in here has been boosted by a comparative overview presented by and lately there have been a number of collected volumes focusing on urban youth language that also included those kinds of contact dialects. As in the European examples, the urban settings that are characteristic for new contact dialects are multilingual, based on a history of immigration, but unlike in Europe, a substantial part of this has been internal immigration from other, more rural parts of the same country. The large influx of new residents that Uzbek cities have been taking in from both external and internal immigration, together with a general increase in population, has contributed to exceptionally high rates of urban population growth. As in the European cases, speakers of the new urban dialects are typically already locally born, growing up in neighborhoods characterized by a high ethnic and linguistic diversity.

Admittedly, among the place names in the city, many names can fully comply with the rules of the state language. We will try to prove our point with the example of urbanites in Uzbekistan. “Dunyo”, “Osiyo”, “Davr” cuisine, “Osiyo” restaurant, “Majnuntol” national cuisine, “Tantana” wedding, “Anhor” national cuisine, “Mumtoz” hospital, “obi rohat” teahouse, Names like “Lochin” gas station add to the beauty of the city. At the same time, among the Andijan urban meanings there are names created based on artificial, artificial, subjective views, which do not serve the development of our language. It is clear from the above examples that most of the urban areas used in Andijan do not meet the requirements of the state language. This situation requires us to seriously consider the names of places, to edit them and replace them with names that correspond to our national values, the rules of the native language. Another type of urbanization is based on the most common taxi names in cities.

The term as an option to support a stronger variation linguistic perspective that emphasizes the “feature pool” of different linguistic elements available to speakers in linguistically heterogeneous contexts. In order to further overcome the dichotomy of structural-linguistic and ethnographic approaches, I proposed, to refine the “feature pool” metaphor to a “feature pond”. The “pond” metaphor emphasizes that the features that speakers find in a linguistic “pool” do not enter random juxtapositions, but rather support an interrelated network of elements, a rich ecology that supports interacting patterns at different linguistic levels. The “feature pond” perspective allows us to explicitly integrate findings from language-centered studies with ethnographic approaches: it allows us to take into account speakers’ sociolinguistic repertoires and choices without neglecting the systematicity at the level of language structure that the resulting forms of language use establish. Explicitly acknowledging linguistic patterns this way reduces a danger, sometimes faced by exclusively ethnographically oriented studies, of describing systematic linguistic practices at the linguistic level as mere deviations from standard language or even as “errors”. Urban language contact often leads to the formation of new dialects. In addition to the new urban

dialects that we focus on here, there are two kinds of urban dialects well-known from contact-linguistic studies: the emergence of koine as a result of dialect levelling based on different regional dialects, and the development of new versions of existing local dialects under the influence of other languages.

In general, the intensity and scale of urbanization, the current state of the Uzbek language are reflected in positive and negative ways. Our task now should be to reconsider them from the beginning and find alternatives for the unworthy, leaving the worthy ones. After all, the current state of time and our native language urges us - its owners - to take drastic measures. Otherwise, we will lose the best traditions of the Uzbek language forever under the advertising pressure of foreign words, and one day we will regret it.

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THE CONCEPT, FUNCTIONS AND TYPES OF INDEPENDENT WORK OF STUDENTS IN GERMAN LANGUAGE LESSONS

Abstract: We live in the age of information technology, when it is difficult to imagine a person without access to a computer and Internet. In this regard, a new stage begins in teaching a foreign language, associated primarily with the use of information and communication technologies in the organization of the educational process. The use of these technologies opens up more and more opportunities for the teacher in organizing students' independent work. The traditional approach, which until recently was the basis of teaching a foreign language, is gradually being replaced by an informational one, based on the use of a computer and other multimedia tools.

Key words: information and communication technology, foreign language, approach, students, Internet.

The organization of independent work with the use of information technology is closely related to the use of Internet resources, which carry a huge flow of information. The key to the success of a good mastery of a foreign language is a methodologically well-structured work of students with Internet resources, the result of which is the formation of the ability to independently replenish knowledge, search and navigate the flow of information.

Teachers in foreign language lessons actively use the web-quest technology - the most complex type of educational Internet resources. In recent years, interest in this technology has grown rapidly and continues to grow. The use of various web-quests in organizing students' independent activities allows them to diversify the educational process, make it interesting and more attractive, and also helps to identify and develop the creative abilities of students, regardless of what stage of education they are at. The above advantages of introducing web quest technology into the process of teaching a foreign language determined the choice of the topic of this work, the relevance of which is expressed in:

- 1) growing requirements for the quality of foreign language proficiency;
- 2) the need to improve the technology of teaching a foreign language;

3) active use of information and communication technologies in foreign language lessons.

Organization of students' independent work is an obligatory part of the process of teaching foreign languages. In recent years, more and more attention has been paid to this type of activity, since in a modern, constantly changing society, it is not enough for a person to have a certain amount of knowledge. The student must independently replenish knowledge and engage in self-education. Independent work plays an important role in the practical mastery of the language, the development of general educational skills, the creation of favorable conditions for the further study of a foreign language in the process of lifelong education.

There are several definitions of the concept of independent work. R.K. Minyar-Beloruichev, an outstanding Soviet translator and teacher, considered independent work as a form of teaching, involving the individual work of a student in accordance with the teacher's attitude or assignments given in the textbook [1]. Independent work is an occupation that requires a student to be active in thought, initiative and application of previously acquired knowledge in practice. Based on the above definitions, we can conclude that teachers have different approaches to the problem of defining independent work and have their own views on this type of activity.

Independent work as a form of organizing the educational activities of students has a number of functions. Among the main functions are the following: teaching, educating, developing, motivational and stimulating and organizational and technical.

The teaching function of independent work consists in the formation of students' skills and abilities of foreign language speech activity. For this, the practical activities of students should be organized in such a way that they have to show an increasing degree of independence. Such an increase in independence is ensured by the fulfillment of independent tasks of various types, which are based on a decrease in reliance on given means and models for actions by analogy.

The motivational and stimulating function of independent work occupies an important place, since it is expressed in instilling in schoolchildren interest and love for the subject. It is very important that the teacher appropriately selects assignments for independent work and includes them in the learning process, since only under this condition can one count on its positive influence in maintaining a cognitive interest in a foreign language.

The organizational and technical function consists in the formation of students' ability to learn, thanks to which the student plans, carries out his activities, that is, outlines its sequence, stages, chooses the most effective methods of accomplishing a given [2]. It is important to master the techniques of teaching from the first years of studying a foreign language in order to avoid difficulties in independent work at subsequent stages.

Thus, having analyzed the functions of independent work, we can conclude that the organization of independent work in foreign language lessons contributes to the formation and development of:

- 1) foreign language skills and abilities;
- 2) mental processes - memory, attention, thinking, - necessary for the implementation of foreign language speech activity;
- 3) interest in studying the subject;
- 4) general educational skills;
- 5) fostering independence and no less valuable character traits.

Independent work takes a significant place in teaching a foreign language. The success of students largely depends on how the independent work is organized. For a student to be able to work independently, he needs to be taught this. To achieve this goal, the teacher must master the methods of organizing independent work. The leading functions of the teacher in this process are communicative, teaching and organizing. For the successful solution of educational and cognitive tasks, students need high motivation, clear goal setting, the existence of guidelines or the ability to independently search for solutions. The organization of control plays an important role.

The generally accepted classification of types of independent work is based on the ratio of reproductive and creative types of activity. On the basis of this, training, reconstructive and creative tasks are distinguished. Let us analyze the essence and conditions of organizing different types of independent work in relation to a foreign language.

An important component in organizing independent work with the use of information technologies is the use of Internet resources. The global Internet creates all the necessary conditions for obtaining any information necessary for students and teachers: regional geographic material, articles from newspapers and magazines, the necessary literature. Using the Internet, students develop research skills, as well as the ability to work with information, develop speech-thinking activity, outlook and emotional-sensual sphere through animation and music screensavers, photographs and pictures.

So, having studied and analyzed the specifics of organizing independent work in a foreign language lesson, we can conclude that information and communication technologies have taken a firm place in the process of teaching a foreign language. As practice shows, they have a sufficient number of advantages over traditional teaching methods. These include the intensification of students' independent work, an increase in cognitive activity and the individualization of learning.

The practical use of information technology is a type of cognitive activity of students, the result of which is the formation of skills to independently replenish knowledge, search and navigate the flow of information. However, the use of information technologies does not completely exclude traditional teaching methods, but is harmoniously combined with them at all stages of training.

Despite the advantages of information technology, the teacher is still the leading figure in the lesson, for whom the use of these technologies is one of the most effective ways to organize the educational process.

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PSYCHOLOGY OF JURIDICAL EDUCATION

Abstract: Psychology and the law are distinct disciplines of study. However, the study of psychology is important for the legal discipline, more particularly, criminal law. Criminal law employs terminologies associated with psychology which are integral for the constitution of offence-ingredients. The terminologies help the realization of the objectives of the criminal law. Considering the importance of psychology in legal discipline, the paper introduces the subject for the beginners of legal studies.

Keywords: Legal Psychology, Forensic Psychology, Psychological Jurisprudence.

INTRODUCTION

Psychology and The Law are distinct disciplines. One studies human behavior while the other regulates it. But both aim for the betterment of society and enhancement of quality of living. Psychology is the science of mind and the behavior; it is the study of mind and behavior in relation to a particular field of knowledge or activity. The science of psychology provides a full and accurate explanation of human behavior while the famous legal jurist ‘Salmond’ defined law as “the body of principles recognized and applied by the state in the administration of justice”. He believed that law develops from popular practices of a society. Law evolves from customary practice prevailing in a community and it is also defined as a rule of conduct or action prescribed or formally recognized as binding or enforced by a controlling authority. Law is the accumulation of rulings given by courts whereas psychology advances with the accumulation of data by scientists. Despite different psychological beliefs of people, the law is uniform for all.

LAW AND PSYCHOLOGY

Legal rules, doctrines and procedures reflect basic assumptions about human behavior and their nature.

Psychology and law go hand in hand as the law is coded rules based on social psychology. Psychology and law is the scientific study of the effect of the law on individuals and the effect which individual have on the law. Without getting into the minds of the people, their usual practice, procedures, nature, want, beliefs and laying down the law to control them will eventually fail the entire legal system because the law is the product of its people’s beliefs. The other side of it is Law demands consensus among the people, it takes into account the psychology of the majority of the people in the society, if the majority of individuals behave uniformly in the same type of situation that can

be laid down as a law, binding for the whole society.

There are various ways psychology has the application in law and jurisprudence. One such branch is Legal Psychology that is basically, the application of psychological principles in the legal context. Legal psychology uses empirical research means to study issues that arise in the legal system. It helps to solve issues like eye witness accuracy, jury decision making, police selection, etc. Another branch of psychology is Forensic Psychology. Forensic Psychology often termed as clinical psychology involves the study of the mental state of mind, competency to stand trial, insanity or civil commitment, etc. Forensic psychology refers to professional practice by any psychologist working within any sub-discipline of psychology such as clinical, developmental, social and cognitive when applying the scientific, technical, or specialized knowledge of psychology to the law to assist in addressing legal, contractual, and administrative matters. Forensic psychology is an integral part of the criminal investigation system.

JURISPRUDENCE AND PSYCHOLOGY

The study of founding ideas of law is jurisprudence. Jurisprudence is the knowledge of the law. The convergence of the study of jurisprudence and psychology is Psychological Jurisprudence. It is the area that aims to develop a platform on the philosophy of law and justice basing on psychological values. Psychological jurisprudence is the use of psychology in the real realm and it relies on theories and methods of criminal justice and mental health to make decisions about intervention, policy, and programming. Psychological jurisprudence focuses more on understanding human motivation and human cognition and decision making.

CONCLUSION

The role played by legal and forensic psychology are beneficial for a health institution of administration of justice. These days psychologists are studying law as well to apply their knowledge in the legal system, to strengthen the legal system. If legal and psychological research recognizes the unique problems of the psychological study of law pose for, the objectives of both the disciplines shall be realized. At the last, the role of psychological scientists and their potential to overcome problems concerning law should always be hoped.

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THE ROLE OF PSYCHOLOGY IN CRIME INVESTIGATION AND IN EXPEDITING JUSTICE

Abstract: The relationship between psychology and law can be traced back to the 19th century, albeit with little attention having been given to the two disciplines' interactions. The interface between these disciplines has grown tremendously over the years and the existing relationship needs to be nurtured and developed if the criminal justice system is to win the war against crime and criminality. The main objective of this paper was to review the literature related to the contributions of psychology to the field of law with a view to coming up with better answers to the questions that have always been raised about unresolved criminal matters. It analyses the importance of offender profiling, interviewing witnesses and suspects, construction of police line ups/identification parades as well as the importance of testimony giving by experts in the criminal courts. It concludes that, without the proper integration of psychology into the criminal and legal matters, many cases can be improperly handled resulting in false convictions, wrongful acquittals and inappropriate sentencing of accused persons.

Key words: Crime investigation, Expert witness, Justice, Law, Police line ups, Profiling.

Modern-day policing is a colossal task for many law enforcement agencies. Oftentimes, the challenges faced are largely due to the unpredictability of the policing environment. The advent of new digital technologies, as well as the general increase in education, should stimulate the law enforcement agencies to innovate and come up with robust models for investigating and detecting crime. Further, those charged with the investigation, prosecution and hearing of cases for the purposes of administration of justice need to be familiar with how human beings behave and also, how their behavior can be studied for the purposes of understanding crime. Psychology as a science which deals with human behavior, should, therefore, be harnessed and exploited for proper and effective delivery of justice.

AN OVERVIEW OF PSYCHOLOGY

To understand the role of psychology in the criminal justice system, it is critical to explain what psychology is and what its aims are. According to Kalat (2016), the term psychology derives from the Greek roots *psyche* meaning "soul" or "mind" and *logos* meaning "word" and thus, psychology is literally the study of mind or soul. A clearer definition was provided by Feldman (1993)

when he posited that psychology is the scientific study of behavior and mental processes.

In other words, psychology is concerned with explaining, predicting, modifying and improving the lives of people and the world in which they live. To achieve its aims, psychology employs scientific methods and procedures in order to answer questions about the nature of human behavior. It is primarily concerned with the elimination of harmful and unwanted behaviors while nurturing and promoting helpful ones. The role of psychology in crime investigation can be fully explained using forensic psychology which is a subfield within psychology which deals with crime investigation for the purposes of making court decisions.

CRIMINAL PROFILING

One of the most visible roles played by psychology in crime investigation is criminal profiling. This is an investigative technique used by psychologist or police officers to infer an offender's characteristics from his or her crime scene behavior. Criminal profiling is sometimes referred to as psychological profiling, offender profiling, criminal investigative analysis, crime scene analysis, behavioral profiling, criminal personality profiling, socio-psychological profiling and criminological profiling. In this review, however, the phrase criminal profiling will be used interchangeably with offender profiling and psychological profiling. In support, Ebisike (2007) asserts that offender profiling is a crime investigation technique whereby information gathered from the crime scene, witnesses, victims, autopsy reports and information about an offender's behavior is used to draw up a profile of the sort of person likely to commit such crime. Profiling is by its very nature, a complementary technique and is usually taken up when no physical traces were left at the crime scene.

POLICE LINE UPS/IDENTIFICATION PARADES

Police line ups, also known as identification parades in investigation terminology, are a police procedure used to identify a suspect by placing him or her among a group of individuals who normally have nothing to do with the crime being investigated. While these line ups are regarded as a mere police procedure, it is critical that they are understood in a psychological sense. As a matter of fact, once a line up has been constructed, a key witness or witnesses are invited to come and identify the suspect. Remember, eye witness identification is a function of memory. For one to accurately identify a suspect, much is dependent, to a larger extent, on their ability to retrieve information stored in the memory. But, a person's ability to recall incidences can seriously contaminate the identification as a result of such issues like their own biases or stress factors resulting from the crime experienced.

EXPERT WITNESS

Another key contribution of psychology to crime investigation and justice is in the courtroom. Psychologists especially the forensic psychologists, are normally invited to criminal or civil courts to provide psychological evaluation for the determination as to whether the accused or the plaintiff is fit to stand

trial. In support, Wilson (2019) traces the contribution of psychology to the courts to as far back as 1896 when a psychologist identified as Albert von Schrenck-Notzing testified at a murder trial about the ramifications that suggestibility has on witness testimony and based on that action, psychological factors were taken up for considerations during subsequent criminal, civil and family trials. Since then, psychology has played a role in evaluating the competence of the accused or plaintiff in terms of their cognitive, emotional and psychological competence to offer an acceptable defense

CONCLUSION

From the discussions made, it can be seen that the interplay between psychology and the criminal justice system is the backbone of effective criminal investigation and the good administration of justice. The symbiotic relationship between the two fields needs to be nurtured and developed in a way that benefits the criminal justice system in particular and the society in general. It has to be remembered, however, that the discussions made in this review are not exhaustive in terms of what psychology can offer to the legal field. Empirical studies can be carried out to validate the relationship between psychology and the criminal justice system.

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DANGEROUS METEOROLOGICAL EVENTS AFFECTING PASTURE PLANTS IN KARAKALPAKSTAN

Annotation. This article provides information on the consequences of dangerous meteorological events, which have a negative impact on the use of agricultural land, mainly black frosts. The results of meteorological observations carried out in the regions of Karakalpakstan over a period of time are presented and analyzed. Based on the analysis, scientifically based conclusions are made and the use of modern GIS in the management of dangerous meteorological events and mitigation of their consequences in the efficient use of agricultural land and the creation of special maps in the management of meteorological events are proposed. Based on the data, a comparison of spring frosts and autumn frosts in the regions of Karakalpakstan revealed that the northern and southern parts differ from each other by 28 days. The full and effective use of the obtained results will allow getting a stable harvest of agricultural crops in the Republic of Karakalpakstan.

Key words. Strong black frost, average black frost, weak black frost, drought, snowlessness, GIS.

Introduction. The main meteorological events dangerous for agriculture include black frosts, droughts, dry hot windsdust storms, hail and heavy rains in the warm period of the year and severe frosts, frost, ice, snow or thick snow, etc in winter.

Depending on the strength and duration of the black frost, the plants are partially damaged or completely destroyed by its harmful effects.

The reason for the crop frosting during black frosts is the dehydration of the plant cell protoplasm. Because when the temperature drops to 0° C or lower, the water between the plant cells freezes and absorbs the water in the cell. The cell sap thickens and the protoplasm becomes dehydrated. In addition, the increasing number of ice crystals compresses and damages the cell. Cell damage eventually results in partial or complete destruction of the plant.

Different parts of the same plant have different levels of resistance to black frosts. During the period of flowering and bud formation, black frosts from 0 to -2° C can completely destroy the crop. In plants such as lemons, oranges, mandarins, black frosts first damage the leaves (-6°... -8° C) and vines (-7°... -10° C) [7]. The twigs of these plants are more resistant to black frosts than the leaves. When a plant is hit by a cold, its leaves turn black.

Method and methodology. In our work, we focus on black frosts as they are the most dangerous for agricultural production, and they are observed in late spring, early summer, and fall. The occurrence of this phenomenon is significantly affected by the topography, soil condition, the presence of vegetation and water bodies, the cessation of black frosts in the spring, and the duration and intensity of the onset in the fall. They sometimes cause great damage to agricultural production.

For example, according to A.Q. Abdullaev and T.M. Mukhtorov, on April 22-24, 1999, the influx of cold Arctic air into the southern part of Uzbekistan caused a sharp drop in temperature, rain and snow in the foothills [2]. Such a drop in temperature has had a negative impact on agricultural crops and fruit trees in many regions. Under the influence of this black cold in Tashkent, Syrdarya, Jizzakh, Samarkand regions in the first half of April, 80-100% of the grass sprouted from seeds sown. In many regions of Uzbekistan, melons and vegetables, mulberries and vines were also damaged by the cold. Therefore, farmers replanted these crops and suffered great economic losses.

In order to develop effective measures to combat such problems, it is necessary to know the nature of their formation, their frequency and intensity in different regions of the country and to study the changes in crop yields in connection with these events taking into account the agroclimatic features of each region [8]. Knowing the most important aspects of the black frost is a modern requirement to show on maps its distribution in the territory of our country. Scientific research has been conducted on this issue and a number of maps have been drawn as a result. GIS technology was used to create the maps [6, 9]. In order to use GIS-technology in their development, methods were developed and manuals were published: "Guidelines for the use of mathematical statistics in finding related equations in agrometeorology, the use of computers and geographic information systems" [1].

In this article we will consider the distribution of black frost in spring and autumn in the territory of the Republic of Karakalpakstan.

Black frosts are caused by a drop in temperature (below 0° C) during the hottest period of the year, which leads to traumatic damage to plants, writes G.Z. Ventskevich [3].

L. Babushkin [3] divided it into the following groups depending on the level of cold in Uzbekistan:

Weak black frosts - the air temperature on the active surface does not fall below -2° C, when the air temperature is above 0° C.

Average black frosts - the surface temperature drops to -3 ...- 4° C and the black cold surrounds the lowest air layer.

Severe black frosts - the temperature drops to -5° C and covers the surface air layer to 1.5 ... 2 meters. In the same layer, most field crops perish.

Black frosts are divided into 3 types depending on the duration of exposure: advective, radiation, radiation and mixed. During the warm periods of the year (spring and autumn), when the temperature of the air layer and soil surface drops to 0° C or lower, we call it 'the black frost'. Depending on the strength and duration of the black frost, the plants are partially damaged or completely destroyed by its harmful effects. The reason for the cold snap of crops during black frosts is the dehydration of the plant cell protoplasm [5]. Because when the temperature drops to 0° C or lower, the water between the plant cells freezes and absorbs the water in the cell. The cell sap thickens and the protoplasm becomes dehydrated. In addition, the increasing number of ice crystals compresses and damages the cell.

Results and discussion. Cell damage eventually results in partial or complete destruction of the plant. When a plant is hit by a cold, its leaves turn black. That is why such an atmospheric phenomenon that occurs in spring and early autumn which farmers calls "black frost". Black frosts in late spring and early autumn, which coincide with the most active growth period of crops for agricultural production, are especially dangerous. The following table provides a qualitative analysis of black frost based on the data of meteorological stations of the Republic of Karakalpakstan.

In the following table, we consider the dates of the last black cold in the territory of the Republic of Karakalpakstan in the basic multi-year period (Table 1).

Table 1. Differences between late spring frost and the beginning of the growing season

Meteorological station	Average date of increasing to +5	Average date of increasing to +10	Average date of last spring frost	Difference between beginning and decrease from +10	Difference between beginning and decrease from +5
Kizil-jar	4 IV	17 IV	13 IV	-9	+ 4
«Vozrojdeniya»	II IV	28 IV	21 IV	-10	+7
«Karakalpakstan»	1 IV	18 IV	28 IV	-27	-10
Jaslyk	31 III	16 IV	21 IV	-21	-5
Muynak	6 IV	20 IV	5 IV	-1	+ 15
Kungrad	25 III	11 IV	12 IV	- 8	+ 1
Chimbay	25 III	10 IV	10 IV	-16	0
Nukus	23 III	8 IV	9 IV	-17	- 1

Turtkul	14 III	1 IV	1IV	-17	0

As can be seen from the table, the last spring frost in the north of the republic was on 28th of April at the Karakalpakstan meteorological station, but it was observed on 9th and 1st of April at Nukus and Turtkul meteorological stations respectively. It becomes clear that the dates of the frost between the north and south parts of the republic differed by 28 days.

Regarding the autumn frost, the first frost is important in agriculture, because it is necessary to harvest agricultural crops from the field before the first frost. We can see from the table below that the autumn frosts are not the same in the regions.

Table 2. Differences between the average date of the first autumn frost and the end of the growing season

Meteorological stations	Date of decreasing +10	Date of decreasing +5°	Date of first autumn frost	Difference compared to the period	
				Below +10°	Below +5°
Kizil-jar	11 X	28 X	23 X	+ 12	-5
Vozrojdeniya	20 X	10 XI	4 XI	+15	+6
«Karakalpakstan»	9 X	21 X	25IX	-14	-29
Jaslyk	11 X	28 X	4 X	-7	-24
Muynak	20 X	9 XI	5 XI	+16	+4
Kungrad	15 X	4 XI	13 X	-2	-22
Chimbay	17 X	1 XI	12 X	-5	-20
Nukus	17 X	5 XI	11 X	-6	-25
Turtkul	21 X	10 XI	22 X	+ 1	-19

The first autumn frost occurred on 25th, 13th and 4th of October in the northern parts of the republic, that is, in Karakalpakstan, Kungrad and Jaslyk. The first frost at the Karakalpakstan meteorological station was the first in the region. This event was observed in Nukus and Turtkul on 11th and 22nd of October. Obviously, the difference between the northern and southern parts of the country is 25-28 days, as well as the spring frosts.

Conclusion. Full and effective use of the obtained results will allow getting a stable harvest of agricultural crops in the Republic of Karakalpakstan. At the same time, farmers can achieve great results if they work together with the Department of Agrometeorological Services of Agriculture in the Hydrometeorological Department of Karakalpakstan, which is a branch of Uzbekistan Hydrometeorological Stansion.

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BOSHLANG'ICH SINIF O'QUVCHILARINI FANLARNI INTEGRATIV YONDASHUV SOSIDA O'QITISH METODIKASI

Annotatsiya: Ushbu maqola o'quvchilarni har tomonlama ravon, ongli, mazmunli o'qish, hisoblash, savodli yozuv, rivojlangan nutq va madaniyatini shakllantirish xulq-atvorli qilib tarbiyalash. - o'quvchilarning dunyoga yaxlit, o'zaro bog'liq bo'lgan qarashlarini shakllantirish haqida. Hozirgi vaqtda boshlang'ich maktablarda o'qitish va tarbiyalashni tashkil qilish jarayonida fanlararo integratsiya muammosiga yana bir bor katta e'tibor berilyotgani va u o'z samarasini beryapti.

Kalit so'zlar: ta'lim, tarbiya, dars, fan, integratsiya, differentsiatsiya, kombinatsiya, samaradolik.

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METHODOLOGY OF TEACHING PRIMARY SCHOOL STUDENTS ON THE BASIS OF INTEGRATED APPROACH TO SCIENCE

Abstract: This article is aimed at educating students to read fluently, consciously, meaningfully, to compute, to write, to develop a well-developed speech and culture. about forming opinions. At present, the problem of interdisciplinary integration in the organization of teaching and education in primary schools is once again receiving great attention, and it is bearing fruit.

Keywords: education, upbringing, lesson, science, integration, differentiation, combination, efficiency.

Jamiyat doimo yuqori ma'lumotli, ijodkor, tashabbuskor, yangicha fikrlash qobiliyatiga ega, mustaqil nostandart qarorlar qabul qilishga qodir insonlarga muhtoj. Hozirgi vaqtda umumiy ta'lim maktabining oldida o'quvchilarni o'qitish va tarbiyalash sifatini oshirish bo'yicha jiddiy vazifalar turibdi. Boshlang'ich maktabda ta'limning keyingi bosqichlari uchun asos yaratiladi. Uning oldida o'ta aniq ta'lim maqsadlari va vazifalari turibdi. Maktabning asosiy vazifalaridan biri bolalarni har tomonlama rivojlantirishga asos solish, ravon, ongli, mazmunli o'qish, hisoblash, savodli yozuv, rivojlangan nutq va madaniyatini shakllantirish xulq-atvorli qilib tarbiyalash.- o'quvchilarning dunyoga yaxlit, o'zaro bog'liq bo'lgan qarashlarini shakllantirishdir. Hozirgi vaqtda boshlang'ich maktablarda o'qitish va

tarbiyalashni tashkil qilish jarayonida fanlararo integratsiya muammosiga yana bir bor katta e'tibor berilmoqda.

Zamonaviy dunyoda integratsiya tushunchasi juda keng qo'llaniladi va turli jihatlarida ko'rib chiqilmoqda. Lotinchadan so'zma-so'z tarjima qilinganda «integratio» - tiklash, to'ldirish, "ratsiya" to'liq, to'liq. Binobarin, integratsiya - bu "bir butunga, har qanday elementlarning birligiga birlashish, qandaydir birlikni tiklash" demakdir. Integratsiya - bu differentsiatsiya jarayonlari bilan birga yuzaga keladigan fanlarning yaqinlashuvi va aloqadorlik jarayoni va ta'limning sifat jihatidan yangi bosqichida sub'ektlararo aloqalarni amalga oshirishning yuqori shakli bo'lib, yangi butun blok, bilim qotishmasini yaratishga hissa qo'shadi. dunyoqarashning asoslarini yaratadigan, insonga butun umr hamrohlik qiladi.

“Integratsiya” tushunchasi XVIII asrdayoq Spenser tomonidan izohlangan edi. Biz ham integratsiyani tafakkur o‘stirish omili sifatida qarab, uni fanlararo aloqa hamda ta’lim shakllarini sintezlash tarzida talqin etishga harakat qildik. Professor R.A. Mavlonova shunday yozadi:

“Integratsiya “butun” degan ma'noni bildiradi, demak, bu tafakkur o‘shishi jarayonining turli qism va integratsiya atama va uslubiy nuqtaiy nazardan hodisa sifatida nima ekanligini ko‘rib chiqaylik.

Bugungi kunga qadar biron bir lug‘at yoki ma'lumotnomada "integratsiya" tushunchasining uslubiy ta'rifi topilmagan. Ushbu muammo bilan uzoq vaqtdan beri shug'ullanib kelinganiga qaramay, ushbu masalada hali ham yagona nuqtai nazar mavjud emas. Tadqiqotchilar integratsiyani turlicha talqin qilishadi.

Bugungi kunda fanlararo aloqalar butun o'quv jarayonini qamrab olgan va bu nafaqat rivojlanib, mustahkamlanib, yangilanibgina qolmay, balki yangi o'sish - integratsiya ham berdi. Integratsiya endi shunchaki mavzular o'rtasidagi bog'liqlik emas, balki bitta darsda o'quv intizomining kombinatsiyasi bo'lib, bu o'quvchilarni o'qitish va tarbiyalashga yangi yondashuvdir. Integratsiya bugungi kunda ijodiy mehnat qilayotgan har qanday o'qituvchini befarq qoldirmaydi. .

Integratsiya - fanlararo bilimlarni (integrativ bilimlarni) chuqurlashtirish va oshirish, ularni shakllantirish bilan shug'ullanadi. U har xil turlar, usullar, uslublar, fanlararo integratsiya obyektlari asosida tuzilgan. Endigina maktabga qadam qo'ygan boshlang'ich sinf o'quvchilariga fanlarni o'zaro bog'lab va farqli jihatdan asoslab o'rgatish bir muncha qiziq va o'quvchilarni diqqatini, e'tiborini tortadigan jarayon bo'lib xizmat qiladi. Integratsiyaning asosini fanlararo aloqadorlik tashkil etadi va o'zining rivojini integratsiyag'oyasida topadi. Integrativ mazmunga ega bo'lgan predmetlarni o'rganish bo'lajak mutaxassislar bilimi, ish uslublari, shaxsiy fazilatlarini yaxlit, bir butunligini ta'minlovchi omil sifatida qaraladi. Turli mavzulardagi bilimlarni birlashtirish integral dars yordamida amalga oshiriladi. Integratsiyalashgan ta'limning asosini yaxlit dars tizimi tashkil etadi.

Ilmiy dunyoqarashni shakllantirishda yashirin aloqadorlik va bogʻlanishlarni aniqlay bilish, fanlararo bogʻlanish, yaʼni uzviylikni taʼminlash bugungi kunning eng dolzarb masalalaridan biridir. Chunki fanlararo aloqadorlik taʼminlangan holda, darsni tashkil qila olgan oʻqituvchi oʻquvchilarda oʻzining faniga boʻlgan qiziqishini oshiribgina qolmasdan, mazkur fanni oʻzlashtirishga yordam beradi. Fanlararo aloqadorlikni tizimli tarzda amalga oshirish natijasida oʻquv-tarbiya jarayonining aloqadorligi sezilarli darajada ortadi. Shu bilan bir qatorda, oʻquv fanlariga oid bilim va qiziqishlarini rivojlantirishning muhim sharti hisoblanadi. Oʻquv materialini mavzular boʻyicha tahlil etish yoʻli bilan turli oʻquv predmetlarini qaysi mavzulari bir-biri bilan aloqadorligi yuzaki ravishda aniqlansa, tarkibiy tahlil etish orqali oʻquv materialini tashkil etuvchi tushunchalari, dalillari, qonuniyatlari, hukm, xulosalari, tasavvurlari orasidagi aloqadorlik oʻrnatiladi. Fanlararo aloqadorlikning qanday shaklda qayd etilishi undan foydalanuvchining imkoniyatlariga bogʻliq.

Taʼlimning interaktiv kursi koʻrgazmali taʼlim tizimi boʻlib, integrativ bilimlarni chuqurlashtirish va kengaytirish asosida koʻrgazmali mahoratni vujudga keltirish sirlarini oʻrganadi. Koʻrgazmali taʼlim tizimi turli xildagi turlar, shakllar, usullar, obyektlar asosida qurilgan. Integratsion kursning maqsad va vazifalari maktab tabiiy-ilmiy taʼlim tizimida tavsiflanadi. Bilimning integratsiyalashgan (koʻrgazmali) tarmogʻida integratsiyalashning usul va vositalari: taʼlim rejasidagi oʻqitish joyida vaqtning hajmiga qarab, shu kursni toʻla oʻzlashtirish vaqti oʻquvchilarning oʻzlashtirish darajasi - koʻp maqsadli va rang-barangligi hamda koʻp funksiyaga egaligi bilan tavsiflanadi.

Integratsiyalashgan mashgʻulotlarda didaktik va psixologik talablarni hisobga olgan holda muayyan oʻquv predmeti doirasida maxsus tashkil etilgan individual hamda alohida guruhlarda jamoa boʻlib olib boriladigan ishlar orqali hamda turlicha murakkablik darajasida boʻlgan topshiriqlarning har tomonlama oʻylab ishlab chiqilgan tizimi har bir mavzuning oʻzlashtirilishi muayyan pedagogik shart-sharoitlarni talab qiladi. Bunday sharoitda taʼlim rivojlanishiga nisbatan ilgari boradi.

Olimlarning fikricha, bir fan ikkinchi fandagi savollarni, masalalarni yechishda bir vosita hisoblanar ekan. Ana shunday bogʻlanishi lozim boʻlgan fanlardan biri ona tili va oʻqishdir. Bularga qoʻshimcha tarzda tasviriy sanʼat, mehnat fanlarini ham uygʻunlashtirish fan doirasini kengaytiradi. qayerda ikkita fanning oʻzi emas, balki koʻproq fanlar integratsiyalansa, fanlarning aloqalar rivoji kuchayadi. Bunday darslar oʻquvchilarni soʻzga, ranglarning turfa olami, tovushlar sehriga chuqur kirib borishga koʻmaklashadi, savodli, ogʻzaki va yozma nutqlari shakllanishiga yordam beradi, uning rivojlanishiga va boyishiga estetik didni oshirish, sanʼat asarlarini tushunish va toʻgʻri baholay olishga, Vatan tabiatini goʻzalligi va boyligini his etishga oʻrgatadi. Oʻquv darslari jarayonida barcha darslarga ingliz tili elementlarini qoʻshib borish, bolada tilga boʻlgan qiziqishni uygʻotadi. Oʻrganilgan bilimlarni mustahkamlab borishga

yordam beradi. Salomlashish, sana, ob-havo haqidagi ma'lumotlar, bugungi dars haqidagi qisqacha tushunchalarni ingliz tilida so'rash maqsadga muvofiqdir.

Agar:

- integratsion yondashuv jarayonida o'quvchilarning yosh va individual psixologik xususiyatlari hisobga olinsa;
- boshlang'ich ta'limga integratsion yondashuvning yaxlit pedagogik tizimi ishlab chiqilsa;
- boshlang'ich ta'lim darslarini integratsiyalashga pedagogik psixologik yondashuviga oid ilmiy-metodik tavsiyalar ishlab chiqilsa, ta'lim jarayonida samaradorlikka erishish mumkin.

O'quv jarayonini tashkil etishdagi asosiy vazifa pedagogik texnologiyadan samarali foydalanish ekanligi isbot talab qilmaydigan haqiqatdir. Ammo shu kunga qadar pedagogik texnologiyani aksariyati nazariy muammolarga bag'ishlangan bo'lib, uning amaliyotga ta'siri kamroq sezilmoqda. Buning uchun

zamonaviy texnologiyalarni tezroq amaliyotga joriy etish usullarini ishlab chiqish talab etiladi.

Xulosa qilib shuni aytish mumkinki, o'quvchilar bilim darajasini oshirishda ta'lim mazmunini integratsiyalash yuqori natijalarga olib keladi. Unda nafaqat fanlarni o'zaro bog'lash orqali, balki o'zaro uyg'unlashishi mumkin bo'lgan va bolaga ijobiy ta'sir etadigan ob'ektlar orqali ham bolalarni har tomonlama rivojlantirishni ta'minlashga ko'maklashishi mumkin. Buning uchun ta'limni zamonaviy talqin asosida tashkil etish zarurdir. Zamonaviy ta'limning asosiy sharti esa, jahon talablariga javob beradigan yetuk kadrlar tayyorlashdir. Buni esa ingliz tilisiz tasavvur qilib bo'lmaydi. Tilga bo'lgan etiborning kuchayganidan buni anglash mumkin. Har bir o'z ustida ishlaydigan tajribali pedagog buni to'g'ri anglashi va o'quvchilarni yo'naltira olishi kerak.

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SOCIAL FRAMEWORK FOR SOLVING GLOBAL ENVIRONMENTAL PROBLEMS

Abstract: The article examines the social foundations for solving global environmental problems.

Key words: ecology, ecological problems, human factor, health, ecological and man-made disasters.

It is not the first generation in a row that humanity has lived with constant and obsessive fear of environmental disasters. Deforestation, ocean pollution, ozone layer depletion - we have heard these phrases in our lives hundreds, if not thousands of times. But where is the real threat, and where is sheer speculation. Let's figure out what environmental problems pose a threat to us and our descendants.

Man interacted and influenced his environment from the very moment of his appearance. However, this influence reached a truly tangible scale only in the eighteenth century, with the beginning of the industrial revolution. At this moment, a person left the natural circulation of living nature and began to dictate his own rules to the planet.

The planet began to change, but we noticed it far away at once - our civilization was busy with other things: the extraction of fuel (coal, gas, shale, oil), metal and other minerals. All these substances, excreted naturally by nature and withdrawn by man, returned to nature, but in a different form. This turned into global pollution of soil, water and air and caused an environmental crisis. And the intensity of this process continues to grow at a catastrophic pace, and mankind will have to eliminate the serious consequences of the ecological crisis in the near future.

The difficult political background of the twentieth century (the split of the world community and world wars) did not help humanity very much to focus on environmental problems. Add to this the arms race (Cold War), social inequality within countries and the incredible speed of technological progress. All these factors led to the fact that at the end of the twentieth century, mankind had to settle down, look around and realize what harm it did to its home.

1. Global warming is, in fact, a by-product of the existence of a huge human population. Simply put, this is a general increase in the temperature of our planet due to human actions (burning fossil fuels, for example). As a result, glaciers melt, sea level rise, anomalous precipitation falls, ocean acidification.

All these processes do not seem particularly scary out of context. However, it must be remembered that the Earth is a very thin and fragile system in which all links are interconnected. Such large-scale interventions destroy this system and lead to unpleasant consequences - to seismic activity and the disappearance of entire species of animals.

2. Pollution of the World Ocean. More than half of our planet (to be more precise, 70%) is water. The ocean is the main factor shaping the climate on Earth: currents cause heat or coolness, and evaporated water forms clouds and provokes precipitation.

Approximately one hundred million people live by the ocean, that is, their life is directly related to water bodies. But in fact, the world's oceans in one way or another affect the life of each of us: rains and other precipitation; delivery of goods between continents; fish and other seafood that we eat every day. However, now the world's oceans are in danger due to constant man-made disasters (tanker crashes and others), sewage and industrial waste discharges into the ocean.

3. Destruction of the ozone layer. Ozone is one of the constituents of the stratosphere (the layer of the atmosphere at an altitude of 12-50 kilometers), which is one of the types of oxygen. For humans, the value of ozone lies in the fact that it blocks some of the ultraviolet rays, protecting all living things from direct sunlight.

Our science only recently learned about the existence of ozone, although humanity has been detrimental to the ozone layer for centuries. As a result, there are holes in the ozone layer due to a deficiency of the substance. Among the reasons for this phenomenon:

International Space Program. Launch of rockets and satellites;

Air flights at an altitude of twelve kilometers and above;

Industrial and domestic emissions of freon.

In the eighties, humanity began to take the first steps to protect and restore the ozone layer. Environmental programs began to be adopted at the state level, and global non-profit companies began to develop projects to protect the ozone layer. Unfortunately, these events tend to be very expensive and rarely find full funding.

4. Air pollution. The most obvious danger of atmospheric pollution is the shortage of clean air, but no less serious problem is the planet's climate change and the further consequences of this process. The main elements that pollute the atmosphere are:

Emissions from industrial activities;

Exhaust from cars and other vehicles with an internal combustion engine;

Radioactive objects;
Waste (household and industrial).

In addition, these factors lead to the destruction of the ozone layer - a problem already mentioned by us, which is fraught with global warming and other climatic changes on our planet.

5. Soil pollution. Soil is a resource that belongs to the category of non-renewable, in case of its loss or degradation, we will not be able to restore it in any way. Soil conditions have a direct impact on the food we eat, the water we drink, and our health - our internal organs and our lifespan. More than 90 percent of everything we eat comes from the soil, directly or indirectly.

Among the causes of soil pollution:

Localized landfills that are used for the disposal of food waste, building materials, materials left after repair work;

Heavy industry - metallurgical and machine-building, the activity of which involves the release of salts of heavy metals: beryllium, arsenic, cyanides, cadmium, mercury and lead;

Transport emitting lead, nitrogen, hydrocarbon oxides into the environment;

Agriculture using pesticides and mineral fertilizers.

6. Deforestation and desertification. Like the ocean, a forest is a complex fragile ecosystem that operates according to its own laws and combines plants, fungi, animals and microorganisms that collectively affect the climate of our planet, the quality of drinking water and the air we breathe. Just a few millennia ago (a ridiculous term for our planet), a significant part of the Earth's surface was covered with forests. But when people began to develop the land for their own needs, the problem of deforestation arose.

Yes, forest is a renewable resource, but the intensity of deforestation in the modern world is not comparable to the rate of its renewal. To this day, after deforestation or forest fires, significant territories become deserts, which leads not only to biological disasters (destruction of species), but also to social ones, including the disappearance of entire ethnic groups.

7. Under the term "acid rain" science means any meteorological precipitation (including snow and hail), during which a strongly acidic reaction occurs. Among the sources of this phenomenon are the activities of heavy industry enterprises (especially metallurgical), which emit into the atmosphere a serious amount of nitrogen oxide and sulfur. In addition, the activities of thermal power plants and the exhaust gas of cars lead to acid rain.

The formation of such rains is simple: when hydrogen chloride and oxides of nitrogen or sulfur enter the air, they react with solar radiation and water droplets in the air. As a result, acid is formed - sulfuric, sulfurous, nitric or nitrogenous. After that, the acid falls to the ground in the form of precipitation. The acid can take the form of rain, snow, hail, fog and cause serious damage to the fauna and flora of the region.

8. Reduction of biodiversity. On our planet, there is a huge number of species of flora and fauna that live in different regions and natural zones. This huge variety of living things, represented at the current point in history, has been formed over several billion years. However, all of the above environmental disasters provoke one more, large-scale and serious, - the reduction of biodiversity. According to WWF, we are losing three species every hour. If we do nothing about it, soon we will forever lose the world that we know.

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SHAXSLARARO MUNOSABATLARDA MULOQOTNING O'RNI VA AHAMIYATI

Annotatsiya: Muloqot inson hayoti va faoliyatining muhim shartidir. Aynan muloqot yordamida insonlar tabiatini o'zlashtirish va o'z individual ehtiyojlarini qondirish uchun birgalikda harakat qilish imkoniyatiga ega bo'ladilar.

Kalit so'zlar: shaxslararo munosabat, muloqot, inson tabiati, ehtiyoj.

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THE ROLE AND IMPORTANCE OF COMMUNICATION IN PERSONAL RELATIONSHIPS

Annotation: communication is an important condition of a person's life and activity. With the help of the same communication, people will be able to work together to master their nature and meet their individual needs.

Keywords: personality attitude, communication, human nature, need.

Muloqot jarayonida inson xulq-atvorining muayyan obraz va modellari shakllanib, keyinchalik ular insonning ichiga kiradi. Shaxsning tafakkuri, olamni va o'zining obrazini tahlil qilish hamda baholash qobiliyati muloqot jarayonida shakllanadi. Mazkur muammoga atroflicha baho bergan polshalik psixolog Ye.Melibruda quyidagilarni ta'kidlaydi: «Muloqot shaxslararo munosabatlarda biz uchun havodek ahamiyatga egadir».

Muloqot o'ta murakkab jarayon bo'lganligi sababli unga yagona to'g'ri ta'rifni berish juda mushkul. Shuning uchun odatda muloqot tushunchasining mazmuni uning ayrim tomonlariga urg'u berish orqali ta'riflanadi.

Muloqot – hamkorlikda faoliyat ehtiyoji bilan taqazolangan aloqa o'rnatish va uni rivojlantirish jarayoni.

Muloqot – sub'ektlarning belgilar tizimi orqali o'zaro ta'sirlanishuvi.

A.V.Petrovskiy tahriri ostida chiqqan «Umumiy psixologiya» darsligida **muloqot** ikki va undan ortiq kishilar o'rtasidagi axborot ayriboshlash, o'zaro ta'sir va bir-birini tushunishdan iborat jarayon sifatida e'tirof etiladi.

M.G.Davletshin muallifligida chop etilgan «Umumiy psixologiya» o'quv qo'llanmasida **muloqot** – bu ikki yoki undan ortiq kishilar orasidagi affektiv

baholovchi xarakterda va bilish bo'yicha ma'lumot almashinishidan iborat bo'lgan o'zaro ta'sir etishdir"- deb ta'kidlanadi.

M.G.Davletshin rahbarligida chop etilgan «Psixologiya» qisqacha izohli lug'atida muloqotga quyidagicha ta'rif beriladi: **muloqot**- ikki yoki undan ortiq odamlarning o'zaro bir-biriga ta'sir etishidir.

Yuqoridagi ta'riflarga muvofiq **muloqotga** umumiy tarzda quyidagicha ta'rif berish mumkin: muloqot – kamida ikki kishining o'zaro ta'sir jarayoni bo'lib, bu ta'sir davomida axborot almashinadi, munosabat o'rnatiladi, rivojlantiriladi.

Muloqot tushunchasini kommunikatsiya tushunchasidan farqlashimiz lozim.

Kommunikatsiya-tirik va o'lik tabiatdagi tizimlar o'rtasida axborot almashinuvini anglatadi. Hayvonlar o'rtasidagi signallar almashinuvi, insonning texnik vositalar bilan aloqa qilishi, bularning barchasi kommunikatsiyaga misol bo'ladi. Muloqot faqat insonlar o'rtasida amalga oshirilishi mumkin. Muloqotning inson hayotidagi ahamiyati beqiyosdir. Inson bolasi aynan boshqalar bilan muloqotda, munosabatda bo'lish jarayonida shaxsga aylanib boradi. Muloqot orqali inson ijtimoiy tajriba va madaniyatni egallab boradi. Yangi tug'ilgan inson boshqalar bilan muloqotda bo'lish imkoniyatidan mahrum bo'lsa, u hech qachon shaxsga aylana olmaydi, ya'ni u o'z psixik taraqqiyoti bo'yicha orqada qolib ketadi. Zero, inson psixik taraqqiyoti muloqotdan boshlanadi.

Muloqotsiz insoniyat jamiyati bo'lishi mumkin emas. Aynan muloqot hamkorlikda faoliyat yurituvchi individlar jamoasini shakllantiradi. Ayni vaqtda faoliyat davomida insonlar o'rtasida yangi-yangi munosabatlar va aloqalar shakllanadi. Demak, muloqot va faoliyat o'zaro chambarchas bog'liqdir.

Muloqot jarayonida muloqot funktsiyalari ham muhim rol o'ynaydi. Muloqot funktsiyalari deganda muloqotning inson hayotida bajaradigan funktsiyalari tushuniladi. **Muloqot funktsiyalari** xilma-xil bo'lib, eng keng tarqalgan tasnifga ko'ra, ya'ni B.F.Lomov tomonidan taklif qilingan bo'lib, u quyidagilardan iborat.

➤ Informatsion-kommunikativ funktsiya – axborot almashinuvini ta'minlash vazifasi. Axborot almashinuvi turli belgilar tizimlari orqali amalga oshiriladi. Odatda verbal va noverbal kommunikatsiya farqlanadi.

➤ Regulyatsion-kommunikativ funktsiyasi suhbatdoshlar xulq-atvorining regulyatsiya qilinishini ta'minlash vazifasi. Individlar muloqot jarayonida verbal yo'llar bilan bir-birining motivlariga, maqsadlariga, qaror qabul qilishiga ta'sir o'tkazishi, biror harakatga undashi va harakatini nazorat qilishi, bir-birining xulq-atvoriga stimullash-tiruvchi va korrektsiyalovchi tarzida ta'sir ko'rsatishi mumkin.

➤ Affektiv-kommunikativ funktsiya inson emotsional sohasining regulyatsiya qilinishini ta'minlash vazifasi. Muloqot inson emotsional

holatlarining eng muhim determinatsiyasidir. Chunki turli tuman emotsional holatlar muloqot jarayonida paydo bo'ladi va o'zgaradi.

L.A.Karpenko taklif etgan tasnifga ko'ra, muloqotning quyidagi vazifalari ajratib ko'rsatiladi.

- Aloqa o'rnatish vazifasi – suhbatdoshni aloqaga kirishish uchun tayyorlash;
- Informatsion vazifa – suhbatdosh bilan muayyan ma'lumotlar, fikrlar va rejalarni almashish;
- Faoliyatga undash – suhbatdoshni biror harakatni bajarishga stimullashtirish;
- Koordinatsion vazifa – suhbatdosh bilan hamkorlikdagi faoliyatni tashkil etish va uni amalga oshirishda harakatlarni muvofiqlashtirish;
- Tushunishni ta'minlash vazifasi – suhbatdoshning fikrlari va hissiyotlarini tushunish;
- Amotiv vazifasi – suhbatdoshda muayyan hissiyotlarni uyg'otish hamda ularni o'zgartirish;
- Munosabat o'rnatish – munosabatlar tizimidagi Shaxsiy o'rnini, mavqeini aniqlash;
- Ta'sir ko'rsatish – suhbatdoshning xulq-atvori Shaxsiy xususiyatlari maqsadlari va ustanovkalarini o'zgartirish.

Muloqotning hamkorlikda harakat qilish va faoliyat ko'rsatish jarayonida odamlarni birlashtiradigan muloqot vositasi til bo'lib, u muloqotga kirishuvchilar o'rtasida aloqa bog'lanishini ta'minlaydi. Tilni ushbu maqsad uchun tanlangan so'zlar mohiyatiga ko'ra kodlashtirgan holda axborotni ma'lum qilayotgan kishi ham, bu mohiyatning kodini ochgan, ya'ni uning ma'nosini oshkor etgan va ana shu axborot asosida o'z xulq-atvorini o'zgartirgan holda bu axborotni qabul qilayotgan kishi ham tushunadi.

Axborotni boshqa kishiga yo'llayotgan kishi (kommunikator) va uni qabul qilayotgan kishi (retseptient) munosabat va birgalikdagi faoliyat maqsadlarga erishish uchun mohiyatlarni kodlashtirish va kodini ochishning bitta yagona sistemasidan foydalanishlari, ya'ni «bitta tilda» so'zlashishlari kerak bo'ladi. Agar kommunikator va retseptient kodlashtirishning turli xil sistemalarini qo'llasalar, ya'ni bir-birlariga noma'lum bo'lgan «til»da so'zlashsalar, bu holda ular o'zaro hamjihatlikka va birgalikda faoliyat borasida muvaffaqiyatga erisha olmaydilar. Qo'llanadigan belgilar (so'zlar, imo-ishoralar va h.k.) zahiridagi mohiyat muloqotda ishtirok etayotgan Shaxslarga tanish bo'lgan taqdirdagina axborot ayirboshlash mumkin bo'ladi.

Kishilar muloqotga kirishar ekan, savol berish, buyruq, iltimos qilish, biror narsani tushuntirish bilan birga o'z oldiga boshqalarga ta'sir etish, shu narsani ularga tushuntirish maqsadini qo'yadi.

Muloqotning maqsadi kishilarning birgalikdagi faoliyatiga ehtiyojini aks ettiradi. Bunda muloqot shaxslararo o'zaro ta'siri sifatida namoyon bo'ladi,

ya'ni kishilarning birgalikdagi faoliyati jarayonida paydo bo'luvchi aloqa va o'zaro ta'sirlar yig'indisidir. Birgalikdagi faoliyat va muloqot ijtimoiy nazorat sharoitida ro'y beradi. Jamiyat ijtimoiy normalar sifatida maxsus hulq-atvor namunalari tuzilishini ishlab chiqqan.

Ijtimoiy normalar ko'lami nihoyat keng – mehnat intizomi harbiy burch va vatanparvarlik, xushmuomalalik qoidalari ana shular jumlasidandir. Ijtimoiy psixologiya nuqtai nazaridan muloqotga kirishuvchilar bajaradigan rolning «repertuar»iga mos holda namoyon bo'ladi. Psixologiyada «rol» deganda ijtimoiy (sotsial) mavqeni egallab turuvchi har bir kishidan atrofdagilardan kutadigan, normativ tomonidan ma'qullangan hulq-atvor namunasi tushuniladi. (Yosh, mansab, jins va oiladagi, o'qituvchi va o'quvchi shifokor va bemor, katta kishi yoki bola, boshliq yoki xodim, ona yoki buvi, erkak yoki ayol, mehmon yoki mezbon rovida namoyon bo'lishi mumkin). O'z navbatida har bir rol o'ziga mos talablarga javob berishi kerak.

Bir kishi turli muloqot vazifalarida turli rollarni bajarishi mumkin. Masalan, xizmat joyida direktor, kasal bo'lsa shifokor ko'rsatmalariga itoat etuvchi bemor, oilada keksa ota-onasining qobil farzandi, mehmondo'st oila boshlig'i bo'ladi. Turli rollarni bajaruvchi kishilarning o'zaro munosabati rolb kutishlari bilan boshqariladi. Xohlaydimi yoki yo'qmi atrofdagilar undan ma'lum namunaga mos keluvchi xulq-atvorni kutadilar. Agar rol yaxshi bajarilmasa, ijtimoiy nazorat tomonidan baholanadi, ozmi-ko'pmi cheklanishlar qilinadi. Muloqotning bevosita muvaffaqiyatining sharti o'zaro ta'sir etuvchi kishilarning har biridan kutilayotgan harakatlarga mos keluvchi xulq-atvor namunasini qo'llanishidadir. Kishining boshqalar undan nimani kutayotganini, nimani eshitishga va unda nimani ko'rishga tayyor ekanligini to'g'ri, aniq, xatosiz ko'chira olish qobiliyati **takt** deb ataladi.

Ma'lumki takt pedagogik faoliyatda muhim komponent hisoblanadi. Ayniqsa, pedagogik jarayon o'qituvchi va o'quvchilarning uyushgan faoliyatlari asosida tuzilgan. Shu bois o'qituvchi pedagogik jarayonni o'quvchilar jamoasidan tashkil topganligini unutmasligi har bir o'quvchi shaxsini e'tibordan chetda qoldirmasligi kerak. O'quvchilar bilan psixologik aloqaning qisqa muddatga bo'lsada yo'qolishi, og'ir oqibatlarni vujudga keltiradi.

Muloqotning interaktiv tomoni deganda, birgalikdagi faoliyatni tashkil etish va amalga oshirishda muloqot ishtirokchilarining bir-biriga ta'sir o'tkazishi tushuniladi.

Kommunikatsiya orqali odamlar birgalikdagi faoliyatni tashkil etadilar. Umumiy faoliyatda ishtirok etar ekan, odamlar bir-birlariga ta'sir ko'rsatadi. Shuning uchun o'zaro ta'sir birgalikdagi faoliyatning tashkil etilishi sifatida tushuniladi.

Birgalikdagi faoliyatning uch xil modeli mavjud.

➤ har bir ishtirokchi boshqalardan mustaqil ravishda ishning o'ziga tegishli qismini bajarishi (masalan shanbalikdagi ish);

➤ umumiy vazifani bosqichma-bosqich har bir ishtirokchi tomonidan bajarilishi (masalan konveyerdagi ish);

➤ har bir ishtirokchi boshqalar bilan birgalikda bir vaqtning o'zida umumiy faoliyat bilan mashg'ul bo'lishi (masalan, futbol jamoasidagi ish).

Birgalikdagi faoliyatning muvaffaqiyatli ro'y berishi ko'p jihatdan kommunikativ jarayon ishtirokchilari bir-birini qanday idrok etayotganini, har bir ishtirokchida boshqa ishtirokchi haqida qanday tasavvurlar shakllanayotganligiga bog'liq. Bu esa muloqotning pertseptiv tomonini o'rganish zaruratini vujudga keltiradi.

Kishilarning bir-birini idrok etish jarayoni muloqotning ajralmas qismi bo'lib, u muloqotning pertseptiv tomonini tashkil etadi.

Insonni inson tomonidan idrok etilishida eng kamida ikki kishi jalb qilingan bo'lishi lozim bo'lib, ularning ikkalovi ham faol sub'ektdir. Demakki o'zaro idrok jarayonida ikkala tomon bir-birlarining ehtiyojlari, motivlari va yo'nalishlarini bilishlari va o'zlarini qarama-qarshi tomon o'rniga qo'ya olishlari lozim. Muloqot jarayonida bir-birini idrok etayotgan odamlar bir-birini tushunishga harakat qiladilar. Buning uchun quyidagi mexanizm ishga solinadi.

- identifikatsiya;
- refleksiya;
- stereotipizatsiya.
- empatiya

Identifikatsiya (lotincha tenglashtirish)—u kishiga tenglashtirish, baravarlash ma'nosini anglatib, insonning o'zini xayolan suhbatdoshi o'rniga qo'yish orqali uning fikrlari va tasavvurlarini tushunishga intilishi.

Refleksiya (lotincha aks ettirish) – insonning suhbatdoshi tomonidan qanday idrok etilayotgani va tushunilayotganini anglashga intilishi. Kishini kishi tomonidan idrok qilinishini ikkilangan oynadagi aks ettirishga o'xshatish mumkin. Odam boshqa kishini aks ettirar ekan, shu bilan birga o'zini ham aks ettiradi, agar kishi o'zi muloqotga kirishadigan kishilar haqida to'liq, ilmiy asoslangan axborotlarga ega bo'lsa, ular bilan bexato aniqlikda o'zaro ta'sir o'rnatishi mumkin. Biroq sub'ekt hamma vaqt bunday aniq ma'lumotga ega emas. Shuning uchun u boshqalar xatti-harakatining sabablarini o'ylab chiqishga majbur bo'ladi. Boshqa kishining harakatlarini tushuntirish uchun faoliyat motivlari, his-tuyg'ular, intilish va fikrlashning o'ylab chiqarilishi **kauzal atributsiya** deb ataladi. O'qituvchilar tomonidan bola harakatlarining shunday sababini talqin qilinishi maktabdagi pedagogik muomalani qiyinlashtiradi.

Stereotipizatsiya – grekcha o'zgarishsiz, takrorlanish degan ma'noni bildirib, insonning suhbatdoshini tushunishga intilishi yo'lida muayyan shablondan foydalanishi. Stereotipizatsiya ma'lum yoki taxminan ma'lum bo'lgan voqealarni tiklash, nisbat berish yo'li bilan xulq normalarini tasniflash va ularning sabablarini izohlash demakdir.

Empatiya – insoning o'zini xayolan suhbatdoshi o'rniga qo'yish orqali uning kechinmalari va hissiyotlarini tushunishga intilishi. Bunda insonning

emotsional muammolariga yondashishi tushuniladi. Bu boshqa odam hissiyotlari va kechinmalariga hamdard bo'la olishdir. Bir tomondan ob'ektni tushunishda uni o'rniga o'zini qo'ya olishi muhim bo'lsa, ikkinchi tomondan uning ichki hissiyotlarini tushunish unga hamdard bo'la olish ham muhimdir.

Xulosa qilib aytadigan bo'lsak, shaxslararo munosabatni samarali tashkil etishda muloqotning o'rnini va uning ahamiyati kata. Chunki, muloqot jarayonida shaxslararo axborot almashinishi, bir-birini idrok qilinishi va xulq-atvoriga ta'sir qilinishi asosida insonlar bir-birlarini тушуниши, англаб етиши, қўллаб-қувватлаши, бир мақсад сари ҳаракатланиши, бир-бирларини ўрганиш каби муҳим вазифаларни амалга оширишда асосий омил ҳисобланади.

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THE CATEGORY OF NEGATION IN MODERN ENGLISH

Annotation. This article is devoted to the study of the category of negation in the English language. To do this, it is necessary to study the nature and nature of negation, find out its semantics and structure, take into account the various means of expressing the category of negation, and also take into account the pragmatic aspect and identify the concept of negation as a category of logic. In other words, it is necessary to consider not only the lexical and grammatical forms of expression of negation, but also to study in detail their interaction within the framework of the statement, as well as their pragmatic conditioning.

Key words: the category of negation, implicit negation, explicit negation, means of expressing negation, the logical category of negation, approaches to the study of negation.

Linguistic category, negation is traditionally viewed in a systematic way, through a set of verbs and other forms, which is reflected in theoretical studies and practical manuals and textbooks on grammar. A.I. Smirnitsky, E.I. Shendels, L.A. Novikov, V. Havers, A. A. Potebnya and others. To study multilateral and a comprehensive description of the concept of negation is to take into an account its lexical and grammatical structure and pragmatic focus.

To achieve the goal, we need to solve the following specific tasks:

- give a definition of the concept of the category of negation;
- consider negation as a logical category;
- consider different approaches to the study of the category of denial in the linguistic aspect;
- analyze the lexical and grammatical means of expressing the category of negation;
- study the functional features of the expression of the category of negation;

Considering different approaches to the study of negation, one can notice that the concept of the category of negation is closely related to the semantic meaning of the statement, that is, with the concept of the category of logic, with formal-logical and linguistic negation.

Logical negation, that is, its formal content (nonexistence, absence, otherness, etc.) is a linguistic universal, since it finds expression in the system of all known languages of the world. However, formal logic knows only opposite

poles of judgments: affirmative and negative. In natural language, between these two opposite poles, there is a whole scale of intermediate semantic meanings, approaching either assertion or negation. These facts indicate that negative and affirmative judgments are not always in oppositional relationships in natural language. To express one logical form in speech, a rich variety of linguistic forms (lexical, grammatical, phonetic) is found each time.

Linguistic means of expressing logical negation used in negative judgments are generally accepted to be combined into two large groups: explicit and implicit. Explicit negation is expressed with the help of formal grammatical and lexical means, the form of implicit negation is expressed with the help of some words, phrases and phraseological phrases with negative semantics that do not have corresponding positive forms.

Examples of explicit negation include sentences:

Boo wasn't crazy ...

"I don't want you hollerin' something..."

"I don't want to go home," she suddenly cried in distress and anguish"/ In these sentences, explicit negation is expressed by the verb form to be in the past tense and the negative particle not.

Examples of implicit denial:

His absence was very strange ... / 19, p.25 /.

The lack of knowledge let him down / 19, p.140 /.

He failed to appear at the moment / 20, p. 26 /.

"Stop talking!" / 20 p. 63 /.

In these examples, the words absence, stop, fail to and lack of have negative semantics, the meanings of absence, lack, therefore, to express the implicit negation of the negative particle to be is not required.

The logical negation, in contrast to the assertion, which is characterized by a zero indicator in the language, gets its expression using the lexical, syntactic and grammatical means of the language. In addition, negation can be expressed explicitly (at the lexical level - using negative affixes, particles and grammatical means) and implicitly (words with negative semantics and various syntactic constructions).

In the logical-grammatical analysis of negative sentences, the question arises about the objective meaning (real reference) of negation.

For example: They persisted in pleading Not Guilty to first-degree murder.

They didn't persist in pleading Guilty to first-degree murder ...

In the first case, the negation is expressed in the addition (Not Guilty), and in the second - in the predicate (didn't persist), so the meaning of these sentences cannot be identical.

One of the reasons giving rise to difficulties in defining the objective meaning of a negative sentence is the broad understanding of negation as an expression of the idea of absence. However, it must be canceled that it is

impossible to reflect in the content of the proposal that which does not exist. The lack of an unambiguous answer to the question about the real referent of negation leads to the fact that some opponents of the theory of reflection believe that negative sentences do not carry any information about the real world and have no cognitive value.

Many linguists, such as O. Jespersen, A. A. Potebnya, A. Vezhbitskaya, dealt with the problem of denial, considered denial from various angles and put forward their own concepts. There are a large number of different opinions, approaches to the study of the category of denial, but we will consider only the most basic:

According to R.I. Ibanezu, negation can be defined as a syntactic category. He believes that denial is not always realized only in a negative form; it can be expressed in other linguistic ways or implicitly. Therefore, negation is a purely semantic category, expressed by a variety of morphological and syntactic means. According to the author, affirmation and denial are two poles of one dimension. Denial is a purely linguistic category, since in pragmatics there is no alternative "affirmation and denial": both positive and negative sentences can express the same state of affairs, for example:

Miss Caroline was no more than twenty-one. She looked and smelled like a peppermint drop.

He is not sleeping at the moment. He is awake.

According to E. Schmidt, denial is a communicative operation of the speaker in a communicative action game, more precisely, denial is a class of communicative operations with a similar function. Denial, according to E. Schmidt, is not a grammatical category, but a complex communicative operation, with the help of which the speaker communicates to the addressee his attitude to a certain fact of the communicative game of actions. Therefore, denial is viewed as an intra-linguistic phenomenon: it is a communicative operation (action) that rejects or corrects the addressee's opinion. From the true fact that there is no denial as such in reality itself, an erroneous conclusion is made that denial is a purely linguistic category that expresses the speaker's attitude to the opinion of a given state of affairs, which is assessed as incorrect.

Many linguists see negation as an independent linguistic category that has a correspondence in the real world. This point of view on the nature of the grammatical category of negation was for the first time most consistently presented by EI Shendels, in whose opinion affirmation and negation convey the real connections of objects and phenomena of reality.

In the opinion of this scientist, negation as a linguistic category is an expression with the help of certain linguistic means of negative connections between concepts. This definition is hardly satisfactory, since from the point of view of grammar in negation we are dealing not with concepts - the object of the study of logic, but with the members of the sentence and their grammatical meanings. In the very definition, a logical error (tautology) was made, when the

unknown is also defined through the unknown, namely: negation is an expression of negative, that is, negative, connections between concepts.

Some authors consider negation as an expression of logical negation, while others - as an element of the meaning of the sentence. For example, according to N.G. Ozerov, the grammatical category of negation expresses logical negation, which, in turn, reflects the absence of real connections between certain phenomena of reality. The categorical meaning of negation in this concept is limited to the expression of the absence of only objective connections. In reality, however, denial expresses the absence of not only connections, but also the objects themselves, phenomena and their signs. Closer to the truth are those authors who, by negation, understand the expression of precisely the absence, not the existence of something in objective reality.

In psychology, denial was viewed as a purely subjective manifestation of the human psyche. Denial is supposedly the product of various psychic (sensory) reactions of the speaker.

B. Delbruck understood negation "as a sign that there is a contradiction between the expected and the actual; he reduced the meaning of denial to the expression of a feeling of disappointment, contrast about the absence of the expected phenomenon. "

As O. Jespersen believed, denial is a feeling of disgust; "The old negation "no" he regarded as primitive interjections of disgust. In his opinion, negative sentences serve to express contradiction and indicate the opposite.

In this case, denial acts not as a denial of reality, but as a manifestation of the human psyche, as an expression of certain psychological reactions, emotional feelings. According to E.V. Vasilieva, the meaning of denial is irreducible to the expression of disappointment, contrast, resistance. This can be proved by the following example:

Our mother died when I was two, so I *never* felt her *absence*. She was a Graham from Montgomeny; Atticus met her when he was first elected to the state legislature /19, c.6 /.

"Well, I did think of one think – rather odd – of a girl at Cambridge that I might have – you know; I was glad I hadn't got her on my mind. Anyhow, old chap, I owe it to you that I'm here; I should have been in the big dark by now / 20, c. 223/.

No feelings of frustration or resistance are expressed in these sentences. Therefore, not all negative constructions are emphatic, that is, not all forms of denial express the feelings and emotions of a person.

Summing up the analysis of the concepts of denial in language, the following can be noted. According to scientists, the psychological and pragmatic concepts of denial seem to be insufficient for understanding the essence of the category of denial, since the determinism of denial is not recognized by objective reality: denial is either a pure product of the human psyche, or only an intralingual function - the expression of the speaker's opinion about someone's

thought. Denial can be considered as one of the ways of objection, prohibition, unwillingness (V. Havers, A. Vezhbitskaya and other authors) and that one of the pragmatic functions of denial can be the rejection of the opinion of the participant in the communication, its correction, or the prohibition of any action (R. I. Ibanez).

The semantics of affirmation and negation is a logical property of a proposition-judgment (in classical two-valued logic, a statement that is true when affirmed becomes false when it is denied and, conversely: true when it is denied, it becomes false when it is affirmed). But it is at the same time a grammatical property of the sentence, since there are special forms of sentences to express the indicated differences.

In the real process of thinking, logical forms do not exist separately from the concrete content of thoughts, but the latter is not included in the study of formal logic - the science of the forms (structures) of thought. She explores logical forms taken in abstraction from the concrete content of thoughts. Formal logic is also abstracted from the features of the linguistic expression of thoughts that are of interest to grammar. This general proposition rightfully applies to formal-logical negation. Formal logic considers negation without regard to the means of its expression. For grammar (syntax), these two sentences have completely different structures. The world is endless. = the world doesn't end. Here one logical negation is conveyed by different linguistic means. This also suggests that logical negation is not expressed in a particular language in the most economical way (redundancy in the language).

The system of linguistic categories and meanings, in general, corresponding to the system of logical categories and forms, allows expressing any logical relations, regardless of whether there is a one-to-one correspondence between them (logical and linguistic relations) or not. In this regard, denial is no exception. Therefore, formally - logical negation has, in principle, the same meaning as that used in natural language, only refined: the negation operator has a precise, fixed, unambiguous meaning.

The logical meaning of negation and the linguistic expression of negation may not coincide. Thus, negative linguistic forms do not always express logical negation. For example, the word priceless means a positive concept, namely precious. Conversely, positive linguistic forms can express logical negation - negative concepts, for example: single = unmarried, blind = eyeless. In addition, in words like blind and eyeless (they express the absence of sight and hearing, respectively, that is, negation), grammar, unlike logic, does not see any negation.

In linguistic literature, it is noted that the main content of the grammatical category of negation is logical negation. This point of view is shared by such scientists as E. I. Shendels, E. A. Vasilieva, N. G. Ozerova, L. P. Shipulina, V. N. Zenchuk, L. A. Novikov.

So, according to EI Shendels, the logical category of affirmation and negation constitutes the main content of the linguistic category, but does not fill it entirely. The linguistic category of affirmation or negation performs other functions as well, has relative independence and has its own scope of meanings that is not adequate to the logical category. The use of negative means in a sentence may serve very different purposes than expressing a negative judgment. In other words, not every negative sentence corresponds to a negative judgment. It can correspond to a positive judgment and serve as a means of expressing not a judgment, but a prohibition, a question, etc.

Sum up, As mentioned above, the logical content of the linguistic category of negation is non-being, otherness, difference, deprivation, and so on. At the same time, the content of linguistic denial may include other denotative particular meanings, such as: disagreement, objection, refusal, prohibition, protest, and some others. Therefore, negation can be viewed as a formal universal common to all languages. It is a component of thought and the sentence that expresses it. The logical meaning of negation and the linguistic expression of negation may not coincide.

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CLASSROOM MANAGEMENT IN TEACHING ENGLISH

Annotation: This article is devoted to the usage of explaining various aspects of class management including seating arrangement, explaining why nonverbal messages are powerful, giving some solutions to the problem of teaching large classes. It also outlines about defining the concept of “rapport” and explaining how you can establish rapport, giving examples of effective and ineffective praise and expressing your understanding of what classroom energy is.

Key phrases: Sating arrangement; body language; pair work; group work; praise; criticism; disruptive discipline; rapport; energy;

Is teaching an art or a science? Are teachers born or made? These questions which I asked you earlier are often found in the minds of educators. I think you can easily agree that teaching is both an art and a science, that some innate ability complements learned teaching skills. But how do art and science mingle in the principles, approaches, and plans of teachers of English? One answer to these questions lies in what is called classroom management, which encompasses an abundance of factors. We will look at the classroom itself, the teacher’s voice, and factors mentioned in the chapter outline.

The Classroom Itself

1. Sight, sound, and comfort: Students are indeed affected by what they see, hear, and feel when they enter the classroom. If you have any power to control the following, then it will be worth your time to do so.

- ❖ The classroom is neat, clean, and orderly in appearance.
- ❖ Blackboards are erased.
- ❖ Chairs are appropriately arranged.
- ❖ Acoustics within your classroom are at least tolerable.

If these factors can be controlled, don’t pass up the opportunity to make your classroom as physically comfortable and attractive as possible.

2. Seating arrangements: Students in the language classroom should be able to see one another, to talk to one another (in English!). Consider patterns of semi-circles, U-shapes, concentric circles, or – if your class size is small enough – one circle so that students aren’t all squarely facing the teacher. Give some thought to how students will do small group and pair work with as little chaos as possible. You should also determine who will sit next to whom. Normally, students will soon fall into a comfortable pattern of self-selection in where they

sit. You may not need to tamper with this arrangement unless you feel the need to force a different “mix” of students.

3. Blackboard use: The blackboard is one of your greatest allies. Take advantage of this instant visual aid by profusely using the blackboard. At the same time, try to be neat and orderly in your blackboard use, erasing as often as appropriate; a messy, confusing blackboard drives students crazy.

4. Equipment: The “classroom” may be constructed to include any equipment you may be using. If you’re using electrical equipment, make sure that:

- The room has outlets.
- The equipment fits comfortably in the room.
- Everyone can see it (and/or hear it).
- You leave enough time before and after class to get the tools and return it to its proper place.
- The machine actually works.
- You know how to operate it.
- There is an extra light bulb or battery or whatever else you’ll need.

Teacher’s Voice and Body Language: Another fundamental classroom management concern has to do with YOU and the messages you (as a teacher) send through your voice and through your body language. One of the first requirements of good teaching is good voice projection. You do not have to have a loud booming voice, but you need to be heard clearly by all the students in the room. When you talk, project your voice so that the person sitting farthest away from you can hear you clearly. If you are directing comments to a student in the first row sitting right in front of you, remember that the rest of the students need to be able to hear that comment. As you speak, articulate clearly; remember students are just learning English and they need every advantage they can get. Should you slow down your normal rate of delivery? For beginner’s level classes, yes, but not to the point that the rate of delivery is too slow. Keep as usual a flow of your language as possible. Clear articulation is usually more of a key to comprehension than slowed speech. Nonverbal messages are very powerful. Here

are some pointers:

- ✓ Let your body posture exhibit an air of confidence.
- ✓ Your face should reflect optimism, brightness, and warmth.
- ✓ Use facial and hand gestures to enhance meanings of words.
- ✓ Make frequent eye contact with all students in the class.
- ✓ Do not “bury yourself” in your notes and plans.
- ✓ Do not plant your feet firmly in one place for the whole hour.
- ✓ Dress appropriately considering the expectations of your students.

Teaching under Imperfect Circumstances

1. Teaching large classes: Ideally, language classes should have no more than a dozen people or so: large enough to provide diversity and student

interaction and small enough to give students plenty of opportunity to participate and to get individual attention. Unfortunately, most language classes are significantly larger. While you need to keep reminding administrators of the necessity to decrease the number of students in group or a class, you nevertheless may have to cope with the reality of a large class for the time being.

Consider the following:

- ✚ Try to make each student feel important (and not just a “number”) by learning names and using them.
- ✚ Get students to do as much interactive work as possible.
- ✚ Optimize the use of pair work and small group work to give students chances to perform in English.
- ✚ Set up small “learning centers” in your class where students can do individualized work (for example, a project).
- ✚ Organize conversation groups and study groups.

2. Disruptive behavior: At some stages of their lives, all teachers encounter disruptive behavior – a student or students whose behavior gets in the way of the class.

Disruptive behavior is not confined to one age group. There are lots of ways of disrupting a class! One way of avoiding most disruptive behavior is by making sure that all your students of whatever age know “where you stand”. Somehow you and they have to agree upon a code of conduct. A code of conduct involves the teacher and the students in forms of behavior in the classroom. Certain things do not comply with such forms of behavior – for example, talking while the teacher is lecturing or explaining new material, arriving late, using cell phones, interrupting other students when they speak, forgetting to do homework, not paying attention, bringing food into the room, chewing gum, etc.

The teacher can establish the code through discussion. There are many causes for discipline problems. Here are a couple of causes. There seem to be two possible reasons for discipline problems: the teachers and the students. We will examine each of them in turn.

The teacher: We can make a list of things that teachers should probably not do:

- ✓ Don't go to class unprepared.
- ✓ Don't be inconsistent.
- ✓ Don't issue threats.
- ✓ Don't raise your voice.
- ✓ Don't give boring classes.
- ✓ Don't be unfair.
- ✓ Don't have a negative attitude to learning.

The students: There are a number of reasons why students behave badly:

- ✓ Time of day.
- ✓ The student's attitude.
- ✓ A desire to be noticed.
- ✓ Two is a company.

A lot depends on the attitude of the school to destructive student behavior. Ideally there will be a recognized system for dealing with problem classes and students. The teacher should consult the headmaster or department heads when in trouble, and cases of extremely bad behavior can be acted upon by such people. Can you think of any other reasons why discipline problems might occur other than those mentioned in the lecture?

Creating a Positive Classroom Climate

1. Establish rapport: Rapport is the connection you establish with your students, a relationship that is built on trust and respect and that leads to students' feeling capable, competent, and creative. How do you set up such a connection? This is accomplished by:

- ❖ Showing interest in each student as a person.
- ❖ Giving feedback on each person's progress.
- ❖ Openly soliciting students' ideas and feelings.
- ❖ Valuing and respecting what students think and say.
- ❖ Laughing with them and not at them.
- ❖ Working with them as a team, and not against them.
- ❖ Developing a genuine sense of joy when they learn something or when they succeed.

2. Praise and criticism: Part of the rapport you create is based on the delicate balance that you set between praise and criticism. Too much of either one or the other renders it less and less effective. Genuine praise, appropriately delivered, enables students to welcome criticism and to put it to use. Here are some guidelines for effective praise contrasted with ineffective praise.

Effective Praise:

- ✓ Specifies the particulars of an accomplishment so students know exactly what was performed well.
- ✓ Is offered in recognition of effort on difficult tasks.
- ✓ Attributes success to effort, implying that similar success can be expected in the future.
- ✓ Fosters motivation to continue to pursue goals.

Ineffective Praise:

- ✓ Is restricted to global comments, so students are not sure what was performed well.
- ✓ Is offered equally strongly for easy and difficult tasks.
- ✓ Attributes success to ability, luck, or other external factors.
- ✓ Fosters motivation to perform only to receive more praise.

3. Energy: Energy is what you react to when you walk out of a class and say to yourself, "Wow! That was a great class" or "What a great group of

students!” Energy is the electricity of many minds caught up in a circuit of thinking and talking and writing. Energy is an aura of creativity sparked by the interaction of students. Energy drives students towards higher attainment. Students (and teachers) take energy with them when they leave the classroom and bring it back the next week.

How do you create this energy? Not necessarily by being dramatic or witty or wise. Sometimes energy is unleashed through a quiet, reserved, but focused teacher. Sometimes energy forces gather in the corporate intensity on students focused on tasks. But the teacher is the key. Because students initially look to teacher for leadership and guidance, she (or he) is the one to begin to get the creative sparks flying. The teacher does so through solid preparation, confidence in his / her ability to teach, a sense of joy in doing what she does. Teacher does so by overtly manifesting that preparation, confidence, positive belief, and joy when she walks into the classroom.

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TEACHING BEGINNERS OF ENGLISH AS A SECOND LANGUAGE

Annotation: This article focuses on the importance of language assessment, testing, and the importance of English language assessment and control, which are used in effective lessons using modern methods for assessing productive learning processes and their effectiveness have been selected

Key words: Contemporary, relatively, Initially, fluency, skimming, scanning, deducing, challenging, threatening, spontaneous.

Most of the major publishers now produce series of graded readers. They are very varied and include contemporary fiction, as well as classics and books of films. The wide range of titles means that it is relatively easy for a student to choose a book that fits their interests, or for a teacher to choose a class reader that will appeal to a given class. The activities in this section fall into two parts: activities which can be used when the whole class is using a single reader; and activities to be used when students are able to select their own reader from the school library, a bookshop or a school supported mail order scheme.

These activities aim to motivate students to read, and to develop as independent learners. Initially, students will need to be supported through the reading process. This can be accomplished by dealing with problems of comprehension and vocabulary, setting realistic reading targets and providing appropriately challenging tasks. This will help to give students the confidence they need to read independently in their own time. Activities in this section allow students to practice the skills of skimming, scanning, and deducing from context, as well as creating an opportunity for fluency practice. Students will also be able to extend their vocabulary and develop their writing skills.

The word 'icebreaker' has been part of English teaching terminology for a long time, which is probably a fair indication of the necessity for activities which can be used at the beginning of a course. For adults, going into a classroom, a place capable of stimulating some possibly unpleasant memories, is hard enough, without the expectation that one will have to communicate to strangers, and in a foreign language. For schoolchildren, the playful nature of language learning needs to be communicated when a group and a teacher are first brought together, if there is to be a positive working relationship. Many private language schools bring students from a variety of cultures and backgrounds together, students who may have little in common, apart from a desire to learn English.

It is necessary to 'start out on the right foot' if a group is to work purposefully together. The activities in this section aim to get students working together in English, with tasks that are challenging but not threatening. Many of them help students to get to know each other, to get used to one another's English, and to relax in an uncritical atmosphere. Some activities also allow the teacher to stand back, observe group dynamics, and assess student needs. These activities may be used when a new group comes together, or when a teacher takes over an existing group. Some may be used in a school which operates a rolling intake, where new students need to be welcomed into a class which has already assumed an identity.

Scripted dialogues have always been a part of language teaching, whether contrived and wooden, or authentic and fresh. They can be found in coursebooks, may be written by teachers themselves, or can be taken from radio, films or TV programmes. In this section we are concerned with the use of short recorded dialogues and their transcripts, not primarily for developing listening skills, but as the basis for more intensive language work. Dialogues can be used to teach new vocabulary in a clear context, to present functional language, and to introduce new structures; as well as to present and practise stress, rhythm and intonation. Before using a dialogue, it's always best to make sure that you are fully aware of the phonological features it contains. Marking the transcript for pronunciation, in the way that has been shown opposite, helps to remind you of these features – in addition to the target language. It can also serve as the basis for the students' written record. In this section the activities are divided into two parts: Presentations and Practice Activities. These are cross-referenced so that it is clear which activities may most easily be combined within a single lesson.

Everybody needs warmers and fillers. Warmers come at the beginning of a lesson; fillers in the middle or at the end. When an activity is used as a warmer, the teacher's aim may be to get the students talking and thinking in English, motivating them and getting them to think about the topic to come. The aim may also be to get the students working as a group. Or again it may be to avoid a predictable beginning to each lesson. When an activity is used as a filler, the teacher's aim may be to provide a change of pace, fill an awkward gap or finish off the lesson on a positive and purposeful note.

On a linguistic level, warmers and fillers can be used to recycle previously taught language, as well as diagnose problems before an input stage or test after new language has been introduced. They can be used to practise the four skills of speaking, listening, reading and writing. It's worth trying a range of activities with your students, so that you find which ones work best. These can then become regular sessions, giving your students something to look forward to, and providing continuity within the class syllabus.

Circle activities are a way of providing a structure which enables and encourages students to interact in small groups. They take students out from behind their desks and away from their textbooks. The activities which follow

share a format. They give a variety of structures or frameworks for student interaction (for example, round the circle, across the circle, within the circle, circles within circles, students outside and students inside the circle). These frameworks give less confident students a space within which they can practice their English, as well as giving more confident students a more defined role. They can also be used for classes with poor dynamics. Circle activities can be used for the presentation, practice, testing and recycling of grammar, vocabulary and pronunciation, as well as for fluency practice and needs analysis. When a circle is used for presentation, it will normally include the whole class. However, a large class may be divided into smaller circles for practice. Circles require minimal preparation and are extremely flexible. They are excellent lessons to 'have up your sleeve' for occasions when you are asked to teach with little or no warning.

Producing their own questionnaires can help students in a variety of ways. Firstly, it allows them the time to formulate questions before they use them in a communicative context. Secondly, students gain in confidence when they are able to use language that they have produced themselves, and know to be correct. This then provides a solid foundation for more spontaneous interaction. Questionnaires are particularly useful for recycling language, both within a semi-controlled framework, and subsequently in a freer context. In native-speaking countries questionnaires can help students to prepare themselves for confident interaction with native speakers, as well as providing the context in which students may approach members of the public.

TEACHING VOCABULARY

Annotation: Teaching English can and should provide the achievement of practical, educational and developing aims. Besides, the practical purpose the leading. The other purposes are reached in the course of mastering English in the conditions of pupils' active informative of power of apprehension and activity. Pedagogy, guiding and synthesizing these aspects, defines vision of a problem from its specific point of view

Key words: Expressive vocabulary, receptive vocabulary, oral vocabulary, literate vocabulary

In everyday conversation we speak of vocabulary in the singular; we speak of a person's vocabulary. This is actually an oversimplification. The American Heritage Dictionary defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group." In this paper we are concerned with extending the sum of words that are used by and understood by students. However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term expressive vocabulary is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term receptive vocabulary is used to refer to listening and reading vocabularies. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of our reading and writing vocabularies. Are our listening, speaking, reading, and writing vocabularies all the same? Are they equally large?

Is our meaning vocabulary larger or smaller than our literate vocabularies? For the first five years or so of their lives, children are involved in the process of acquiring a meaning/oral vocabulary—words that they understand when they hear them and that they can use in their speech. During this period, children have essentially no literate vocabularies. Most children acquire reading and writing skills upon entering school. They need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or transcode print into speech allows children to use what they know about meaning/oral vocabulary

for their literate vocabulary. So for very young children, their meaning vocabularies are much larger than their literate vocabularies.

The acquisition of decoding skills leads to rapid expansion of literate vocabularies by allowing children to transcode their meaning vocabularies into their literate vocabularies. This is so much the case that for older students and for adults our literate vocabularies are probably larger than our meaning vocabularies. We tend to have a larger group of words that we use in reading and writing than we use in our own speech. This is because written language is more formal, more complex, and more sophisticated than spoken language.

The amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place.

- Use “instructional” read-aloud events.
- Provide direct instruction in the meanings of clusters of words and individual words.
- Systematically teach students the meaning of prefixes, suffixes, and root words.
- Link spelling instruction to reading and vocabulary instruction.
- Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.
- Teach, model, and encourage the application of a word-learning strategy.
- Encourage wide reading.
- Create a keen awareness of and a deep interest in language and words.

The recommendation that parents and teachers read aloud to children is among the most popular recommendations in the field of reading.

“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” One very obvious way in which reading aloud to children can be expected to be beneficial is to increase their language and vocabulary skills.

The study by Elley strongly suggested that vocabulary growth was much greater when teachers discussed, even if briefly, the meanings of the words in addition to just reading the books aloud. The recent study by Juel showed that while teachers in kindergarten and first grade spent considerable time reading and discussing books to children with below average vocabularies, these activities had minimal impact on the progress of the children. Only when teachers spent focused time on the vocabulary did significant growth occur. We apply the term “instructional read aloud” to readaloud events where, in addition to reading aloud to stimulate an interest in books and reading, there is also a deliberate teaching of skills that will promote independence in reading, such as an increased vocabulary.

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GENERAL CHARACTERISTICS OF SYNONYMS AND ANALYZE THEIR MEANING

Annotation: In this article, the general properties of synonyms, their use and meanings in language, as well as their mutual equivalents have been studied by comparison. As well as, we studied synonyms from many aspects including syntax, lexicology, semantics, the novelty also lies in the fact that we studied more deeply types and different meaning of synonyms in modern linguistics. Sources of synonyms and their usage in contexts are closely related areas and this is bound to the meanings of words.

Key words: synonyms, identical meaning, interchangeable, native word, borrowed word, connotation, emotive meaning, academic prose, formal style, informal style.

The phenomenon of synonymy cannot be fully understood without explaining the field of linguistics and some important subclasses of its wide spectrum. The reason for looking at synonymy from the larger frame within lexicology is that some basic or detailed concepts are used throughout this sequential practical part. The basic distinctions of linguistics are essential for orientation in the system and all the subclasses and terms which are to be explained have a direct connection to synonymy.

Linguistics is frequently defined as the science of language. It is a wide complex system formed by many subfields requiring clear linguistic clarification of the research area. It constitutes a well-formed hierarchy but the fields are extremely diffuse. Linguistics can be studied from many points of view. Lyons [8,55] distinguishes four main dichotomies of linguistics study:

a) General and descriptive linguistics

General linguistics deals with the study of language in general, not one particular language. Theories of general linguistics are studied empirically within the descriptive linguistics of a language.

Descriptive linguistics analyses particular languages and theories within one language. Descriptive linguistics proceeds from the theories and concepts of

general linguistics. I would like to illustrate my point with an example on the category of parts of speech. General linguistics deals with the theory of parts of speech, e.g. the explanation of the phenomenon. The principles of the theory are researched by descriptive linguists finding possible evidence in support or refutation of a hypothesis. In descriptive linguistics, parts of speech would be studied in specific examples. Synonymy in this thesis is studied practically, so I work with descriptive linguistics.

b) Diachronic and synchronic approaches

These two approaches are concerned with the historical development of a particular language, in this case, the English language. Changes during the development of a language are the subject matter of the diachronic approach.

The synchronic approach, on the other hand, is concerned with the particular form of a language at a specific point in time. The synchronic approach is significant for synonymy study. We are concerned with synonyms appearing in contemporary English language.

c) Theoretical and applied linguistics

Theoretical linguistics, as the name suggests, deals with models of linguistic theories on language structures and functions. Theoretical linguistics is concerned only with theoretical models that can be attested to practical applications. I describe the main theory related to synonymy in the theoretical part.

Applied linguistics works practically following the theory and processing the theoretical foundations in a practical way. It can be illustrated using an example of pronouns use. Theoretical linguists formulate a theory of pronoun usage. Applied linguists support the theory or prove otherwise with regard to practical implications. This dichotomy fully matches the way I study synonymy.

d) Microlinguistics and macrolinguistics

Macrolinguistics is a broad term covering all fields of language exploration, of a language as a whole. In contrast to macrolinguistics, microlinguistics is concerned with the narrow view. It examines a structure or one specific subfield of a language, which in this case is synonymy.

Synonymy belongs to descriptive linguistics, the synchronic approach, microlinguistics and theoretical or practical linguistics. It depends on the perspective we use to look at synonymy. Descriptive linguists assess synonymy on the basis of practical evidence, which is a key part of this thesis. The synchronic approach is used in choosing modern English as the source. Microlinguistics studies only a narrow view of the use of synonyms in special types of texts. Theoretical and applied linguistics are suitable approaches for studying synonymy. The theory of synonymy is as important as the practical part.

A characteristic feature of a vocabulary of any language is the existence of synonyms, which is closely connected with the problem of meaning of the word. The most complicated problem is the definition of the term "synonyms".

There are a great many definitions of the term, but there is no universally accepted one. Traditionally the synonyms are defined as words different in sound-form, but identical or similar in meaning. But this definition has been severely criticized on many points.

MEANING

Meaning is the core of communication and the fundamental centre of understanding and linguistic encoding of information. There are many explanations of meaning, although there is no consensus regarding which one is correct. Without understanding the right meaning, a conversation would be misleading.

The meaning of a word is an image or concept which comes into our minds while listening to a word. Occasionally the image or association can be part of a meaning or can be attached wrongly. Hence, intuition is not sufficient evidence about the relation between words. The criteria for identifying synonymy and recognition of synonymy from other sense relations were listed in the chapter about lexical semantics.

Meaning is a crucial topic for the purposes of this work since synonymy is a kind of meaning relation between a set of lexemes. Synonymy and other relations are based on contrast or similarity between words. Many words do not have straight links to potential referents.

Each word has its own meaning but their combination in the sentence is complex. A meaning can be carried by small identifiable parts of a sentence or a whole sentence which carries the complex meaning. Cruse [3,15] calls these small parts carrying meaning 'semantic constituents' and the smallest indivisible parts 'minimal semantic constituents'.

A projection of meaning is given by context. However, we have to take into account also meaning per se without context, the essential meaning. Nevertheless, a synonym without a context does not have much value since the context gives us the notion of right sense.

Kvetko contributes to the topic by dividing linguistic context and context of speech situation:

1) Linguistic context

a. Lexical context (collocative) is based on collocations, i.e. words generally used with other words or a group of words. Only a sentence is needed, not the whole situation. The collocative meaning is sometimes enough although it is not a requirement. The lexical context is essential for synonymy since the meaning is carried by a lexical word, not grammatical, or it does not depend on the whole situation. This is clarified in the practical part.

b. Grammatical context (syntactical) is applied when grammatical structure, not lexical elements, is a determination for the meaning.

2) The context of speech situation depends on the whole situation. The sense is not recognized from a single sentence but just the one sentence without the physical context still offers more than one meaning.

The problem of synonymy is treated differently by Russian and foreign scientists. Among numerous definitions of the term in our linguistics the most comprehensive and full one is suggested by I.V. Arnold: "Synonyms - are two or more words of the same meaning, belonging to the same part of speech, possessing one or more identical meaning, interchangeable at least in some contexts without any considerable alteration in denotation meaning, but differing in morphemic composition, phonemic shape, shades of meaning, connotation, affective value, style, emotional coloring and valence peculiar to one of the elements in a synonymic group."

This definition describes the notion "synonymy", gives some criteria of synonymy (identity of meaning, interchangeability), shows some difference in connotation, emotive coloring, style, etc. But this descriptive definition as well as many others has the main drawbacks - there are no objective criteria of "identity" or "similarity" or sameness of meaning. They all are based on the linguistic intuitions of the scholars.

From the definition follows, that the members of the synonymic group in a dictionary should have their common denotational meaning and consequently it should be explained in the same words; they may have some differences in implication connotation, shades of meaning, idiomatic usage, etc.

Hope, expectation, anticipation are considered to be synonymous because they all mean "having smth in mind which is likely to happen..." But *expectation* may be either of good or of evil. *Anticipation* is as a rule an expectation of smth good. *Hope* is not only a belief but a desire that some event would happen. The stylistic difference is also quite marked. The Romance words *anticipation* and *expectation* are formal literary words used only by educated speakers, whereas the native monosyllabic *hope* is stylistically neutral. Moreover, they differ in idiomatic usage. Only *hope* is possible in such set expressions as *to hope against hope, to lose hope, to pin one's hopes on smth*. Neither *expectation* nor *anticipation* could be substituted into the following quotation from T. Eliot: "You don't know what hope is until you have lost it".

Synonymy is used to mean 'sameness of meaning'. It is obvious that for the dictionary-maker many sets of words have the same meaning; they are synonymous, or are synonyms of one another. This makes it possible for them to define *gala* as *festivity* or *mavis* as *thrush* though there is little use in this method if neither word is known to the reader, e. g. if *hoatzin* is defined as *stink-bird*; or *neve* as *firn*. Of course dictionaries seldom rely solely on synonymy, but add descriptive details to enlighten the reader.

It has often been suggested that English is particularly rich in synonyms for the historical reason that its vocabulary has come from two different sources, from Anglo-Saxon on the one hand and from French, Latin and Greek on the other. Since English is considered to be a Germanic language from a historical point of view, with Anglo-Saxon as an earlier stage of its development, the 'Anglo-Saxon' words are often considered to be 'native' while those from French,

Latin or Greek are 'foreign', 'borrowed' from these languages. But the terms 'native' and 'foreign' are misleading. For whatever their origins, most of the words are an essential and wholly natural part of the English language; moreover, even some of the 'native' words may well have been 'borrowed' from some other language at some time in the more remote past. Unfortunately, there are often moves to remove the 'foreign' element from languages. Frenchmen deplore 'Franglais' (the English words that are now common in colloquial French), while the Welsh spend time and scholarship to find substitutes for the 'English' words in the language, though they are quite happy to retain the 'Latin' words that entered an earlier form of the language at the time of the Roman Empire.

Nevertheless, it is true that there are pairs of 'native' and 'foreign' words. Thus we have *brotherly* and *fraternal*, *buy* and *purchase*, *world* and *universe*, and many others. The 'native' words are often shorter and less learned, four-letter words (in the quite literal sense) are mostly from Anglo-Saxon. There are examples too of triples, one 'native', one from French, one directly from Latin - *kingly*, *royal*, *regal* (though with this set it is the word of French origin, *royal*, that is today in more common usage).

It can, however, be maintained that there are no real synonyms, that no two words have exactly the same meaning. Indeed it would seem unlikely that two words with exactly the same meaning would both survive in a language. If we look at possible synonyms there are at least five ways in which they can be seen to differ:

First, some sets of synonyms belong to different dialects of the language. For instance, the term *fall* is used in the United States and in some western counties of Britain where others would use *autumn*. The works of dialectologists are full of examples like these. They are especially interested in the words to do with farming; depending where you live you will say *cowshed*, *cowhouse* or *byre*, *haystack*, *hayrick* or *haymow*. Even the domestic *tap* is either a *faucet* or a *spigot* in most of the United States. But these groups of words are of no interest at all for semantics. Their status is no different from the translation-equivalents of, say, English and French. It is simply a matter of people speaking different forms of the language having different vocabulary items.

Secondly, there is a similar situation, but a more problematic one, with the words that are used in different 'styles' or 'registers'. A *nasty smell* might be, in the appropriate setting, an *obnoxious effluvium* or an *'orrible stink*. The former is, of course, jocularly very 'posh', and the latter colloquial. Similar trios (though not with quite the same stylistic characteristics, but differing rather in degrees of formality) are *gentleman*, *man* and *chap*, *pass away*, *die* and *pop off*. These are more difficult to deal with because there is a far less clear distinction between the styles than between the geographically defined dialects. We do not normally pass from one dialect to another, but we can within a single conversation change our style, and in particular, can change the vocabulary items to achieve different

effects. The problem is, then, whether a change of style should be treated as a change from one 'language' to another or a change within a single language. If the former, then stylistic synonyms are of no more interest than the dialectal synonyms or equivalent words in English or French. If the latter, we have to say that stylistic differences can be semantic. There is some plausibility in the view that, if we switch from style to style to achieve effect, this is a semantic, feature. But there is a major objection to this. In changing style we may change not only the vocabulary, but also the grammar and the phonology, and it is difficult to incorporate stylistic differences as part of a phonological or grammatical system. It is simpler to handle them in terms of different but related 'languages', like the dialects. If this is applied to stylistic synonyms we shall not include them within semantics, but leave style as a matter for a separate investigation.

Thirdly, as we saw in, some words may be said to differ only in their emotive or evaluative meanings. The remainder of their meaning, their 'cognitive' meaning, remains the same. Examples were *statesman / politician, hide/conceal*; a further trio is *thrifty, economical, stingy*. Such words are often discussed in detail in books on semantics. They are, of course, interesting in the way in which they are used for persuading or influencing others, for propaganda, etc. Nevertheless, it is a mistake to attempt to separate such emotive or evaluative meaning from the 'basic' 'cognitive' meaning of words for five reasons:

First, as we have already argued, it is not easy to establish precisely what cognitive meaning is, and certainly not reasonable to attempt to define such meaning in terms of reference physical properties. In particular we should notice that in this sense many verbs and adjectives will have little or no cognitive meaning.

Secondly, there are words in English that are used *purely* for evaluative purposes, most obviously the adjectives *good* and *bad*, but it is not normally assumed that they have no cognitive meaning. Such words are of interest to moral philosophers, but should not, I believe, have any special place in linguistics.

Thirdly, we make all kinds of judgments and do not merely judge in terms of 'good' and 'bad'. We judge size and use the appropriate terms *-giant/dwarf, mountain/hill*, etc., and we make other kinds of judgments in our choice of words. The meaning of words is not simply a matter of 'objective' facts; a great deal of it is 'subjective' and we cannot clearly distinguish between the two.

Fourthly, *some* words are collocationally restricted i. e. they occur only in conjunction with other words. Thus *rancid* occurs with *bacon* or *butter*, *addled* with *eggs* or *brains*. This does not seem to be a matter of their meaning, but of the company they keep. It could, perhaps, be argued that these are true synonyms - differing only in that they occur in different environments. But, on the other hand, as we shall see shortly, some scholars have actually thought that the test of synonyms is whether they occur in identical environments!

Fifthly, it is obviously the case that many words are close in meaning, or that their meanings overlap. There is, that is to say, a loose sense of synonymy. This is the kind of synonymy, that is exploited by the dictionary maker. For *mature* (adjective), for instance, possible synonyms are *adult*, *ripe*, *perfect*, *due*. For *govern* we may suggest *direct*, *control*, *determine*, *require*, while *loose* (adjective) will have an even larger set - *inexact*, *free*, *relaxed*, *vague*, *lax*, *unbound*, *inattentive*, *slack*, etc. If we look for the synonyms for each of these words themselves, we shall have a further set for each and shall, of course, get further and further away from the meaning of the original word. Dictionaries, unfortunately (except the very large ones), tell us little about the connections between words and their defining synonyms or between the synonyms themselves.

It would be useful if we had some way of testing synonymy. One way, perhaps, is substitutions-substituting one word for another. It has been suggested that true or total synonyms are mutually interchangeable in all their environments. But it is almost certainly the case that there are no total synonyms in this sense; indeed this would seem to be a corollary of the belief that no two words have exactly the same meaning. What we shall find, of course, is that some words are interchangeable in certain environments only, e. g. that *deep* or *profound* may be used with *sympathy* but only *deep* with *water*, that a *road* may be *broad* or *wide* but an *accent* only *broad*. But this will give us little measure of synonymy or of similarity of meaning; it will merely indicate the collocational possibilities, and these do not seem necessarily to be always closely related to nearness of meaning.

Finally, we must consider the term for 'connotation', for synonyms are often said to differ only in their connotations. This is not, in my view, a very useful term. It often refers to emotive or evaluative meaning, which I have argued is not usefully distinguished from cognitive meaning. It is also used to refer to stylistic or even dialectal differences or even to the small differences that are found in near-synonyms. But there is a further rather interesting use. It is sometimes suggested that words become associated with certain characteristics of the items to which they refer. Thus *woman* has the connotation 'weak' and *pig* the connotation 'dirty'. Such connotations were the subject of Osgood's investigations. Strictly, however, this is not a matter of the meaning of words or even of meaning in general. It rather indicates that people (or some people) believe that women are weak and pigs dirty. It is true that people will change names in order to avoid such connotations, and there is a natural process of change with taboo words. Because the word is associated with a socially distasteful subject, it becomes distasteful itself, and another word, a 'euphemism' takes its place. But the process is, of course, unending since it is essentially the object and not the word that is unpleasant.

There are two phenomena that are sometimes handled under synonymy that have not yet been considered in this section. The first is context-dependent

synonymy where two items appear to be synonymous in a particular context. Examples (taken from J. Lyons) are *dog* and *bitch* in *My - has just had pups* and *buy* and *get* in *I'll go to the shop and - some bread*. But this does not seem to be an argument for the synonymy of the words. On the contrary they are related in terms of hyponymy, one term being more specific than the other. The context, however, supplies the specific information that is lacking in one of the examples - having pups indicates that dog is female, going to the shop suggests that the bread is to be bought. But this is not part of the meaning. The dog might not be female (remarkable though it would be), and we might steal the bread. The fact that information can be gleaned from the context does not affect the meaning of items. For consider *the book* and *the red book*. These could well be contextually synonymous (if we had already mentioned a red book - or, non-linguistically, if there was one, red, book before us). Yet we should not wish to say that these have the same meaning. The second kind of 'synonymy' is that between *bull* and *male adult bovine animal*. The test of interchangeability would rule these out completely as synonymous, for one would hardly say *There is a male bovine animal in the field*, even though in some sense the two items seem to have the same meaning. But this is not a 'natural' linguistic phenomenon; it is created by the linguist or lexicographer for the purposes of definition and paraphrase. It relates, moreover, more to componential analysis than to synonymy.

Not a single definition of the term *synonym* provides for any objective criterion of similarity or sameness of meaning as far as it is based on the linguistic intuition of the scholars.

Many scholars defined *synonyms* as words conveying the same notion but differing either in shades of meaning or in stylistic characteristics. In "Webster's Dictionary of Synonyms" its authors used the semantic criterion along with the criterion of interchangeability, which we may see from the definition.

A synonym is one of two or more words which have the same or nearly the same essential (denotational) meaning. It is not a matter of mere likeness in meaning, but a likeness in denotation which may be expressed in its definition. The definition must indicate the part of speech and the relations of the ideas involved in a term's meaning.

Synonyms, therefore, are only such words as may be defined wholly or almost wholly in the same terms. Usually, they are distinguished from one another by an added implication or connotation, or may differ in their idiomatic use or in their implication.

They usually are interchangeable within limits, but interchangeability is not the final test, since idiomatic usage is often a preventive of that. The only satisfactory test of synonyms is their agreement in connotation.

The English word-stock is extremely rich in synonyms, which can be largely accounted for by abundant borrowing. The synonymic resources of a language tend to form certain characteristic and fairly consistent patterns. Synonyms in English are organized according to 2 basic principles. One of them

involves double, the other a triple scale. In English there are countless pairs of synonyms where a native term is opposed to one borrowed from French, Latin, and Greek. In most cases the native word is more spontaneous, more informal and unpretentious whereas the foreign one often has a learned, abstract air. They may also have emotive differences: the Saxon word is apt to be wanner and homelier than its foreign counterpart. The native words are usually colloquial. We quote a few examples of synonymic patterns double scale.

Adjectives: bodily - corporal, brotherly - fraternal, heavenly - celestial, inner - internal, learned - erudite, sharp - acute.

Nouns: fiddle - violin, friendship - amity, help - aid, wire - telegram, world - universe.

Verbs: answer - reply, read - peruse, buy - purchase.

Side-by-side with this main pattern there exists in English a pattern based on a triple scale of synonyms:

NATIVE FROM FRENCH FROM LATIN

to ask to question to interrogate

belly stomach abdomen

to end finish complete

to gather to assemble collect

to rise to mount to ascent

teaching guidance instruction

The infiltration of British English by Americanisms also results in the formation of synonyms pairs, one being a traditional Britishism and the other - a new American loan: Leader - editorial; autumn - fall; government - administration; luggage - baggage; wireless -radio; lorry - truck; tin - can; long distance (telephone) call - trunk call; stone - rock; team -squad.

In a few cases the American synonym has a higher frequency than its British counterpart as in the pair: commuter - a season ticket holder (Br.). Very often 2 synonyms differ stylistically. Br. Synonym is stylistically neutral while the Americanism is stylistically marked (usually as colloquial or slang): intellectual - egghead excuse - alibi angry - mad averse - allergic.

English also used many pairs of synonymous derivatives, the one Hellenic and the other Romance: hypotheses - supposition periphery - circumference sympathy - compassion synthesis - composition.

Another source of synonymy is the so-called euphemism, when a harsh word indelicate or unpleasant or least inoffensive connotation. Thus the denotational meaning of drunk and merry may be the same. The euphemistic expression merry coincides in denotation with the word it substituted but the connotation of the latter faded out and so the utterance on the whole is milder and less offensive.

Aroma usually adds to odor the implication of a penetrating, pervasive or sometimes a pungent quality; it need not imply delicacy or fragrance, but it seldom connotes unpleasantness, and it often suggests smth. to be savored.

Understand, comprehend, appreciate are synonyms when they mean to have a clear and true idea or conception, or full and exact knowledge, of smth. They (especially the first two) are often used interchangeably and seemingly without loss; nevertheless, they are distinguishable by fine sharp differences in meaning in precise use. In general, it may be said that understand refers to the result of a mental process, comprehend to the mental process of arriving at such a result; thus one may come to understand a person although one has had difficulty in comprehending his motives and his peculiarities; one may be unable to comprehend a poem, no matter how clearly one understands every sentence in it. "You begin to *comprehend* me, do you" cried he, turning towards her. "Oh! Yes - I *understand* you perfectly." Sometimes the difference is subtler; comprehend implies the mental act of grasping or seizing clearly and fully; understand, the power to receive and register a clear and true impression. "That ye, being rooted and grounded in love, may be able to *comprehend* with all saints what is the breadth, length, depth, height; and to know the love of Christ, which passeth knowledge". "Some men can think of thousands of dollars; others have to think of hundreds. It's all their minds are big enough to *comprehend*." "And the piece of God, which passeth all *understanding*, shall keep your hearts and minds through Christ Jesus". "Charters is so crowded that one must be content to feel what one can, and let the rest go. *Understand*, we cannot." Appreciate, as here considered, implies a just judgment or the estimation of a thing's true or exact value; therefore, the word is used in reference to persons or things which may be undervaluing or overvaluing. "You are of an age now to *appreciate* his character." "We do not reproach him for preferring, apparently, Euripides to Aeschylus. But he should at least *appreciate* Euripides". "The public opinion which thus magnifies patriotism into a religion is a force of which it is difficult to *appreciate* the strength." "To *appreciate* the gulf between the ideal and the fact, we have only to contrast such a scheme as that set forth in the "Republic" of Plato with the following description of the state of Greece during the Peloponnesian War".

Synonymy is one of the most difficult and controversial problems, and the most controversial point is the problem of criteria of synonymy and the definition of synonyms.

Traditional linguistics solved the problem with the notional criterion and defined synonyms as words of the same part of speech conveying the same notion but differing either in shades of meaning or in stylistic characteristics.

Some aspects of this definition have been criticised. It has been pointed out that linguistic phenomena should be defined in linguistic terms and the term «notion» makes this an extralinguistic definition.

In contemporary linguistics the semantic criterion of synonymy is frequently used. In terms of componental analysis synonyms may be defined as words with the same or nearly the same denotation (or the denotative components) but differing in connotations (in emotive charge or in stylistic characteristics).

to begin - to start - to commence (stylistic reference),
to put - to place - to lay - to set - to deposit (shades of meaning),
to tremble - to shiver - to shudder (shades of meaning),
to like - to admire - to love (emotive charge).

The verbs *to like* - *to admire* - *to love* describe feelings of attraction, fondness, but each of them describes it in its own way:

to like - certain warm feeling;
to admire - a stronger emotive charge;
to love - the strongest feeling.

denotation connotations

to like - to like (warm feeling)

to admire - to like (warmer feeling)

to love - to like (the strongest possible emotion)

to stare - to look (lastingly, in surprise, curiosity)

to gaze - to look (lastingly, in admiration, wonder)

to glare - to look (lastingly, in anger, fury)

to glance - to look (briefly, in passing)

to peep - to look (lastingly, stealingly through an opening or from a concealed location)

to peer - to look (lastingly, with difficulty or strain)

The common denotation convincingly shows that according to the semantic criterion, these words are synonyms. The connotative components are different.

to look

to glance - to look quickly, suddenly,

to glimpse - to look still quicker, to have a momentary look.

In great number of cases the semantic difference between two or more synonyms is supported by the difference in their valency, syntactical or lexical. Valency denotes the combining power or typical co-occurrence of a linguistic element.

to tremble - *to shiver* from cold, *to shudder* from disgust;

high tree - *tall man*;

beautiful woman - *handsome man*;

to answer a question - *to reply to a question*;

to say something to somebody - *to tell somebody*;

to finish school - *to graduate from university*;

to offer a concrete thing - *to suggest an idea*: going; that he go.

Concerning synonymy, I have mostly identified with Cruse's [3,97] distribution of sources of variation among propositional synonyms. He puts on one side varieties associated with different typical features of language users, such as age, social status or region. On the other side are three dimensions of variations connected to register, i.e. field, mode and style.

The first category contains dialect, regionalism, slang, jargon, and professionalism. Dialect variants are geographical, temporal, and social. The

English language is used in many countries in the world (The United Kingdom, The United States, Australia, Canada, etc.) and as a consequence of that the variants of the language are divergent. The English language is an important language in many other countries of Africa, America and Europe so the regional variations increase. There are variations of spelling, pronunciation and grammar. The most extended varieties of English are British English and American English. These are varieties important for Czech students because British English is typically taught in Czech schools and American English is everywhere around us, e.g. on commercials or TV and the phrases are adopted into the language of Czech people. The biggest differences between British and American English are in the pronunciation and the vocabulary, but spelling and grammar differ as well. The differences in academic prose are negligible, while fiction is a rich source of dissimilarities. I do not expect to find dialect differences in my practical part because I deal with British authors.

Another source of synonymy dependent on the age of language users is slang. Slang words are expressive, substandard words typical for speakers belonging to a group of people with the same interests or the same profession. Slang words are usually ironical, cynical, impolite or vulgar with the aim to lighten or ridicule the topic. Slang words are generally used for a period of time and are subsequently replaced with new ones. Well known slang words are for money (e.g. *dough*, *loot*, *brass*) or for alcohol (e.g. *booze*). Many slang words become a part of everyday vocabulary. If they become part of standard English, it is an enrichment of the language and its vocabulary.

Arnold [1,250] divides slang into subdivisions of general and special slang. The subdivision is according to usage of words. General slang words are not specific for a particular social or professional group. On the other hand, special slang words are typical for any social group (e.g. according to age, common interest or social status) or a professional group (e.g. military slang, university slang, medical slang). Social groups may be, for example, teenagers, retired people, musicians, actors, working class or upper class. Professional vocabulary is called jargon. Argot is typically regarded as a single category which is used by the lowest social groups, e.g. criminals, drug users. The aim of using argot is to hide the meaning of utterances.

The second category presented by Cruse [8] includes field, mode and style. Field comprises many fields of discourse, including the language of science, which I expect to find in texts of academic prose. Fields of discourse have lexical and grammatical characteristics for groups with special vocabulary, e.g. medical, ecclesiastical, and political or business discourse. Scientific discourse uses borrowed words, especially from Latin and Greek, and it is the same for the worldwide academic community which is important for our purposes of synonymy.

The style also corresponds with formality/informality. Formal vocabulary is used in an official situation or official documents requiring a higher level of

expression, typically to be understood by the general public. Formal statements are mostly written; nevertheless, could also refer to academic lectures. Many formal words have their origin in French, Latin or Greek. They occur especially in scientific vocabulary, business (economic) vocabulary or state affairs. Formal archaic expressions are to be found in literature, especially poetry. Informal vocabulary is used in everyday communication in personal or everyday affairs. Many formal words have synonyms which are either neutral or informal words. Individual informal vocabulary depends on the social situation and location people come from. Original native language is usually full of informal words, such as phrasal verbs, idioms and slang words. Typical everyday vocabulary includes substandard words, for example slang words or something referred to as 'grammatical vulgarity' like the expression *wanna*, i.e. want to. Slang words are used very frequently within groups connected by social status or age. Very close to slang is jargon that is used in professional terminology. One more well-known group of informal words is argot, vocabulary created for secrecy, used especially by criminals. It is not exceptional that some words from these groups become neutral words used by the general public when replacing old expressions.

Emotional colouring is not unusual. Conversely, this type is encountered on a daily basis by speakers. The speaker uses an emotionally coloured word to show their attitude or opinion on a subject and their relation to the listener. There are factors which reflect in the tone and also in the meaning of used words. We differentiate emotionally marked (coloured) and emotionally neutral words. The first mentioned type expressing anger, fury, joy, happiness, surprise, excitement, fear, etc. result from the expressive mode of the speaker. Kvetko [13,26] states 4-four types of emotional colouring – positive, negative, permanent and occasional. Positive and negative colouring of language expresses attitude and humour. Permanent and occasional colouring depends on the frequency of the speaker's attitudes and context. Emotional colouring occurs often so it would be no surprise to find these words in prose.

As we have already seen, the English word 'meaning' is rather vague. One important distinction we can make within the general notion of a lexeme's meaning is between its sense and its referent (or reference). To simplify the introduction of these terms, we will confine our discussion to nouns; we will see in how they apply to other lexical categories.

The sense of a lexeme may be defined as the *general meaning* or the *concept*

underlying the word. As a first approximation, we can describe this as what we usually think of as contained in a dictionary entry for the word in question, although we will see later that this characterization needs significant modification. The notion of sense can be made more explicit through contrast with the category of referent. A word's referent is the object which it stands for on a specific occasion of use. For example, consider:

The queen has fallen off the table.

If I am talking about a rowdy evening at Buckingham Palace in 2009, the referent of the word *queen* is Her Majesty, Elizabeth II, and the referent of the word *table* is a particular piece of English royal furniture. But if I am talking not about Elizabeth II but about Queen Margrethe of Denmark, the words *queen* and *table* have different referents: not Elizabeth II and the English piece of furniture, but Margrethe and the Danish one. On each of the occasions is uttered, there is one and only one referent of each word.

A word's referent, then, is the particular thing, person, place, etc. which an expression stands for on a particular occasion of use, and it changes each time the word is applied to a different object or situation in the world. By contrast, a word's sense does not change every time the word takes on a new referent. Regardless of whether the referent of *queen* is Elizabeth II or Margrethe, its sense is something like 'female reigning monarch'. This is not to say, however, that 'female reigning monarch' is the only sense of the word *queen*.

Another sense of *queen* is 'second highest ranking piece in a game of chess'. This would be the sense involved if I uttered while talking about a game of chess in the café, where *queen* would refer to a particular chess piece. Yet another sense of the word *queen* is 'third highest card in a suit, behind ace and king': this would be the sense involved if I uttered in reference to a game of bridge at the kitchen table. In these two cases, *queen* does not only have two new different referents, the particular chess piece and the particular card, but two new different senses as well: 'second highest ranking piece in a game of chess' and 'third highest card in a suit, behind ace and king'. In all the utterances of, by contrast, 'table' has the single sense 'piece of furniture with raised flat surface used for putting things on, eating at, etc. Obviously, words like *queen* and *table* stand for many different people and objects in the world: they have, in other words, many different referents.

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THE EFFECTIVENESS OF WORKING WITH ICT IN THE LESSON FOR LEARNING GERMAN LANGUAGE

Abstract: In modern conditions, the importance of learning a foreign language is becoming more important every year. Specialists who speak one or more foreign languages are becoming more in demand in the labor market, which means that the goal of any teacher should be to instill in students an interest in this science. It is in the school that the foundations of language knowledge should be laid, which students will further develop in higher educational institutions.

Key words: ICT, German language, learning process, speech activity, lesson, students, learning.

A German lesson is a logically finished part of the work of teaching a language, the main goal of which is to achieve certain goals of a practical, general educational and educational nature. To achieve a positive result in the implementation of these goals, it is necessary to do pre-planned exercises and tasks, based on the means and teaching methods laid out by the teacher. The essence of the lesson depends on the speech orientation.

A German language lesson can only be complex, that is, it should contain a variety of types of work and study different aspects of the language.

During the lesson, students should demonstrate vigorous speech activity.

Transfer of knowledge and skills from the native language to the target language.

During the lesson, training and consolidation of the passed material should prevail over the study of new.

A lesson system is a collection of lessons of different types, which are arranged in a hierarchical chain and have a common end goal.

When studying German grammar, it is worth paying attention to German verbs, since it is with them that many problems arise for a student. German grammar is difficult, but knowing your language well makes it much easier to learn another.

Difficulties in learning German grammar can be different - from the perception of meaning to spelling. Nevertheless, a thorough study supported by interest will give a good result, and the goal will be achieved.

Teachers are advised to memorize nouns with a prefix, so that later it would be easier to form sentences and build phrases. And when studying verbs, it is worth memorizing all their forms, as well as understanding the difference between weak and strong verbs. Learning German, like any other language, takes a lot of time for practical training.

The ability of students to replace a real object in a game with a play one with the transfer of real meaning, real action to it lies at the heart of the ability to meaningfully operate with symbols on a computer screen. At the same time, computer games should not replace ordinary ones, but supplement them, enriching the pedagogical process with new opportunities.

One of the possibilities of using multimedia technologies in the classroom is the preparation and conduct of integrated lessons. You can conduct a German lesson in a computer class by preparing a multimedia presentation for this with a vivid video sequence (illustrations, video clips, sound). The teacher can prepare such a presentation himself or entrust the creation of the presentation to the students. This presentation can be used during different forms of lessons or as a multimedia guide for independent work of students in preparation for the lesson.

Currently, you need to be able to receive information from different sources, use it and create it yourself. The widespread use of ICTs opens up new opportunities for teachers in teaching German.

Information technology, as a rule, refers to technologies that use such technical means as audio, video, computer, Internet.

Computer technologies are widely used in teaching German. The specificity of a computer as a learning tool is associated with such characteristics as complexity, versatility, interactivity. Interactive learning based on multimedia programs allows you to more fully implement a whole range of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. Opportunities to take into account the levels of language training of students are the basis for

the implementation of the principles of individualization and a differentiated approach to teaching. At the same time, the principle of accessibility is observed and the individual pace of work of each student is taken into account. Using a computer, you can organize individual, pair and group forms of work in the lesson. However, it must be remembered that a computer cannot replace a teacher in a lesson. You need to carefully plan your time with your computer and use it exactly when you really need it.

Nowadays, multimedia technologies are widely used. The term “multimedia” means: many environments. Such information media are: text, sound, video. Software products that use all these forms of information presentation are called multimedia.

The use of multimedia teaching aids is a natural stage in the development of pedagogical technologies.

Traditionally, the study of a topic or section ends with repetition, consolidation and generalization. All these elements can be combined by offering students, at the final stage of each topic, to create a multimedia project, instead of the traditional abstract. By creating a presentation, students are provided with an excellent opportunity to systematize the acquired knowledge and skills, their practical application, as well as the opportunity to realize their intellectual potential and abilities. It is very important for students to feel an interest in independent creative work, to feel the significance of the results of their work, because a presentation is a ready-made teaching material for a lesson, and also to feel your own success.

Currently, a large number of all kinds of computer games have appeared. In a certain sense, any learners' computer program can be considered developmental, since it contributes to the development of perception, memory, imagination and other important mental properties of a person. The greatest effect in development can be achieved if specialists comprehensively develop a special type of game, taking into account the patterns of psychophysical development of learners, the laws of aesthetics, ergonomics and comply with sanitary and hygienic requirements, focusing on the limited possibilities of using complex computer tools by learners.

Game programs can be divided into two main classes. The first is closed-type games, in which students are asked to solve one or several explicitly set didactic problems.

Another large class in the form of ICT is open-type games, designed for the formation and development of general mental abilities in students, goal-setting, the ability to control the game with the created images, the development of imagination, emotional and moral education. There is no explicit goal in these games; they are tools for creativity, imagination, self-expression of the learner.

Games where the goal and rules are hidden in the plot of the game itself or in the way of controlling it, where the child must, through search actions,

come to an understanding of the goal and method of action, which is the key to achieving a general solution to the game problem.

Of course, all these aspects can be successfully used to teach German to students.

For a long time, the teaching and learning of foreign languages was based on the text in printed or dubbed form. The main difference between Internet materials and printed educational materials is the greater relevance of the first and navigation (the ability to selectively view, rebuild, etc. information). Watching videos makes it possible to obtain not only authentic linguistic information, but also information about the system of relations in society, as well as the opportunity to observe competencies.

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TOXINS

Annotation: The human body is a self-cleaning system. This property is inherent in him by nature. But there may be a moment when its own reserves are depleted, and the body can no longer cope on its own. Then toxins begin to accumulate in it, which leads to the occurrence of any disease. This article describes toxicity, the most important types of toxins, and lethal doses.

Keywords: Toxin, toxicity, lethal dose, toxicant, poison.

Healthy is the most important value for all people, which must always be protected. But at this time, many people will make harmful causes for their body, for example, smoking, drinking different alcoholic products and eating which negatively affects their body. Because when using these products, a person always weakens his body and affects his body with various substances. But it is not this person who has always lived and lives surrounded by various of these substances called toxicants or toxins. These substances are not only in products, and they can even exist in other organisms, too, a person was and has always been in contact with these substances and organisms. A wide range of toxins are produced by plants (phytotoxins) and marine invertebrates. Orfila Mathieu Joseph Bonaventure (1814) wrote: "Poison is a substance that, in small quantities, when brought into contact with a living organism, destroys health or destroys life". Poisons in the industry are called toxicants. That's why poisons and toxins are classified as follows.

1. By origin: toxicants of natural origin; biological origin; bacterial toxins; vegetable poisons; poisons of animal origin; inorganic compounds; organic compounds of non-biological origin; synthetic toxicants.

2. According to the method of use by humans: pesticides; medicines and cosmetics; nutritional supplements; fuels and oils; solvents, dyes, adhesives; chemical synthesis by-products, impurities and wastes.

3. According to the conditions of exposure: environmental pollutants among (air, water, soil); professional toxicants; bit toxicants; bad habits and addictions (tobacco, alcohol, drugs, medicines; damaging factors in special conditions of exposure; emergency and catastrophic origin; chemical warfare agents.

Toxicity is a basic concept in modern toxicology. In a general form, toxicity can be defined as the property (ability) of chemicals, acting on

biological systems in a non-mechanical way, to cause their damage or death, or, in relation to the human body, the ability to cause malfunction, disease or death.

Substances differ significantly in toxicity. The less a substance is capable of causing damage to the body, the more toxic it is (**Table 1**).

Table 1. Toxicity and molecular weight of some toxins

№	toxins	Producer	Mol.m	LD ₅₀ mg/kg (mol / kg)
1	Botulinum	Clostridium botulinum bacterium	$1,5 \cdot 10^5$	$2,6 \cdot 10^{-8}$
2	Tetanus	Clostridium bacteria	$1,4 \cdot 10^5$	$2,8 \cdot 10^{-8}$ $2 \cdot 10^{-16}$
3	Ricin	Castor oil plant Ricinus communis	$6,5 \cdot 10^4$	$2,8 \cdot 10^{-3}$ $4,3 \cdot 10^{-11}$

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THE ORIGIN OF THE DIGITAL ECONOMY AND ITS GREAT DEVELOPMENT UNTIL 2030

Abstract: There are given main information about Digital economy and its great development until 2030. Some of factors, ideas and facts are expressed to show the main results of the article.

Keywords: digital economy, information technologies, economics, market model, blockchain, bitcoin, e-commerce.

In particular, the implementation and development of the digital economy, the rapid development of the digital industry, increasing the competitiveness of the national economy, as well as the implementation of the Action Strategy for 2017-2021 in five priority areas of development of the Republic of Uzbekistan. Tasks set out in the relevant state program. Measures for approval and effective implementation of the Strategy of the President of the Republic of Uzbekistan dated October 5, 2020 PF-6079 “Digital Uzbekistan – 2030”. In the framework of the strategy “Digital Uzbekistan-2030” in 2020-2022. Within the framework of the Digital Transformation Program of Fergana region it is also planned to expand the digital infrastructure in the broadest sense. Including health care in the area institutions, preschools, secondary schools, Social protection institutions, electricity, natural gas, drinking water, And digital transformation work in all areas of sewage, agriculture and manufacturing organizations in a word planned and implemented. Wide application of digital economy in practice and each of its efficient use of direction, alternative to sectors of the economy with a high level of knowledge in this area for management, Specialist staff with a full understanding of the characteristics of the real sectors of the economy will be needed. The concept "digital economy" was introduced by Nicolaso Negroponte in his monograph “Being Digital” (1995). The author considered shortcomings of goods and advantages of the new economy and formulated fundamental principles of the digital economy. The post-industrial digital economy can change the entire world market. The concept “digital economy” indicates a new stage in production of goods and services by using the modern IT technology. The digital economy is a new stage in development of the global economic system due to transformations under the influence of information and telecommunication technologies. The issue of development of the digital economy is theoretical and practical one. It is relevant for the government due to the crucial role of digital technologies in enhancing the national strategic competitiveness. The digital economy is a viable market model with enormous

resources which can become a source of national economic growth in the field of innovative development. Under the explosive development and large-scale penetration of new technologies into all spheres, the innovative development is of particular significance. The article aims to study problems and trends in the development of the digital economy in Uzbekistan and determine its role in shaping the modern market model of Uzbekistan society. Fundamental and applied works on the digital economy have been analyzed. The digital economy permeates all aspects of society, including the way people interact, the economic landscape, the skills needed to get a good job, and even political decision-making. Our emerging digital economy has the potential to generate new scientific research and breakthroughs, fueling job opportunities, economic growth, and improving how people live their lives.

With digital technologies underpinning ever more transactions, the digital economy is becoming increasingly inseparable from the functioning of the economy as a whole. The different technologies and economic aspects of the digital economy can be broken down into three broad components:

1. Core aspects or foundational aspects of the digital economy, which comprise fundamental innovations (semiconductors, processors), core technologies (computers, telecommunication devices) and enabling infrastructures (Internet and telecoms networks).

2. Digital and information technology (IT) sectors, which produce key products or services that rely on core digital technologies, including digital platforms, mobile applications and payment services. The digital economy is to a high degree affected by innovative services in these sectors, which are making a growing contribution to economies, as well as enabling potential spillover effects to other sectors.

3. A wider set of digitalizing sectors, which includes those where digital products and services are being increasingly used (e.g. for e-commerce). Even if change is incremental, many sectors of the economy are being digitalized in this way. This includes digitally enabled sectors in which new activities or business models have emerged and are being transformed as a result of digital technologies. Examples include finance, media, tourism and transportation. Moreover, although less often highlighted, digitally literate or skilled workers, consumers, buyers and users are crucial for the growth of the digitalized economy.

Blockchain technologies. Blockchain technologies are a form of distributed ledger technologies that allow multiple parties to engage in secure, trusted transactions without any intermediary. It is best known as the technology behind cryptocurrencies, but it is also of relevance for many other domains of importance to developing countries. These include digital identification, property rights and aid disbursement. Open-source platforms, such as Ethereum, allow programmers to develop decentralized applications to run on their blockchain. However, one challenge for blockchains is that, for some

applications, they require a substantial, reliable electricity supply for processing.¹⁰ Some blockchain applications are already in use in developing countries, for example in the areas of fintech, land management, transport, health and education in Africa. According to Gartner's blockchain business value forecast, after the first phase of a few high-profile successes in 2018–2021, there will be larger, focused investments and many more successful models in 2022–2026. And these are expected to explode in 2027–2030, reaching more than \$3 trillion globally. Currently, China alone accounts for nearly 50 per cent of all patent applications for technology families relating to blockchains, and, together with the United States, they represent more than 75 per cent of all such patent applications.

5G mobile broadband. Fifth generation (5G) wireless technology is expected to be critical for IoT due to its greater ability to handle massive volumes of data. 5G networks can process around 1,000 times more data than today's systems (Afolabi et al., 2018). In particular, it offers the possibility to connect many more devices (e.g. sensors and smart devices). While 72 mobile operators were testing 5G in 2018, 25 of them are expected to launch the service in 2019, and another 26 in 2020 (Deloitte, 2019). It is estimated that by 2025, the United States, followed by Europe and Asia Pacific will be leaders in 5G adoption. In order for developing countries to maximize the impact of IoT, significant investments in 5G infrastructure will be required. By 2025, the share of 5G in total connections is expected to reach 59 per cent in the Republic of Korea, compared with only 8 per cent in Latin America and 3 per cent in subSaharan Africa (table I.1). Moreover, the deployment of 5G may further increase the urban-rural digital divide, as setting up 5G networks in rural areas with lower demand will be commercially challenging.

These changes are happening all around us. In Kenya, mobile data is being used to identify malaria infection patterns and identify hotspots that guide government eradication efforts. Vehicle sensor data from delivery trucks, combined from mapping data analytics, has enabled companies to save millions of gallons of fuel and reduce emissions by the equivalent of taking thousands of cars off the road for a year. Farmers from Iowa to India are using data from seeds, satellites, and sensors to make better decisions about what to grow and how to adapt to changing climates.

This is the Fourth Industrial Revolution, and it's going to have a massive impact on the economy as well. Already we're seeing the rise of the sharing economy, blockchain technology, and changes in manufacturing driven by 3D- and 4D-printing. The sharing economy is a model in which people and organizations connect online to share goods and services. It is also known as collaborative consumption or peer-to-peer exchange. Two of the best-known examples of the sharing economy are Uber (transportation) and Airbnb (housing). Blockchain is a digital "ledger" technology that allows for keeping track of transactions in a distributed and trusted fashion. It replaces the need for

third-party institutions to provide trust for financial, contract, and voting activities. Bitcoin and other digital currencies are some of the most well-known examples of applications of blockchain technology.

This council will have the opportunity to shape this notion of agile governance as well as to examine the impact that the digital economy will have on our jobs, our incomes, and our lives in general. It's hard to predict the speed of these changes, but we know that our evolving digital economy will necessitate enhanced focus on trust, privacy, and transparency. As people continue to share, collaborate, and interact online, these issues will continue to intensify. The world will function quite differently 15 years from now, and likely even sooner. Everyone will feel the impact of these individual, organizational, governmental, and societal adjustments. The potential for democratization and transparency is incredible, and I'm very excited to see what advancements the future brings. As humans, we understand our world and experiences using just five senses. Soon, connected devices around the planet will sense a whole range of features about the world to help us better understand and improve the world around us. Our ability to leverage this wealth of data will determine how much we can accomplish in the years ahead. We also face the challenge of ensuring that everyone can access the benefits of our digital society. In 2030, I'd like to see everyone have regular access to the internet; more governments and corporations applying agile governance principles to their systems; more food security and less hunger due to improved agricultural production; and a dramatic decrease in disease in the developing world, enabled by new technologies.

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USE OF THE PROJECT METHOD IN THE DEVELOPMENT STUDENTS' INDEPENDENCE IN FOREIGN LANGUAGE LESSONS

Abstract: Teaching English language can and should ensure the achievement of practical, educational, educational and developmental goals, closely interrelated with each other, while the leading goal is the practical goal, and the educational, educational and developmental goals are achieved in the process of mastering the English language in the conditions of active cognitive speech-thinking activity of students.

Key words: foreign languages, ability, creative, process, development, knowledge, students.

When studying foreign languages, the most significant results are obtained by the project method. It allows you to create a creative atmosphere in the lesson, where each student is involved in an active learning process based on a collaborative methodology.

Dushenina T.V. believes that “The purpose of the projects is to contribute to the formation of a system of knowledge and skills embodied in the final intellectual product; promote independence, the ability to think logically, see problems and make decisions, receive and use information, plan, develop literacy and much more.” [2]

First of all, a foreign language teacher teaches learners the ways of speech activity, therefore, the goal of training is communicative competence.

The main idea of such an approach to teaching a foreign language is to shift the emphasis from various types of exercises to the active thinking activity of students, which requires proficiency in certain language means for its registration.

Only the project method can allow solving this didactic problem and turning foreign language lessons into a discussion, research club.

The design method appeared in America in 1919. This method is based on the ideas of Dewey, Lai, Thorndike and other American scientists.

The main idea is as follows:

1. With great enthusiasm, the child performs the activity that he himself freely chooses;

2. The activity is sometimes not built in the mainstream of the academic subject.

3. The slogan of this activity: "Everything from life, everything for life."

The project method, as a pedagogical technology, includes a target orientation, scientific ideas on which the system of teacher and student actions is based, assessment criteria and a qualitatively new result.

According to the number of project participants, individual, pair and group participants are distinguished. Group ones are most often used in our practice.

In this case, it is necessary, from a methodological point of view, to organize the activities of the project participants in a group of students, and the role of the teacher-coordinator in this case is especially important.

The group method of projects has the following rules and principles:

1. There are no leaders in the team. All team members are equal.
2. Teams do not compete.
3. All team members should enjoy communicating with each other, because they complete the task together.
4. Everyone should be active and contribute to the common cause.
5. All team members are responsible for the final result.

Groups of students are formed taking into account psychological compatibility, while in each group there is a strong student, average, weak. The group selects one task, but when it is completed, roles are assigned. Each student receives an independent section of work in the project.

In the course of the project, the students come to the conclusion that the success of the entire project depends on the success of each, therefore, each participant is actively involved in the search for new information, in the "acquisition" of knowledge. While working on a project, students learn to work in a "team", to take a responsible attitude to the performance of their area of work, to evaluate the results of their work and the work of their comrades. And this is a huge incentive for the active assimilation of knowledge.

By mastering the culture of fulfilling project tasks, the student learns to think creatively, to plan his actions independently, predicting possible solutions to the tasks facing him, to implement the means and methods of work that he has learned.

The role of the teacher also changes when using the project method. It is different at different stages of design. The teacher acts as a consultant, assistant, observer, source of information, coordinator.

The main task of the teacher is not to transfer specific knowledge, but to teach how to work to obtain knowledge.

To convey the ways of working, algorithms are developed for solving such typical tasks as identifying a problem, finding an approach to solving the assigned tasks, working with information sources, critical analysis of the text, and describing the results of activities.

Separately, it should be said about the coordination of projects and the organization of external evaluation, since it is well known that the best improvisation is the one that is well prepared. Therefore, if a teacher decides to use the project method when studying a section, a question of the program, he must think carefully, develop, calculate everything.

If it is assumed that students should formulate a problem according to the situation they have proposed, the teacher himself must predict several possible options. Students can name some of them, the teacher leads the children to others with leading questions, situations.

Students are also invited to make an advertising poster, booklet, playbill or album with short texts, drawings, photos, postcards, reflecting the most essential content of the topic, by the time they finish studying the topic.

This may well be formalized as a project assignment, if given at the very beginning of the study of the topic and build the entire study process as aimed at the implementation of the project.

For example, if the topic is "US Cities," students are assigned the task of making a "US Cities" flyer.

The project method is student-centered learning aimed at the development of the student. In cooperation with the teacher and other students, the motivation for learning improves, the stress is relieved, the belief in one's own success increases, thus, the results that can be obtained after applying this technology are as follows:

- lasting and deep assimilation of knowledge;
- a high level of independent work of students;
- a high level of scientific knowledge in students' knowledge;
- Ability to work in a group, lead a group discussion;
- rallying the children's team;
- motivation for collective achievement.

Problems that can be solved using the project method:

- low level of active, independent work of students;
- overload of teachers and students.

Thus, the following conclusions can be drawn:

1. At the center of the educational process is the student, his cognitive and creative activities.

2. The role of the teacher in such an educational process is extremely responsible, but it is different than in traditional teaching.

3. Responsibility for the success of educational activities schoolchildren take on themselves to a large extent.

4. The main goal of such training is the development of the intellectual and creative abilities of students, so that the student of the school is capable of self-realization, independent thinking, and making important decisions for himself.

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FORMATION COMMUNICATIVE COMPETENCE OF STUDENTS IN ENGLISH LANGUAGE LESSONS

Annotation: This article highlights the importance of communication and technology in the educational process, methods and means of communicating, formation students' communicative skills in teaching English in the higher education institutions.

Key words: English, communicative competence, technology of teaching, pedagogical skills, education.

Communicative competence is the possession of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication. Competence in translation from Latin means a range of issues in which a person is knowledgeable, has knowledge and experience.

During the entire period of learning a foreign language in children, communicative competence is formed, the components of which are:

- linguistic competence, knowledge of a specific vocabulary and syntax rules and the ability to use them to build coherent sentences;
- sociolinguistic competence, i.e. the ability to use and transform linguistic forms, based on the situation of communication (context of who communicates with whom, for what reason, where, for what purpose, etc.), which determines the choice of linguistic forms:
- discursive competence, the ability to perceive and generate a statement in communicative communication;
- strategic competency the ability to resort to communication strategies, verbal and non-verbal, in order to compensate for unfamiliar language material;
- sociocultural competence, the desire to communicate with others, self-confidence, suggesting to put oneself in the place of another, as well as knowledge of social relations in society and the ability to navigate in them.

As a result, students acquire the necessary minimum of speech skills, that is, competencies, in order to use a foreign language as a means of

communication in the framework of topics and educational material provided by the program and current textbooks.

The communicative method is intended primarily as a means of teaching speaking. Speaking, being one of the types of human activity, performs in life the function of a means of communication.

Communication can be carried out both orally and in writing.

Oral communication implies that a person must possess two means of communication - speaking and listening as types of speech activity. In writing, possession of writing and reading is necessary.

Speaking is the expression of your thoughts. This is the activity of one person, but at the same time, "communication is always interaction with other people". Therefore, it is impossible to teach speaking without teaching communication, without creating the conditions of speech communication in the classroom.

In general terms, the communicative approach is the implementation of such a way of learning, in which orderly, systematic and interrelated learning of the English language as a means of communication is carried out. The basic principles of the organization of the content of education using the communicative method are:

1. Speech orientation. Learning foreign languages through communication. This means a practical lesson orientation. Only language lessons are legitimate, not language. You can teach to speak only by speaking, listening - listening, reading - reading. First of all, it concerns exercises: the more an exercise is like real communication, the more effective it is. In speech exercises there is a smooth, dosed and at the same time a rapid accumulation of a large amount of vocabulary and grammar with immediate implementation; not a single phrase is allowed that could not be used in real-life communication.

2. Functionality. Speech activity has three sides: lexical, grammatical, phonetic. They are inextricably linked in the process of speaking. From this it follows that words cannot be assimilated in isolation from their forms of existence (use). Functionality assumes that both words and grammatical forms are absorbed immediately in the activity: the student performs a speech task - confirms the idea, doubts what he heard, asks about something, encourages the interlocutor to act, in the process of which he learns the necessary words or grammatical forms.

3. Situation. Fundamentally important is the selection and organization of material based on situations and communication problems that interest students of each age.

4. Novelty. It manifests itself in various components of the lesson. First of all, this is a novelty of speech situations (change of the subject of communication, problems of discussion, speech partner, conditions of communication, etc.). This is the novelty of the material used (its information content), and the novelty of the organization of the lesson (its types, forms), and the variety of working methods.

5. Personal orientation of communication. Faceless speech does not happen, it is always individual. Any person differs from the other with his natural properties (abilities), and the ability to carry out educational and speech activities, and his characteristics as individuals: experience (each has his own), context of activity (each student has his own set of activities that he does and which are the basis of his relationship with other people), a set of certain feelings and emotions (one is proud of his city, the other is not), his interests, his status (position) in the team (class).

6. Collective interaction is a way of organizing a process in which students actively communicate with each other, and the success of each is a prerequisite for the success of each.

7. Modeling. The volume of cross-cultural and linguistic knowledge is very large and cannot be learned in the school course. Therefore, it is necessary to select the amount of knowledge that will be necessary to present the country's culture and language system in a concentrated, model form[4].

Teaching a foreign language as a practical means of intercultural communication requires the widespread introduction of progressive technologies that allow changing the paradigm of foreign language education by engaging students in active cognitive activity in the target language. As can be seen from the above, the technology of communicative teaching of the English language seems to be the most effective. At the school level, it is necessary to lay the foundation for proficiency in English as a means of communication, which makes it possible to move from considering English as an object of study to using it in practice as a useful tool.

The choice of educational technologies to achieve the goals and objectives set in the framework of the discipline "Foreign Language" is due to the need to form students' complex of general cultural competencies necessary for interpersonal interaction and cooperation in the context of intercultural communication, as well as to ensure the required quality of education at all stages.

The forms and technologies used for teaching English, implement competency-based and personality-activity approaches, which, in turn,

contribute to the formation and development of a multicultural language personality capable of carrying out productive communication with carriers of other cultures; the ability of students to carry out various activities using English; students' readiness for self-development and self-education, and also contribute to enhancing the creative potential of the individual to carry out their professional duties. Thus, the integrated use of all the above-mentioned technologies in the educational process stimulates personal, intellectual activity, develops cognitive processes, and promotes the formation of competencies that the future specialist should possess.

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**BOSHLANG'ICH SIFLAR MATEMATIKA TA'LIMI
SAMARADORLIGINI TA'MINLASHDA HAMKORLIK
PEDAGOGIKASI TEXNOLOGIYASIDAN FOYDALANISH**

Annotatsiya: Mazkur maqolada matematika o'qitishda o'quvchilarga mavzularni oddiydan murakkabga qarab olib borish lozimligi, eng muhimi, bilimlarning barchasi hamkorlik pedagogikasi asosida berilishi, o'qituvchi o'quvchi bilan tillasha olishi, buning uchun bolalarni o'z bolasidek sevishi, o'quvchilar bilimlarni tayyor holda emas, balki, o'zlari izlanib, harakat qilib olishlari haqida fikrlar yuritilgan.

Kalit so'zlar: boshlang'ich ta'lim, ta'lim, matematika, dars, o'qituvchi, o'quvchi, hamkorlik pedagogikasi.

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**USE OF COOPERATION PEDAGOGICAL TECHNOLOGY TO
ENSURE THE EFFECTIVENESS OF PRIMARY SYMBOLS
MATHEMATICS EDUCATION**

Annotation: In this article, students should be taught mathematics in a simple to complex way, and most importantly, all knowledge should be based on collaborative pedagogy. the idea was that students could seek knowledge and act on it, not in a ready-made way.

Keywords: primary education, education, mathematics, lesson, teacher, student, collaborative pedagogy.

Boshlang'ich sinfda olingan bilimlar kelajakda juda katta ahamiyat kasb etadi. Boshlang'ich sinfda matematika o'qitishda o'quvchilarga mavzularni oddiydan murakkabga qarab olib borish lozimligini barchamiz juda yaxshi bilamiz, eng muhimi, bilimlarning barchasi hamkorlik pedagogikasi asosida berilishi shart. Chunki, bizga yaxshi ma'lumki, tarbiya jarayoni uzoq muddatli, murakkab, uzluksiz bo'lib, zamonaviy ta'lim texnologiyasi o'quvchining ta'lim jarayonidagi yetakchilik rolini yoqlamoqda. Bu bugungi kun talabi ham albatta. Shundagina darslar yanada tushunarli, qiziqarli va samarali bo'lib yetkaziladi. Biz hozirgi kunda hamkorlikda tashkil etiladigan darslarning horij tajribalari va

olimlarning fikrlari bilan tanishmoqdamiz. Darslarni bu ko'rinishda tashkil etish chet davlatlarda bizdan ancha oldin takomillashganining guvohi bo'ldik, bu tartibda o'tilgan darslarda bilimlarning o'zlashtirilishi bolalarga birmuncha yengilliklarni berar ekan. Xususan, bola mustaqil harakat qiladi, fikrini erkin bayon qila oladi, ya'ni o'qituvchi buyurmaydi, yo'naltiradi. Bolada o'qituvchiga nisbatan qo'rquv hissi bo'lmaydi, ya'ni hamkorlik pedagogikasi asosida tashkil etilgan darslarda avvalgi darslardan farqli o'laroq topshiriqni bolalarning o'zlari bajaradilar, fikrlar hato bo'lsa ham bolalar hech qachon tanqid ostida qolmaydilar. O'qituvchi avvalgi darslar kabi misol va masalalarning 80% ini bolalarga yetkazib bermaydi, 20-30% ma'lumot beriladi qolganini bolalarning o'zlari izlanib mustaqil ravishda bajaradilar, o'qituvchi esa faqatgina ularning yo'nalishlarini to'g'irlab boradi xolos. Bunday darslarda o'qituvchi va o'quvchi o'rtasida do'stona munosabat o'rnatiladi.

O'qituvchi o'quvchi bilan tillasha olishi, buning uchun bolalarni o'z bolasidek sevishi kerak. To'g'ri, hamma bola ham darslarni to'liq o'zlashtira olmaydi. Bunday o'quvchilar bilan dars tugagandan so'ng alohida shug'ullanish lozim. Ba'zi o'quvchilar boshqalar oldida bilganini ayta olmaydi, tortinadi. Shuning uchun ular bilan ko'proq shug'ullanish zarur. Ammo ayrim o'qituvchilar bunga hafsala qilmaydi. Natijada tortinchoq o'quvchi bilganini ham aytolmasdan, qoloq bo'lib qoladi. Bunday holatlar ayniqsa matematika darslarida juda ko'p kuzatiladi. O'qituvchi va o'quvchi o'rtasidagi hamkorlikka ehtiyoj ham aynan mana shunday holatlarda seziladi. Poydevori mustahkam uy qulamaydi, bilim ham xuddi shunday, bolaga ilk matematikaga oid bilimni yetkazib berish boshlang'ich sinf o'qituvchisidan katta mahorat talab etadi. U kasbini astoydil sevishi, izlanishi kerak. O'quvchi bilan do'stona aloqa o'rnatish, bolalarning tilini topa bilishi zarur. Shu sababli bugungi kun o'qituvchilari har tomonlama bilimdon va benuqson bo'lishlari talab qilinmoqda. Matematika darslarida o'qituvchi bolalar tushunmagan misol va masalalarga ularning yoshi va qiziqishlarini inobatga olgan holda yondashishi kerak bo'ladi.

Masala: "Mashinist poyezdni bir shahardan ikkinchi shaharga haydab bormoqda. U 4 soatu 45 minut yurganidan keyin yana 2 soatu 35 minut ortiqroq yuradigan yo'l qoladi. Mashinist poyezdni bir shahardan ikkinchi shaharga qancha vaqtda haydab kelishi zarur?" Masala shartini o'quvchilarga savollar bilan murojaat qilgan holda qisqacha bunday yozish mumkin:

Yurdi – 4 soatu 45 minut

Qoldi – ? Yurganidan 2 soat 35 minut ortiq.

Yechilishi: 4 soat 45 minut

+ 2soat 35 minut

6 soat 80 minut = 7 soat 20 minut.

7 soat 20 minut + 4 soat 45 minut

11 soat 65 minut = 12 soat 5 minut

Bu yerda boshlang'ich sinflar (1,2,3,4-sinflar) matematika darslarida o'tiladigan masalalarning biriga to'xtalib o'tdik. O'quvchilar o'zlashtirishlari lozim bo'lgan darslikdagi misol va masalalarni hamkorlik asosida yechish texnologiyasini ko'rsatib berdik. Misol va masalalar yechimini topishda o'quvchilar yetakchilik qilishdi, o'qituvchi esa yo'naltiruvchi vazifasini bajardi.

Hamkorlik pedagogikasi asosida tashkil etilgan darslarda avvalgi uslubdagi darslardan butkul voz kechilmaydi, albatta, shunchaki o'qituvchi hukmronligiga chek qo'yiladi, darslarda bolalarning rollari oshiriladi. Endi o'quvchilar bilimlarni tayyor holda emas, balki, o'zlari izlanib, harakat qilib olishadi. Bunday ta'lim berish asosida o'quvchilarda mustaqil fikrlash, og'zaki va yozma savodxonlikni oshirish, mantiqiy tafakkurni rivojlantirish orqali ularning muloqot madaniyati takomillashtirish, bolalarning erkinligiga erishish ko'zlanmoqda.

Aslida ta'lim o'qituvchi va o'quvchilarning hamkorlikdagi faoliyati bo'lib, shu jarayonda shaxsning taraqqiyoti, uning ma'lumoti va tarbiyasi rivojlanib, shakllanib boradi. Darslarda o'qituvchi o'z bilimi, ko'nikma va malakalarini mashg'ulotlar vositasida o'quvchilarga yetkazadi, o'quvchilar esa uni o'zlashtirib borishi natijasida undan foydalanish qobiliyatiga ega bo'ladi. Hamkorlikda o'rganish jarayonida o'quvchilar o'zlashtirishning turli ko'rinishlaridan foydalanishadi, ya'ni o'zlashtirilayotgan ma'lumotlarni izlab topish, qabul qilish, qayta ishlash hamda amaliyotga tatbiq etish. Ta'lim jarayonida o'qituvchi va o'quvchilarning dars paytidagi hamkorligi, o'quvchilarning mustaqil ishlashlariga olib keladi va bilimlarning ko'r-korona o'qituvchidan qo'rqqani uchungina yodlash holatlariga chek qo'yadi.

Masalan, kesma uzunligi tushunchasini o'rganish ustida ish olib borilganda an'anaviy ta'limda o'qituvchi predmetlarni uzunligi bo'yicha taqqoslashni bolalarga ikki bo'lak lentani yoki ixtiyoriy uzunlikdagi ikkita qog'oz kesimi va hokazolarni ustma-ust qo'yib ularni taqqoslashni (qaysi lenta uzun, qaysinisi qisqa ekanini) taklif qilishi mumkin. Amaliy ishlar bunda ularning so'zlar yordamidagi ifodalari bilan kuzatiladi. "Uzunliklari bo'yicha teng", "Uzunliklari bo'yicha teng emas" so'zlarining mazmunlari "bir xil", "uzunroq", "qisqaroq" kabi tushunarliroq so'zlar orqali aniqlanishini ko'rgazmalar orqali tushuntirib beradi.

Hamkorlik pedagogikasida esa o'qituvchi o'quvchilarini shu haqiqatlarni ma'lum vazifalarni bajarish asnosida o'zlari anglashlariga yo'naltiradi. Ya'ni, o'qituvchi har xil uzunlikdagi lentalar, qog'oz kesmalari, bir qator suratlarni taqdim etadi o'quvchilarga bularning ichidan istaganini tanlab olishni taklif qiladi. O'quvchilarning barchasi istagan ikkita bir xil narsani tanlab oladi va ularni o'zlari taqqoslashadi. O'qituvchi o'quvchilariga savollar bilan murojaat qiladi: «Qani, kimda qanday holat paydo bo'ldi?» O'quvchilar qo'llaridagi lenta, qog'oz kesmalari va suratlar orasidagi farqni o'zlari aytib beradilar: bittasi uzun, bittasi kalta, ikkalasi ham teng va hk. Kimning javobida «uzun», «qisqa» yoki

«teng» soʻzlari ishtirok etgan boʻlsa, ularni ragʻbatlantiradi va bu soʻzlar fikrni qisqa va loʻnda ifodalash naʼmunasi ekanini aytib oʻtadi.

Hamkorlik pedagogikasi asosida oʻqitish oʻqituvchi uchun ham, oʻquvchi uchun ham qulayliklarni yaratadi. Oʻqituvchi hukmronlikni saqlab qolaman deb ortiqcha asabbuzarliklardan holi boʻladi, oʻquvchi esa bilimlarni oʻz hohishiga koʻra, yaʼni oʻzgalarning qistovsiz oʻzlashtiradi.

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**COVID-19 PANDEMIYASINING TALABALAR XATTI-
HARAKATLARI VA TUSHUNCHALARIGA TA'SIRI:
O'ZBEKISTONDAGI INSTITUT TALABALARI MISOLIDA**

Annotatsiya: Bu tadqiqot O'zbekistonda pandemiya cheklovlari qayta kuchaytirilgandan keyin institut talabalarining xatti-harakatlari va tushunchalarini ifodalovchi yangi ma'lumotlarni o'z ichiga oladi. So'rovnoma talabalarning kundalik hayotdagi qiyin sharoitlarda muhim qarorlar qabul qila olishi shuningdek yaqin kelajakda rejalashtiriladigan sayohatlarda sog'lik qanchalik muhimligini ko'rsatib beruvchi miqdoriy hamda sifatlovchi ma'lumotlarga asoslanadi. Ma'lumotlar to'plamini internet platformalari orqali olingan 66 ta javoblar tashkil qiladi. Bu maqola tasvirlovchi statistika ma'lumotlaridan tashqari kelajakdagi izlanishlarga yordam berishi mumkin bo'lgan taqqoslovchi tahlillarini ham o'z ichiga oladi. Maqolaning maqsadi ommaviy salomatlikning tanglik holati xususan Covid-19 pandemiyasi davrida talabalar xatti-harakatlari va tushunchalarining qanday qilib o'zgarishi mumkinligi haqidagi bilimlarni oshirishni o'z ichiga oladi.

Kalit so'zlar: Covid-19, pandemiya, O'zbekiston, talabalar, turizm.

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THE EFFECT OF THE COVID-19 PANDEMEMA ON STUDENT BEHAVIOR AND CONCEPTS: ON THE EXAMPLE OF INSTITUTION STUDENTS IN UZBEKISTAN

Abstarct: This research contains new information that reflects the behavior and perceptions of students at the institute after the re-tightening of pandemic restrictions in Uzbekistan. The survey is based on quantitative and qualitative data that show students 'ability to make important decisions in difficult situations in daily life, as well as the importance of health in their planned trips in the near future. The data set consists of 66 responses received through Internet platforms. In addition to descriptive statistics, this article also includes comparative analyzes that may help in future research. The aim of the article is to increase knowledge about how public behavior and perceptions may change during the Covid-19 pandemic, especially in the public health crisis.

Keywords: Covid-19, pandemic, Uzbekistan, students, tourism.

Kirish. Jahon miqyosida cheklovlarga sabab bo'lgan hamda ommaviy sog'liqni saqlash tizimi bilan bir qatorda iqtisodiyotga ham jiddiy ta'sir ko'rsatgan SARS-CoV-2 koronavirus infeksiyasi O'zbekiston hududida birinchi marta 2020-yilning 15-mart kuni rasman qayd etilgan edi (Daryo.uz, 2020). O'tgan bir yil davomida O'zbekistonda bir qator cheklovlar va qattiq intizom tufayli bu kasallikning keng miqyosda yoyilib ketishiga yo'l qo'yilmadi. Shunday bo'lsada koronavirus pandemiyasi hayot tarzimizni o'zgarishiga olib keldi va bu infeksiyaning turizm va shu kabi qator sohalarga o'tkazgan ta'siri hanuz to'liq o'rganilganicha yo'q. Bugungi kunga kelib esa oradan bir yil

o'tishiga qaramay bu muammo hali ham o'zining ijobiy yechimini topgani yo'q va hukumat yana qattiq intizomiy choralar ko'rishga majbur bo'lmoqda. Buni ko'p sonli oliy o'quv yurtlari va boshqa ta'lim dargohlaridagi o'qishning onlayn ko'rinishiga o'kazilyotganida ko'rish mumkin. Talabalarga tadqiqot subyekti sifatida e'tibor qaratgan holda, bu maqolaning maqsadi ommaviy salomatlikning tanglik holati xususan Covid-19 pandemiyasi davrida talabalar xatti-harakatlari va tushunchalarining qanday qilib o'zgarishi mumkinligi haqidagi bilimlarni oshirishdan iboratdir. Shu o'rinda, bu tadqiqot turizm iqtisodiyoti uchun pandemiya mobaynida nimalarga e'tibor berilishi haqida ham ma'lumot beradi.

Ma'lumotlarni to'plash jarayoni O'zbekistonda SARS-CoV-2 koronavirus infeksiyasi qayd etilgan sanadan bir yil o'tib hamda hukumat tomonidan pandemiya cheklovlari qayta ko'rib chiqilayotgan bir vaqtda ya'ni 2021-yilning 20-27-mart kunlari bo'lib o'tdi. Pandemiyaning qayta avj olishi va infeksiyaning asosiy tarqalish joylari aynan ta'lim muassasalari deb topilgani uchun, koronavirus infeksiyasi aniqlangan holda oliy ta'lim muassasalari ham o'qishni qisman yoki butunlay shaklda onlayn ko'rinishga o'tkazishmoqda. So'rovnoma jarayoni hozirda amalda bo'lib turgan pandemiya cheklovlari sababli onlayn shaklda (Google Form) o'tkazildi va umumiy 66 ta ishtirokchidan qabul qilindi. So'rovnoma savollari 2 ta qismdan tashkil topadi. Birinchi qism jins, oila boshlig'ining kasbi, qo'shimcha ish holati, oylik daromad va joylashuv nuqtasi haqidagi ma'lumotlarni o'z ichiga olgan demografik ko'rsatkichlardan tashkil topgan bo'lsa, ikkinchi qism pandemiya davrining talabarga umumiy tasiri bilan boshlanib, pandemiya va undan keyin yuzaga kelgan vaziyatda ularning turli xil qarorlar qabul qilishga bo'lgan munosabatlariga e'tibor qaratadi. Bu holatda 1-jadval bizning tanlanmamizdagi talabalarining umumiy xususiyatlarini ochib beradi, 2-jadval esa to'plangan ma'lumotlarning izohlovchi ko'rsatkichlarini umumlashtiradi. Shuningdek, 3-7-raqamli jadvallar so'rovnomaning 1- qismiga ko'ra turli xil xususiyatlarga ega bo'lgan talabalarining umumiy tushunchalarini taqqoslashga yordam beradi.

Adabiyotlar talqini. Bu mavzuda o'tgan bir yil mobaynida dunyo miqyosida qator tadqiqotlar o'tkazildi. Xususan, universitet darajasida bu muammo boshqa davlatlarda o'qiyotgan talabalar uchun juda katta qiyinchiliklar olib keldi. Misol uchun, Avstraliyada uch oylik o'quv dasturi davomida sayohat qilish cheklangan bir vaqtda ko'plab xitoylik talabalar o'z ona yurtlariga qaytib ketishdi. Muammo shundaki, bu talabalarining ko'pchiligi davomiy cheklovlar sababli qaytib kelib o'qishlarini davom ettira olishmadi (ESU Online, 2020). O'zbekistonda 2020-2021-oq'uv yili sentabr oyidan boshlab yuqori bosqich talabalari uchun o'qish onlayn tarzda boshlanishi e'lon qilindi. Hukumat vakillari yangi o'quv yiliga tayyorgarlik masalasi juda murakkab bo'lib turganligi va mart oyidan buyon onlayn tizimga darslar joylashtirilyotganligini ta'kidlab o'tishdi (O'zbekiston milliy axborot agentligi). Masofaviy ta'lim bu vaziyatda oliy o'quv yurtlari qo'llay oladigan asosiy yechimga aylandi. Barcha oliy o'quv yurtlari rahbariyati professor va o'qituvchilardan o'quv

qo'llanmalarini internet platformalari (WhatsApp, Telegram, Moodle) tarmoqlariga joylashtirishni talab qilishdi. Bularga qo'shimcha qilgan holda esa Zoom videomuloqot dasturidan keng foydalanildi (New England Center for Children). (J. Moore, C. Dickson-Dean, K. Galyen, 2011) fikriga ko'ra onlayn ta'lim bu internet tarmoqlarini bor samaradorligi bo'yicha bir biriga muvofiqlashtirgan holda uzviy bog'lash va turli xil ta'lim muloqotlaridan foydalanishdir. Bu borada O'zbekiston miqyosida ta'lim sifatini nazorat qilish davlat inspeksiyasi tomonidan monitoring o'tkazilgan. So'rovnoma natijalariga ko'ra 30 foiz talaba masofaviy ta'lim sifatidan qoniqqan bo'lsa, 9 foizi o'qitish sifatining pastligi, 33 foizi muloqot yetarli emasligi, 18 foizi berilayotgan ma'lumotlar fanlarni to'liq o'zlashtirish uchun yetarli emasligi, 2 foizi internetdan foydalanish imkoniyati yo'qligini bildirgan. Shuningdek, ayrim hududlarda internet tezligi pastligi va elektr energiyasi ta'minotining davomiy uzilishlari, ta'lim muassasalaridagi moddiy texnika ba'zasi sifati pastligi tufayl yuklangan o'quv qo'llanmalaridan samarali foydalanishda muammlar yuzaga kelganligi inspeksiya xodimi tomonidan ta'kidlab o'tilgan (Kun.uz, 2020). Covid-19 pandemiyasiga aloqador muammolar yuqori tezlikdagi internet tarmog'iga ega bo'lmagan hududlarda yashovchi talabalarga, ayniqsa, yaxshi bilindi. O'quv tizimi masofaviy tizimga ko'chirilganidan so'ng ular bu xizmatlardan qisman yoki umuman foydalana olishmadi (ESU Online, 2020). Covid-19 pandemiyasi natijasida taxminan talabalarning chorak qismi xavotirni boshlaridan o'tkazishdi. Shahar hududlarida ota-onalari bilan yashash va oilaviy daromadga ega bo'lish bu xavotirlarni biroz kamaytirdi. Shunga qaramasdan, pandemiya davridagi kundalik hayotga bevosita ta'sir qiluvchi iqtisodiy qiyinchiliklar hamda o'quv mashg'ulotlarining qisqartirilishi talabalar xatti-harakatlari va qarorlar qabul qilishiga ta'sir o'tkazmay qolmadi (L. Huang, F. Xu, and H. Liu, 2020)

Dunyo miqyosida Covid-19 pandemiyasiga kurashish maqsadida Jahon Sog'liqni Saqlash tashkiloti ko'p sonli odamlar to'planishini talab qiladigan tadbirlarni to'xtatishni maslahat berdi. Shu sababli bir xonada ko'plab talabalarni to'planishini talab qiladigan an'anaviy ta'lim o'zgartirilishi kerak edi. Talaba va talaba o'rtasidagi shuningdek talaba va professorlar orasidagi yuzma-yuz suhbat olib borishlarni qisqartirish ham asosiy masala edi (Rahman, 2020).

Tadqiqot metodologiyasi va usullari. So'rovnomani shakllantirish uchun oldin bu mavzuda o'tkazilgan tadqiqotlarda foydalanilgan so'rovnomalar tahlil qilindi va eng ahamiyatli savollar tanlab olindi. So'rovnoma jami 26 ta shu jumladan 5 ta javobi oldindan berilgan talaba xususiyatlarini ko'rsatib beruvchi qism hamda 21 ta Covid-19 infeksiyasiga to'g'ridan-to'g'ri aloqador bo'lgan va qatnashuvchilardan 5 darajali Likert (1 = To'liq norozi, 2 = Nisbatan norozi, 3 = Rozi ham norozi ham emas, 4 = Nisbatan rozi, 5 = To'liq rozi) usulida baholashni talab qiladigan savollardan tashkil topgan. Tadqiqotda ma'lumotlarni olish qulayligi va amaldagi pandemiya cheklovlari sababli "Google Form"

onlayn so'rovnoma tizimidan foydalanildi. Bunda har bir ishtirokchi barcha savollarga javob berishi talab etildi va shu orqali ma'lumotlardagi yuzaga kelishi mumkin bo'lgan kamchiliklarning oldi olindi.

Taqqoslash uchun 2 ta o'zgaruvchili xususiyatlar uchun mustaqil T hisoblangan bo'sa, 3 va undan ortiq o'zgaruvchi qatnashgan xususiyatlar uchun kengaytirilgan ANOVA tahlili o'tkazildi. Talabalar xatti-harakatlari va tushunchalarini ifodalovchi 21 ta savollar guruhi uchun Kaiser-Meyer-Olkin ko'rsatkichi (KMO) SPSS statistik dasturi orqali tahlil qilinganda, uning qiymati .689 ekanligi hamda Barlett testi natijasiga ko'ra p ning qiymati .001 dan kichik ekanligi kuzatildi. Bu ma'lumotlarimizning qabul qilinishi mumkinligini ko'rsatadi.

Tadqiqot natijalari. Umumiy ma'lumotlar. Quyida so'rovnoma birinchi qismining javoblari jadval shaklida ko'rsatilgan.

1-jadval. Ishtirokchilarning umumiy ma'lumotlari

Xususiyatlar	Nisbiy takrorlanish	Nisbiy foiz
<i>Jinsi</i>		
Erkak	30	45.5%
Ayol	36	54.5%
<i>Oila boshlig'i kasbi</i>		
Davlat tashkiloti xodimi	24	36.4%
Nodavlat tashkilot ishchisi	16	24.2%
Tadbirkor	11	16.7%
Chet eldagi mehnat xodimi	5	7.6%
Boshqalar	10	15.2%
<i>Talabaning qo'shimcha ishga egaligi</i>		
Ha, qo'shimcha ishi mavjud	17	25.8%
Yo'q, qo'shimcha ishi mavjud emas	49	74.2%
<i>Oilasining o'rtacha oylik daromadi</i>		
2 million so'mdan kam	2	3.0%
2 – 5 million so'm	41	62.1%
5 – 10 million so'm	16	24.2%
10 million so'mdan ko'p	7	10.6%
<i>Joylashgan hududi</i>		
Sharqiy hudud	22	33.3%
Markaziy hudud	31	47.0%
G'arbiy hudud	13	19.7%

Izoh: Joylashuv hududi quyidagi shaklda 3 guruhga ajratildi: Sharqiy hudud (Toshkent, Andijon, Farg'ona, Namangan viloyatlari va Toshkent shahri); Markaziy hudud (Samarqand, Jizzax, Sirdaryo, Qashqadaryo va Surxondaryo viloyatlari); G'arbiy hudud (Buxoro, Navoiy, Xorazm viloyatlari hamda Qoraqalpog'iston Respublikasi)

Talaba tushunchalarining tahlili. Ushbu qismda so'rovnoma 2-qismi tahlili natijalari o'rtacha qiymatning kamayib borish tartibida berilgan. Quyidagi jadvaldan ko'rinib turibdiki, Covid-19 pandemiyasining o'qish/ish faoliyatining o'zgarishiga ta'siri ($x = 4.48$) va kasallik avj olgan joylarga bormaslik ($x = 4.48$) talabalar uchun eng xavotirli hisoblanadi. Keyingi o'rinlarda esa jamoat joylariga aloqador munosabatlarni ko'rish mumkin, jamoat transportidan foydalanish ($x = 4.40$), odamlar ko'p to'planadigan joylarga borish ($x = 4.33$), o'qish/ish joylariga borishni davom ettirish ($x = 4.27$) va jamoa bilan sayohatga chiqish ($x = 4.25$) shular jumlasidandir. Covid-19 pandemiyasining sayohat rejalariga ($x = 4.19$) va o'qish/ish faoliyatiga ($x = 4.10$) ta'siri mos ravishda navbatdagi o'rinlarni egalladi. Talabalar tomonidan nisbatan o'rtacha xavotirli deb o'qish yuklamalining kamaytirilganligi ($x = 4.75$), pandemiyaning sayohat qilish tamoyillariga ta'siri ($x = 4.66$) va yuzma-yuz yig'ilishlar ($x = 4.59$) qayd etildi. Quyi pog'onalarni kutilganidek pandemiya dan keyingi xatti-harakatlarga aloqador bo'lgan munosabatlar egalladi. Buni pandemiya cheklovlari biroz yumshatilganidan so'ng talabalar hayotida ham jonlanish kuzatilgani va kelajakda xavotirlar kamayib borishi tabiiy hol ekanligi bilan izohlash mumkin.

2-jadval. Talabalar xatti-harakatlari va tushunchalarining ko'rsatkichlari

Talabalarga berilgan savollar	N	Min	Max	(x)	(s)
Covid-19 pandemiyasi davrida o'qish/ish faoliyati boshqa ko'rinishda davom etdi	440	1	5	4,48	0,82
Covid-19 bilan zararlangan joylarga bormaslik siz uchun muhim	440	1	5	4,48	0,74
Pandemiya paytida jamoat transportidan foydalanish xavfli	440	1	5	4,40	0,96
Pandemiya paytida olamon to'planadigan joylarga borish xavfli	440	1	5	4,33	0,95
Siz pandemiya davrida o'qish/ishga borishni xavfli deb hisoblaysiz	440	1	5	4,27	0,90
Covid-19 pandemiyasi mobaynida jamoa bo'lib sayohatga chiqmaslik siz uchun muhim	440	1	5	4,25	0,98
Covid-19 sayohat rejalariga kuchli ta'sir qildi	440	1	5	4,19	0,96

Covid-19 o'qish/ish faoliyatiga yuqori darajada ta'sir o'tkazdi	440	1	5	4,10	0,99
O'qish/ish yuklamalari kamaytirildi	440	1	5	3,75	1,17
Covid-19 sayohat qilish tamoyiliga yuqori darajada ta'sir o'tkazdi	440	1	5	3,66	1,18
Sizningcha yuzma yuz yig'ilishlar va guruhlarda ishlash vaqti kamaydi	440	1	5	3,59	0,92
Covid-19 pandemiyasidan keyin ham oila a'zolaringiz va yaqinlaringiz bilan sayohat qilishni afzal ko'rasiz	440	1	5	3,56	1,19
Siz pandemiyadan keyin ham jamoat transportidan foydalanishga xavotirlanasiz	440	1	5	3,51	1,16
Pandemiya paytida o'zingizga yaqin hududlarga sayohat qilishni afzal ko'rasiz	440	1	5	3,50	1,24
Siz Covid-19 pandemiyasidan keyin ham yuzma-yuz ko'rishishlarni va jamoada ishlash vaqtini qisqartirishda davom etasiz	440	1	5	3,45	1,08
Sizningcha pandemiya vaqtida o'qish/ish samaradorligi pasaydi	440	1	5	3,43	1,15
Covid-19 pandemiyasidan keyin guruh bo'lib sayohat qilishdan o'zingizni olib qochasiz	440	1	5	3,36	1,19
Siz keyin ham pandemiya zararlagan manzillarga bormaysiz	440	1	5	3,33	1,24
Covid-19 pandemiyasidan keyin ham odamlar to'planadigan joylarga borish xavfli	440	1	5	3,22	1,20
Covid-19 pandemiyasidan keyin ham o'zingizga yaqin bo'lgan manzillarga sayohat qilishni ma'qul ko'rasiz	440	1	5	3,21	1,25
Pandemiya vaqtida oilangiz va yaqinlaringiz bilan sayohat qilishni ma'qul ko'rasiz	440	1	5	3,03	1,38

Taqqoslovchi ma'lumotlar. Ushbu qismda talabalarning umumiy xavotirlari turli xususiyatlar bo'yicha taqqoslanadi. Jadvaldan kuzatish mumkinki, o'gil bola talabalarda qizlarga nisbatda pandemiya va uning kundalik hayotga ta'siri bo'yicha xavotirlar biroz yuqori.

Erkak (n = 30)	Ayol (n = 36)	t qiymat	Sigma
$\bar{x} = 3.86$ s = 0.49	$\bar{x} = 3.69$ s = 0.46	-1.520	0.134

3-jadval: Pandemiya davridagi xatti-harakat va tushunchlarning jins bo'yicha farqlari (n = 66)

Quyidagi jadvalda keltirilgan ma'lumotlar oila boshlig'ining kasbi talaba xatti-harakatlari va tushunchalariga deyarli ta'sir o'tkazmaganligi, lekin so'rovnoma keltirilmagan bir qator kasb egalari Covid-19 pandemiyasini nisbatan xavotirli deb bilishlarini ko'rsatadi.

Davlat tashkiloti xodimi (n = 24)	Nodavlat tashkilot ishchisi (n = 16)	Tadbirkor (n = 11)	Chet eldagi mehnat xodimi (n = 5)	Boshqalar (n = 10)	F qiymat	Sigma
$\bar{x} = 3.78$ s = 0.49	$\bar{x} = 3.70$ s = 0.50	$\bar{x} = 3.65$ s = 0.50	$\bar{x} = 3.77$ s = 0.46	$\bar{x} = 3.99$ s = 0.41	0.784	0.540

4-jadval: Oila boshlig'i kasbining talaba xatti-harakatlari va tushunchlariga ta'siri (n = 66)

5-jadvaldan pandemiya mobaynida talabaning qo'shimcha ishga ega ekanligi ham uning qarorlariga va kelajakdagi rejalariga ta'sir o'tkazishi, ya'ni ishlovchi talabalarda pandemiya ta'siri biroz yuqori bo'lganligini ko'rsatadi.

Bor (n = 17)	Yo'q (n = 49)	t qiymat	Sigma
$\bar{x} = 3.86$ s = 0.44	$\bar{x} = 3.74$ s = 0.49	-0.886	0.379

5-jadval: Talabalarining qo'shimcha ishi borligi yoki yo'qligini ularning pandemiya davomida qaror qabul qilishiga ta'siri (n = 66)

Quyidagi jadvaldan ko'rish mumkinki, oila daromadi talabalarining Covid-19 pandemiyasi cheklovlariga bo'lgan munosabatlariga ta'sir o'tkazadi. Kutilganidek, kam daromadli oilalar a'zosi bo'lgan talabalar uchun pandemiya xavotirli o'tmoqda va ularning cheklovlar bo'yicha umumiy tushunchalariga bevosita ta'sir qilmoqda.

2 million so'mdan kam (n = 2)	2 – 5 million so'm (n = 41)	5 – 10 million so'm (n = 16)	10 million so'mdan ko'p (n = 7)	F qiymat	Sigma
$\bar{x} = 3.98$ s = 0.03	$\bar{x} = 3.73$ s = 0.50	$\bar{x} = 3.77$ s = 0.45	$\bar{x} = 3.74$ s = 0.45	0.481	0.697

6-jadval: Talabalar oilasidagi o'rtacha oylik miqdorining ularning pandemiya davomidagi xatti-harakatlari va tushunchlari bo'yicha qarorlariga ta'siri (n = 66)

So'nggi jadvaldan G'arbiy hududlar ya'ni Buxoro, Navoiy, Xorazm viloyatlari hamda Qoraqalpog'iston Respublikasida istiqomat qiluvchi talabalarda O'zbekistonning boshqa qismida yashovchi talabalarga nisbatan Covid-19 pandemiyasi va uning inson hayotiga ta'siri biroz jiddiy bo'lganini bilishimiz mumkin. Buni chekka hududlardagi tibbiy xizmat sifati bilan ham bog'lash mumkin.

Sharqiy hudud (n = 22)	Markaziy hudud (n = 31)	G'arbiy hudud (n = 13)	F qiymat	Sigma
$\bar{x} = 3.77$ s = 0.51	$\bar{x} = 3.69$ s = 0.28	$\bar{x} = 3.97$ s = 0.53	1.596	0.211

7-jadval: Talabalar joylashgan huduning ularning cheklovlar vaqtida qarorlar qabul qilishiga ta'siri (n = 66)

Xulosa. Barcha tahlillar shuni ko'rsatdiki, Covid-19 pandemiyasi o'zbek talabalari xatti-harakatlari va ushbu cheklovlar davrida qarorlar qabul qilishiga yetarlicha ta'sir qildi. Bu o'zgarishlar talabalarning odatiy hayoti, ularning sayohatga chiqish manzillari va jamoat joylariga tashrif buyurishlari bilan birga, ayniqsa, ularning o'qish jarayoniga kuchli ta'sir ko'rsatdi. Yana shuni ta'kidlab o'tish kerakki Covid-19 pandemiyasi cheklovlari turli xil oilalarga ularning manzili va daromadidan kelib chiqqan holda turlicha ta'sir o'tkazgani kuzatildi. Xulosa qilib qilib aytganda, Covid-19 pandemiyasini oldini olish va uning ta'sirini kamaytirishga qaratilgan chora tadbirlarga talabalarning munosabati ijobiy emasligi aniqlandi.

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THE CONCEPT OF DICTIONARIES, THEIR DESCRIPTION AND CLASSIFICATION

Abstract: This article provides feedback on the concept of a dictionary, dictionaries, a dictionary, its types, description and classification.

Keywords: Lexicography, dictionary, study dictionary, annotated, descriptive, classification, psychological, sociological, linguistic, semiotic, modern, lexical-grammatical.

A dictionary is a collection of words of a particular language that has a specific purpose, grouped under a topic, to write words correctly, to determine their meaning, etymology, to analyze their content, to compose sentences. Dictionaries can help you learn more about a concept. Dictionaries expand students' thinking skills, play an important role in mastering various fields of science, technology, art, literature, speech culture, national culture. Well-known French writer A.F., referring to French dictionaries, said: "The dictionary is an alphabetical treasure. If you think about it, a dictionary is a book of books. He will go to other books. " Dictionaries are a companion of civilization and a national treasure. "Any word," wrote the nineteenth-century scholar, Academician II Sreznevsky, "is more than a nation." If there is a change in the word, there is a change in the life, there is a change in the society. " This is evidenced by the fact that the unique book of the Uzbek people "Devonulugotitturk" is a valuable reference book on history, language, literature, geography, medicine, culture, art and other fields. The evolution of lexicography often refers to a series of translation dictionaries - linguistic dictionaries - encyclopedic dictionaries - educational dictionaries - electronic dictionaries. In fact, research on the history of lexicography in world linguistics has led to the conclusion that the first versions of dictionaries were created for educational purposes.

Dictionaries include interlinguistic communication within scientific linguistic literature, study of grammatical structure of language, definition of language norms, national thinking of members of society, development of speech richness, formation of socio-political consciousness, as well as educational effectiveness. stands out with its invaluable service in raising.

In particular, the work on bilingual dictionaries, the Uzbek-Russian dictionary, was a preparation for the creation of an annotated dictionary, which laid the groundwork for it. During this work, many issues common to the explanatory dictionary of the Uzbek language and the structure of the Uzbek-Russian dictionaries, including the form of keywords in the dictionary, the

principles of word choice, the meaning of words. new, methodological and grammatical descriptions, lexicographic character system and other issues were practically solved. 2-volume "Explanatory dictionary of the Uzbek language" (M., 1981), 2-volume "Russian-Uzbek dictionary" (Tashkent, 1993-94), containing 60 thousand words and phrases and the publication of the 1-volume Uzbek-Russian Dictionary (Tashkent, 1998) marked a new stage in the history of Uzbek lexicography. In addition to certain achievements in the field of applied lexicography, attention was paid to the theoretical problems of lexicography - lexicography, and the rich experience gained in solving certain lexicographic problems of explanatory and bilingual dictionaries, as well as existing shortcomings in this field. A number of developed scientific works have also been carried out. The results of such research will undoubtedly help to improve the quality of the dictionaries to be compiled. It should be noted here that the Uzbek language has certain chronological boundaries to fully cover the endless vocabulary of different historical periods, different functional styles. purposeful dictionaries are required. For example, to read the works of Alisher Navoi and other classical poets, a special dictionary is needed, because the old Uzbek language differs from the modern Uzbek literary language both in terms of vocabulary structure and grammatical structure. Such dictionaries have been compiled and published. For example, P. Shamsiyev and S. Ibragimov's "Dictionary of Navoi works" (Tashkent, 2002). The dictionary was first published in 1953 under the title "A Short Dictionary for Reading Uzbek Classical Literature". In 1983-85, under the direction of Prof. EI Fozilov, a more complete 4-volume dictionary of the language of the poet's works was published. The lexicon of the Uzbek language, even in the twentieth century, is not the same in terms of content. It is used by some authors, but has not yet entered the Uzbek literary language, and there are many words related to dialects. In addition, Uzbekistan has a lexicon of ancient professions, used only among artisans, or numerous scientific and technical terms that appeared in the Uzbek language in the twentieth century, all of which can be summed up in one dictionary. 'Imaydi. That's why he has experience in creating professional, dialect dictionaries and terminological dictionaries. In this regard, S. Ibragimov's 3-part dictionary "Professional vocabulary of Fergana dialects" (Tashkent, 2010-13), O. Usmon and R.Doniyorov's "Explanatory dictionary of Russian-international words" (Tashkent, 1965; 3rd edition - 2012), "Dictionary of Uzbek folk dialects" (Tashkent, 2012), edited by academician Sh.Shoabdurahmanov, "Dictionary of socio-political terms" compiled and published under the leadership of Olim Usmon (Tashkent, 2014) and dozens of other dictionaries are noteworthy. Efforts to study the history of lexicography began two or three centuries after the study of general lexicography in both European and Uzbek linguistics. Apparently, the history of lexicography has been studied in general. In fact, logically, the first small Russian-Uzbek, Uzbek-

Russian translation dictionaries, as well as dictionaries for studying the works of classical poets, are used in Uzbek educational dictionaries.

As for the description and classification of textbooks, any dictionary is a didactic work that contains structured information on a topic. Creating student-centered thinking skills has emerged in the process of creating them. The term "textbook" is first used in Russian linguistics in the introductory speech of YD Polivanov "Short Russian-Uzbek dictionary". The author describes the dictionary as "not included in the volume of reference materials, it is more in the category of educational resources".

Students' creative thinking, level of independent thinking, creative thinking is a small amount of valuable and rich vocabulary that can be used to express the product orally or in writing. Vocabularies are related to the learning process and gradually become a full member of the educational complex, adapted to the lessons, textbooks. Vocabulary articles are simple, clear, understandable, small, and relevant to the age of the students.

The main descriptive features of dictionaries are:

1. Adapted to the textbook. Vocabularies are related to the learning process and gradually become a full member of the learning complex. adapts to the lessons.

2. The size is small. Speaking of dictionaries at a time when educational dictionaries were not yet popular, L.V. Sherba said, "All short dictionaries are ultimately annoying to the user. Small dictionaries can be created only for special categories...", "he said, noting that textbooks are small in size. Because working with large dictionaries causes a lot of inconvenience to schoolchildren.

3. The vocabulary will be simple and clear. The structure of dictionary articles, simple, clear and understandable sentences, age-appropriate words, the most important information, the comments are aimed at identifying the most important aspects of the word, clearly targeted, easy to use also differs from other types of dictionaries. Once a student has a dictionary, he or she should know what it is for, what information to look for, and how to use it.

4. Aesthetically pleasing. It is also characterized by purposeful and necessary ornaments - pictures, enrichment with additional materials, low tolerance of lexicographic symbolism.

5. Exercises are attached. The teaching aids of dictionaries should be enriched with a system of additional questions, simple explanations of lexicographic symbols, and work with a dictionary composed in a non-traditional way, which attracts attention to the information in the dictionary.

6. Teaches the norms of literary language. Most dictionaries serve to set the standard for literary language. The norm of the dictionary is that it recommends the rules of spelling, pronunciation, word formation and use of literary language. To do this, words are selected from the dictionary according to their attitude to the national literary language, their place in it and the scope of application.

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VOLTENGOFEN MAYATNIGI: AYLANMA TOKNING KAMAYISHINI NAMOIYISH ETISH

Annotatsiya: Ushbu maqolada Voltengofen mayatnigi yordamida aylanma tokning kamayishini o'rganish natijalari keltirilgan. Voltengofen mayatnigi kuchli elektromagnit qutblari o'rtasida tebranadigan metal plastinkadan iborat bo'lib, tebranib turgan mayatnik yetarlicha kuchli magnit maydon qo'shilganda maydonga kirayotganda to'xtaydi. Ammo teshiklari mayjud bo'lgan mayatnikning tebranma harakati shu magnit qo'shilganda kuchsiz o'sishi keltirilgan.

Kalit so'zlar: Voltengofen mayatnigi, aylanma tok, Lorens kuchi, metal plastinka, tebranma harakat, magnit maydon.

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VOLTENGOFEN'S PENSION: DEMONSTRATION OF REDUCTION REDUCTION

Annotation: This article presents the results of a study of the reduction of circulating current using a Voltenhofen pendulum. A Voltenhofen pendulum consists of a metal plate that oscillates between strong electromagnetic poles, and the oscillating pendulum stops when a sufficiently strong magnetic field is added to enter the field. However, the oscillating motion of a pendulum with no holes is given a weak increase when this magnet is added.

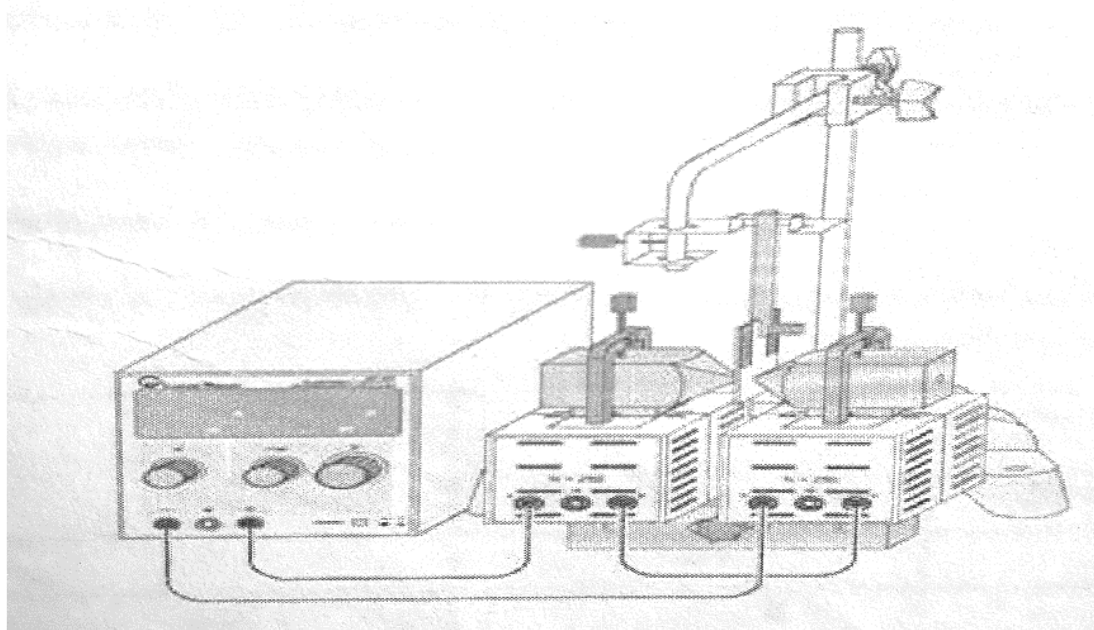
Keywords: Voltenhofen pendulum, rotating current, Lawrence force, metal plate, oscillating motion, magnetic field.

Mayatnik deb, tashqaridan ta'sir ettirilgan kuchlar, xususan, tortishish kuchi ta'sirida qo'zg'almas nuqta yoki o'q atrofida tebranma harakat qiladigan qattiq jismga aytiladi. Mayatnikning hozirgi kunda matematik mayatnik, fizik mayatnik, ag'darma mayatnik, Oberbek mayatnigi, Voltengofen mayatnigi kabi turlari laboratoriya ishlarida keng foydalanib kelinmoqda. Bu mayatniklarning har birining bajarish funksyasi turli xildir [1]. 1888-yilda birinchi bo'lib insitutda talabalar tomonidan Voltengofen mayatnigi ishlab chiqilgan bo'lib, radial kesma va ixcham mis plastinka yordamida mayatnik sifatida aylanma tok oqimlarining ta'sirini o'rganish uchun qo'llanilgan [2]. Bu tajribada Voltengofen mayatnigida aylanma tokning kamayishini namoyish etib beriladi. Tajribadan maqsad magnit maydonda Voltengofen mayatnigining tebranishlarining aylanma tok ta'sirida so'nishi va teshikli metal plastinkada aylanma toklaming kamayishini namoyish etib berish [3].

Bugungi kunda fan va texnikaning intensiv rivojlanishi deyarli barcha sohalarida katta o'zgarishlar ro'y berdiki, bu sohalar muvaffaqiyatli mehnat qilish har bir kishidan yuksak madaniyatli, chuqur va mustahkam bilimli bo'lishni hamda bu bilimni muntazam ravishda boyitib borish talab qiladi. Mexanik tebranishlarni ko'z bilan ko'ra olish mumkin, lekin elektromagnit tebranishlarni esa ko'z bilan ko'rib bo'lmaydi va inson uni o'z ko'zi bilan ko'rmagandan keyin tasavvur qila olmaydi. Shuning uchun ham maqolada mexanik tebranishlar orqali qiyosiy rivojlantirish bilan tushintirildi. Mexanik va elektromagnit tebranishlarning qiyosiy xarakteristikalarini tushuntirishda qiyoslash usulidan foydalanish mumkin. Bilishning bu metodi keng tarqalgan bo'lib "*Barcha narsalar qiyoslanganda bilinadi*" tamoiiliga asoslanib qiyoslash natijasida bir necha obektlar uchun umumiyliigi va alohidaligi aniqlanadi. Alohida qilingan tajribalar ishlab chiqish mazkur tajribaning dolzarbligini asoslab beradi.

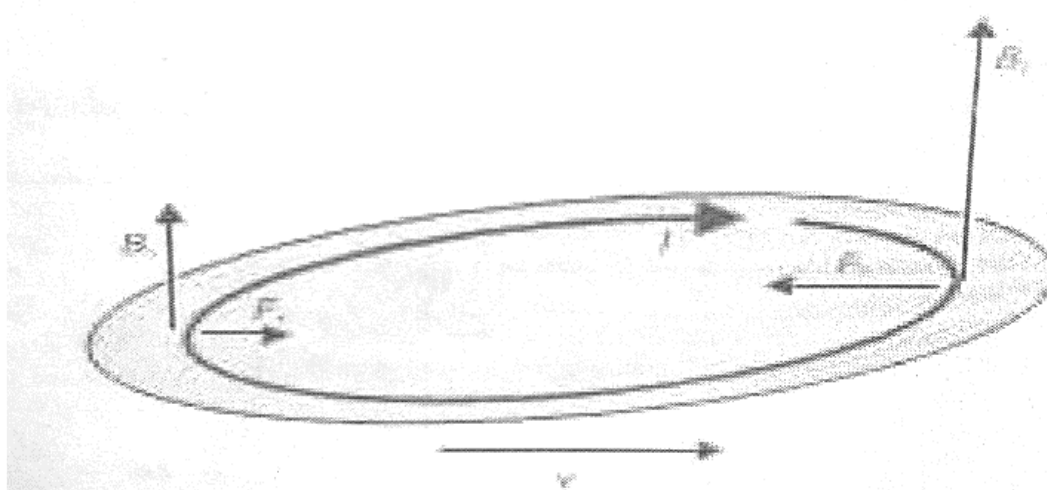
Material va metod.

Tajriba qurilmasi 2- rasmda ta'svirlangan



1-rasm. Voltengofen mayatnikli tajriba qurilmasi

Agar metal plastinka birjinsli bo'lmagan magnit maydonida harakatlansa plastinkaning alohida qismlaridan o'tayotgan magnit oqimi o'zgaradi va bu o'z navbatida shu qismlar aylanasi da sirkulyatsiyalanadigan kuchlanishning davomli ravishda hosil bo'lishiga olibkeladi. Shuning uchun metal plastinkaning ixtiyoriy qismida aylanma toklar oqadi. Magnit maydonda bu aylanma toklarga Lorens kuchi ta'sir etish natijasida metal plastinkaning harakatlanishi susayadi (1-rasm). Agar metal plastinkada teshiklar hosil qilinsa aylanma toklar qiymati kamayadi, chunki toklar b bir teshik atrofida boshqasiga aylanib o'tishga majbur bo'ladi.



2-rasm. Metal plastinkada hosil bo'ladigan J aylanma tok va uning ikki qismiga ta'sir etuvchi $F1$ va $F2$ Lorens kuchlari ($B1$ va $B2$: bir jinsli bo'lmagan magnit maydoni, U -plastinka tezligi). Harakat yo'nalishida ta'sir etadigan kuch harakat yo'nalish bo'yicha ta'sir etadigan kuchdan kattaroq [4].

Dastlab alyuminiy plastinkaning teshikli tomonini mayatnik o'qiga mahkamlanadi. O'tkir uchli tutqichga ega bo'lgan shtativni tuziladi va

Voltengofen mayatnigini unga osib qo'yiladi. Alyuminiy plastinkaning teshikka ega bo'lmagan tomonini shunday o'ratiladiki, u to'xtab turganda magnit qutblarining teng o'rtasida joylashsin va harakatlanganda qutblar o'rtasida erkin tebrana olsun. Qutblar orasidagi masofani mumkin qadar kichik qilib o'ratiladi, ammo ular mayatnik tebranma harakatiga halaqit bermasligi zarur. Qutb bo'laklarini o'zakka mahkamlanadi. Elektromagnitni U shaklidagi o'zak, 250 o'ramli 2 ta induktiv g'altak va ikki bo'lak qutblardan tuziladi. Induktiv g'altaklarni DC tokmanbaiga ketma-ket ravishda ulanadi. Elektromagnit orqali o'tayotgan tok kuchini qadam-baqadam orttirib boriladi. (5A dan katta tok kuchi faqat qisqa vaqt davomida o'tkazilishi mumkin). Mayatnik tinch turgan paytdan unga turtki beriladi va tebranishlarini kuzatiladi. Alyuminiy plastinkaning teshiklarga ega bo'lmagan tomonini mayatnik o'qiga o'ratiladi va tajribalarni taqqoslanadi [5].

Natijalar.

I(A)	Teshiksiz soha	Teshikli soha
2	N=9 ta	N=64 ta
2.5	N=6 ta	N=30 ta
3	N=4 ta	N=25 ta
3,5	N=2 ta	N=20 ta
4	N=1 ta	N=16 ta

Xulosa: Voltengofen mayatnigi yordamida aylanma toklarning hosil bo'lishini va kamayishini ajoyib tarzda namoyish etish mumkin. Agar teshiklarga ega bo'lmagan soha magnit maydonida tebransa tebranish tez so'nadi. So'nish darajasi magnit maydon kuchlanganligi ortishi bilan kuchliroq bo'ladi. Teshiklarga ega bo'lgan soha uchun mayatnik tebranishlarining so'nishi faqat kuchsizgina bo'ladi.

Bir jinsli bo'lmagan magnit maydonida harakatlanayotgan metal plastinkada aylanma toklar hosil bo'ladi. Birjinsli bo'lmagan magnit maydon plastinka harakatiga qarama-qarshi yo'nalishda kuchliroq ta'sir etadi. Teshiklarga ega bo'lgan alyuminiy plastinkada aylanma toklar faqat juda kuchsiz hosil bo'ladi degan xulosaga keldik.

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ОПЛАТА ТРУДА В ЗДРАВООХРАНЕНИИ РФ

Аннотация. В настоящей статье рассмотрена одна из ключевых причин кадрового дефицита в системе здравоохранения РФ.

Ключевые слова: здравоохранение, проблемы здравоохранения, медицина, врачи, кадровый дефицит в здравоохранении, зарплата медработников.

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REMUNERATION IN HEALTHCARE OF THE RUSSIAN FEDERATION

Summary. This article considers one of the key reasons for the personnel shortage in the healthcare system of the Russian Federation.

Key words: healthcare, health problems, medicine, doctors, personnel shortages in healthcare, salaries of health workers.

Медработник — сложная и ответственная профессия. До 1 декабря 2008 года доход медиков определялся фиксированными тарифами, закрепленными действовавшей на тот момент по всей территории России ЕТС (единой тарифной сеткой). После упразднения этой системы, более десяти лет назад признанной морально устаревшей, подход к расчету зарплат медработников стал более гибким.

На сегодняшний день медицинский персонал в бюджетных учреждениях здравоохранения получает зарплату, состоящую из:

- базового оклада по конкретной должности;
- компенсирующих выплат, в том числе за вредные условия труда;
- премий и других стимулирующих выплат.

На федеральном уровне оплата труда персонала всех казенных учреждений, в том числе — в сфере здравоохранения, регулируется постановлением Правительства РФ от 05.08.2008 № 538. Но правом устанавливать или менять систему оплаты в конкретной поликлинике, больнице, диспансере или иной организации медицинского профиля обладает только ее учредитель. Например, типовое положение по оплате

труда, утвержденное Минздравом, обязаны применять только подведомственные ему медицинские учреждения.

Низкий уровень зарплат врачей, а также среднего и младшего медицинского персонала в бюджетных учреждениях — проблема, о которой говорят много и регулярно. Но реальные положительные изменения в этой сфере происходят нечасто, а очередное повышение зарплаты врачам мало отражается на их реальном благосостоянии. Как минимум потому, что увеличивается лишь одна из составляющих ежемесячного дохода — базовый оклад, а все остальные выплаты либо остаются прежними, либо их и вовсе урезают, чтобы ежегодная индексация зарплат как можно меньше ударила по бюджету.

А когда желание сэкономить бюджетные средства становится приоритетом, проблема низких зарплат в сфере здравоохранения отходит на второй план и не находит эффективного решения. В результате фактический уровень дохода медицинских работников вообще не повышается (или повышается так незначительно, что на фоне инфляции повышение остается незамеченным), а лучшие кадры оставляют сферу бюджетной медицины из-за отсутствия каких-либо финансовых гарантий.

На высокую, позволяющую обеспечить работающему человеку нормальный уровень жизни зарплату квалифицированный врач может рассчитывать разве что в Москве, Санкт-Петербурге, на Чукотке и в некоторых других отдельных регионах РФ, где средний доход населения значительно превышает этот показатель для всей страны. Но даже в относительно успешных городах труд медиков не всегда оплачивается достойно

По прогнозам экспертов, для реального изменения сложившейся ситуации необходимо выделить из бюджета не менее 100-200 миллиардов рублей. И это только на первое время, чтобы зарплата медиков позволила хотя бы незначительно сократить отток кадров из отрасли. А в идеале необходимо последовательное и глубокое реформирование всей системы здравоохранения.

Первые подвижки в этом направлении уже сделаны: не так давно Минздрав России анонсировал многочисленные системные преобразования, направленные на улучшение условий труда и повышение зарплаты медикам. Минздрав и Минтруд ведут совместную работу над нормативным документом, закрепляющим новый, более эффективный порядок индексации и пересмотра зарплат медицинских работников.

Зарплата медперсонала должна выглядеть следующим образом:

- 55% и выше — гарантированный оклад;
- до 30% — премии и другие стимулирующие выплаты;
- от 10% до 15% — компенсационные надбавки.

Окладная часть в размере 55% появилась в этой формуле неслучайно. Сегодня наибольшее количество жалоб на критически низкий уровень оплаты труда медработников поступает именно из тех регионов, где доля оклада в зарплатах медперсонала не превышает 20-25%.

Решение о необходимости реформирования и совершенствования систем оплаты труда бюджетников уже вступило в силу (Указ Президента РФ от 24.06.2019 № 288). Но заранее сказать, когда повысят зарплату медикам, сложно. Можно лишь прогнозировать, что в случае успешной реализации законодательных инициатив зарплата медиков в 2021 повысится в среднем на 6,8% по сравнению с текущими показателями. При расчете заработной платы будут приниматься во внимание такие факторы, как количество часов, отработанных сотрудником в течение месяца, его квалификация и общий стаж, а также особенности региона, в котором он трудится.

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ОЦЕНКА ТЕРРИТОРИАЛЬНОЙ СТРУКТУРЫ ПРОМЫШЛЕННОСТИ РЕСПУБЛИКИ УЗБЕКИСТАН

Аннотация. Авторами статьи на основе сравнения душевых показателей валового регионального продукта, объема промышленного, сельскохозяйственного производства и инвестиций, а также отраслевой структуры хозяйства регионов Республики Узбекистан дан анализ территориальной дифференциации уровня экономического развития страны. Рассмотрены основные направления сглаживания региональных диспропорций с помощью инструментов экономической политики.

Ключевые слова: территориальная структура, территориальная дифференциация, модернизация, инвестиции, региональная экономическая политика, диверсификация, свободные экономические зоны, деловой климат, SWOT- анализ, кластеры, полюса роста, инновации.

ASSESSMENT OF THE TERRITORIAL STRUCTURE OF THE INDUSTRY OF THE REPUBLIC OF UZBEKISTAN

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Annotation. The authors of the article, based on a comparison of the per capita indicators of the gross regional product, the volume of industrial, agricultural production and investments, as well as the sectoral structure of the economy of the regions of the Republic of Uzbekistan, analyzed the territorial differentiation of the level of economic development of the country. The main directions of smoothing regional disproportions with the help of economic policy instruments are considered.

Key words: territorial structure, territorial differentiation, modernization, investments, regional economic policy, diversification, free economic zones, business climate, SWOT analysis, clusters, growth poles, innovation

Введение. В Республике Узбекистан в настоящее время наблюдается значительный разрыв в уровне экономического и социального развития регионов. Так, разница между душевым ВВП по регионам с максимальными и минимальными значениями этого показателя превышает 3 раза. Такая ситуация, в свою очередь, способствует возникновению диспропорций в уровне жизни населения. Сложившаяся социально-экономическая дифференциация регионов во многом обусловлена различиями как в обеспеченности ресурсами, так и в исторически сложившейся отраслевой структуре хозяйства, однако имеют значение также неодинаковые уровень реагирования на рыночную конкуренцию, предпринимательская и инвестиционная привлекательность территорий.

При этом следует подчеркнуть, что характер расселения и пространственная структура хозяйственной системы Республики Узбекистан во многом детерминированы природными ресурсами, в частности, водными. Влияние водно-ресурсного фактора подтверждается устойчивым, на протяжении сотен и тысяч лет существования земледельческой цивилизации в Средней Азии, сохранением территориальной концентрации производства и населения в предгорных и речных долинах. Можно сказать, что общая схема пространственной организации общества под воздействием этого фактора остается почти неизменной длительное время.

Сокращение дифференциации регионов по уровню социально-экономического развития и совершенствование территориальной структуры хозяйства выступает необходимым условием устойчивого развития и модернизации национальной экономики Республики Узбекистан.

Анализ Современного Состояния Регионов Республики Узбекистан. Одним из основных стратегических направлений реформирования Узбекистана является структурная перестройка экономики. В принятой в 2017 году Стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017-2021

годах особая роль принадлежит вопросам обеспечения сбалансированность и устойчивости национальной экономики, увеличению в её структуре доли промышленности, сферы услуг, малого предпринимательства, а также проведению активной инвестиционной политики, направленной на модернизацию, техническое и технологическое обновление производства, реализацию проектов производственной, транспортно-коммуникационной и социальной инфраструктуры.

В Республике Узбекистан различия регионов по важнейшим социально-экономическим индикаторам очень существенные. Относительно высоким удельным весом ВВП в территориальной структуре национальной экономики страны выделяются город Ташкент и Ташкентская область, Самаркандская, Кашкадарьинская, Андижанская и Ферганская области. В настоящее время 14% территории Узбекистана производит почти 60% ВВП страны (табл. 1, рис. 1).

Рис.1 Территориальная структура ВВП Республики Узбекистан

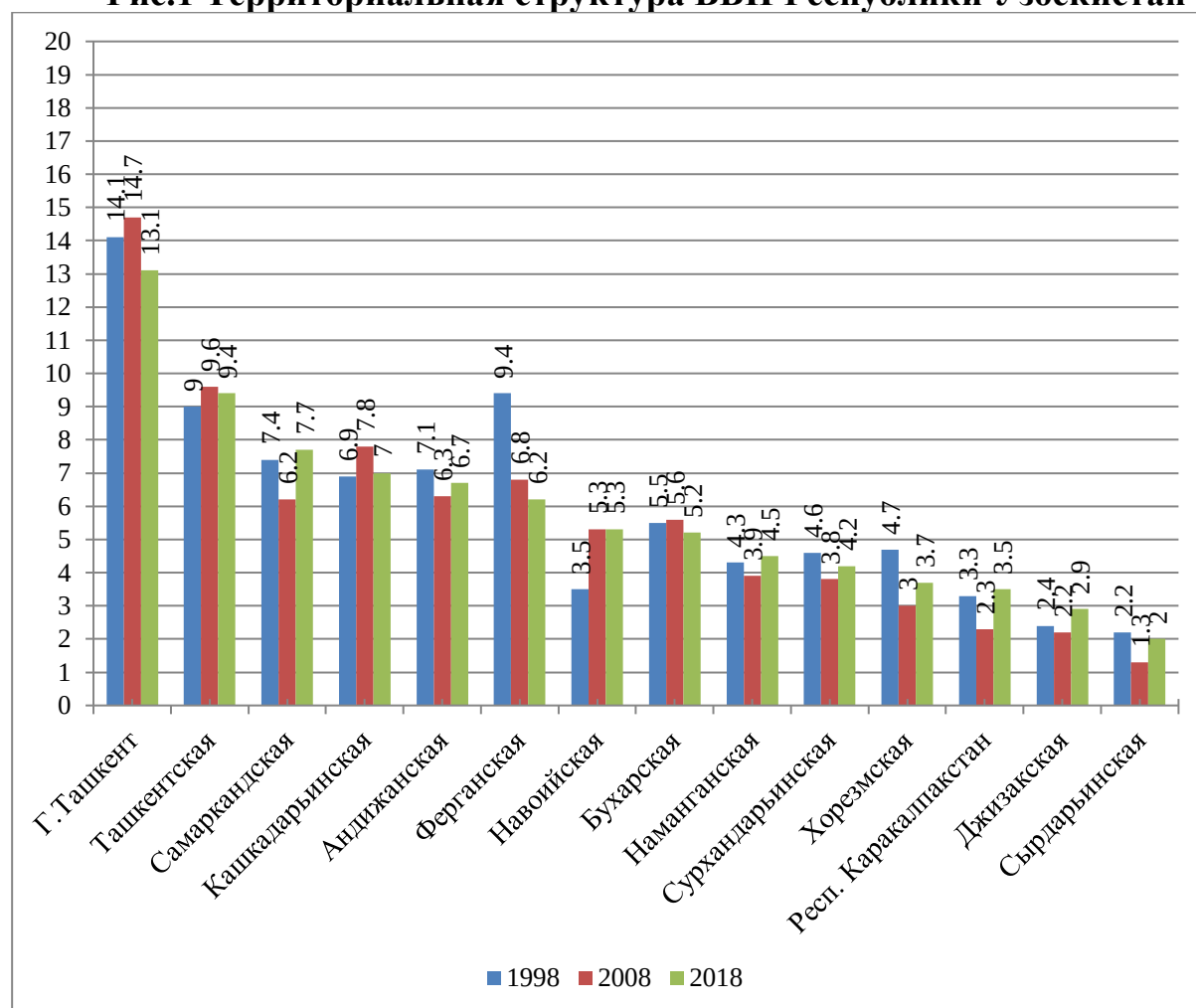


Рисунок составлен с использованием данных Государственного комитета Республики Узбекистан по статистике.

В объеме промышленного производства страны значительный удельный вес характерен для тех же регионов, что и высокий удельный вес ВВП в целом. (табл. 1, рис. 2).

Табл.1

**Удельный вес регионов Республики Узбекистан в
общереспубликанских основных экономических показателях в 1998
и 2018 годы (в %).**

Регионы	Тер- рито рия	Численнос ть населения		Валовой внутренни й продукт		Продукци я промышле нности		Продукци я сельского хозяйства		Инвестиц ии в основной капитал	
		199 8	201 8	199 8	201 8	199 8	201 8	199 8	201 8	199 8	201 8
1	2	3	4	7	8	9	10	11	12	13	14
Респ. Узбекистан	100	100	100	100	100	100	100	100	100	100	100
Респ. Каракалпакста н	37,1	6,1	5,6	3,3	3,5	2,4	4,1	3,7	3,5	6,5	5,4
Области:											
Андижанская	0,9	8,9	9,2	7,1	6,7	10,5	10,5	9,9	10,5	7,0	3,8
Бухарская	9,0	5,8	5,7	5,5	5,2	5,9	4,6	7,2	9,1	5,3	7,7
Джизакская	4,7	3,9	4,1	2,4	2,9	1,2	1,5	4,5	6,1	1,9	2,9
Кашкадарьинс кая	6,4	8,8	9,7	6,9	7,0	7,6	6,1	9,2	7,8	8,8	13, 3
Навоийская	24,7	3,2	2,9	3,5	5,3	10,0	13,3	3,9	4,4	3,9	8,5
Наманганская	1,6	7,8	8,3	4,3	4,5	3,1	2,5	6,6	6,7	5,6	6,6
Самаркандска я	3,7	10,9	11,4	7,4	7,7	4,3	4,9	11,6	13,7	7,3	5,7
Сурхандарьин ская	4,5	7,0	7,7	4,6	4,2	2,5	1,2	9,5	8,0	3,2	5,8
Сырдарьинска я	1,0	2,7	2,5	2,2	2,0	1,2	2,2	3,5	3,0	2,3	2,2
Ташкентская	3,5	9,7	8,7	9,0	9,4	12,2	16,7	13,0	9,8	8,6	9,0
Ферганская	1,5	10,9	11,1	9,4	6,2	12,1	6,1	9,4	9,3	9,0	4,5
Хорезмская	1,4	5,4	5,5	4,7	3,7	3,8	2,6	8,0	6,6	4,5	2,4
г. Ташкент	-	8,9	7,5	14,1	13,1	15,2	16,6	-	-	26,1	21, 3

Таблица составлена с использованием данных Государственного комитета Республики Узбекистан по статистике.

Однако для выявления более благополучных, с одной стороны, и проблемных, с другой стороны, территорий более важным, на наш взгляд,

представляется анализ душевых показателей ВВП. Если сравнить приведённые в таблице 2 данные за 2001 и 2018 годы, то можно выделить три (в 2001 году было четыре) административных региона с душевым ВВП выше среднереспубликанского, при этом Навоийская область опередила столицу страны - город Ташкент. Аутсайдерами же по рассматриваемому показателю являются Республика Каракалпакстан, Ферганская, Сурхандарьинская и Наманганская области.

Табл. 2 Валовой внутренний продукт и валовой региональный продукт на душу населения в 2001 и 2018 годах.

Регионы	2001г.		2018г.	
	тыс. сум	индекс	тыс. сум	индекс
Республика Узбекистан	194,8	1,000	12365,6	1,000
Навоийская область	250,4	1,285	22489,1	1,819
город Ташкент	326,2	1,675	21419,4	1,732
Ташкентская область	198,8	1,021	13333,4	1,078
Бухарская область	225,2	1,156	11222,4	0,908
Сырдарьинская область	160,6	0,824	9966,6	0,806
Кашкадарьинская область	140,8	0,723	8932,1	0,722
Андижанская область	182,2	0,941	8923,9	0,722
Джизакская область	130,8	0,672	8830,3	0,714
Хорезмская область	139,7	0,717	8325,6	0,673
Самаркандская область	131,3	0,674	8295,8	0,671
Республика Каракалпакстан	80,4	0,413	7642,9	0,618
Ферганская область	168,9	0,867	6895,7	0,558
Сурхандарьинская область	141,6	0,727	6712,5	0,543
Наманганская область	124,1	0,637	6654,7	0,538

Таблица составлена с использованием данных Государственного комитета Республики Узбекистан по статистике.

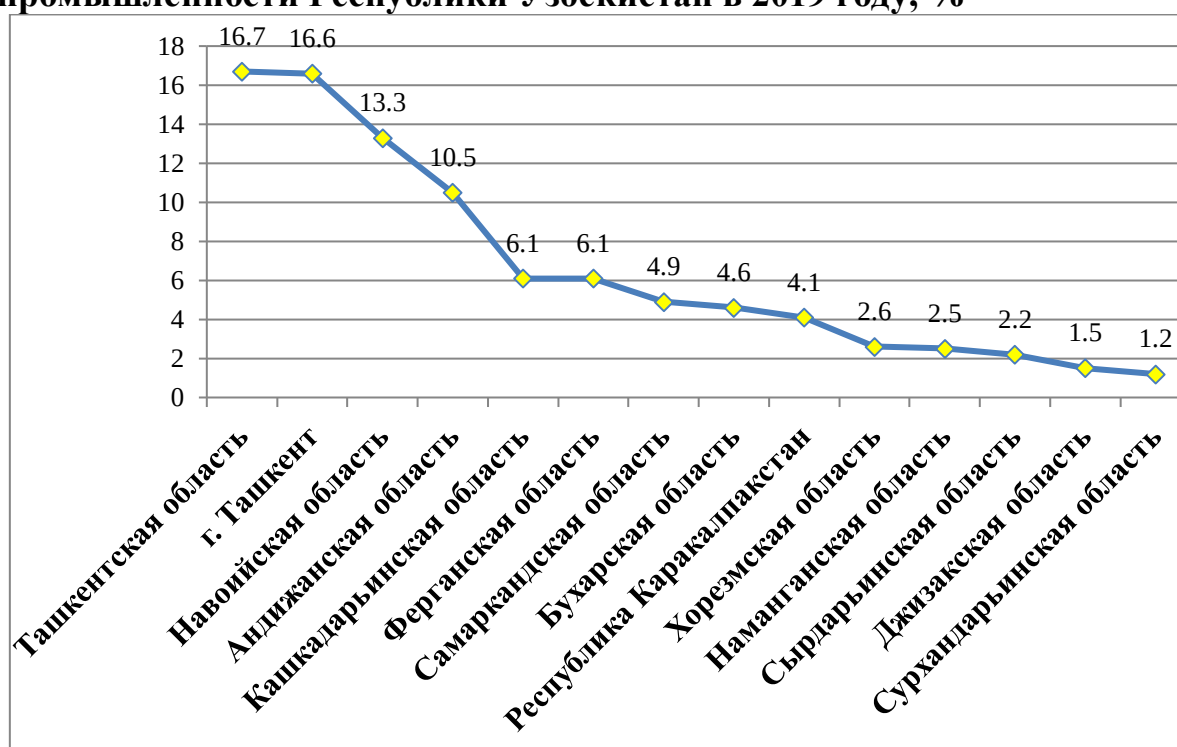
Как известно, промышленность является одной из ключевых отраслей национальной экономики и играет ведущую роль в повышении уровня экономического развития общества, в формировании материальной основы индустриализации экономики и стабильного социального развития. При этом, в обеспечении территориальной сбалансированности национальной экономики Узбекистана роль промышленности, безусловно, значительна. В процессе перехода от плановой экономики к рыночной развиваются различные формы собственности, конкуренция и новые формы хозяйствования, что отражается на структуре, темпах, характере и

уровне развития промышленного производства, а также на изменении отраслевой и территориальной структуры промышленности Узбекистана.

Изучение динамики роста промышленности Республики Узбекистан показывает постепенное увеличение её удельного веса в ВВП страны. Если в 2000 году доля промышленности составляла 14,2 %, в 2013 году – 24,2, то в 2017 году -27,2 % ВВП. В настоящее время в промышленности занято 1826,8 тысяч человек, или 13,6% всех занятых в экономике страны, и функционирует около 57,0 тысяч промышленных предприятий.

В 2018 году 69,2% ВВП промышленности страны приходилось на 6 регионов: город Ташкент, Ташкентскую, Навоийскую, Андижанскую, Кашкадарьинскую и Ферганскую области.

Рис. 2 Удельный вес промышленного производства регионов в промышленности Республики Узбекистан в 2019 году, %



Источник: Государственный комитет Республики Узбекистан по статистике.

Изучения территориальной концентрации промышленности республики показывает, что в настоящее время 69,2% промышленности страны приходится на 6 регионов: город Ташкент, Ташкентскую, Навоийскую, Андижанскую, Кашкадарьинскую и Ферганскую области. Высокий уровень территориальной концентрации промышленности отмечается в городе Ташкенте – 16,7%, Ташкентской – 16,6% и Навоийской – 13,3% областях, а самые низкие показатели в Сырдарьинской 2,2, Джизакской 1,5 и Сурхандарьинской областях всего - 1,2 %. Несмотря на сокращение уровня концентрации промышленности регионов по изучаемому периоду, изменение территориальной сбалансированности незначительна (рис.3.)

Рис.3 Изменение уровня территориальной концентрации промышленного производства, %

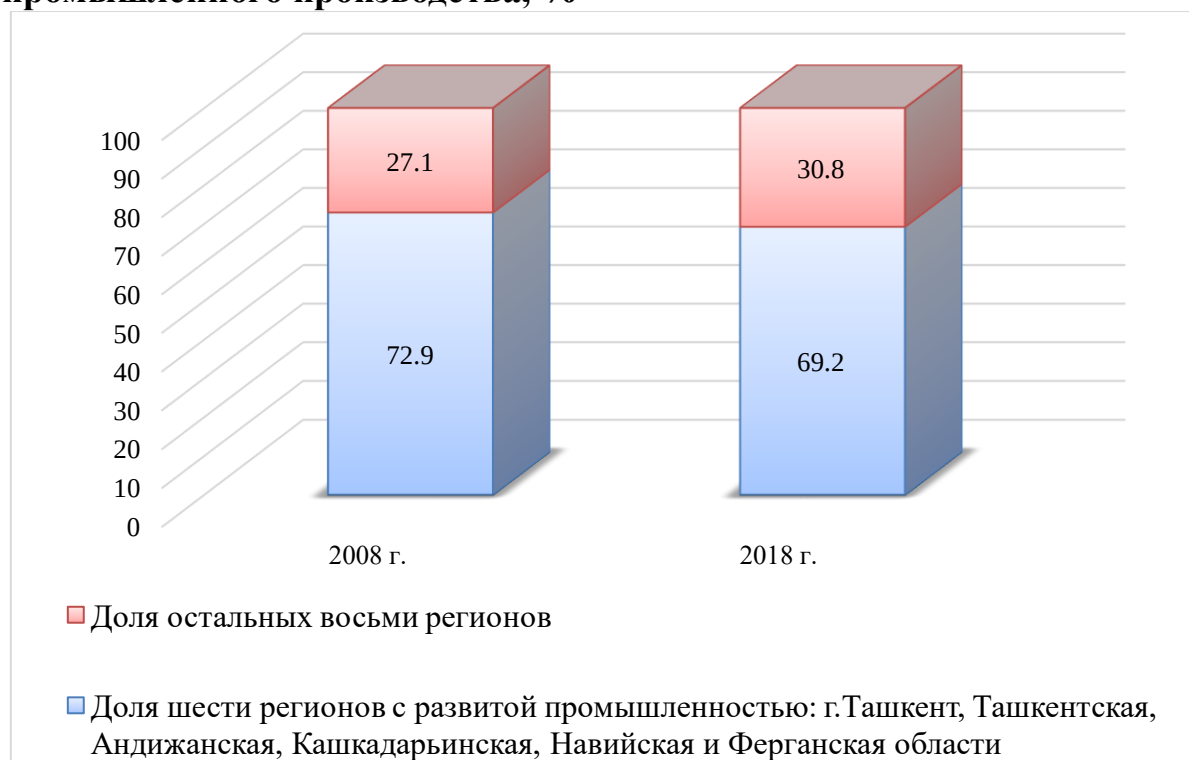


Рисунок составлен с использованием данных Государственного комитета Республики Узбекистан по статистике.

Обладающая значительным территориальным и минерально-ресурсным потенциалом Республика Каракалпакстан, следовательно, нуждается в активизации не только индустриального развития, но и в модернизации и ускорении развития сельского хозяйства в условиях экологического кризиса и острого дефицита водных ресурсов.

В большинстве областей Узбекистана преобладают отрасли добывающей промышленности. Так, например, на долю Кашкадарьинской области приходится более 75,6% производства продукции нефтяной и газовой промышленности страны, на долю Навоийской области - более 90 % продукции цветной металлургии. В областях с относительно высоким уровнем промышленного развития в городе Ташкенте, Ташкентской, в Андижанской и Ферганской – отмечается высокая доля отраслей машиностроения и металлообработки, промышленности строительных материалов, легкой и пищевой промышленности.

Анализ отраслевой структуры промышленности Узбекистана показывает, с одной стороны, сохраняющееся преобладание добывающих отраслей в стоимости промышленной продукции, и с другой стороны, постепенное возрастание доли машиностроения среди отраслей обрабатывающей промышленности, развитие новых производств с высокой добавленной стоимостью - нефтехимической, химической и текстильной отраслей - за счёт модернизации и диверсификации производства (таблица 4).

В настоящее время в структуре обрабатывающей промышленности республики доля высокотехнологических отраслей составляет всего 1,6%, средне технологичных – 49.5%, низко технологичных – 38,9%.[2].

Формирование промышленности республики происходило в единой планируемой и управляемой хозяйственной системе, где особая роль уделялась добыче и обработке минерально-сырьевых ресурсов, производству техники для агропромышленного комплекса, химических удобрений и строительных материалов. Такая специализация промышленности унаследовала ряд структурных диспропорций как по отраслям, так и по территории страны.

Табл. 4. Отраслевая структура промышленности Узбекистана*

Отрасли	2000г	2010г	2019г
Промышленность всего	100	100	100
Добывающие отрасли	51,8	60,3	57,2
Обрабатывающие отрасли	48,2	39,7	42,8
ТЭК	23,8	27,3	30,4
Электроэнергетика	8,5	9,4	8,9
Топливная	15,3	18,0	21,5
Черная металлургия	1,2	2,4	2,4
Цветная металлургия	10,2	15,8	11,7
Химическая промышленность	5,7	4,8	4,7
Машиностроение и металлообработка	9,8	15,0	16,2
ПСМ	5,4	5,3	4,7
Легкая	19,1	14,1	12,2
В том числе первичная переработка хлопка	9,5	8,9	8,0
Пищевая	20,1	12,2	14,4
Другие отрасли	4,6	3,0	2,7

* Таблица составлена с использованием данных Государственного комитета Республики Узбекистан по статистике.

В результате сформировались Ангрен-Алмалыкский и Навои-Зеравшанский горнопромышленные районы и десятки индустриальных городов – Ангрен, Алмалык, Бекабад, Чирчик, Учкудук, Зарафшан и другие, тесно связанные с созданием крупных промышленных комбинатов в этих населенных пунктах.

Выводы. Проведенное исследование позволило авторам сделать следующие выводы:

1. В Республике Узбекистан в настоящее время наблюдается значительный разрыв в уровне экономического и социального развития регионов, сложившийся под воздействием природных, исторических, экономических и политико-географических факторов. В целях смягчения

региональных диспропорций в развитии экономики, уменьшения пространственных различий в экономическом и социальном развитии крупных, малых городов и сельской местности необходима разработка и реализация научно обоснованной региональной политики. При формировании и реализации территориальной стратегии Республики Узбекистан необходимо учитывать следующие вопросы:

- обеспечение реформирования и модернизации экономики с учётом специфических региональных особенностей, природно-географических, социально-экономических и демографических факторов;

- классификация и типология регионов по уровню социально-экономического развития;

- мониторинг социально-экономической ситуации в регионах.

2. Анализ территориальной концентрации республики показывает, что в настоящее время почти более 2/3 производства промышленной продукции приходится на 6 регионов: город Ташкент, Ташкентскую, Навоийскую, Андижанскую, Кашкадарьинскую и Ферганскую области. Неравномерное размещение промышленного производства отразилось на недостаточном уровне индустриального развития Республики Каракалпакстан, Джизакской, Наманганской, Сурхандарьинской и Хорезмской областей. Низкий уровень диверсификации производства отмечается в Кашкадарьинской, Андижанской, Навоийской, Сырдарьинской, Наманганской областях. Стимулом дальнейшего индустриального развития будут последовательная модернизация действующих и создание новых обрабатывающих производств.

3. Регионы Республики Узбекистан различаются природно-ресурсным потенциалом, историческими условиями формирования хозяйства и расселения, которые непосредственно влияют на отраслевую и территориальную структуру экономики. При разработке и реализации региональных программ в условиях диверсификации экономики необходимым условием должны стать изучение экономического потенциала территорий, выявление «факторов роста», представляющих собой резервы и средства территориального развития, а также механизмы их вовлечения в хозяйственный оборот для достижения конкретных целей.

Использованные источники:

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ГНОЙНО-СЕПТИЧЕСКИЕ ОСЛОЖНЕНИЯ КАТЕТЕРИЗАЦИИ ПОДКЛЮЧИЧНОЙ ВЕНЫ (обзор литературы)

Аннотация: Несмотря на совершенствование хирургической техники, применение современных средств и методов консервативной терапии, результаты лечения больных с осложнением в области катетеризации подключичной вены остаются неудовлетворительными. Летальность при развитии гнойно-септических осложнений катетеризации, в частности, при тяжелом сепсисе, достигает высоких цифр - 50-80%. В Америке инфекции кровотока вошли в десятку заболеваний, лидирующих как причина смерти (NNIS System Report, 2004).

Ключевые слова: гнойно септические осложнения, катетеризация подключичной вены.

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PURULENT-SEPTIC COMPLICATIONS OF SUBCLAVIAN VEIN CATHETERIZATION (literature review)

Abstract: Despite the improvement of surgical techniques, the use of modern means and methods of conservative therapy, the results of treatment of patients with complications in the field of catheterization of the subclavian vein remain unsatisfactory. Mortality in the development of purulent-septic complications of cavacatheterization, in particular, in severe sepsis, reaches high numbers - 50-80%. In America, bloodstream infections are among the ten leading causes of death (NNIS System Report, 2004).

Key words: purulent septic complications, subclavian vein catheterization.

Этиология, патогенез, частота и классификация осложнений катетеризации подключичной вены.

Впервые методика пункции подключичной вены из подключичного доступа была описана в 1952 г. французским хирургом R. Aubaniac. Десятью годами позже J.N. Wilson и его коллеги применили подключичный доступ для введения катетера в верхнюю полую вену. С тех пор катетеризация подключичной вены стала широко использоваться для диагностических исследований и лечения больных. В настоящее время большинство авторов применяют методику введения катетера по проводнику (S.I. Seldinger, 1953) из подключичного доступа [1,2].

Опыт применения этой методики показал, что несмотря на существенные достоинства, катетеризация подключичной вены может сопровождаться грозными осложнениями [3,4].

Вопрос о классификации осложнений катетеризации подключичной вены остается дискуссионным. Попытки классифицировать осложнения, развивающиеся после введения подключичного катетера, предпринимали [5,6].

Так, Р.Н.Калашников и соавт. (2014), различают три группы осложнений катетеризации:

1. Осложнения, связанные с техникой пункции: пневмоторакс, пункция подключичной артерии, гемоторакс, пневмогемоторакс, гидроторакс, воздушная эмболия, повреждение грудного лимфатического протока, повреждение трахеи.

2. Осложнения, вызванные положением катетера: аритмии, перфорация стенки вены или предсердия, миграция катетера в полость сердца или легочную артерию, выход катетера из вены наружу, паравазальное введение жидкости, срезание лески проводника острием иглы и эмболия им полости сердца, длительное кровотечение из пункционного отверстия.

3. Осложнения, обусловленные длительным нахождением катетера в вене: флеботромбоз, тромбоэмболия, сепсис, нагноение мягких тканей по ходу стояния катетера.

С.А.Шишкин (2012) выделяет всего две группы осложнений:

1. Осложнения, связанные с катетеризацией подключичной вены и пребыванием в ней катетера: неудавшаяся катетеризация, аспирация воздуха, наружное кровотечение из пункционной ранки, паравенозное введение жидкости, появление болезненности в области шеи на стороне катетеризации, пневмоторакс, гематома подключичной области, тромбофлебиты, флеботромбоз, сепсис, нагноение в области пункционной ранки.

2. Осложнения, связанные с дефектами ухода за подключичным катетером: выпадение катетера, тромбирование катетера, перелом катетера.

Наиболее приемлемой может считаться классификация С.А.Симбирцева (2014), согласно которой все осложнения делятся на две группы: возникающие при пункции подключичной вены (гематома области пункции, ошибочная пункция артерии, прокол плевры, повреждение лимфатического протока, воздушная эмболия) и не связанные с манипуляцией по установке катетера (тромбирование катетера, тромбофлебит и тромбоз вены, бактериальное загрязнение катетера, местные воспалительные изменения вокруг катетера). Ко второй группе осложнений относятся одни из самых грозных - флеботромбозы и тромбофлебиты с последующим развитием ангиогенного «катетерного» сепсиса.

Частота развития осложнений катетеризации подключичной вены, по данным различных авторов, весьма вариабельна и зависит от многих факторов, в том числе от возраста, пола, конституции и заболевания пациента. Установлено, что более подвержены развитию осложнений дети до 14 лет; женщины страдающие ожирением; больные с ожогами и гемофилией; пациенты подвергающиеся хроническому гемодиализу [5].

С.Burri (2008) на основании анализа литературных источников (77 авторов, 20451 случай катетеризации) и собственных клинических наблюдений приводит следующие данные о частоте осложнений катетеризации подключичной вены (табл.1). В эту таблицу включены материалы Е.М. Шулутко и соавт. (2009) и С.А. Шишкина (2012).

Таблица 1

Частота осложнений катетеризации подключичной вены				
Характер осложнений	Частота развития осложнений %			
	Цит. по Burri С.,1978 (n=20451)	Burri С, 1978 (n=1098)	Шулутко Е.М., 2009 (n=2553)	Шишкин С.А., 2012 (n=250)
Невозможность выполнить пункцию	6,18	27,8	--	1,64
Неправильное положение катетера	5,96	9,3	4,5	0
Тромбоз	0,34	1,4	—	0,96
Эмболия	0,04	0	0,12	0,34
Флебиты	0,12	0,6	—	0,82
Сепсис	0,49	0	—	0,07
Прокол артерии	1,39	1,0	3	1,23
Пневмоторакс	1,08	0,82	0,5	0,14
Смерть больного	0,14	0	0	0

Как видно из табл. 1, наиболее частыми осложнениями являются неправильное положение катетера в вене и повреждение подключичной артерии. При этом в работе Е.М. Шулутко и соавт. (2009) учитываются только те осложнения, которые возникают в момент пункции подключичной вены.

Что касается причин развития осложнений катетеризации, то они до сих пор являются предметом научных споров [2,7].

В.М. Игнатавичус (2016) причины и неудачи при пункции подключичной вены делит на следующие группы:

1. Причины организационного характера (отсутствие навыков, слабая теоретическая подготовка, не укомплектованность наборов для пункции).
2. Причины, обусловленные анатомо-топографическими факторами (неправильная укладка больного, несоблюдение ориентиров и направления введения иглы, особенности конституции пациента).
3. Технические причины (недостаточная анестезия, затруднения при введении проводника, отсутствие тактильного контроля положения иглы во время пункции).

По мнению других исследователей, самая тяжелая группа осложнений катетеризации - гнойно-септические осложнения - имеет другой этиопатогенез [8,16].

К гнойно-септическим осложнениям катетеризации подключичной вены большинство авторов относят нагноение мягких тканей в зоне нахождения катетера, флебит, тромбофлебит, сепсис. При этом чаще всего данную группу осложнений называют общим термином: «ангиогенный» или «катетерный» сепсис [2,21].

Механизм развития осложнений представляется следующим образом. Вначале происходит колонизация подключичного катетера микроорганизмами, затем формируется первичный гнойный очаг либо в мягких тканях в месте стояния катетера, либо в самом катетеризированном сосуде или его притоках, либо в тканях, окружающих эти сосуды. В последующем патогенные микроорганизмы поступают непосредственно в кровоток, минуя естественные биологические барьеры, и развивается развернутая картина сепсиса.

В Российской Федерации на данную проблему впервые обратили внимание ученые Военно-медицинской академии [10,11]. В 2017 году ими был предложен термин «ангиогенный сепсис». В дальнейшем большой вклад в изучение этого вопроса внесли [3,12].

Частота катетерного сепсиса, по данным различных авторов колеблется от 0,07 до 17,5% (табл. 2). Столь значительная вариабельность показателей обусловлена различным числом больных в анализируемых группах, сроками наблюдений, критериями оценки развившихся осложнений. Согласно расчетным данным Центров контроля за заболеваемостью и Национальной системы контроля нозокомиальных инфекций США (NNIS) в

конце 80-х годов XX столетия число больных с катетерассоциированной инфекцией составляло около 300 тыс. в год.

Таблица 2

Частота катетерного сепсиса

Авторы	Год публикации	Число больных с катетеризацией подключичной вены	Больные с катетерным сепсисом, %
Щурова Л.А.	2013	520	1,15%
Лыткин М.И., Шанин С.С.	2016	3294	0,1%
Дякин В.М. и соавт.	2017	1261	3,2%
Агеев А.К., и соавт.	2012	569	1,93%
Рунович А.А. и соавт.	2012	1000	0,8%
Гологорский В.А., и соавт.	2018	262	2,1%
Хабиб О.	2012	231	12,5%
Стойко Ю.М. и соавт.	2016	12 тыс.	17,5%
Шишкин С.А.	2012	1464	0,07%
Pigrau C. et al.	2013	213	7,5%
Sadoyama G., Gontijo Filho P.P.	2013	116	4,1%
Klein M.D. et al.	2013	179	2,4%
Ben Hamida F. et al.	2015	533	7,7%

В конце 2000-х гг. зарегистрированное число больных с инфекцией данного вида снизилось до 87 тыс. В 2008-2011 гг. в различных стационарах и отделениях больниц США эти осложнения составляли от 2,9% до 11,3% на 1000 дней катетеризации, в среднем - 200 тыс. случаев инфекции кровотока в год (NNIS System Report, 2013). По данным P.J. Collignon (2014), за полтора года в 15 больницах Австралии зарегистрировано 4957 случаев катетерной инфекции, из них 491 случай был причиной сепсиса. В России, и в частности, в Санкт-Петербурге, систематического учета подобных осложнений не ведется. Косвенно о частоте катетерного сепсиса можно судить по данным обследования пациентов в нескольких многопрофильных стационарах города, проведенное в 2016 г, которое выявило бактеремию в 9,3% [16]. Касаясь морфологических изменений при катетеризации сосудов, одни авторы указывают на наличие флебита, тромбофлебита или пристеночных тромбов в месте введения катетера [4,13], другие - на нагноение мягких тканей в зоне нахождения подключичного катетера [14,15].

Образование и рост тромба происходит чаще всего в месте, где была пунктирована вена, и в месте размещения конца катетера. При введении лески проводника и катетера интима может быть травмирована, что создает условия для образования тромбов. Расположение катетера в вене, препятствующего нормальному кровотоку и вызывающему турбулентное течение крови, также способствует образованию тромбов. Опасность возникновения тромбов наиболее велика в местах анатомического изгиба венозного русла, то есть в местах впадения одной вены в другую. Поэтому пристеночные тромбы наблюдаются в устьях подключичной, внутренней яремной, плечеголовной, а также верхней поллой вены [16,17].

Тромбозы подключичной вены в месте ее катетеризации возникают значительно чаще, чем диагностируются. Полноценное развитие клиники возникает при полном блоке вены, когда прекращается отток крови через подключичную вену и наступает стаз в верхней конечности, над- и подключичной области. После удаления катетера или при частичной отслойке тромба проходимость вены восстанавливается, что создает ложное впечатление отсутствия тромботических масс. Особенно неблагоприятна ситуация, когда смещение катетера происходит не в направлении правого предсердия, а в один из притоков верхней поллой вены - внутреннюю яремную вену: это нередко приводит к тромбозу этой вены [18].

Смещение катетера во внутреннюю яремную вену вследствие анатомических особенностей левой подключичной вены встречается чаще, поэтому тромботические осложнения при катетеризации левой подключичной вены встречаются в 4 раза чаще, чем при доступе справа [6]. По данным Е.М. Шулутко и соавт. (2016) различная степень венозного тромбирования выявляется у 37-66% пациентов: неполные тромбозы - у 45%, полные - у 10%. Так называемый «фибриновый» чехол вокруг дистального конца катетера выявляется в 78-90% случаев и даже не расценивается как осложнение.

Мнения ученых в отношении причин возникновения гнойно-септических осложнений катетеризации подключичной вены кардинально расходятся. Так, Ю.Л. Шевченко, Н.Н. Шихвердиев (2016) к факторам, способствующим развитию ангиогенного сепсиса, относят наличие тяжелой «фоновой» патологии: злокачественные опухоли, лейкозы, алкоголизм, гормональные расстройства (сахарный диабет), оперативные вмешательства, особенно выполняемые по поводу заболеваний, связанных с перфорацией полых органов или с воспалением органов брюшной и грудной полости, наличие инородных тел (различные протезы), предшествующая иммуносупрессивная терапия.

А.А. Масчан (2012) факторами риска развития катетерной инфекции считает: 1) неадекватный материал катетеров (по его мнению, наилучшими материалами для изготовления катетера являются полиуретан или силикон,

уступают им тефлон и поливинилхлорид, а наихудшими являются полиэтиленовые катетеры); 2) неадекватная асептика при постановке и уходе за катетером; 3) длительное стояние катетера; 4) специальные ситуации (парэнтеральное питание); 5) несоответствие диаметра катетера диаметру катетеризированной вены.

По данным А.Л. Костюченко и соавт. (2016), к развитию ангиогенного «катетерного» сепсиса предрасполагают: 1) предельное истощение больного; 2) активный очаг высокоинвазивной инфекции в других областях тела больного; 3) снижение иммунорезистентности к условно патогенной инфекции и ее извращение.

По вопросу о длительности нахождения катетера в вене мнения также разноречивы. Одни авторы [19] утверждают, что развитие ангиогенного сепсиса не зависит от срока интраваскулярного пребывания катетера, другие придерживаются противоположной точки зрения [4,8]. По данным Е.А. Алексеевой и соавт. (2014), риск инфицирования катетера повышается по мере продолжительности нахождения катетера в ПВ от 5 до 26% (до 3 суток и более 2-х недель). Б.Р. Гельфанд и соавт. (2016) на основании данных о 277 катетеризации сделали вывод, что частота инфекционных осложнений возрастает пропорционально срокам нахождения катетера в вене с 5,3% до 25,5% начиная с 3-х суток до 14 и более, соответственно. А.Л. Костюченко и соавт. (2016) изучили результаты бактериологических посевов на жидкие питательные среды кончиков 126 стерильно извлеченных катететров, которые были установлены пункционно через подключичную вену. Микробное загрязнение обнаружено в 19,8%, причем при длительности пребывания катетера в вене до 5 суток роста микрофлоры не было получено ни разу. Таким образом, можно утверждать, что пребывание катетера в центральной вене более 5 суток является неблагоприятным фактором в связи с возрастающим риском контаминации катетера и повышенной опасности развития гнойного тромбоза в месте катетеризации.

Имеются также различные точки зрения о влиянии материала катетера на развитие осложнений катетеризации. С точки зрения одних авторов, он не имеет никакого значения [20]; В.П. Сухоруков, А.С. Бердикян (2010), Ferretti G. et al. (2012) считают, что при использовании полиуретановых катететров вместо полиэтиленовых частота развития тромбозов в месте стояния катетера значительно снижается. А. Pascual (2012) также придает большое значение материалу катетера, предлагая использовать так называемые «биоспецифические полимеры», не вызывающие процессов тромбообразования, однако подобные материалы находятся в стадии разработки.

Банальными причинами развития гнойно-септических осложнений катетеризации подключичной вены могут стать несоблюдение принципов асептики при постановке и уходе за катетером и вливание бактериально

загрязненных жидкостей [7,21]. Согласно данным, приведенным на Калужской согласительной конференции РАСХИ (2014) основными возбудителями катетерной инфекции являются: *St. epidermidis* и *St. aureus*, реже *Enterococcus spp.* и *Candida spp.*

Обычно эти осложнения входят в общую классификацию осложнений катетеризации [18].

Предложено несколько классификаций катетерной инфекции.

С.А. Сидоренко, СВ. Яковлев, 2013; Н.А. Ефименко и соавт., 2014; специалисты центров контроля и профилактики болезней США (CDC, 2015) предлагают следующую классификацию и критерии диагностики катетер-ассоциированных инфекций:

1. Колонизированный катетер.
2. Инфекция места введения - эритема, уплотнение или нагноение кожи в пределах 2 см от места введения.
3. Инфекция кармана - эритема и некроз в месте стояния катетера.
4. Туннельная инфекция - эритема, напряжение и уплотнение тканей более чем в 2 см от места введения катетера.
5. Инфекция, связанная с инфузатом — выделение одного и того же микроорганизма из раствора и периферической вены.
6. Катетер-ассоциированная инфекция кровотока:
 - выделение одного и того же микроорганизма из удаленного катетера и периферической вены у пациента с клинической картиной инфекции кровотока при отсутствии других очагов;
 - исчезновение клинической картины при удалении катетера.

А.А. Масчан (2012) приводит другую клиническую классификацию катетерной инфекции:

1. инфекция места входа катетера;
2. туннельная инфекция;
3. не осложненный тромбофлебит;
4. осложненный тромбофлебит: тромбоэмболия легочной артерии, синдром нижней полой вены, хилоторакс;
5. катетер-ассоциированная бактеремия;
6. катетер-ассоциированный сепсис.

А.Л. Костюченко и соавт. (2016), С.А. Шляпников и соавт. (2013) выделяют первичную инфекцию кровотока (инфекция, возникающая у пациента при отсутствии других явных очагов инфекции), она разделяется на лабораторно подтвержденные инфекции и клинический сепсис и вторичную инфекцию кровотока (инфекция, развивающаяся при наличии очага инфекции другой локализации, вызванная тем же возбудителем). Инфекции, связанные с применением устройств внутрисосудистого доступа, всегда классифицируются, как первичные даже при наличии в области доступа местных признаков инфекции.

Следует подчеркнуть, что приведенные классификации трудно применить в обычной практике, они сложны для формулирования диагноза и выработки тактики лечения.

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УНИКАЛЬНЫЕ ПАМЯТНИКИ ПО ИЗУЧЕНИЮ ИСТОРИИ НАУК

Аннотация: В данной научной статье рассмотрены избранных произведений Абу Райхана Беруни. Они являются уникальными источниками по изучению истории наук.

Ключевые слова: «Хронология», «Индия», «Фармакогнозия», «Минералогия», астрономия, история, этнография, минералогия.

UNIQUE MONUMENTS FOR THE STUDY OF THE HISTORY OF SCIENCES

Annotation: In this scientific article the selected works of Abu Rayhan Beruni. They are unique sources for the study of the history of sciences.

Keywords: "Chronology", "India", "Geodesy", "Mineralogy", astronomy, history, ethnography, mineralogy

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Период Восточного Ренессанса (IX-XII веки) был новым этапом развития этих связей. Деятельность яркого представителя этого периода Абу Райхана Беруни является ярким примером для этого вывода. Великий энциклопедист Абу Райхан Беруни (973–1048 гг.) внес колоссальный вклад в развитие многих наук, таких, как астрономия, математика, геометрия, геодезия, история, этнография, минералогия, фармакология и оставил после себя более 150 научных трактатов. После смерти ученого многие его труды были утрачены, но некоторые из них, например, по астрономии, математике, минералогии, использовались его последователями, благодаря чему сохранились до настоящего времени – это всего 27 фундаментальных работ.

«Памятники минувших поколений» - первое крупное произведение великого ученого и мыслителя Абу Райхана Беруни. Его он начал писать в 1000 году и завершил в конце 1003-го. Произведение написано на

арабском языке, его полное название “Ал-асар ал-бакия ан ал-курун ал-халия”. В нем Беруни затрагивает все современные ему области знания и ремесел. Поставив перед собой цель поведать в том числе о знаменательных датах народов, говорящих на различных языках и исповедующих отличные друг от друга религии, он досконально изучил их книги в оригинале. Он знал не менее десятка древних и современных ему языков. К их числу можно отнести древнееврейский, сирийский, греческий, латинский, арамейский, арабский, фарси, санскрит и другие.

Абу Райхан Беруни со своим произведением «Индия», которое был написан в 1030 году оставил своеобразный след по изучению Индии. В его время исламский мир был хорошо знаком с культурой Индии. В литературе произведение «Панчатантра» (после перевода взял имя «Калила и Димна»), в астрономии книга «Синдхинд» являются примером этого процесса. Сам Беруни был очень интересован с индийской культурой и самостоятельно изучал санскрит. Его самая огромная заслуга по этой сфере написание произведения «Индия». Также в науке известно более 20 трудов Беруни основанные на индийских материалах, так как «Книга о рашиках [правиле трех] индейцев» и «Трактат по арифметике и счету с цифрами Синда и Хинда», перевод из санскрита «Книга об освобождении от уз по «Патанджалы» и др. Полное название «Индии» является «Книга, содержащая разъяснение принадлежащих индийцам учений, приемлемых разумом и отвергаемых». Её можно назвать энциклопедией по быту, литературу и науки индийцев. Её содержание составляет предисловие и восемьдесят глав. Принцип объективности у Бируни усугубляет ценность произведение. В своей книге «Изобретение Индии» Премьер министр Индии Ж.Неру написал о великих заслуг Беруни и значений «Индии» по изучению истории Индии. В 1963 году «Индия» была опубликовано на русском, а в 1965 году узбекском языке как второй том избранных произведений Беруни. «Индия» Беруни до сих пор является объектом исследование, не утратив своего значение по изучению истории Индии и современная наука признает его основателем индологии.

В произведении «Сайдана» («Фармакогнозия») великого мыслителя подробно описаны более тысячи целебных, 150 обычных растений и более ста животных минералов. Ученый, собрав сведения на арабском, греческом, индийском, персидском, согдийском и других языках растений, животных, минералов и получаемых из них веществ, внес огромный вклад в упорядочение терминов фармацевтического дела.

Кроме вышеупомянутых произведений Беруни написал колоссальных трудов в области различных наук и внес огромный вклад развитие их. Каждое из них требует отдельное исследование и до сих пор являются объектами изучения.

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МОЙ СЕКРЕТ УСПЕХА: ПОБЕДА - ЭТО 99% УПОРНОГО ТРУДА И 1% ТАЛАНТА И УДАЧИ

Аннотация. Методы достижения успеха у каждой личности, у каждого чемпиона свои. Постичь и позаимствовать, не оглядываясь на индивидуальность постижения цели каждого чемпиона -индивидуума не несет искомой эффективности. Но секрет успеха как мотивационный фактор как формула как внутренний стержень может и должен быть в арсенале у каждого человека, не смотря на его род деятельности и жизненное кредо. Чемпион Узбекистана по спортивной стрельбе из лука Абдурахмонов Севинчбек в данной статье делится своим "кодом" успеха - секретом, который неизменно содействовал его многочисленным победам как в спортивном, так и в учебном поприще.

Ключевые слова: Спортивная стрельба из лука, Узбекистан, Чемпионат, победа, секрет успеха, мотивация, сила воли, самосовершенствование, образование, льготы, СамГАСИ.

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MY SECRET TO SUCCESS: VICTORY IS 99% HARD WORK AND 1% TALENT AND GOOD LUCK

Annotation. Methods of achieving success for each individual, each champion has its own. To comprehend and borrow, without looking back at the individuality of comprehending the goal of each champion-individual, does not bring the desired effectiveness. But the secret of success as a motivational factor as a formula as an internal core can and should be in the arsenal of every person, regardless of his occupation and life credo. The champion of Uzbekistan in sports archery Abdurakhmonov Sevinchbek in this article shares his "code" of success - a secret that has invariably contributed to his numerous victories in both the sports and educational fields.

Keywords: Sports archery, Uzbekistan, Championship, victory, secret of success, motivation, willpower, self-improvement, education, benefits, SamGASI.

Современный Мир спорта изобилует множеством историй успеха тех или иных спортсменов – чемпионов, которые охотно делятся своими историями восхождения к олимпу с представителями прессы и мировых СМИ. Сегодня, я - Абдурахмонов Севинчбек Бахтиёрович простой узбекский парень из древнейшего города Самарканда поделюсь своей историей успеха, но совсем не ради славы и резонанса... Целью моего откровения я вижу в воодушевлении и мотивации молодых людей, таких же простых девушек и парней как я, хочу убедить их в том, что любой успех кроется в упорном труде и самосовершенствовании, преодолении своих собственных страхов и установок извне, навязанных внешним Миром лени и ханжества.

История моего успеха: я родился в 2003 году 19 апреля в Самарканде, с особым откровением признаюсь, что обладал в детстве избалованным характером, в силу того что был единственным ребенком в семье. К спорту и знаниям особого интереса не питал, увлечения к чтению и языкам проявлял не много: с раннего утра до позднего вечера играл друзьями на улице... Именно по этой причине в школе оценки у меня были мягко говоря "не очень", что не могло не огорчать моих родителей.

В 7 классе, когда мне было 13 лет, отец отдал меня на спорт, на секцию «Стрельбы из лука». Из истории: как вид спорта «Стрельба из лука» - World Archery (FITA) была создана 4 сентября 1931 году во Львове, чемпионаты Мира также начали проводиться с 1931 году. С 1960-х годов в странах бывшего союза стрельба из лука стала популярным видом спорта. В 1971 году впервые чемпионкой мира стала Эмма Гапченко, крупные центры развития этого вида спорта появились в Москве, Средней Азии, Закавказье и Забайкалье. Сильнейшие лучники в 1950—1980 годы входили

в команду США. В настоящее время лидерство в этом виде спорта принадлежит спортсменам Республики Корея, США, Китая, Италии»⁴⁰.

Признаюсь тренировки давались мне не легко, в начале результаты были ниже среднего, что сильно расстраивало меня: несколько раз хотел бросить спорт... Но мой непоколебимый нрав – упорство и сила воли сделали своё дело: я терпел и тренировался, просто шёл и справлялся с поставленной задачей без оглядки на результаты.

Как не удивительно, совершенно незаметно для себя самого, постепенно спорт меня воспитывал, оттачивал мой характер, силу духа, смелость и пробудил во мне волю к победе. Я начал работать над собой в спорт секции и параллельно школьная успеваемость также начала улучшаться, я стал получать хорошие баллы в школе. Таким образом, я начал глубоко размышлять, задумываться о своем будущем: как и для чего я живу, кем стану и в чём – моё призвание.....

Спустя примерно 3 года после долгих упорных тренировок в 2017 году в городе Самарканд я впервые поучаствовал в Чемпионате Узбекистана по Стрельбе из лука, став 4 кратным серебряным призёром Узбекистана "взяв" четыре вторых места. Это моя первая победа явилась мощным мотивирующим фактором и я начал тренироваться ещё упорнее, ведь мои труды начали приносить плоды! В том же году в Чемпионате Узбекистана проводимом в Ташкенте в категории среди молодых юношей 1999 года рождения и моложе в командных играх я получили 1 место! Моей радости не было предела: это было моё первое I-е место! (Рис.1).

Вот сбылась моя мечта – оглянувшись назад я чётко осознал важнейшую истину: победа состоит из 99% упорного труда, а остальное это 1% таланта и удачи. Это стало моим кредо, моим жизненным девизом. Спустя год, в городе Коканде в категории среди юношей 1999 года рождения и моложе я выиграл I место и II - е место; в категории « 2001 и моложе» выиграл одно I место и одно II - е место, а в категории среди «взрослых» в командных играх III место в составе Самаркандской команды.

⁴⁰[https://ru.wikipedia.org/wiki/%D0%A1%D1%82%D1%80%D0%B5%D0%BB%D1%8C%D0%B1%D0%B0_%D0%B8%D0%B7_%D0%BB%D1%83%D0%BA%D0%B0_\(%D0%B2%D0%B8%D0%B4_%D1%81%D0%BF%D0%BE%D1%80%D1%82%D0%B0\)](https://ru.wikipedia.org/wiki/%D0%A1%D1%82%D1%80%D0%B5%D0%BB%D1%8C%D0%B1%D0%B0_%D0%B8%D0%B7_%D0%BB%D1%83%D0%BA%D0%B0_(%D0%B2%D0%B8%D0%B4_%D1%81%D0%BF%D0%BE%D1%80%D1%82%D0%B0))



Рис. 1 Абдурахмонов Севинчбек - Чемпион Республики Узбекистан по спортивной стрельбе из лука.

Подытоживая могу отметить что за 2018-2020года в Чемпионатах и Кубках Узбекистана по Стрельбе из лука я завоевал 3 Первых места, 9 Вторых мест и 5 Третьих мест, мой упорный труд на ряду с медалями и кубками принес мне гораздо больше, чем я мог ожидать (Рис.2).



Рис. 2. Абдурахмонов Севинчбек на фоне Медресе Шердор, площадь Регистан, в Самарканде (первый слева).

Благодаря инициативе нашего Президента Шавката Миромоновича Мирзиёева, в 2019 году спортсменам выигравшим I место в Чемпионате Узбекистана были предоставлены льготы на поступление в ВУЗы нашей страны на бюджет. Ко мне пришло осознание, что я своим трудом и

упорством, целеустремлённостью и дисциплиной заслужил эту льготную возможность получить образование моей мечты. Сегодня - я являюсь студентом Самаркандского Государственного Архитектурно - строительного Института.

Выбор института был не сложным, ведь в последнее время я интересовался архитектурой и строительством, именно по этому - мой выбор пал на Архитектурный факультет СамГАСИ, где я сейчас студент первого курса.

Таким образом, хочу поделиться с вами своей установкой : мечты сбываются, только если вы им позволяете это сделать! Гоните лень, не бегите за "хайпом", верьте в себя и не предавайте своих детских мечтаний! Мой секрет успеха: 99% труда и только 1% таланта и удачи.... Мечтайте и не сдавайтесь на пути к вашей мечте!

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НАЦИОНАЛЬНАЯ ИДЕЯ И ВОСПИТАНИЕ В ЭПОХУ ГЛОБАЛИЗМА

Ключевые слова: Идея, идеология, воспитание, глобализация.

Аннотация: В статье рассматриваются концепции национальных идей и воспитания, которые важны в условиях глобализации, способы их обеспечения на практике, диалектическая связь между ними в процессе независимого развития нашей страны, теория национальной независимости и ее особенности.

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NATIONAL IDEA AND EDUCATION IN THE ERA OF GLOBALISM

Annotation: The article examines the concepts of national ideas and education that are important in the context of globalization, the ways to ensure them in practice, the dialectical connection between them in the process of independent development of our country, the theory of national independence and its features.

Key words: Idea, ideology, education, globalization.

Многочисленные реформы последних десятилетий в различных сферах жизни нашего общества привели к разрушению ранее сложившихся и функционирующих форм идеологии.

Во все времена в истории человечества ученые стремились понять и следовать внутренней сути, законам феномена "Идеи". Не секрет, что система общественно-политических, культурных и образовательных дел во всех странах эпохи связана с этой целью. В основе этих работ лежат цели, связанные с определенными интересами. Эта система целей и их сущность выражается в идеологии, в которой создаются и практикуются государства, различные политические силы.

Этот закон является научно-философским исследованием понятия "Идея" даже в эпоху нынешней глобализации, когда происходят научно-технические революции, в которых, прежде всего, важно суммировать все научные философские мысли, существующие в области общественных наук и связанные с ними, проанализировать их, выявить теоретические вопросы, связанные с изучаемым объектом.

Следовательно, поскольку формирование и развитие Национальной идеи рассматривается как один из основных факторов, влияющих на развитие страны на основе масштабных и глубоких реформ, возможность правильно представить ее социальную сущность и оценить ее место в обществе открывается социально-философским анализом этого явления.

В этой связи, прежде всего, следует отметить, что при разработке теоретико-методологической базы изучения процесса формирования, развития и реализации национальной идеи возникают сложные аспекты, связанные с тем, что ее специфические особенности в развитии общества еще не до конца изучены в науке.

Национальная идея становится неотъемлемой частью духовной жизни общества, программой деятельности людей, социальных и этнических групп. Эта ситуация также создает большую потребность в научно-теоретическом изучении социально-исторической сущности национальной идеи и ее взаимосвязи с этническими процессами

Одной из важных задач в социальном развитии Узбекистана является дальнейшее развитие влияния Национальной идеи и ее интеграция во все слои населения, особенно в умы и сердца молодежи. В нашей стране в этом направлении проделана и проводится значительная работа. Ведь "для технологического развития Узбекистана нужна сильная национальная идея и национальная программа. Эта программа должна позволить быстро вывести Узбекистан в число развитых стран мира"[1].

Это, в свою очередь, является научно-конкретным исследованием проблемы законности обоснованности национальной идеи в его процессе синтез научных и теоретических знаний в этой области с социально-философской точки зрения означает, что разработка его системы понятий и категориального аппарата стала необходимостью.

За годы независимости в нашей стране произошли радикальные изменения в общественно-политических процессах. Политическая, экономическая, духовная независимость государства и процессы демократизации были напрямую связаны с идеологическими факторами, резко изменившими сознание и мышление гражданина, придавшими идеологическое направление развитию общества во всех сферах.

В современных глобальных условиях каждое государство способно защитить себя, в соответствии со своими фундаментальными целями и интересами растет потребность в национальных идеях и национальной идеологии. Влияние процесса глобализации на национальную идею, его

преобразующая сила стала насущной проблемой современного мира. Этот процесс усиливает их взаимозависимость, взаимодействие в жизни разных стран, народов, не остается без отражения в национально-духовной и идеологической жизни. Сегодня изменения и обновления не только в нашей духовной и идеологической жизни, но и во всех сферах жизни общества оказывают положительное, негативное влияние на нашу жизнь. Развитие современных методов и технологий, а также глобализация распространения информации, с одной стороны, становятся средством сильного идеологического влияния, с другой стороны, если это служит укреплению развития человечества, взаимоотношений и сотрудничества между странами.

"Всем известно, что риски отравления сердец и умов молодых людей, окружающих нас сегодня, устраняются для того, чтобы исправить их. Мы все вместе боремся с такими идеологическими препятствиями на основе национальной идеи, семейной школы и нам необходимо укреплять местное сотрудничество»[2].

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СООТНОШЕНИЕ И ВЗАИМОСВЯЗЬ СУДЕБНОГО САНКЦИОНИРОВАНИЯ, СУДЕБНОГО КОНТРОЛЯ И ПРАВОСУДИЯ В УГОЛОВНОМ СУДОПРОИЗВОДСТВЕ

Аннотация: Статья посвящается вопросам разграничения понятий «правосудие», «судебный контроль», «судебное санкционирование» их значение и цели в уголовном судопроизводстве.

Ключевые слова: правосудие, судебный контроль, судебное санкционирование.

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RELATIONSHIP AND INTERCONNECTION OF JUDICIAL SANCTIONING, JUDICIAL CONTROL AND JUSTICE IN CRIMINAL PROCEEDINGS

Annotation: The article is devoted to the issues of delineation of the concepts of "justice", "judicial control", "judicial authorization", their meaning and goals in criminal proceedings.

Keywords: justice, judicial control, judicial authorization.

Актуальность вопроса о соотношении рассматриваемых понятий обусловлена тем, что в науке уголовного судопроизводства традиционно выделяют два направления судебной деятельности, а именно: осуществление судебного контроля и правосудия. Как мы знаем, судебная деятельность не ограничивается только функциями рассмотрения жалоб на решения, действия (бездействия) должностных лиц, осуществляющих уголовное преследование и разрешением уголовного дела по существу. Необходимо обратить внимание на то, что судебная деятельность в уголовном судопроизводстве осуществляется при даче разрешения (санкции) на применение процессуальных мер принуждения и следственных действий, ограничивающих конституционные права и свободы человека.

Следовательно, возникает вопрос, к какому направлению судебной деятельности нужно отнести направление деятельности суда,

закключающееся в даче разрешения на применение мер процессуального принуждения и производство следственных действий. Поэтому следует рассмотреть сущность таких правовых понятий, как «правосудие», «судебный контроль», «судебное санкционирование».

Думается, что правосудие необходимо рассматривать в широком и в узком смысле. В узком смысле под правосудием следует понимать разрешение уголовного дела по существу, а в широком смысле понятие «правосудие» включает в себя все направления судебной деятельности, так как судебная власть реализуется только в рамках правосудия.

Судебный контроль состоит исключительно в рассмотрении судом жалоб участников уголовного процесса на действия (бездействие) и решения государственных органов и должностных лиц, осуществляющих уголовное судопроизводство. При этом суд разрешает по существу вполне определенный правовой спор, предметом которого выступают вопросы о законности и обоснованности действий и решений органов и должностных лиц, осуществляющих уголовное преследование, ограничивающих конституционные права и свободы личности, либо препятствующих доступу к правосудию [1].

Исходя из вышеизложенного, можно прийти к выводу, что существует другое направление деятельности суда, как дача разрешения на осуществление тех или иных действий. В теории права дача разрешений на осуществление той или иной деятельности называется санкционированием. Применительно к судебной деятельности данная деятельность есть не что иное, как судебное санкционирование, заключающееся в рассмотрении судом ходатайств об избрании заключения под стражу, домашнего ареста или иных мер процессуального принуждения; о производстве отдельных следственных действий; о помещении подозреваемого (обвиняемого) в медицинский (психиатрический) стационар для производства судебной экспертизы. По результатам рассмотрения соответствующего ходатайства, судья или его удовлетворяет, давая разрешение на производство определенных процессуальных действий, или отказывает в удовлетворении такового [2].

Таким образом, под судебным санкционированием необходимо понимать рассмотрение судом ходатайств о производстве определенных процессуальных действий и дача разрешения на их осуществление либо отказ в их производстве.

Суд устанавливает наличие формальных и материальных оснований для ограничения конституционных прав граждан на стадии предварительного расследования. Под материально-правовыми основаниями следует понимать совокупность доказательств, которые, свидетельствуют о том, что проведение таких действий по делу даст определенный результат, а также по делу имеются сведения, указывающие

на необходимость ограничения конституционных прав в интересах судопроизводства. [3].

Обобщая все вышеизложенное, можно сделать вывод, что деятельность суда не ограничивается только функцией рассмотрения и разрешения уголовных дел, так как его функциями являются также контроль над законностью и обоснованностью решений и действий на стадии возбуждения уголовного дела и предварительного расследования и дача разрешения на производство процессуальных действий.

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МОТИВАЦИЯ В ОБУЧЕНИИ

Аннотация: В этой статье рассматривается мотивация студентов в обучении и роль учителя в данном процессе

Ключевые слова: Мотив, мотивация, учитель, студент, обучение, процесс.

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LEARNING MOTIVATION

Annotation: This article examines the motivation of students in learning and the role of the teacher in this process.

Key words: Motive, motivation, teacher, student, learning, process

В организации современного учебного процесса большую роль играет мотивация студентов. Мотивация студентов является одной из самых сложных педагогических проблем настоящего. Мотивационными процессами в обучении студентов можно и нужно управлять: создавать условия для развития внутренних мотивов, стимулировать студентов.

Во время огромного объема информации предоставляемых источником как медиа, интернет, социальные сети, является очень сложным мотивировать студента к обучению, систематической работе, мотивации искать новое информации и эффективно использовать их в процессе обучения и жизни. Как надо мотивировать студента, чтобы его обучение принесло желаемые эффекты и пользу не только ему а и обществу? Это вопрос для психологов, педагогов и общества.

Время объективно требует изменения роли и места преподавателя в учебном процессе. Студент должен быть действующим лицом, а преподаватель - его партнером в обучении и развитии. Учебно-воспитательный процесс должен базироваться на психолого-педагогическом проектировании развития каждого студента, на создании мотивации, на субъектно-субъектных отношениях участников обучения.

Мотивация представляет собой совокупность, систему психологически разнородных факторов, детерминирующих поведение и деятельность человека. Иными словами, она выступает как побуждения, вызывающие активность человека или усиливающие ее. Мотивация, согласно современным психологическим представлениям, понимается как совокупность стойких мотивов, имеющих определенную иерархию и выражающих направленность личности. Мотивами же принято считать те внутренние силы, которые связаны с потребностями личности и побуждают ее к определенной деятельности, направленной на их удовлетворение.

Учебная мотивация определяется как частный вид мотивации, включенной в деятельность учения, учебную деятельность.

Учебная мотивация, как и любой другой ее вид, имеет системный характер. Она характеризуется направленностью, устойчивостью и динамичностью.

Общую структуру учебной мотивации образуют потребность, смысл учения, мотив учения, цель учения, интерес, желания, намерения, задачи (рис.1)

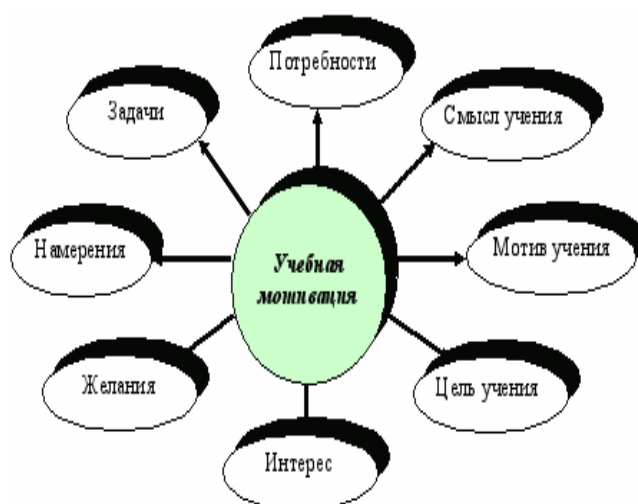


Рис. 1. Общая учебной

структура мотивации

Наиболее важным из мотивационных понятий является понятие потребности. Потребность представляет собой состояние индивида, создаваемое испытываемой им нуждой в определенных объектах, необходимых для его существования и развития. Именно поэтому потребность выступает одним из главных источников человеческой активности. Будучи мотивом деятельности и ее источником, потребность является вместе с тем и ее результатом.

В качестве мотивов могут выступать идеалы, интересы, убеждения, социальные установки, ценности. Однако при этом за всеми перечисленными причинами все равно стоят потребности человека во всем их многообразии (от базовых, биологических, до высших, социальных).

Мотивация представляет собой импульс, который заставляет нас действовать и достигать поставленных целей.

Мотивация играет ключевую роль в нашем обучении. Согласно результатам исследования, мотивация имеет большее влияние на нашу производительность в математике, чем наш уровень IQ.

В частности, исследователи обнаружили, что уровень интеллекта был тесно связан с показателями успеваемости учащихся по математике, но только на начальном этапе развития конкуренции в этой области. Высокая мотивация и навыки учащихся стали наиболее значимыми факторами, которые определили успешное развитие высших математических навыков. Студенты с хорошими данными успеваемости были внутренне мотивированы и способны использовать такие навыки, как объяснение, синтез, поиск связей с ранее полученными знаниями. Они избегали запоминания путем заучивания и демонстрировали более заметный прогресс в области усвоения математики, в отличие от тех, кто не чувствовал внутреннюю мотивацию. В противоположность этому, уровень интеллекта студентов не связан с их достижениями в области математики.

Почему так важно поддерживать у студентов мотивацию к учебе?

- Мотивация увеличивает усилия и настойчивость в выполнении задач;
- Наша мотивация дает «зеленый свет» инициативности;
- Мотивация улучшает когнитивные способности;
- И наконец, мотивация повышает общую производительность.

Наиболее продуктивными являются внутренние мотивы, так как они основаны на интересе, на чем-то важном и значимом для учащихся. К внутренним мотивам относятся такие, которые побуждают человека к учению как своей цели и как к важному инструменту достижения своих целей. При этом интерес может проявляться к самим знаниям и к процессу их получения. Внутренними мотивами могут выступать также любознательность, стремление студента повысить свой культурный и профессиональный уровень, его потребность в новой информации. Учебные ситуации, связанные с мотивами такого рода не содержат внутреннего конфликта. Вообще внутренняя мотивация характерна для сильных студентов, стремящихся освоить профессию на должном уровне, приобрести практические умения и навыки.

К внешним мотивам относятся побудители такого типа, как наказание или награда, угроза и требование, давление группы, ожидание будущих благ, оценка преподавателя, стремление избежать неприятностей и т.п. Все они действительно являются внешними по отношению к непосредственной цели учения. Сама же цель, то есть непосредственно учение, при подобных ситуациях и мотивах может быть безразличной или даже отталкивающей, а учение часто носит вынужденный для студента характер и выступает как препятствие, которое надо преодолеть на пути к основной цели. Для данной ситуации, в принципе конфликтной,

характерно наличие противоборствующих сил, поэтому она связана со значительным психическим напряжением, требует от студента определенных внутренних усилий и порой сопровождается его борьбой с самим собой.

В целом, исследования учебной и профессиональной мотивации свидетельствуют, что она сложна, многоаспектная, разнородна, разноуровневая, имеет иерархическую структуру, которая определяет различную направленность студента в зависимости от того, какие конкретно мотивы становятся для него доминирующими, и требует тщательного изучения и анализа с целью правильного ее формирования и развития у каждого студента.

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УВЕРЕННОСТЬ В УСТНОЙ РЕЧИ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В этой статье указывается на важность уверенности студентов в своих разговорных навыках. По мнению некоторых исследователей, каждый учитель должен осознавать уверенность учащихся в овладении языком. Для проверки уверенности студентов в себе предусмотрен тест FLCAS.

Ключевые слова: Когнитивная сфера, самооценка, самоуверенность, Исследование FLCAS, устная компетенция.

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CONFIDENCE IN SPEAKING WHILE LEARNING ENGLISH

Abstract: This article highlights the importance of students' confidence in their speaking skills. According to some researchers, every teacher should be aware of students' confidence in language acquisition. To test students' self-confidence, the FLCAS test is provided.

Key words: Cognitive domain, self-esteem, self-confidence, FLCAS study, oral competence.

Английский язык является самым важным в этом современном обществе, так как он преподается как второй язык или иностранный язык в любых странах. Разговорный язык считается жизненно важным в области обучения языку на протяжении многих лет. Как отметили Браун и Юл (1983), важность устного языка как предмета обучения имеет свою собственную историю. Однако даже после окончания Второй мировой войны это оказало большое влияние на преподавание иностранного языка. Разговорный речь - это способность использовать определенный язык (Оксфордский словарь английского языка). Основная цель студентов, изучающих английский как иностранный язык, - улучшить разговорные способности, чтобы добиться успеха в общении на языке точно, свободно

и эффективно. В следующем тематическом исследовании автор отметил важность уверенности в себе как психологического фактора, влияющего на речевую способность учащихся при изучении иностранного языка. Кроме того, автор обратил внимание на то, чтобы помочь студентам положительно относиться к своим способностям для развития их уровня успешности в разговорной речи. Для этого тематического исследования, я выбрала четырех учеников 10-х классов. Были применены самые разные подходы.

Литературный обзор

«Четыре языковых навыка, такие как говорение, аудирование, чтение, а также письмо, достижение устной компетенции сильно коррелируют с уверенностью в себе людей. «Студенты, изучающие иностранный язык, не могут говорить на языке или выражаться свободно и бегло без определенной степени уверенности в себе» (Браун, 1994). Развитие коммуникативных способностей студентов, говорящих на устной речи, считается одной из самых сложных задач в обучении языкам ».

Дизайн исследования

«Метод исследования, который я использовала, - это интервью. Интервью было разделено на три аспекта. Это: «Участие в разговоре по английскому языку» (3 вопроса), «Когнитивная сфера» (4 вопроса) и «Самоуважение» (6 вопросов). Кроме того, чтобы узнать самооценку студентов, было несколько вопросов, основанных на «вопроснике самоуверенности» (адаптированном Хорвицем, М.Б., и Коупом, Дж. (1986). После этого я выбрал «Розенберг» шкала самооценки ". В этой анкете было несколько возможных ответов, студенты должны написать на них: «Согласен», «Не согласен», «Полностью согласен», «Ни согласен, ни согласен», « Абсолютно не согласен». Я брала эту анкету у учеников 10-го класса, им было 15 ». «Затем я дал им следующую анкету. (* Адаптация Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Исследование FLCAS (Шкала тревожности в классе иностранного языка))

Я могу научиться говорить по-английски.

Считаю себя хорошим учеником.

В моей команде я должен быть важным членом

Моя группа хочет, чтобы я приходил на урок каждый день.

Я никогда не стесняюсь разговаривать с однокурсниками по-английски.

Я никогда не стеснялся говорить по-английски со своим учителем английского языка.

Я никогда не стесняюсь разговаривать с учителями других предметов в школе.

Я надеюсь, что когда-нибудь я буду свободно говорить по-английски.

Я хочу, чтобы однажды я набрал больше очков.

Я верю, что получу 5 в этом классе »

РЕЗУЛЬТАТЫ АНКЕТЫ ДЛЯ САМОУВЕРЕННОСТИ

Количество вопросов	Полностью согласен	Согласен	Не согласен	Полностью Не согласен
Вопрос 1	2	4	6	3
Вопрос 2	4	4	5	2
Вопрос 3	2	3	5	5
Вопрос 4	3	4	4	4
Вопрос 5	2	3	5	5
Вопрос 6	2	4	4	5
Вопрос 7	5	4	3	3
Вопрос 8	2	4	4	5
Вопрос 9	3	4	5	3
Вопрос 10	2	3	5	5
Общие ответы	27	37	46	41

Анализ анкеты уверенности в себе

В следующем опросе было 10 вопросов о разговорной речи студентов. В этом опросе из 15 студентов 27 полностью согласны, 37 согласны, 41 категорически не согласны, 46 не согласны. Как показывает опрос, большое количество показывает, что категорически не согласен и согласен. Студенты показали более низкую самооценку как в устной речи, так и в своих достижениях. Если есть более высокий уровень уверенности, тем более высокие результаты покажут ученики.

Заключение

В этом тематическом исследовании изучалась низкая самооценка и ее влияние на устную речь в десятом классе учащихся государственной школы. Я обнаружил, что у большинства учеников низкая самооценка, несмотря на то, что они хорошо учили язык, однако им часто было стыдно, когда дело доходило до участия в классе, поскольку застенчивость заставляла их участвовать. Более того, у всех участников был какой-то страх и паника во время урока во время разговора с учителем. Учитель должен обращать внимание на каждого ученика, который очень застенчив и неуверен в себе, поскольку они могут не проявлять активности на уроке, но могут хорошо учиться. Учитель должен побуждать учеников участвовать в каждом уроке, уделяя больше внимания тем, кто должен быть не таким активным. Как заявил Браун, при низкой оценке учащиеся могут не говорить и свободно выражать свои мысли (Brown 1996). Я обнаружила, что учащиеся показали низкую успеваемость в устной речи, так как они думали, что у них плохое произношение, поэтому они не могли представить устную презентацию индивидуально, а также боялись, что их сверстники по группе посмеются над ними.

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ФАКТОРЫ, ВЛИЯЮЩИЕ НА ФИНАНСОВУЮ И ЭКОНОМИЧЕСКУЮ УСТОЙЧИВОСТЬ ФИРМЫ

Аннотация: Финансово-экономическая деятельность любого предприятия предоставляет собой систему взаимосвязанных процессов, которые зависят от воздействия различных факторов. Тесная взаимосвязь этих факторов обуславливает их разнонаправленное влияние на результаты финансово-хозяйственной деятельности организации. Преобладающее влияние отрицательных факторов может существенно снизить влияние факторов положительного характера.

Ключевые слова: фирма, внутренние и внешние факторы, финансовая и экономическая устойчивость.

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FACTORS AFFECTING THE FINANCIAL AND ECONOMIC SUSTAINABILITY OF THE FIRM

Abstract: Financial and economic activity of any enterprise is a system of interrelated processes, which depend on the impact of various factors. The close interrelation of these factors determines their multidirectional influence on the results of financial and economic activity of the organization. The dominant

influence of negative factors can significantly reduce the influence of positive factors.

Key words: firm, internal and external factors, financial and economic sustainability.

В современных экономических условиях деятельность любого предприятия, в силу открытости и доступности информации, становится объектом внимания множества других субъектов экономики, оценивающих положение предприятия на рынке, а также его конкурентоспособность и финансовую устойчивость.

Финансово-экономическая деятельность любого предприятия предоставляет собой систему взаимосвязанных процессов, которые зависят от воздействия различных факторов. Тесная взаимосвязь этих факторов обуславливает их разнонаправленное влияние на результаты финансово-хозяйственной деятельности организации. Преобладающее влияние отрицательных факторов может существенно снизить влияние факторов положительного характера. Следует отметить, что действие одного и того же фактора может различаться, в зависимости от конкретных обстоятельств и условий.

Финансовая устойчивость является основой стабильности организации. В этой связи имеет место воздействие на нее различных факторов.

Существующее многообразие факторов указывает на необходимость их классификации по разным признакам:

- по степени значимости различают первичные и вторичные;
- по времени действия: постоянные и переменные;
- по месту возникновения факторы подразделяются на: внешние и внутренние.

Внешние факторы не зависят от усилий руководства предприятия, поэтому оно не в силах оказывать существенное влияние на финансовую устойчивость. Тогда как внутренние факторы зависят непосредственно от системы управления деятельностью данного предприятия.

Внешние факторы, взаимодействуя, образуют среду функционирования предприятия. Они носят экзогенный характер, то есть не зависят от организации.

Помимо этого характерной чертой внешних факторов является их тесная взаимосвязь с факторами внутренней среды предприятия.

К числу внешних факторов, влияющих на финансовую устойчивость, относятся:

- экономические факторы;
- политико-правовые факторы;
- научно-технические факторы;
- социально- культурные факторы;

- природные факторы.

Экономические факторы оказывают непосредственное влияние на эффективность деятельности фирмы. В свою очередь, экономические факторы делят на факторы состояния финансовой системы и факторы общеэкономического состояния.

К числу факторов состояния финансовой системы страны относят информационные процессы и связанные с ними инфляционные ожидания, ставка рефинансирования РФ, политика Центрального банка РФ, степень развития института кредитования и др.

Общеэкономические факторы характеризуются темпами экономического роста, инвестиционной привлекательностью товаропроизводителей на отечественном рынке, циклическими колебаниями экономики, состоянием платежного баланса страны.

Политико-правовые факторы находятся в непосредственной взаимосвязи с политической ситуацией в стране и с деятельностью государственных органов. Образованные данной группой факторов законодательные границы регулируют действия экономических субъектов, путем ослабления или усиления государством рычагов своего воздействия.

К числу политико-правовых факторов относятся: политическая стабильность как в целом в стране, так и в регионах; устойчивость правительства; расстановка политических сил; правовые основы хозяйствования; налогово-кредитная политика государства; таможенная политика; законодательные акты, обеспечивающие контроль за деятельностью хозяйствующих субъектов.

Научно-технические факторы способствуют быстрому развитию отдельных отраслей или конкретных организаций. В то же время данная группа факторов может в значительной мере повлиять на разорение других организаций. Это связано с неоднозначностью влияния научно-технических факторов. С одной стороны, применение новых технологий научных разработок в своей деятельности позволяет предприятию обеспечить конкурентоспособность продукции; выйти на новые рынки сбыта. С другой стороны, внедрение новых технологий, применение различных научных разработок зачастую приводит к отвлечению средств из текущего оборота на длительный срок. Это связано со значительной капиталоемкостью и долговременностью применения новых технологий. Результатом применения последних может быть как получение высокой прибыли, так и понесение значительных убытков в связи с их не окупаемостью.

Факторы социально-культурного характера связаны с формированием стиля жизни, работы, потребления. Данная группа факторов оказывают значительное влияние на деятельность экономических субъектов. Возникновение новых тенденций обуславливает необходимость создания нового типа потребителя, то есть появляется потребность в

других товарах и услугах, что в значительной степени влияет на деятельность организации.

К их числу относятся такие факторы как демографическая ситуация, уровень безработицы, уровень доходов населения, платежеспособность населения, система ценностей, имеющая место в обществе и др.

Таким образом, следует сказать, что практически невозможно точно определить и количественно оценить всю группу внешних факторов, оказывающих влияние на финансовую устойчивость предприятия.

В отличие от внешних, внутренние факторы носят эндогенный характер, то есть они зависимы от организации производства и от вида производственной деятельности. Внутренние факторы являются субъективными и многие из них можно количественно оценить.

Основными внутренними факторами, влияющими на финансовую устойчивость предприятия, являются:

- финансовые ресурсы и эффективность их использования;
- принципы организации и управления;
- конкурентная позиция организации;
- отраслевая принадлежность предприятия.

Одним из наиболее важных внутренних факторов, оказывающих влияние на финансовую устойчивость предприятия, является приемлемый состав и структура активов, а также разработка оптимальной политики их формирования. Устойчивость и эффективность функционирования предприятий во многом определяется качеством текущих активов, величиной используемых запасов, денежных активов, оборотных средств и т.д.

В случае уменьшения запасов и ликвидации активов предприятие будет иметь в обороте больше капитала и, следовательно, большую прибыль. Однако, риск неплатежеспособности в такой ситуации будет расти, что, в свою очередь, может привести к остановке производства.

Влияние структуры собственных и заемных средств на финансовую устойчивость имеет большое значение. Вследствие привлечения заемного капитала появляется риск невыполнения обязательств перед кредиторами. В этой связи, оценка степени влияния структуры капитала и постоянных финансовых издержек очень важна.

Одним из наиболее значимых внутренних факторов, оказывающих влияние на финансовую устойчивость предприятия, является состав и структура финансовых ресурсов, и прежде всего, прибыли.

Важным конкурентным преимуществом предприятия является инновационная деятельность. Реализация данного преимущества производится при внедрении инновационных методов производства, новейшей техники, более совершенных технологий. Использование инноваций в своей деятельности обеспечивает предприятию лидерство в наличии сегментов распределения товаров, диверсификации продукции и

др. Эффективность инновационной деятельности определяется технологическим уровнем производства, повышение которой способствуют:

- увеличению объемов производства;
- повышению производительности труда;
- увеличению объемов реализации, в результате внедрения новых товаров.

Показателями уровня технологического производства являются НИОКР, состояние технологий (новизна и приоритетность технологий, техническая управляемость) и техники.

Наряду с вышеизложенными факторами на финансовую устойчивость предприятия влияет его конкурентная позиция (доля рынка, стадия жизненного цикла, уровень квалификации руководства и персонала, доступ к источникам информации и т.д.). Степень влияния данного фактора напрямую зависит от величины рентабельности предприятия.

С развитием общественных отношений, ростом технологических возможностей и расширением на этой основе совокупности социально-экономических потребностей, происходит постоянное увеличение числа факторов, которые оказывают влияние на процесс производства, получение конечного результата и, как следствие, на экономическую устойчивость предприятия.

В целях диссертационного исследования целесообразно классифицировать факторы на внутренние и внешние, поскольку предприятие является одновременно и субъектом и объектом рыночных отношений, а также оно способно влиять на динамику разных факторов.

Внутренние факторы, влияющие на экономическую устойчивость, непосредственно связаны с качеством функционирующего на предприятии оборудования, с работой производственного персонала, а также с финансовыми возможностями организации в целом.

Внешние факторы, в отличие от внутренних, не зависят от деятельности персонала предприятия. Факторы внешней среды, оказывающие влияние на экономическую устойчивость предприятия, определяют его положение среди конкурентов, а также уровень привлеченных производственных и финансовых ресурсов.

К внутренним факторам, оказывающим влияние на экономическую устойчивость предприятия, относятся: используемые технологии, организация производства и структура управления, техническое обеспечение, персонал предприятия, информационное ресурсное поле предприятия, финансовое состояние организации.

Используемые предприятием технологии представляют собой совокупность квалифицированных навыков и умений работников, инфраструктура, оборудования, инструментов, которые необходимы для осуществления желаемых преобразований.

Совершенствование технологий непосредственным образом связано с совершенствованием техники производства. Пропорциональное сочетание комплекса машин, различного оборудования способствует созданию единой технической системы, определяющей производственные возможности предприятия.

Внедрение различных технических новшеств, сопровождающееся изменениями технологий, происходят достаточно стремительно. Задача руководства предприятия заключается в оперативной реакции на эти изменения в целях постоянного повышения эффективности своей деятельности.

В связи с этим немаловажное значение приобретает такой фактор как организация и управление производственным процессом.

Организация производства представляет собой разработанную систему, направленную на рациональное использование персонала организации, оборудования, площади предприятия, предметов труда и т.д.

Достижение оптимальной организации производственного процесса и структуры управления невозможно без персонала, который выступает внутренней переменной частью трудового потенциала. Кадры являются центральным элементом любой модели организации.

Формирование эффективного механизма направленного на обеспечение экономической устойчивости, неразрывно связано с созданием эффективной структуры управления.

В этой связи большое значение приобретает информационный фактор. Без достаточно оперативной и достоверной информации руководство предприятия не может эффективно управлять производственным процессом. Управление подразумевает обладание необходимыми знаниями относительно реальной обстановки, экономического прогнозирования и возможной разработки вариантных решений.

Одним из наиболее важных внутренних факторов, влияющих на экономическую устойчивость, является финансовое состояние предприятия. Оно определяется состоянием финансовых ресурсов предприятия. Именно при помощи них предприятие осуществляет процесс изготовления и реализации продукции, покрывает затраты по расширению и обновлению производства.

Наряду с внутренними факторами, на экономическую устойчивость предприятия оказывают влияние внешние факторы. К ним относятся: влияние экономики, политическая стабильность, научно-технический прогресс, социально-культурные тенденции и др.

Таким образом, любые изменения факторов внешней среды, находящихся в тесной связи факторами внутренней среды, выводят его из состояния устойчивости, тем самым ускоряют процесс формирования

экономической устойчивости, который направлен на повышение эффективности во всех сферах деятельности предприятия.

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ФАКТОРИНГ КАК ВИД ФИНАНСОВОГО ПОСРЕДНИЧЕСТВА В ИНФРАСТРУКТУРНОЙ СОСТАВЛЯЮЩЕЙ ФУНКЦИОНИРОВАНИЯ РОССИЙСКОГО ИНСТИТУТА БАНКРОТСТВА

Аннотация: Проблематика поиска сбалансированного механизма развития российского института банкротства приобретает существенную теоретическую значимость и практическую направленность, детерминируя качественные индикаторы функционирования инфраструктурно-институциональной среды, которые обеспечивают сохранение необходимого уровня устойчивости развития институтов собственности, поддержания конкурентной среды, а также применение эффективных инструментов антикризисного регулирования на всех стадиях взаимодействия участников системы отношений несостоятельности в РФ.

Ключевые слова: институциональная среда; институт банкротства; неплатежеспособность, финансовая несостоятельность, факторинг.

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FACTORING AS A TYPE OF FINANCIAL INTERMEDIATION IN THE INFRASTRUCTURAL COMPONENT OF THE RUSSIAN BANKRUPTCY INSTITUTION

Abstract: The problem of searching for well-balanced mechanism of development of Russian bankruptcy institution gains considerable theoretical importance and practical orientation, determining qualitative indicators of infrastructural and institutional environment functioning, which provide for saving the necessary level of stability of property institutions development, maintaining competitive environment as well as applying effective tools of crisis management at all stages of interaction of property system participants.

Keywords: institutional environment; institution of bankruptcy; insolvency, financial insolvency, factoring.

Очевиден факт, что за длительный период времени, связанный с формированием и развитием современного рынка опосредованных финансовых заимствований сложилась определенная классификация его участников, где в качестве основных финансовых посредников выступают: коммерческие банки, кредитные союзы, страховые компании, негосударственные пенсионные фонды, инвестиционные фонды, финансовые компании, факторинговые компании.

В России услуги, связанные с выполнением факторинговых операций, оказываются, чаще всего, коммерческими банками, а не специализирующимися на этих операциях факторинговых компаниях. Стимулом к развитию факторинга в банковском секторе стали процессы, обеспечивающие реализацию механизма управления ликвидностью ввиду того обстоятельства, что для фактор-компаний весьма актуализирована проблема, связанная с наличием риска ликвидности, обусловленного тем фактом, что оборачиваемость финансирования в факторинговых операциях сложно прогнозировать, что вынуждает факторинговые компании в постоянном режиме осуществлять поддержку значительной доли высоколиквидных, а, следовательно, низко доходных активов, обуславливая в конечном счете рост стоимости факторинговых услуг.

Необходимо отметить, что в российском законодательстве так до конца и не прописан факторинг как вид финансового посредничества. Если считать его одной из сфер банковской деятельности, то она, как и другие банковские операции не подлежит взиманию НДС. Если, напротив, признать факторинг видом небанковской деятельности, то фактор-компании подлежат в обязательном порядке лицензированию и имеют собственный регулятор.

Российский рынок факторинга развит в недостаточной степени, если не сказать больше – налицо, фактически, полное отсутствие факторинговых услуг, которые отвечали бы адекватно требованиям рынка,

тормозящее развитие российского промышленного сектора, перед которым обострена проблема ведения эффективной конкурентной борьбы с производителями других стран (и это, не смотря, на проводимую все последние годы политику импортозамещения в российской экономике, принятие которой было обусловлено введением в отношении РФ санкций со стороны части западных стран). Многие отечественные производители единственным выходом для себя считают исключительное использование собственных оборотных средств, направляемых на финансирование отсрочек по платежам, что нельзя считать условием динамичного развития хозяйствующих субъектов.

Неразвитость факторинга как одного из видов финансового посредничества, включенного в инфраструктурную составляющую института банкротства, в РФ, во многом, была обусловлена тем обстоятельством, что представляют собой процесс управления ликвидностью и отсрочка по платежам на отечественных предприятиях, так как в развитых странах мира вопросы реализации товаров с отсрочкой платежа не стоят остро и имеют широкую практику применения, однако, в российской экономике это представлялось долгие годы весьма проблематичным явлением.

Вместе с тем, следует признать, что изменение рыночных условий функционирования вынуждает все большее число экономических субъектов идти по принципу предоставления отсрочки платежа покупателям, что, по сути, стало определенной нормой жизни для значительного числа отечественных предприятий. К тому же, апеллируя цифрами, можно отметить, что европейская практика развития факторингового процесса свидетельствует о том, что его используют в своей финансовой деятельности 70-80 % предприятий поставщиков. Отечественная практика показывает, что использование факторинга на рынке опосредованных финансовых заимствований весьма ограничено, но спрос на эти финансовые услуги имеет устойчивую положительную динамику в виду того обстоятельства, что предоставление отсрочки платежа рассматривается в качестве одного из наиболее эффективных инструментов конкуренции и сохранения финансовой устойчивости и платежеспособности предприятия.

К основным выгодам, получаемым кредиторами, могут быть отнесены следующие:

- посредники диверсифицируют финансовый риск посредством распределения финансовых вложений по группам финансовых инструментов между различными кредиторами при предоставлении синдицированных (совместных) кредитов во времени и иным способом, снижающим уровень кредитного риска. Отсутствие финансового посредника увеличивает кредитный риск, связанный с невозвратом основной суммы долга и процентов. Чистый доход, получаемый

финансовым посредником, рассчитывается как разница между процентной ставкой за предоставленный им кредит и процентной ставкой, под которую сам финансовый посредник берет финансовые средства, за минусом финансовых издержек, которые связаны с ведением счетов, выплатой заработной платы персоналу, налоговыми платежами и т.д.;

- посредники самостоятельно формируют систему проверки платежеспособности должников и распространения своих услуг, ведущих к снижению кредитного риска и сокращению издержек, связанных с кредитованием должников;

- деятельность финансовых посредников с одной стороны позволяет обеспечивать постоянный уровень ликвидности для своих клиентов, предоставляя им возможность получать наличные деньги, а с другой стороны, сами финансовые посредники держат определенную долю своих активов в форме денежной наличности. Кроме того, для определенных типов финансовых посредников государством установлены законодательные нормы, которые направлены на регулирование степени их ликвидности. Так, например, коммерческие банки через законодательные нормативы резервирования обязаны обеспечивать поддержание минимальных остатков денежных средств на счетах в ЦБ России и в кассе.

Следует отметить то обстоятельство, что наряду с кредиторами, и должники приобретают определенные преимущества в результате осуществления процессов, связанных с финансовым посредничеством, а именно:

- деятельность финансовых посредников значительно упрощает проблему поиска кредиторов, которые были бы готовы предоставить займы на приемлемых условиях;

- наличие финансового посредника приводит к тому, что стоимость кредита для заемщика в условиях нормального функционирования рыночной экономики значительно меньше, чем при отсутствии института финансового посредничества. Объяснение этого парадокса заключается в том, что финансовыми посредниками снижается кредитный риск для первичных кредиторов (вкладчиков) и может устанавливаться более низкая ставка по привлечению финансовых средств, которая, в совокупности со всеми издержками финансового посредника, не так велика, чтобы нужно было увеличить размер ставки размещения выше размера ставки при прямом кредитовании;

- финансовые посредники трансформируют сроки, что приводит к нивелированию разрыва между предпочтениями в получении долгосрочных ссуд заемщиком и предпочтением сохранения высокой ликвидности кредитором, благодаря тому факту, что не все клиенты хотят вернуть свои деньги одновременно, а поступление денежных средств финансовому посреднику также распределено во времени;

- финансовые посредники способны удовлетворить спрос должников на крупные кредиты за счет аккумуляирования значительных сумм от большого числа клиентов.

Оказание факторинговых услуг сопровождается несением дополнительных затрат, связанных с управленческими расходами фактор-компаний по обслуживанию клиента: расходы за так называемые периоды обязательств, которые могут возникать в процессе задержки представления документов по сравнению с датой возникновения самой задолженности, а также несение опционных расходов. Кроме финансирования оборотных средств, фактор-компания при оказании факторинговых услуг несет расходы, связанные с покрытием значительной части финансовых рисков поставщика (кредитных, валютных, рисков ликвидности и др.).

Одной из важных проблем осуществления факторинговых операций внутри самого коммерческого банка, как института финансового посредничества на рынке опосредованного финансового заимствования, становится внутренняя конкуренция с собственным кредитным подразделением. Однако, факторингу сложно вести конкурентную борьбу с кредитными продуктами, предлагаемыми самим банком, что обусловлено недостаточно четким представлением сущности самого факторингового продукта, по этому кредитный продукт банка представляется клиенту более интересным, например из-за формально невысокой процентной ставки. В этой ситуации, если факторинг не становится приоритетной сферой банковской деятельности, он всегда будет менее актуален и предпочтителен на фоне банковского, что, в конечном счете, приведет к оттоку клиентов и их переходу исключительно на приобретение кредитных продуктов, и как следствие – поглощение кредитным подразделением банка его факторингового подразделения.

Факторинг имеет явное преимущество перед обычным кредитом, которое заключается в том, что взяв кредит, предприятие, пополняя свои оборотные средства, и тем самым, получая возможности отсрочить платеж, тем не менее, функционирует с использованием прежнего механизма управления рисками дебиторской задолженности. В этой связи, многие экономические субъекты, обладающие большими возможностями для привлечения любых форм финансирования своей хозяйственной деятельности, считают, что факторинг, по сути, является финансовым инструментом, не имеющим достойной альтернативы.

Вместе с самим кредитом при проведении факторинговых операций, клиент получает набор дополнительных финансовых услуг, связанных со страхованием финансовых рисков, информационным, бухгалтерским, консалтинговым и юридическим сопровождением. Кроме того, ключевым ценовым преимуществом факторинга как финансового инструмента можно считать полное целевое использование финансовых средств.

Факторинговые операции дают возможность клиентам производить экономию финансовых средств при уплате налога на прибыль. В соответствии с российским налоговым законодательством данный вид налога должен уплачиваться с момента фактической отгрузки товара, однако, если предприятие поставщик предоставляет отсрочку платежа своим покупателям, то денежные средства за отгруженную продукцию поступят позднее, что приводит к возникновению ситуации, при которой обязательства по уплате налога на прибыль возникнут раньше, чем поступят средства от реализации товаров.

Использование факторинга позволяет избежать подобных ситуаций. В контексте сказанного, можно сделать заключение о том, что если бы такой подход применялся, например, к установлению момента уплаты НДС, это создало бы еще один дополнительный стимул для широкого применения факторинговых операций в практике хозяйствования отечественных предприятий.

Оценивая положительные стороны факторинга как вида финансового посредничества, встроенного в инфраструктурную среду функционирования российского института банкротства, нужно также акцентировать внимание на тех ключевых недостатках, которые присущи в целом факторинговому рынку в России.

Продвижение иностранного капитала на отечественный факторинговый рынок было сопряжено с целым рядом проблем, ключевой из которых являются специфические черты, присущие деятельности отечественных фактор-компаний, способные затруднить приход иностранных участников на российский факторинговый рынок. Имеющиеся существенные различия в законодательной и налоговой базе, бухгалтерском и налоговом учете и в организации бизнеса как такового, существенным образом способны осложнить деятельность иностранной фактор-компании в России. В этой связи, приобретение западными компаниями уже созданных и эффективно функционирующих отечественных факторинговых компаний становится наиболее предпочтительным сценарием развития российского факторингового рынка в ближайшей перспективе. Рост отечественного факторингового рынка стимулирует конкуренцию, в том числе за счет появления на нем новых участников, особенно заметен этот процесс стал в крупных российских городах, прежде всего, в Москве и Санкт-Петербурге.

Вместе с тем развитие российского рынка оказания факторинговых услуг сопровождается ростом и усилением входных барьеров, обусловленных увеличением вложений финансовых средств в технологию организации продаж факторинговых услуг, прежде всего, связанных с технологией оценки рисков и качественным программным обеспечением, а также созданием и развитием филиалов факторинговой компании.

Риски, возникающие при заключении договора на оказание факторинговых услуг, отсутствие полной и достоверной информации о клиентах банка, трудности организации работы со стандартизированными кредитными продуктами в конечном счете обусловили понимание всей важности, которую представляют собой факторинговые компании, деятельность которых связана с острой необходимостью образования, функционирования и перспективного развития российского факторингового рынка, представляющего совокупность участников и наличие связей между ними, обеспечивающих процесс обслуживания экономических отношений, возникших между кредитором и заемщиком, строящихся на рыночных принципах, где в качестве товара рассматриваются только кредитные продукты, но и информация, необходимая для реализации этих отношений.

Интерес к факторинговым операциям со стороны коммерческих банков, вполне очевиден, так как рынок факторинговых услуг развивается весьма динамично, имеет высокий уровень доходности факторингового продукта, предполагая широкое использование краткосрочных кредитных ресурсов, имеющихся в наличии у российских коммерческих банков, для некоторых из них это стало своего рода стратегией развития. Часть российского банковского сектора рассматривают факторинг в качестве альтернативы рынка межбанковского кредитования, то есть финансового инструмента, в который могут быть направлены высвободившиеся краткосрочные ресурсы при сопоставимом уровне доходности.

Высокая скорость оборота факторинговых операций обусловила быструю адаптированность финансовой политики, направленной на размещение и привлечение финансовых ресурсов к новым реалиям и высокие темпы роста данного рыночного сегмента. Напряжение, сложившееся на финансовых рынках, привело к затруднению привлечения фактор-компаниями новых финансовых ресурсов. Вместе с тем, установившийся запас ликвидности обладает определенными ограничениями, поэтому развитие российского факторингового рынка и темпы его роста в значительной степени сопряжены с возможностями самофинансирования отрасли. Однако, усиление кризисных явлений, связанных с риском ликвидности хозяйствующих субъектов реального сектора экономики грозит замедлить темпы развития отечественного факторингового рынка.

В конечном счете, наибольшей проблемой для деятельности российских факторинговых компаний представляется проблема неурегулированности отечественного факторингового рынка, рассматриваемого в качестве инфраструктурного компонента развития института банкротства.

Изложенное выше позволяет сделать определенные выводы.

Во-первых, экономическая сущность факторинга, заключающаяся в комплексном подходе к управлению оборотным капиталом предприятия,

включает не только процесс, связанный с кредитованием поставщика под уступку им прав денежного требования к покупателю, но и предоставление дополнительных услуг, связанных со страхованием финансовых и иных рисков, информационным, консалтинговым, бухгалтерским и юридическим обслуживанием клиента, осуществляемых на договорной и платной основе.

Во-вторых, развитие факторинга сопряжено с объективными предпосылками, обусловленными его разнообразными преимуществами для предприятий-поставщиков:

- трансформацией дебиторской задолженности в наличные денежные средства;

- получением скидок при немедленной оплате всех поставляемых товаров;

- ростом ликвидности;

- независимостью от сроков платежей дебиторов;

- улучшением системы расчетов и контролем платежной дисциплины;

- совершенствованием системы финансового планирования;

- экономией оборотного капитала;

- расширением количества оборотов и величины доходов;

- повышением показателей прибыли рентабельности.

В-третьих, изучение законодательной базы в сфере осуществления факторинговых операций в России показало несовершенство существующей правовой и нормативной документации. Кроме того, для отечественных факторинговых компаний требуется разработка и реализация государственной программы их поддержки, особенно в условиях затянувшегося финансово-экономического кризиса, несущего в себе глубокие негативные последствия для развития национальной экономики.

В-четвертых, стратегическое развитие отечественных факторинговых компаний должно предусматривать углубление процессов по диверсификации их деятельности, более полному и гибкому обслуживанию, прежде всего, субъектов малого и среднего бизнеса, что, безусловно, требует совершенствования законодательной и нормативно-правовой базы в сфере оказания факторинговых услуг и развития институциональной компоненты российского факторингового рынка как инфраструктурного элемента развития национального института банкротства и т.д.

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ЧАСТОТА ВСТРЕЧАЕМОСТИ И ПАТОМОРФОЛОГИЧЕСКИХ ОСОБЕННОСТЕЙ МИОМЫ МАТКИ ЖЕНЩИН ФЕРГАНСКОЙ ДОЛИНЫ

Аннотация: Изучено 200 операционных материалов миом матки в возрасте от 15 – 40 и более лет. В репродуктивном возрасте (20 - 35года) частота встречаемости миомы возрастает до 10%. После 35лет риск возникновения миомы матки у женщин достигает максимальных значений -40-45%. Отмечено параллельность между увеличением возраста, количества проведенного аборта и развитие миомы. Быстрый рост миомы матки чаще наблюдалось в постменопаузе, и было характерное повышение частоты сочетания с аденомиозом, в некоторых случаях отмечено малигнизации их на аденокарцином матки.

Ключевые слова: миома матки, эндометриоз, аденомиоз, гиперпластические процессы, морфологические изменение, гистологические исследование, миоматозные узлы.

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FREQUENCY OF OCCURRENCE AND PATHOMORPHOLOGICAL FEATURES OF UTERINE FIBROUS IN FERGHANA VALLEY WOMEN

Abstract: We studied 200 surgical material of uterine fibroids at the age of 15 - 40 and more years. In the reproductive age (20 - 35 years), the incidence of fibroids increases to 10%. After 35 years, the risk of uterine fibroids in women reaches maximum values of -40-45%. Parallelism was noted between the increase in age, the number of abortions performed and the development of fibroids. The rapid growth of uterine fibroids was more often observed in postmenopausal women, and there was a characteristic increase in the frequency of combination with adenomyosis, in some cases their malignancy was noted on uterine adenocarcinomas.

Key words: uterine myoma, endometriosis, adenomyosis, hyperplastic processes, morphological changes, histological examination, myomatous nodes.

Актуальность: Миома матки - это доброкачественный опухоль матки состоящая из мышечной и соединительной ткани, которая является гормонозависимым заболеванием и разновидностью гиперпластических процессов матки [1, 2, 3, 4, 5].

Миомы матки встречаются у 50–60% женщин, их частота достигает 70% в возрасте 50 лет. В 30% случаев они являются причиной аномальных маточных кровотечений и сдавливания органов таза [6]. Миома матки актуально онкологической настороженностью, особенно у женщин с быстро растущей формой, гиперпластическим процессом эндо-миометрия и патологией шейки матки.

Цель работы. Изучить частоту и патоморфологических изменений матки при миоме матки у женщин Ферганской долины за период 2010-2020гг.

Материалы и методы исследования:

Объектами исследования послужили различные формы миомы матки у женщин Андижанской области Ферганской долины. При изучении использовались данные историй болезней, направления на патогистологические исследования биоптатов и операционных материалов. Всего исследовано 200 биоптатов. Они разделены на 3 группы: 1-группа 15-24лет (9случаев), 2-группа 25-40лет (80случаев), 3группа 40 и более лет (111случаев). Предметом исследования составляют данные комплексной оценки различных форм миом в возрастном аспекте. Для достижения цели исследования и решения поставленных задач использованы следующие методы: морфологические и статистические методы исследования. При морфологическом исследовании изучался операционный биоптат – макропрепарат (удаленная матка и опухолевые узлы – миоматозные узлы). Гистологическое исследование проводилось с окрасками гематоксилином и эозином и пикрофуксином по Ван Гизону. Анализ полученных данных обрабатывали с помощью стандартных методов статистических обработок.

Результаты исследования:

При изучении истории болезни жалобы больных было на общую слабость, утомляемость, обильную, болезненную и длительную менструацию, дизурические симптомы, снижение трудоспособности.

Показаниями к операции были патологические маточные кровотечения, быстрый рост и большие размеры опухолей, субмукозные расположения.

В первой группе у женщин сделано консервативная миомэктомия, 70% женщин 2-й группы надвлагалищная ампутация матки, 30% экстирпация матки, 3-й группе больных во всех случаях экстирпация матки.

При изучении репродуктивного потенциала женщин в исследуемых группах: в первой группе на каждую миому приходилось в среднем 2 беременностей, вместе с тем, один из них заканчивался абортom. Риск не вынашиваемости беременности составлял до 30%. Во второй группе на каждую миому приходится в среднем до 4 беременностей, вместе с тем, 2-3 из них заканчивалось абортom. Риск не вынашиваемости беременности составлял до 70%. В третьей группе на каждую миому приходилось в среднем до 1 беременностей. Риск не вынашиваемости беременности составляло до 90%.

В репродуктивном возрасте (20 - 35 лет) частота встречаемости миомы возрастает до 10%. После 35 лет риск возникновения миомы матки у женщин достигает максимальных значений - 40-45%. Наши данные совпадают с данными рядов авторов [10, 11].

При изучении истории болезней больных отмечено, что в 1-2 группе взаимосвязанность между количеством беременностей, нормальной деятельностью внутренних органов, и желез внутренней секреции и встречаемости миом. Отсутствие или поздние беременности, преждевременное наступление климакса повышают количество встречаемости миомы.

В 1-2 группе у 10% больных наблюдали бесплодие, в 30% первородящих женщин во второй группе обнаруживали миому матки, 1/3 женщин отмечали ожирение 1-2 степени, 1/4 больных болезни ССЗ, 10% заболевание щитовидной железы в виде гипотиреоза эндемического и аутоиммунного характера. В 3-й группе до 20% больных наблюдали бесплодие, 1/2 женщин отмечали ожирение 2-3 степени, 1/2 больных болезни ССС, 15-20% заболевание щитовидной железы в виде гипотиреоза эндемического характера. Отмечено параллельность между увеличением возраста, количеством проведенного аборта и развитием миомы.

Все биопсийные материалы были разделены на группы с простыми, клеточными и митотическими активными миомами маток (по классификации ВОЗ, 2003).

В первой группе в основном наблюдалось простые миомы маток, с преимущественными субсерозными локализациями (78%) и субсерозно-интрамуральными (22%), узлами диаметром до 2см. уницентрическим ростом, они сопровождались продлением менструации и бесплодием.

Во второй группе преобладали простые и клеточные формы миомы маток. Локализации миом были субсерозным (32%), интрамуральным (56), субмукозным (12%). Узлами с мультицентрическим ростом. Диаметр узлов достигал до 4-5см. в этом возрасте миомы становились крупными, более плотными. Наблюдали замещение эластических и коллагеновых волокон более грубым соединительным тканем. Наши данные совпадают с данными рядов авторами [7, 8, 9]. За период исследования частота возникновения миом маток по сравнению с первой группой увеличилось на 9 раз. Чаще их наблюдали 35 и более летнего возраста, это составила примерно 60% из общего числа второй группы.

В третьей группе преобладали клеточные и митотически активные миомы, преимущественным расположением субмукозного и интрамурального (соответственно 38 и 49%) и 13% субсерозного расположения. В этой же группе чаще наблюдалось гиперплазия эндометрия (70%), аденомиоз (78%) и малигнизация (4%). В первой группе в основном наблюдалось уницентрический рост опухолей, 2-3й группе в основном мультицентрический рост, диаметр узла варировал от 0,4 до 20см. В больших опухолях чаще наблюдалось вторичные изменения в виде отека, ослизнения, очагов некроза, гиалиноза, кровоизлияния и воспаления. Клинические проявления опухолей увеличивалось на 1/2 случаев.

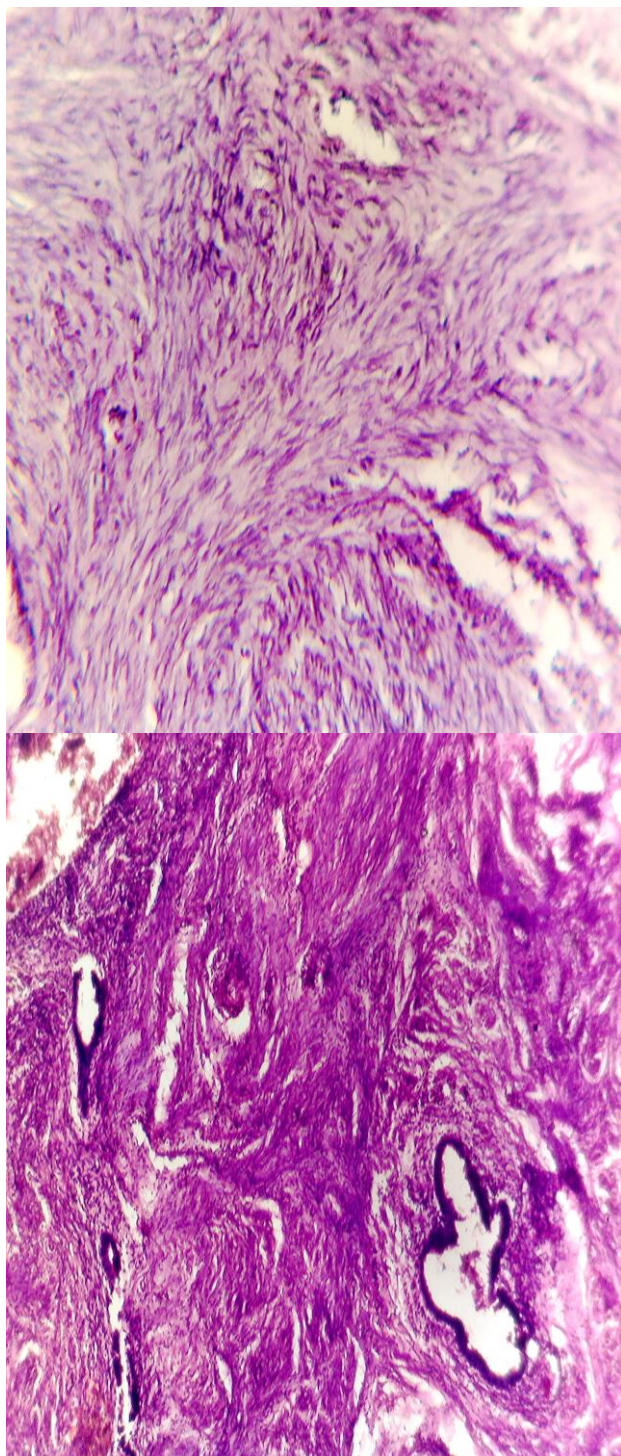


Рис. - . Больная М.И., 49 лет. а- беспорядочное расположение гладких мышц и соединительной ткани. Б- аденомиоз, разрастание эндометриальных желез в миометрии. Окраска гемм.- эозином. Увел. 10*12,5.

Строма миоматозных узлов представлена коллагеновыми волокнами, фиброцитами, фибробластами и в малом количестве сосудов.

Клеточных и митотических активных миомах гладкие мышечные клетки (лейомиоциты) были гипертрофированными, гиперхромными, беспорядочно расположенными, окруженными псевдокапсулой. В

митотически активных формах отмечается вокруг сосудов митозы, очаги пролиферации, строма с выраженным ангиогенезом.

Быстрый рост миом маток чаще наблюдали в постменопаузе, и было характерным повышение частоты сочетания с аденомиозом, в некоторых случаях отмечено малигнизации их на аденокарцином матки.

Выводы:

В результате проведенного исследования установлено, что отмечается омоложение миомы среди женщин репродуктивного возраста; положительное влияние количество абортов на развитие миомы, при сочетании с аденомиозом в постменопаузе наблюдается увеличение количество их малигнизации; увеличение частоты субсерозного расположения миом; выявлено что у 1/3 больных сочетание миомы с гиперплазией в эндометрии.

Полученные данные позволили сформулировать представление о некоторых особенностях патоморфологических изменений при различных формах миомы в возрастном аспекте.

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**ПРЕДОСТАВЛЕНИЯ АУДИТОРСКОГО АНАЛИЗА
ИСПОЛЬЗОВАНИЯ АКТИВОВ И ЭФФЕКТИВНОСТИ ТЕКУЩЕЙ
ДЕЯТЕЛЬНОСТИ ГОСТИНИЦ РЕСПУБЛИКИ
УЗБЕКИСТАН**

Аннотация: в данной статье раскрыты сущность аудиторского анализа использование имущество и результаты деятельности гостиницы, а также обоснованы их показатели.

Ключевые слова: гостиницы, аудит, бухгалтерский учет, анализ, имущество гостиницы, результаты деятельности.

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**PROVIDING ANALYSIS OF THE USE OF ASSETS AND EFFICIENCY
OF THE CURRENT OPERATIONS OF HOTELS OF THE REPUBLIC
UZBEKISTAN**

Annotation: it is given essentials of auditing activity results and using properties of hotels in this article. Furthermore, there are indexes of expressing them.

Key words: hotel, auditing, counting, analyze, hotel's property, results of activity.

Гостиницы работают в постоянно меняющейся среде, которая включает в себя: нормативно-правовую базу, связь между всеми хозяйствующими субъектами, налоговый контроль, спрос и предложение услуг, изменение цен на услуги, сырье и материалы. Внутренняя среда в отелях, то есть принимаемые в них решения, приводит к изменениям в деятельности предприятия, например: использование технологий, состав клиентов, количество и так далее.

Выше указанные внешние и внутренние изменения влияют на эффективность работы отеля.

Мы можем разделить показатели эффективности отелей на две основные группы:

1. Показатели эффективности использования гостиничного имущества;
2. Показатели эффективности текущей деятельности.

Важность определения использования гостиничной собственности и показателей эффективности текущей деятельности делает объективной необходимостью широкое использование возможностей как внутреннего, так и внешнего аудита для решения этой насущной проблемы. Как внутренние, так и внешние аудиторы, будучи экспертами, должны играть активную роль в решении этих неотложных вопросов. Но на практике нельзя сказать, что внутренние и внешние аудиторы полностью выполняют эту роль. Исследования показывают, что в ходе проверок аудиторы ограничиваются оценкой имущественного состояния гостиниц только на основе статей баланса. Следовательно, такая аудиторская оценка ограничивается определением того, действительно ли суммы отдельных видов собственности отражены в балансе. Изучение некоторых аудиторских отчетов показывает, что они включают такие процедуры, как вклад гостиниц в общую сумму валюты баланса отдельных типов собственности, а также выявление тенденций в этих показателях. Этой работы аудиторов, конечно, недостаточно. В качестве экспертов аудиторы теперь должны определить все показатели, отражающие имущественное состояние субъектов гостиничного бизнеса и уровень эффективного использования существующей собственности, дать аудиторскую оценку их изменений, а также разработать и внедрить аудиторские рекомендации для дальнейшего улучшения этих показателей. Только такой подход повысит роль аудиторских служб, укрепит позиции внутренних и внешних аудиторов как полезных экспертов.

Аудит использования активов гостиниц и показателей эффективности зависит от наличия научно обоснованной системы этих показателей и методологии их определения. Кроме того, система бухгалтерского учета и отчетности гостиницы должна иметь возможность предоставлять подробную информацию, необходимую для определения этих показателей и предоставлять им оценку аудита.

Итак, в какой степени эти текущие теоретические и методологические вопросы решены сегодня? Может ли система бухгалтерского учета и отчетности в отелях предоставить подробную информацию, необходимую для проведения аудиторской оценки состояния собственности и показателей ее эффективности, а также эффективности текущей деятельности?

Следует отметить, что экономические основы деятельности отелей, включая процедуры систематизации и определения показателей эффективности, отражены в некоторых работах, опубликованных за рубежом и в стране. Например, А. Холикулов⁴¹ предложил систему различных показателей качества и эффективности отелей, а также

⁴¹ Холикулов А. Н. Меҳмонхоналарда сервис сифати ва самарадорлигини ошириш имкониятлари. Иқт. Фанлари номзоди дараасини олиш учун диссертация автореферати, самарқанд, СамИСИ, 2011.

процедуры их определения. Проф. В монографии «Проблемы повышения эффективности гостиничной индустрии», изданной под руководством М.Д. Пардаева⁴², имущественное состояние гостиниц и показатели эффективности их использования разделены на две группы:

- (1) показатели, отражающие материально-техническую базу и организационно-техническое состояние гостиничного хозяйства;
- (2) индикаторы, относящиеся к экономическому потенциалу гостиничной индустрии.

Соответственно, эти ученые разделили индикаторы группы 1 на подгруппы, такие как индикаторы, представляющие организационное состояние (единицы управления, состав, специализация), индикаторы, отражающие уровень логистики, и индикаторы, отражающие технологическое состояние процесса обслуживания.

В системе показателей, относящихся к группе 2, они отражают имущественное состояние гостиничных объектов и эффективность их использования.

Признаны показатели как отдельные подгруппы:

- (а) показатели, относящиеся к основным средствам;
- (б) показатели оборотного капитала;
- (в) показатели, относящиеся к нематериальным активам.

Однако, какие именно индикаторы следует включить в каждую из предложенных групп и подгрупп, не полностью отражено в этом исследовании.

Вышеизложенное свидетельствует о том, что система показателей, отражающих имущественное состояние гостиниц и эффективность их использования, а также теоретические и методологические основы их идентификации полностью не разработаны. Также следует отметить, что действующая система бухгалтерского учета и отчетности в гостиницах не может предоставить всю подробную информацию, необходимую для определения этих показателей и дать им аудиторскую оценку.

На наш взгляд, все показатели имущественного состояния гостиниц и эффективности использования имущества целесообразно разделить на две группы: количественные и качественные. На наш взгляд, это включает:

➤ Количественные показатели имущественного состояния гостиниц и эффективности использования этой собственности, состояния отдельных видов гостиничной собственности в денежных и физических единицах, а также общих доходов, расходов и конечных финансовых результатов, достигнутых гостиницами;

⁴² Пардаев М. К., Холикулов А. Н., Рахимов Х. А. Мехмонхона хўжаликларида самарадорликни ошириш муаммолари. Т.: “иктисодиёт”, 2013
йил. 64-67 стр.

➤ под имущественными показателями гостиниц и качественными показателями эффективности использования данной собственности следует понимать показатели уровня использования отдельных видов гостиничной собственности в денежных и физических единицах, а также показатели средних доходов, расходов и конечных финансовых результатов. за единицу.

Считаем, что состав количественных и качественных показателей, отражающих имущественное состояние гостиниц и эффективность использования имущества, должен определяться единообразно для всех таких субъектов. Ведь наличие такой интегрированной процедуры позволяет проводить сравнительное изучение количества и качества отелей, объективную оценку их рейтинга, выявление передовых и отсталых предприятий, продвижение опыта отелей с высоким уровнем обслуживания. Для достижения этой цели, исходя из приведенных выше определений, мы считаем целесообразным включить следующие конкретные показатели в общий состав обеих групп показателей, отражающих имущественный статус отелей и эффективность использования собственности:

1. Количественные показатели:

- Суммарные активы отеля и стоимость отдельных типов;
- Общее количество номеров в гостиницах, включая номера индивидуального статуса.

2. Показатели качества:

- Средняя наполняемость номеров в гостиницах, включая номера особого статуса;
- Общий коэффициент использования гостиницы.

Каждый из вышеперечисленных показателей качества, отражающих имущественный статус отелей и эффективность использования собственности, должен быть интегрирован в соответствии с их содержанием и оценен в точных единицах измерения. Мы рекомендуем идентифицировать и оценивать эти показатели, в частности, на основе следующих алгоритмов (см. Таблицу 1).

Алгоритмы, отражающие имущественный статус отелей и эффективность использования собственности

Таблица 1

№	Название показателя	Алгоритм обнаружения показателя	Символы в алгоритме
1.	Средняя заполняемость всех номеров в отеле, включенная в номер	$CЗ = \frac{\text{Фик} * \text{Фкд}}{\text{Окк}} * 100\%$	Фик - это количество фактически используемых комнат; Фкд - количество дней использования; Окк - общее количество комнат; 365-количество дней в год.

	отдельном номере		
2.	Коэффициент использования мест в отеле	$\text{Ким} = \text{Фкм} * \text{Фкд} * 100\% / \text{Окм} * 365$	Фкм - это фактически используемое количество мест; Фкд - количество дней использования; Окм - общее количество мест; 365-количество дней в год.
3.	Средняя сумма дохода на номер в отеле	$\text{Дсс} = \text{До} / \text{Окм}$	Дсс - это средняя сумма дохода на комнату; До - общий полученный доход; Окм - общее количество мест.
4.	Средняя себестоимость услуг каждого номера в отеле.	$\text{Ссу} = \text{Соз} / \text{Окм}$	Ссу - это средняя стоимость услуг номера; Соз - сумма общих затрат; Окм - общее количество мест.
5.	Средняя валовая прибыль от обслуживания каждого номера в отеле.	$\text{ВПс} = \text{ВП} / \text{Окм}$	ВПс - средняя валовая прибыль на номер; ВП - это сумма валовой прибыли; Окм - общее количество мест.
6.	Средняя валовая рентабельность отеля.	$\text{ВРОс} = \text{ВП} / \text{До}$	ВРс - средняя валовая прибыль До - общая сумма полученного дохода ВП - это сумма валовой прибыли
7.	Средняя валовая рентабельность каждого номера в отеле	$\text{ВРНс} = \text{ВПс} / \text{Днс}$	ВРНс - это средняя валовая прибыль на номер ВПс - средняя валовая прибыль на номер; Днс- Средний доход на номер.
8.	Периодические расходы и финансовые затраты на один номер в отеле	$\text{ПФРкс} = (\text{ТЗс} + \text{ФЗс}) / \text{Окк}$	ПФРкс - средняя сумма периодических и финансовых затрат на комнату; ТЗс - сумма общих текущих затрат; ФЗс - сумма общих финансовых затрат Окк - общее количество мест;
9.	Размер налога на прибыль с комнаты в среднем	$\text{НПкс} = \text{НПк} / \text{Днс}$	НПкс - размер налога на прибыль с комнаты в среднем; НПк - сумма налога на валовую прибыль; Днс- Средний доход на номер.
10.	Чистая прибыль на номер в отеле в	$\text{ЧПнс} = \text{ЧПо} / \text{Днс}$	СФух - битта хонага тугри келадиган уртача соф фойда

	среднем		суммасы ЧПнс - средняя чистая прибыль на номер; ЧПо - Общая чистая прибыль; Днс - Средний доход на номер.

Выявление и оценка имущественного статуса гостиниц и показателей эффективности и текущей деятельности в вышеупомянутых интегрированных процедурах, полностью основанная на внутреннем и внешнем аудитах этих процедур, по нашему мнению, решит ряд существующих теоретических и практических проблем. К ним относятся, но не ограничиваются:

(1) надлежащим образом систематизировать имущественный статус гостиниц и показатели эффективности собственности и результатов текущей деятельности, создать единую научную основу для их выявления и оценки и добиться единообразного применения на практике;

(2) предоставлять менеджерам отелей информацию о достигнутых и упущенных результатах, упущенных возможностях и случаях, которые необходимо рассматривать в ходе аудитов, тем самым повышая позицию, ответственность и подотчетность аудиторов перед клиентами как беспристрастных экспертов;

(3) для обеспечения того, чтобы аудиторы правильно определяли важные для них аудиторские процедуры и предоставляли аудиторские оценки и рекомендации.

Аудиторские оценки гостиниц, отражающие имущественное состояние и эффективность использования имущества, показатели текущей эффективности, определяют их реальное состояние в отчетном периоде (месяц, квартал, полугодие и год) в сравнении с результатами, на этой основе определить, в каком направлении развиваются тенденции, их причины с точки зрения негативных ситуаций, а также выявить виновных. Мы считаем, что эти аудиторские оценки позволят нам разработать аудиторские рекомендации по предотвращению будущих неблагоприятных событий и их реализации.

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ЎЗБЕКИСТОН МЕҲМОНХОНАЛАРИДА ДАРОМАДЛАР АУДИТИНИ ЎТКАЗИШНИНГ УЗИГА ХОС ХУСУСИЯТЛАРИ

Аннотация: Ушбу мақолада республикада фаолият юритиб келаётган меҳмонхона мажмуаларида даромадлар аудитинининг умумий тартиблари тадқиқ этилган.

Калит сўзлар: Бухгалтерия ҳисоби, аудит, меҳмонхона хизматлари, меҳмонхона даромадлари, меҳнат шартномаси.

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UNIQUE FEATURES OF INCOME AUDIT IN HOTELS OF UZBEKISTAN

Annotation: This article discusses the basic procedures for providing audit of the income of hotels operating in the country.

Key words: Accounting, audit, hotel services, hotel income, employment contract.

Меҳмонхоналар мажмуалари бошқа хўжалик юритувчи субъектлардан фарқ қиладиган хусусиятларга эга. Мавжуд хусусиятлар меҳмонхонанинг даромадларини ўрганишда ва аудит текширувига сезиларли таъсир кўрсатади. Шунинг учун ҳам аудитор текшириляётган объект бўйича барча маълумотларга эга бўлиши керак. Шундагина меҳмонхона мажмуаларида аудит ўтказишнинг мақсади аниқ ва пухта қуйилиши мумкин.

Ўзбекистон Республикаси «Аудиторлик фаолияти тўғрисида»ги Қонунда аудиторлик текшируви мақсади белгиланиб ўтилган:⁴³

«Аудиторлик текшируви молиявий ҳисобот ва бошқа молиявий ахборот тўғрилиги ва қонун ҳужжатларига мослигини аниқлаш мақсадида хўжалик юритувчи субъектнинг молиявий ҳисоботини ҳамда у билан

⁴³ Ўзбекистон Республикаси «Аудиторлик фаолияти тўғрисида»ги Қонун. (Янги таҳрир). Мазкур Қонунга ЎзР 26.05.2002 й. 447-II-сон Қонунига мувофиқ ўзгартиришлар киритилган.

боғлиқ молиявий ахборотни аудиторлик ташкилотлари томонидан текширишдир».

Элвин Аренс ва Джеймс Лоббекларнинг фикрларича:⁴⁴

«Мустақил аудитор томонидан молиявий ҳисобни оддий аудит қилишдан мақсад – молиявий ҳолатнинг, фаолият натижаларининг ҳамда пул воситалари оқимининг умум қабул қилинган бухгалтерия тамойилларига асосан ҳисоботларда объектив равишда акс эттирилганлиги ҳақида ўз фикрини билдириш» ҳисобланади.

Меҳмонхоналар даромадларини аудиторлик текширувидан ўтказишдан мақсад – даромадларнинг тўғри туркумланганлигини, уларга доир ҳисоб-китоб операцияларини Ўзбекистон Республикасида амалада бўлган меъёрий-ҳуқуқий ҳужжатлар асосида амалга оширилганлигини аниқлаш ва текширишлар натижасида топилган камчиликларни бартараф этишга доир йўл-йўриқлар кўрсатиш ҳамда профессионал маслаҳатлар бериш.

Аудит мақсадини белгилашнинг мазмуни бу шундай тизимни яратиш ҳисобланадики, қайсики аудиторга керакли ҳажмда аудиторлик далиллари тўплашга ҳамда аудит ўтказиш пайтидаги аниқ ҳолатлардан келиб чиққан ҳолда айнан қайси маълумотларни тўплаш тўғрисидаги муаммони ечишга ёрдам беради.

Текширилаётган ҳар бир объект бўйича аудитнинг бош ва аниқ йўналтирилган мақсадларини ажратиб олиши лозим:¹

Бош мақсадлар текширилаётган ҳар бир объект учун тегишли ҳисобланади ҳамда улар умумий мулоҳазалар билан баён этилади.

Текширилаётган ҳар бир объектлар бўйича алоҳида йўналтирилган *аниқ мақсадлар* (албатта бош мақсадлардан келиб чиққан ҳолда) объектларнинг хусусиятларидан келиб чиққан ҳолда ўрнатилиши лозим.

Аудитор меҳмонхона мажмуасининг даромадларини аудитида қуйидаги аммалларни бажариши лозим:

- меҳмонхона ўз даромадларини “Маҳсулот (ишлар, хизматлар)ни ишлаб чиқариш ва сотиш харажатларининг таркиби ҳамда молиявий натижаларни шакллантириш тартиби тўғрисида”ги Низомга асосан қай тарзда таснифлаганлигини, бунда меҳмонхона учун қайси хизматлар асосий эканлигини ва қайсилари ёрдамчи эканлигини ҳам текшириш;
- меҳмонхонанинг ҳисоб сиёсатида жойлаштириш хизматлари учун қандай тўлов тартиби белгиланганлигини (бир сутка ёки ҳар соат учун);
- меҳмонхона ҳисоб сиёсатида мижозларга ҳақиқатдан кўрсатилган хизматларнинг муддатини қайси шаклда белгиланганлигини аниқлаш, яъни: меҳмонхонада яшаган ҳар бир календарь кун ёки меҳмонларнинг меҳмонхонадан чиқиб кетиш куни; бронлашдан даромад уни ҳақиқатдан

⁴⁴ Аренс А., Лоббек ДЖ. Аудит: Пер. с англ.; Гл. редактор серии проф. Я. В. Соколов. – М.: Финансы и статистика, 2003. (141 бет).

тўланганидан олдин меҳмонхона тушумига киритилмаётганлигини аниқлаш;

- ҳисоб сиёсатида бошқа даромадларнинг таснифланганлигини аниқлаш, яъни: бухгалтерия ҳисобида ва молиявий ҳисоботда операцион ва реализациядан ташқари даромадларнинг тўғри акс эттирилганлиги; хизматларни расмийлаштиришда назорат-касса техникалари қўлланилишини аниқлаш.
- Даромадлар турлари бўйича бухгалтерия счётларида тўғри олиб борилаётганлигини текшириш;
- Баланснинг даромадларга тегишли счётлар қолдиқларининг тўғрилигини аниқлаш;
- Молиявий натижалар тўғрисидаги ҳисоботда мавжуд даромадларга тегишли барча моддалар суммаларининг тўғри ҳисобланганлигини текшириш;
- Ҳақиқатдан ҳам барча суммалар ҳисоботларда тўлиқ акс эттирилганлигини текшириш;
- Даромадларга доир операцияларнинг мазмунига мос равишда счётларда акс эттирилганлигини текшириш;
- Хўжалик операцияларининг жорий йилдагиси акс эттирилганми ёки ўтган даврлар маълумотлари ҳам қўшилиб ёзилганлигини аниқлаш;
- Молиявий ҳисоботдаги суммаларнинг ҳисоб регистрлари ва бошланғич ҳисоб ҳужжатлари маълумотлари билан мослигини арифметик йўллар билан текшириш;
- Даромадлар ҳисоби, ҳаракати, баҳоланиши, инвентаризация натижаларига оид барча ҳужжатларнинг ўз вақтида ва тўғри расмийлаштирилганлигини текшириш;
- Текшириш натижаларида аниқланган камчиликларни бартараф этиш юзасидан маслаҳатлар бериш.

Меҳмонхона фаолиятининг ўзига хослигини намоён этадиган хусусиятларидан бири бўлиб, бронлаш учун тўловлар ва чой чақа билан боғлиқ қўшимча даромадлар ҳисобланади. Айнан чой чақа кўринишидаги даромадларни текширишда аудитор қуйидагиларни аниқлаши керак:

- чой чақа кўринишидаги тушумлар ҳисоб сиёсатида қандай тарзда таснифланганлигини;
- “Меҳнат шартномаси”да ушбу даромадлар ходимлар ўртасида қай тарзда тақсимланиш тартиби белгиланганлигини.

Аудитор чой чаққа кўринишидаги даромадларни аудит қилишда уларнинг қандай шаклда келиб тушганлигига ва уларни бухгалтерия ҳисобида қай тарзда акс эттирилганлигини ҳисобга олган ҳолда текшириши лозим. Шуларни инобатга олган ҳолда аудитор чой чаққа кўринишидаги даромадларнинг бухгалтерия ҳисобида тўғри акс

этирилганлигини аниқлаш мақсадида қуйидагича маълумотлардан фойдаланиши лозим (1-жадвал).

Меҳмонхона бухгалтерия ҳисобида “Чой чакқа”ларнинг келиб тушиши ҳамда уларнинг ҳисобда акс этирилишининг турли кўринишлари

1-жадвал

№	“Чой чакқа”ни келиб тушиш шакли	Даромадни тан олиш тартиби	Бухгалтерия ҳисобида акс этириш тартиби
1.	Сервис учун тўлов сўтга киритилган бўлиб, алоҳида қаторда акс этирилади ва тўлиқ миқдор томонидан тўланади.	Асосий фаолиятдан даромадлар таркибида ҳисобга олинади.	1. Дт 4010 Кт 9030 Дт 4010 Кт 6410
2.	“Чой чакқа” миқдорнинг ҳошишга кўра тўланади ва тизимли ҳисобланмайди, бунда: 1. “Чой чакқа” суммаси айнан бир шахсга тегишли бўлмайди; 2. муқофотланиши керак бўлган ходим миқдор томонидан шахсан кўрсатилади.	1. бошқа даромадлар таркибида ҳисобга олинади. 2. мақсадга кўра йўналтирилган суммаларни етказиб бериш учун меҳмонхона воситачи вазифасини бажаради.	1. Дт 5010, 5110 Кт 9390. Дт 5010, 5110 Кт 6710. Дт 6710 Кт 5110. 2. Дт 6710 Кт 5110. Дт 5010, 5610 Кт 9030. Дт 5010, 5610 Кт 6410. Дт 6710 Кт 8890

Бизнинг фикримизча, 8890 сўтнинг ишлатилиши нотўғри ҳисобланади, чунки чой чакқа иқтисодий мазмунига кўра мақсадли молиялаш эмас, балким бошқа даромадлар таркибига киради.

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ИННОВАЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: Статье представлен анализ наиболее популярных инновационных образовательных технологий, применяемых в современном образовательном процессе

Ключевые слова: Инновационные образовательные технологии, мультимедийные программы, коммуникативные умения и навыки

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INNOVATION IN TEACHING ENGLISH

Annotation: The article presents an analysis of the most popular innovative educational technologies used in the modern educational process.

Key words: Innovative educational technologies, multimedia programs, communication skills and abilities

Инновации становятся определяющей характеристикой преподавания иностранному языку за последние двадцать лет. С появлением социокультурных теорий относительно обучения в целом и изучения иностранного языка в частности, область прикладной лингвистики находит новое направление. Ученые полагают, что интеграция технологий в обучении иностранному языку неизбежна, поэтому значительное внимание уделяют внедрению инновационных технологий в образовательный процесс. Проблемы педагогической инноватики постоянно привлекают внимание современных исследователей, которые определили и обосновали основные методологические, а также теоретические положения инновационной педагогической деятельности. На наш взгляд, анализ инновационных практик, не только отечественных, но и зарубежных ученых, поможет усовершенствовать образовательные технологии и повысить результативность учебного процесса.

Основной целью обучения английскому языку является формирование и развитие коммуникативной культуры учащегося, обучение практическому овладению иностранным языком.

Если поставить основной целью изучения английского языка - формирование коммуникативной компетенции, то все остальные цели (воспитательная, образовательная развивающая) реализуются в процессе этой главной цели. Конечной целью обучения является научить свободному ориентированию в иноязычной среде и умению адекватно реагировать в различных ситуациях.

Инновационное обучение одновременно решает несколько задач: развивает коммуникативные умения и навыки, помогает установлению эмоциональных контактов между участниками процесса обучения, решает информационную задачу, поскольку обеспечивает учащихся необходимой информацией, без которой невозможно реализовывать совместную деятельность; развивает общие учебные умения и навыки обеспечивает воспитательную задачу, поскольку приучает работать в команде. Итак, несколько технологий данного обучения, достаточно широко применяемые на занятиях.

Технология «Карусель». Как и многие инновационные технологии, карусель позаимствована из психологических тренингов. Учащимся такой вид работы, обычно, очень нравится. Образуется два кольца: внутреннее и внешнее. Внутреннее кольцо — это стоящие неподвижно студенты, обращенные лицом к внешнему кругу, а внешнее – это студенты, перемещающиеся по кругу через каждые 30 секунд. Таким образом, они успевают проговорить за несколько минут несколько тем и постараться убедить в своей правоте собеседника. Прекрасно отрабатываются диалоги этикетного характера, тема знакомство, национальности, разговор в общественном месте и т.д. Студенты увлеченно беседуют, занятие проходит динамично и результативно.

Технология «Театр» чем-то сродни спектаклю, где зрители выступают в роли наблюдателей, экспертов, критиков и аналитиков. Несколько студентов разыгрывают ситуацию в кругу, а остальные наблюдают и анализируют. Задача актеров передать соответствующее настроение, эмоцию, особенность характера, а задача зрителей – заметить, объяснить свои выводы, сказать на чем они основывались, чем руководствовались.

Технология «Социологический опрос» предполагает движение студентов по всему кабинету с целью сбора информации по предложенной теме. Каждый студент получает лист с перечнем вопросов-заданий. Педагог помогает формулировать вопросы и ответы, следит, чтобы взаимодействие велось на английском языке.

Технология «Незаконченное предложение». Студентам предлагается прочитать незаконченное предложение и быстро продолжить его любыми словами, первой пришедшей в голову мыслью. Предложения начинаются весьма неопределенно, поэтому у студенты практически

неограниченные возможности закончить его. Они касаются различных жизненных сфер и могут охватывать любые темы.

Технология «Групповой рассказ» реализуется двумя способами. Во время первого способа, каждый учащийся добавляет одно предложение к уже начатому рассказу. По определенному сигналу (через минуту) лист с незаконченным рассказом передается дальше по кругу. Второй способ хорошо подходит для отработки темы «Вопросительные слова». Педагог задает вопросы в определенном порядке, каждый участник процесса пишет ответ, складывает лист бумаги так, чтобы никто его не видел и передает соседу. Движение происходит по кругу. Таким образом, в конце получаются сразу несколько неожиданных рассказов.

Технология «Верите ли вы, что...» данный вид языковой практики можно использовать на любую тему. Причем обучающимся сначала предлагается «поверить» учителю, а затем придумать свои высказывания в рамках заданной темы.

Технология «Брейн-ринг» очень хорошо подходит для занятий - обобщения изученного материала. Содержательное наполнение раундов может быть абсолютно разнообразным, и охватывать такие разделы как лексику, грамматику, чтение, аудирования и письмо. Данная технология требует серьезной подготовительной работы, которая включает в себя: выбор темы, составление задания, создание презентации, продумывание вопросов на внимание, заготовка бланков ответов, дипломов. В начале игры происходит выбор жюри, разбиение учащихся на команды. Каждый раунд длится 3 минуты, после чего, ответы сдаются в жюри в письменном виде. Правильность ответов проверяется и обсуждается после каждого раунда, а затем задается серия вопросов на внимание, что тоже приносит дополнительные очки командам.

Внедрение информационных технологий в ВУЗе создает предпосылки для интенсификации образовательного процесса. Компьютерные технологии способствуют раскрытию, сохранению и развитию личностных качеств учащихся.

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ТЕНДЕНЦИИ МЕЖНАЦИОНАЛЬНОЙ КОНСОЛИДАЦИИ В УЗБЕКИСТАНЕ: СОЦИОЛОГИЧЕСКИЙ РАКУРС

Аннотация: В статье подробно описывается процесс обеспечения межнационального согласия и тот факт, что межнациональное согласие всегда уважалось нашим народом как ценность и механизм достижения консенсуса. В статье представлены политические, правовые и социологические основы обеспечения межнационального согласия в независимом Узбекистане, а также результаты социологического исследования.

Ключевые слова: нация, этничность, межнациональное согласие, политико-правовое, социологическое, культурное, консенсусное, психологическое, миролюбивое, исследование, эволюция.

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TRENDS OF INTERNATIONAL CONSOLIDATION IN UZBEKISTAN: SOCIOLOGICAL AREA

Resume: The article describes in detail the process of ensuring interethnic harmony and the fact that interethnic harmony has always been respected by our people as a value and a mechanism for achieving consensus. The article presents the political, legal and sociological foundations for ensuring interethnic harmony in independent Uzbekistan, as well as the results of a sociological study.

Key words: nation, ethnicity, interethnic accord, political and legal, sociological, cultural, consensus, psychological, peaceful, research, evolution.

Идея межнационального согласия - универсальная ценность для народов мира. Это гарантия мира и благополучия, духовная основа межнационального взаимоуважения, дружбы и солидарности. Эта идея прокладывает путь к полной реализации мечтаний, чаяний и талантов каждого народа и ведет к универсальным целям, таким как будущее Родины, мир и процветание народа.

В социологическом опросе, проведенном среди представителей разных национальностей в рамках диссертации, респонденты, на вопрос

“Как вы понимаете значение словосочетания «межнациональное согласие»?” 885 респондентов, или 90,3%, заявили «Это основной принцип внутренней политики гуманного государства», 743 респондента, или 75,8%, сказали «Это гармония между разными этническими группами», а еще 621, или 63,4%, сказали «Это гармония между народами». Также 232 (23,7%) ответили «Это доказательство социальной стабильности в стране». Затруднились ответить 4,6% респондентов (диаграмма 1) [1].

1-диаграмма



Очевидно, что большинство наших граждан, проживающих в нашей стране, позитивно относятся к межнациональному согласию и спокойно размышляют в этом вопросе.

Президент Республики Узбекистан Шавкат Мирзиёев затронул этот вопрос: «Узбекистан всегда был верен своим традициям в области межнационального согласия и религиозной толерантности и никогда не отклонится от этого пути. В нашей стране первостепенное внимание уделяется укреплению атмосферы взаимоуважения, дружбы и согласия между представителями разных национальностей и религий» [2, - С.264,265].

Узбекистан, который находился под колониальным правлением в течение 150 лет, рассматривается как сильное пространство социальной ассимиляции. В связи с этим осуществлены исторические процессы по превращению территории Узбекистана в многонациональное пространство. Согласно историческим данным, в 1885 году на территории современного Узбекистана проживало около 18 национальностей, 11 из которых были коренными народами - 7 были депортированными (русские,

украинцы, армяне, грузины, русские евреи, поляки, татары). К 1926 г. насчитывалось 80 видов эвакуированных, из них оставалось 11 местных жителей. В 1959 г. их количество увеличилось до 113, в 1979 г. - до 123, а в 1989 г. - до 130. [3, - С.35]

По состоянию на 1 апреля 2021 года постоянное население нашей страны составляет 34,7 млн человек [4, - В.356].

Проводится политика предотвращения ассимиляции каждого из них. Учитывая эту угрозу, «Как вы относитесь к проводимой в Узбекистане национальной политике? Респонденты определили варианты ответов следующим образом.

В частности, «полностью поддерживаю» - 751 человек 76,7%, «в целом поддерживаю» - 168 человек 17,1%, «сложно сказать» - 49 человек 5,0%, а также «не поддерживаю» 12, последний вариант ответа отметили 3% граждан (диаграмма 2) [6].

2-диаграмма



Результаты исследования подтверждают вывод о том, что культура взаимопонимания и солидарности, толерантности и чувства единой Родины с каждым годом укрепляется среди наших граждан. Эволюция процесса межнационального согласия в Узбекистане разделена и проанализирована на два периода: период национального возрождения (1991-2016 гг.) И период национального подъема (с 2017 г. по настоящее время). В период национального возрождения конфликты на национальной почве были прекращены, и люди разных национальностей в нашей стране теперь живут в независимом государстве, формируя отношения, основанные на взаимном уважении, равенстве и солидарности, и создавая правовую основу для связи. Обеспечена преемственность традиций межнационального согласия, передаваемых веками. Во многих странах мира по мере обострения дискуссии о «мультикультурализме» [7] были созданы условия для каждого народа, проживающего на территории Узбекистана, для сохранения и развития своих традиций, языка, религии и национальных ценностей. 13 января 1992 года был создан Республиканский интернациональный культурный центр.

Республиканский интернациональный культурный центр является самостоятельным учреждением, который руководит детально культурных центров и оказывает содействие государственным органам и общественным организациям в изучении и удовлетворении культурных потребностей национальных групп, проживающих в Узбекистане. Цель Республиканского интернационального культурного центра — выявление, изучение, а также содействие удовлетворению многообразных национальных, культурных, духовных и языковых запросов национальных групп, развитию обычаев традиций, обрядов народов и национальностей, проживающих в Республике Узбекистан. [8].

До января 2017 года центр координировал деятельность более 140 национальных культурных центров, служащих укреплению согласия и солидарности между народами и народами, проживающими в нашей стране, живущими под идеей «Узбекистан - наш общий дом». Благодаря толерантности нашего народа убежище получили представители многих национальностей. На узбекской земле поселились корейцы, немцы, армяне, грузины, турки-месхетинцы, поляки, греки и крымские татары [9]. Их потомки родились на этой земле, где получили образование и выросли. В период национального возрождения в нашей стране были названы улицы, парки, учреждения, установлены памятники не только узбекам, но и известным деятелям других народов и народов. В период национального возрождения в нашей стране были названы улицы, парки, учреждения, установлены памятники не только узбекам, но и известным деятелям других народов и народов. Этап роста национального согласия связан со «Стратегией действий по пяти приоритетным направлениям развития Республики Узбекистан на 2017-2021 годы» [10].

В рамках его пятого направления была проделана следующая систематическая работа по обеспечению безопасности, межнационального согласия и религиозной терпимости, по проведению взаимовыгодной и практической политики, направленной на создание атмосферы безопасности, стабильности и добрососедства, по подъему взаимопонимания до качественно нового уровня. уровень:

Во-первых, укреплен организационно-правовая база деятельности в этой сфере. Распоряжением Президента Республики Узбекистан от 19 мая 2017 года «О мерах по дальнейшему совершенствованию межнационального общения» Республиканский международный центр преобразован в Комитет по международным отношениям и дружбе с зарубежными странами при Кабинете Министров Республики Узбекистан. отношения и дружеские отношения с зарубежными странами». Перед Комитетом возложена задача обеспечения межнационального согласия и толерантности в обществе, последовательной реализации миролюбивой политики. Распоряжением Президента Республики Узбекистан от 19 мая 2017 года «О мерах по дальнейшему совершенствованию

межнационального общения» Республиканский международный центр преобразован в Комитет по международным отношениям и дружбе с зарубежными странами при Кабинете Министров Республики Узбекистан. отношения и дружеские отношения с зарубежными странами». Перед Комитетом возложена задача обеспечения межнационального согласия и толерантности в обществе, последовательной реализации миролюбивой политики. Рядом со зданием Комитета был создан «Сад Дружбы», призывающий к единству наций и народов [11], и создание «Домов культуры», служащих дальнейшему развитию их национальной культуры. Сегодня в составе комитета 138 национально-культурных центров [12].

14 из них имеют статус Республиканского национального культурного центра. Это: республиканские таджикские, азербайджанские, турецкие, киргизские, казахские, еврейские, армянские национальные культурные центры, Ассоциация корейских национальных культурных центров Узбекистана, русские, уйгурские культурные центры Узбекистана, Немецкий культурный центр Узбекистана «Видергебурт», польские национальные культурные центры. центр «Светлица Польша», Республиканский туркменский культурный центр, Республиканский украинский культурный центр «Славутич».

Есть также национально-культурные центры арабов, башкир, белорусов, болгар, бухарских евреев, греков, грузин, дунган, китайцев, крымских татар, литовцев и татар. В Ташкенте 23 национально-культурных центра, 6 - в Республике Каракалпакстан, 95 - в регионах [13].

При комитете также действуют общества дружбы с 34 зарубежными странами [14].

Это: Великобритания, Вьетнам, Германия, Греция, Грузия, Израиль, Индонезия, Иордания, Италия, Корея, Латвия, Литва, Малайзия, Египет, Азербайджан, Пакистан, Польша, Россия, Словакия, Таиланд, Турция, Туркменистан, Украина, Франция, Китай, Швейцария, Иран, Япония, Казахстан, Кыргызстан, Индия - дружественные общества. На сегодняшний день комитет наладил сотрудничество с 18 странами мира. В частности, Общество китайской дружбы, Всекитайская ассоциация содействия дружбе, Фукусима-Узбекистан, Ассоциация Корея-Узбекистан, Индо-узбекский форум дружбы и экономический форум, Бонн-Узбекистан, Союз регионов Италии, Авиценна» (Франция), «Британско-узбекское общество», «Федерация дружбы с народами России и СНГ» (Болгария), «Греция-Узбекистан», «Вьетнам-Узбекистан», «Пакистан-Узбекистан», «Азербайджан-Узбекистан», Египет-Узбекистан», «Польша-Узбекистан», «Чехия-Узбекистан» и другие. Таким образом, общества дружбы на международной арене влияют на развитие межнациональных отношений как надежный мост между народами.

Во-вторых, заслуживает внимания деятельность системы выдачи паспортов Республики Узбекистан представителям других

национальностей, которые много лет проживали и работали в Узбекистане. Например, в соответствии с Указом Президента Республики Узбекистан Шавката Мирзиёева, подписанным 22 апреля 2019 года, 70 гражданам корейского происхождения были выданы узбекские паспорта. Это придало бодрости духу и настроению тем, кто много лет много работал в стране, ценил Узбекистан как свою родину и растит своих потомков. Представители разных национальностей и этнических групп, проживающие в Узбекистане, наделены равными с узбеками правами, и они активно и свободно участвуют в государственном управлении, социально-экономической и культурной жизни. В частности, сегодня среди сенаторов есть представители разных национальностей, депутаты Законодательной палаты Олий Мажлиса и местных советов, руководители министерств, ведомств, предприятий, организаций и учреждений. В городах и селах органы местного самоуправления (села, сходы граждан махаллей и др.) Возглавляют старейшины (председатели махаллей) узбекской, русской, таджикской, татарской, киргизской, казахской, украинской и других национальностей.

В-третьих, Президент Шавкат Мирзиёев выдвинул ту же идею с братскими странами: Таджикистаном, Туркменистаном, Казахстаном, Кыргызстаном, Афганистаном и другими странами - принцип жизни в мире, согласии и терпимости между народами и народами. Об этом свидетельствует либерализация приграничных территорий, создание руководителями братских народов благоприятных условий для граждан в политической, социальной, правовой и других сферах, встречи граждан с родственниками, проживающими в соседней стране. Содружество, взаимные визиты, поздравления и поддержка со странами в разных регионах мира, поздравления и поддержка, протягивание руки помощи народу Узбекистана и личность Президента Узбекистана признаны во всем мире. Ламберто Занер, Верховный комиссар по делам национальных меньшинств Организации по безопасности и сотрудничеству в Европе (ОБСЕ), сказал: «... теперь, когда ваша страна открыла границы со своими соседями, люди будут свободно видеться со своими близкими. Все эти инициативы положительно влияют на межнациональные отношения. Мы въехали в вашу страну через Ош.

Мы побывали в Ферганской долине, где посетили школы с разными языками обучения, ознакомились с условиями, созданными для учащихся. Мы стали свидетелями положительной ситуации в Узбекистане в обеспечении международного согласия в сфере образования и других сферах. В целом в направлении межнациональных отношений проводится конструктивная политика. Под руководством президента Шавката Мирзиёева в стране открываются новые возможности для укрепления толерантности. Наша организация готова внести достойный вклад в этот процесс» [16]. Наш уважаемый Президент Шавкат Мирзиёев сказал: «Мы -

казахи, туркмены, киргизы, таджики и узбеки, представители всех наций и народов, живущие в прекрасной Центральной Азии, живем в согласии и дружбе [17, - С.356]. Вот почему нам необходимо мобилизовать все наши силы и возможности для защиты нашего общего дома, наших детей от всевозможных конфликтов и противоречий, для обеспечения мира и процветания в нашем регионе [18, - С.356]. Руководители и видные представители соседних стран высказали следующие взгляды на реформы, инициированные Узбекистаном.

«Год Узбекистана в Казахстане (2018) - яркое проявление братских связей между нашими народами, уходящих корнями в древние времена, подтвержденных нашей общей историей, богатым духовным наследием наших предков», - сказал Нурсултан Назарбаев. Действительно, инициативы президента Шавката Мирзиёева, направленные на мир и развитие в Центральной Азии, открыли новую страницу в нашем сотрудничестве с соседним Казахстаном. Результаты этого диалога приносят плоды. Активизировались взаимоотношения между нашими странами, укрепились братские связи. Благодаря привлечению инвестиций в экономику увеличился объем торговли. В Узбекистане по случаю Года Казахстана (2019) было организовано множество мероприятий во всех областях и районах. Еще больше расширилось межрегиональное сотрудничество. Укрепляются культурно-гуманитарные связи. Таким образом, налаживание сотрудничества между образованием, наукой, в частности, высшими учебными заведениями, развитие внутреннего туризма в регионе развивается как перспективное направление сотрудничества. На церемонии открытия Года Казахстана (2019) в Узбекистане он сказал: «Открытие Года Казахстана в Узбекистане свидетельствует об укреплении стратегического партнерства, доверия и взаимной поддержки. Это важное событие является символом вечной и искренней дружбы, культурной и духовной близости между нашими народами», - сказал Шавкат Мирзиёев.

В Послании к Парламенту Президент Республики Таджикистан Эмомали Рахмон сказал: «... Хочу еще раз подчеркнуть, что 2018 год ознаменовал исторический перелом в наших двусторонних отношениях с соседней и дружественной страной - Узбекистаном. Мы устранили все проблемные и острые вопросы, накопившиеся за этот период» [21].

Чрезвычайный и Полномочный Посол Республики Таджикистан в Узбекистане Содик Имам «... Таджиков и узбеков связывают многовековые братские отношения. Лидеры двух стран проявляют политическую волю и решимость укреплять эти связи. Именно на основе этих критериев добрососедство, взаимное уважение и взаимный интерес сыграли ключевую роль во взаимном сотрудничестве» [22]. Конечно, такое признание - результат неустанных усилий Президента Шавката Мирзиёева

по объединению народов, наций и народов под общечеловеческими ценностями - терпимостью, взаимоуважением, миром и спокойствием.

В-четвертых, в период национального подъема особое внимание уделяется консолидации религиозных взглядов наций и народов в духе согласия и взаимного уважения под единой идеей - идеей толерантности. 12 декабря 2018 года была принята резолюция «Просвещение и религиозная толерантность» - творческая идея, которая побуждает весь мир думать и объединяться. Французское информационное агентство L'Usine Nouvelle сообщает, что Госдепартамент США принял решение исключить Узбекистан из списка стран, вызывающих особую озабоченность. Отмечается, что Государственный департамент США публикует ежегодный отчет о свободе вероисповедания во всем мире. В этом году Вашингтон исключил из своего списка стран, вызывающих особую озабоченность, только одну страну - Узбекистан. По мнению корреспондентов L'Usine Nouvelle, это знак положительного признания позитивных изменений, происходящих в стране. Особенно отрадно, что Узбекистан является членом Постоянного комитета ООН по правам человека [25]. Как известно, еще один мост между народами и народами - это музыка и искусство. Особое значение имеют Международный музыкальный фестиваль «Шарк тароналари» [26], фестиваль «Маком» в Шахрисабзе [27], Международный фестиваль «Бахшичилик» [28] в Термезе и Международный фестиваль ремесел [219] в Коканде. Представители более 100 стран мира возвращаются на родину с богатыми впечатлениями, демонстрируя свое искусство, наслаждаясь национальным праздником на высоком уровне, наслаждаясь культурным наследием, а также образцами нашего культурного наследия. Регулярно проводятся фестивали международного уровня, выставки национального искусства разных народов мира, выставки картин, миниатюр, картин, керамики, различные конкурсы и конкурсы служат мостом для каждого народа в прошлое, настоящее и будущее., дает более глубокое понимание характера обычаев, одежды, условий жизни. По этой причине такие художественные мероприятия играют важную роль в сближении народов и наций. Подводя итог вышесказанному, можно сказать, что в счастливом, мирном и процветающем Узбекистане люди разных национальностей и национальностей чувствуют себя свободно, работают и живут рука об руку с узбеками. Толерантность узбеков проистекает из сложившейся веками в нашей стране поэтапной традиции уважения к другим народам, искреннего и дружественного отношения к ним и подхода, основанного на общечеловеческих взглядах. Кроме того, можно сказать, что политика, проводимая в нашей стране на основе равноправия всех народов, создает широкие возможности для развития их языка, культуры, традиций и ценностей. Политика нашего Президента на международной арене,

особенно в нашей политике с соседними странами, также способствует дальнейшей стабилизации межнационального согласия.

Использованные источники:

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РАҚАМЛИ ИҚТИСОДИЁТ ШАРОИТИДА СУД-БУХГАЛТЕРИЯ ЭКСПЕРТИЗАСИ ВА УНИНГ АҲАМИЯТИ

Аннотация: Мақолада иқтисодий экспертизанинг бир тури бўлган Суд-бухгалтерия экспертизасини моҳияти, ҳуқуқий меъёрий асослари, тайинлаш зарурияти ва унинг натижаларини расмийлаштириши ҳақида сўз боради.

Калит сўзлар: Экспертиза, Эксперт, Суд экспертизаси, Бухгалтер-эксперт, Суд экспертнинг хулосаси (хулоса).

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FOREIGN EXAMINATION AND ITS SIGNIFICANCE IN THE DIGITAL ECONOMY

Annotation: in the article the essence, legal-normal basics, designating necessity of judge-accounting expertise which is one type of expertise and formalization of its consequences were stated.

Key words: Expertise, expert, judge expertise, accountant-expert, the consequence of judge-expertise.

Рақамли иқтисодиёт шароитида барча мутахассислар каби ҳисоб ва назорат тизимида фаолият кўрсатаётган мутахассисларининг масъулияти ва жавобгарлиги янада ортади. Шу сабабли бухгалтерия ҳисоби ва назорати ходимлари хўжаликни юритишга ёрдам кўрсатиши, турли хўжалик ҳолат ва муҳитларини тезкор ва тўлиқ аниқлаб иш кўра билиши, бозор иқтисодиёти вазифаларини ва улардаги йўналишларни тушиниб етиши, бошқарув қарорларини қабул қилишда раҳбариятга ҳамда фуқаролик, жиноий ва хўжалик фаолиятлари бўйича кўрилаётган ишларни одилона ҳал қилишда суд-тергов органларига суд экспертизаси ўтказиш натижалари бўйича асосланган тавсияларини тақдим этишлари лозим бўлади.

Суд-бухгалтерия экспертизаси суд-иқтисодий экспертизасининг таркибий қисми бўлиб, у шундай ҳолатларда белгиланадики, унда кузатилган жиной ишнинг терговини олиб боровчи терговчи ишни сифатли ва қонунан тўғри боришида чуқур ва юқори савияли бухгалтерия билимлар лозим деб топилса. Балки ишни олиб боровчи терговчи ҳам маълум бир бухгалтерия билимларга эга бўлиши ва оддий ҳисобларни ўзи бажариши ёки тергов вақтида айбланувчининг ёхуд гувоҳларнинг кўрсатмаларини таҳлил этиши мумкин. Хусусан иш юзасидан жиной ишга қўл урган шахслар, моддий жавобгар шахслар юритган ҳар бир ҳужжат ва материалларини таҳлил қилиб янги фактларни очиши ҳам мумкин. Аммо бундай ҳолатларда терговчи суд бухгалтерия экспертизасининг ёрдамисиз кўзланган ютуққа эриша олмайди.

Ўзбекистон Республикасининг сиёсий ва иқтисодий жабҳаларида олиб борилаётган чуқур ислохатлар суд-ҳуқуқ тизимини ҳам кенг қамраб ол Мухтарам Президентимиз ўзининг Олий Мажлисга мурожаатномасида **“Энди суд орқали инсонларнинг ҳуқуқи тикланганини эътироф этиш билан чекланиб қолмасдан, нима сабабдан судгача бўлган тергов жараёнида инсон ҳуқуқ ва эркинликлари бузилган, деган саволни ҳам кўндаланг қўядиган, тазйиқлар учун жавоб берадиган вақт келди”**⁴⁵ деган эди.

Бундай фикр бежиз айтилмади. Кўп йиллик суд-ҳуқуқ органлари амалиётида мавжуд бўлган адолатсизликлар: нотўғри ўтказилган тергов-суриштирув ишлари, фақатгина номигагина иш материалларини бўрттириш учун олинган сохта экспертиза хулосалари натижасида инсон ҳуқуқлари поймол бўлаётгани халқимиз орасида ҳуқуқни ҳимоя қилувчи органларга ишончсизлик ҳисларини туғдирди.

Юқорида баён этган фикрини давом эттириб Президентимиз **“Эски тузумдан қолган ва ҳануз давом этаётган суд қарорларини прокуратура томонидан чақириб олиб, ўрганиш амалиётини чеклаш лозим. Энди фақат иш юзасидан шикоят келиб тушган ҳолдагина прокурор суд қарорини олиб ўрганиши мумкин”**⁴⁶ деди.

Ўзбекистон Республикаси мустақилликка эришгандан сўнг Республикада суд экспертиза фаолиятини такомиллаштириш, одил судловни таъминлаш мақсадида қатор ишлар амалга оширилди. Жумладан: 1995 йил 22 июндаги Ўзбекистон Республикаси Вазирлар Маҳкамасининг **“Ўзбекистон Республикасида Адлия вазирлигининг экспертиза хизматини ривожлантириш тўғрисида”** ги 234-сонли қарорига асосан, Тошкент суд экспертиза илмий-тадқиқот институти Республика илмий-тадқиқот криминалистика марказига

⁴⁵ Ш.М.Мирзиёев “Олий Мажлисга мурожаатнома” 24 январь 2020 йил

⁴⁶ Ш.М.Мирзиёев “Олий Мажлисга мурожаатнома” 24 январь 2020 йил

айлантирилди. Маказнинг илмий салоҳиятини Тошкент шаҳридаги 8 та етакчи лаборатория ва 9 та вилоятлардаги бўлинмалари ташкил этди.

Суд-иқтисодий экспертизалари ўтказилиши бугунги кунда нафақат Марказий муассасада, балки вилоят бўлинмаларида ҳам суд-иқтисодий экспертизанинг барча турлари, чунончи: бухгалтерия, молия-кредит, иқтисодий-режавий, меҳнат иқтисодиёти ва иқтисодий-статистика экспертизаларига суд-тергов органларини бўлган эҳтиёжларини қондириб келмоқда.

Сўнгги йилларда ташкил қилинган экспертиза турлари қаторига, иқтисодиёт соҳасида банк-кредит, солиқ қонунчилиги ва ташқий-иқтисодий каби экспертиза турларини таъкидлаш жоиз.

Республика суд-экспертиза марказининг Самарқанд вилоятлараро бўлими бугунги кунгача Самарқанд, Навоий ва Бухоро вилоятларида суд-иқтисодий экспертизанинг барча турлари бўйича экспертизалар ўтказиб келмоқда. Жумладан: 2017 йилда 91 та, 2018 йилда 101 та 2019 йилда 114 та хулосалар берилган.

Бугунги кунда суд, тергов амалиётида суд-иқтисодий экспертизанинг турларидан бири бўлган суд-бухгалтерия экспертизасининг роли ошиб бормоқда. Одатда суд-бухгалтерия экспертизасини тайинлаш қуйидаги ҳолларда амалга оширилади:

- тафтиш ва тергов материаллари мос келмаганда ёки дастлабки ва тақрорий тафтишлар хулосаларида зиддиятлар мавжуд бўлганда;

- айбланувчи тақдим этган ҳужжатлар тафтишчи томонидан қабул қилинмаган ҳолларда;

- маълум масалаларни ҳал этиш бухгалтерия ҳисобидаги махсус билимлар талаб қилиниши тўғрисида айбланувчининг асосланган тафтишномаси мавжуд бўлганда;

- суистеъмол ва товар моддий бойликларни топишда тафтишчи томонидан қўлланган услуб ва методларни тўғрилиги ва тўла эканлигига ҳамда тафтиш хулосасига терговчининг гумони бўлганда;

- моддий жавобгар шахсларни аниқлаш ва улар келтирган зарарнинг миқдори ва даврини ташкилот бухгалтерияси тўғри аниқланганлигини текшириш зарурияти туғилганда;

- камомадларни яшириш имкониятлари бухгалтерия ҳисоби, ҳисоботи ва назоратдаги камчиликлар, мавжуд қоидаларга риоя қилмаслик оқибатида бўлганда уларни аниқлаш;

- ҳужжатли тафтиш тартиби тўғри ўтказилиб ва тафтишчининг нотўғри ҳаракатлари тафтишчининг тафтиш қилинаётган корхона ходимлари билан ишга тааллуқли бўлмаган алоқалари тўғрисида маълумотлар мавжуд бўлган ҳолда.

Суд-бухгалтерия экспертизаси Ўзбекистон Республикаси “Суд экспертизаси тўғрисида”ги Қонуннинг 15-моддасига асосан корхона, муассасалар бухгалтерлари томонидан тузилган ёки тузилажак бухгал-

терия ҳужжатлари асосида ўтказилади.⁴⁷ Шунинг учун Суд-бухгалтерия экспертизаси ҳулосасининг ҳаққонийлик (ҳодисанинг ҳақиқий ҳолатини ақс эттириш) даражаси асосан тузилган бухгалтерия ҳужжатларининг сифатига боғлиқ бўлади. Ҳозирги давр талабидан келиб чиқиб, ахборот технологиялари ривожланган, рақамли иқтисодиёт шароитда бухгалтерия ҳужжатларининг янги даври – электрон ҳужжат пайдо бўлди. Электрон ҳужжатларнинг расмийлаштириш ва улар айланмаси Ўзбекистон Республикаси Марказий банки томонидан ишлаб чиқилган йўриқнома асосида олиб борилади ва назорат қилинади.

Қонун устуворлигини таъминлаш ва суд-ҳуқуқ тизимини янада ислоҳ қилиш фақат қонунларга бўйсиниш, унга тўлиқ амал қилиш орқали эришилади. Президентимиз эътироф этганидек: “Танқидий таҳлил, қатъий тартиб-интизом ва шахсий жавобгарлик – ҳар бир раҳбар фаолиятининг кундалик қондаси бўлмоғи керак”⁴⁸. Ушбу вазифаларни тўлиқ ижро этиш қонунларга амал қилиб фаолият юритишни, суд-ҳуқуқ тизими ишларида кескин бурилиш ясаш, жамият, халқ манфатларини кўзлаган ҳолда, ҳар қандай кўрилаётган фуқаролик, жиноий ва иқтисодий ишлар жараёнини шаффофлигини ва одилона ечимини таъминлашни талаб этади.

Юқорида қайд этилган вазифаларни тўлиқ бажариш кўп ҳолларда судларда фуқаролик, жиноий ва иқтисодий ишларини кўриб чиқишда бойликлар талон-тарожи, мансабдорлик ва хўжалик жиноятларини суриштириш ва тергов қилишда иқтисодий фанлар жумладан махсус бухгалтерия ҳисоби билимлари қўлланилади. Махсус билимлар орасида суд-бухгалтерия экспертизаси муҳим ўринда туради.

Бу уч сўздан иборат (суд, бухгалтерия ва экспертиза) сўзлар бирикмасидан пайдо бўлган “Суд-бухгалтерия экспертизаси”нинг моҳияти қуйидагилардан ташкил топади:

Суд - фуқаролик, жиноий ва хўжалик(иқтисодий) масалалари бўйича қўзғатилган ишларнинг кўриб чиқиш жараёни.

Экспертиза - жиноят процессуал қонуни асосида, фан ва техниканинг, санъат ва иқтисодиётнинг айрим соҳаларидаги мутахассислар, касб-ҳунар эгалари томонидан терговда ёки суд муҳокамасида келиб чиқадиган баъзи камчиликларни аниқлаш мақсадида объектлар устида олиб бориладиган текшириш ишлари.

Бухгалтерия – корхонанинг бухгалтерия ҳисоби ва ҳисоботини юритувчи таркибий бўлими.

Шундан келиб чиққан ҳолда “Суд-бухгалтерия экспертизаси”–бу бухгалтерия ҳужжатларида ва регистрларида ақс эттирилган хўжалик

⁴⁷ Ўзбекистон Республикаси “Суд экспертизаси тўғрисида”ги Қонун 18-ноябрь 2009 йил

⁴⁸ Мирзиёев Ш М “Танқидий таҳлил, қатъий тартиб-интизом ва шахсий жавобгарлик – ҳар бир раҳбарнинг кундалик қондаси бўлиши керак” Тошкент: Ўзбекистон НМИУ, 2017

операцияларини бухгалтер-эксперт (мутахасис)томонидан текшириш жараёнидир.

Бухгалтер-эксперт - жиноий иш жараёни субъекти ҳисобланиб, жиноий иш аҳамиятига эга бўлган масалалар бўйича хулоса бериш учун жалб килинади.

Тергов ва судда кўрилаётган ишларга далил сифатида хулоса далолатнома тайёрлаш билан биргаликда ҳўжаликка етказилган моддий зарарни аниқлаш ва камомадни ундириб олишда бухгалтерия экспертизасини аҳамияти ортиб боради.

Суд-бухгалтерия экспертизанинг асосий мақсади - жиноий ва фуқаролик ишлари бўйича адолатли ҳукмнинг амалга ошишига ёрдам бериш, иқтисодий соҳасида жиноят ва ҳуқуқ, бузишларга йўл қўймаслик, келажакда ҳўжалик ҳуқуқ бузишларни оғохлантиришга дойир тадбирларни белгилаш.

Суд-бухгалтерия экспертизаси ҳам бошқа экспертиза турлари каби ўз предмети ва тадқиқот объектларига эга.

Суд-бухгалтерия экспертизанинг предмети - аниқ, жиноий, фуқаролик ва ҳўжалик ишларининг ҳақиқий вазиятлари ҳисобланади.

Суд-бухгалтерия экспертизаси объектлари- бирламчи ҳужжатлар, бухгалтерия ҳисоби регистрлари ва ҳисобот, тафтиш далолатномалари ва ишнинг бошқа материаллар ҳисобланади.

Суд-бухгалтерия экспертизаси иқтисодий соҳа бўйича махсус билимга эга бўлган, суд иқтисодий эксперти мутахасислиги бўйича махсус тайёргарликдан ўтган, судга оид иқтисодчи –эксперти мутахассислиги малакасига эга бўлган ходимлар томонидан бажарилади.

Ўзбекистон Республикасининг 2009 йил 18 ноябрда қабул қилинган «Суд экспертизаси тўғрисида»ги Қонуннинг 17-моддасига биноан суд экспертизасини ўтказишнинг асоси бўлиб, терговчи, прокурор ёки суднинг қарори ёхуд судда кўрилаётган фуқаролик, ҳужалик ва жиноят ишлари бўйича суднинг ажрими ҳисобланади.

Суд экспертизаси тегишли қарор ёки ажрим чиқарилган кундан эътиборан тайинланган ҳисобланади.

Ўзбекистан Республикаси ЖПК моддасига мувофиқ қонунда белгиланган тартибда суд, терговчи ижтимоий ҳавф-хатар мавжудлиги ёки мавжуд бўлмаганлиги ушбу ҳаракатни содир қилган шахс айбдорлиги ва ишни тўғри ечилишга аҳамияти бўлган барча ҳақиқий маълумотлар жиноий иш бўйича далил бўлади. Эксперт хулосаси ана шу далиллар жумласидандир.

Суд эксперти ёки суд экспертлари комиссияси текширишларни ўтказиб бўлганидан кейин тегишли суд эксперти ёхуд суд экспертлари комиссияси таркибига кирувчи ҳар бир суд эксперти имзоси билан тасдиқланадиган хулоса тузади. Хулосада суд экспертизаси ўтказилган сана ва жой; суд экспертизасини ўтказиш асоси; суд экспертизасини

тайинлаган орган (шахс) тўғрисида маълумотлар; суд эксперти (ф.и.ш, маълумоти, ихтисослиги, иш стажи, илмий даражаси, илмий унвони, эгаллаб турган лавозими) ва суд экспертизасини ўтказиш топширилган ташкилот ҳақида маълумотлар; суд экспертнинг бида туриб нотўғри хулоса берганлиги, суриштирув ёки дастлабки тергов маълумотларини суриштирувчи, терговчи ёхуд прокурорнинг рухсатсиз ошкор қилганлиги, шунингдек хулоса беришни рад этганлиги ёки бу ишдан бўйин товлаганлиги учун жиноий жавобгарлик тўғрисида огоҳлантирилганлиги; суд экспертнинг олдида қўйилган саволлар; суд экспертига тақдим этилган текшириш объектлари ва иш материаллари; суд экспертизаси ўтказилаётганда ҳозир бўлган шахслар ҳақида маълумотлар; қўлланилган усуллар кўрсатилган ҳолда текширишларнинг мазмуни ва натижалари, шунингдек бу текширишлар, агар суд экспертлари комиссияси ишлаган бўлса, ким томонидан ўтказилганлиги; текшириш натижаларининг баҳоланиши, қўйилган саволларга берилган асосли жавоблар; иш учун аҳамиятга молик бўлган ва суд экспертнинг ташаббусига кўра аниқланган ҳолатлар кўрсатилади.

Эксперт хулосасининг далолатномаси асосан **кириш, текшириш** ва **хулоса** қисмларидан ташкил топади.

Эксперт хулосаси ҳақидаги далолатноманинг кириш қисмида бухгалтерия экспертизаси қачон, қайси жойда, ким томонидан ва нимага асосан экспертиза ўтказилганлиги кўрсатилади.

Хулосанинг кириш қисмида юқоридагилардан ташқари, яна жиноят ишининг қисқача баёни, эксперт ихтиёрига берилган текшириш объектлари устида тўлиқ маълумот ҳамда эксперт томонидан ҳал қилиниши керак бўлган саволлар кўрсатилади.

Эксперт хулосаси ҳақидаги далолатномани текшириш қисмида текширилган объектларга мукамал равишда баён қилинади. Эксперт томонидан қўлланилган текшириш усули ва методлари кўрсатилади.

Текшириш натижалари далолатноманинг хулоса қисмида яқунланади ва унда экспертиза олдида қўйилган саволларга жавоб берилади.

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7.Республика суд-экспертиза Марказининг Самарқанд вилоятлараро бўлими материаллари

ХУДОЖЕСТВЕННЫЕ ФУНКЦИИ ОККАЗИОНАЛИЗМОВ В ПОЭМАХ В.В. МАЯКОВСКОГО

Аннотация: До настоящего времени личность Маяковского вызывает немало споров среди критиков, исследователей его творчества, просто почитателей его таланта. Поэтическое дарование Маяковского в значительной степени концентрируется на его новообразованиях. Преобразовательская, открыто демонстрируемая работа поэта над языком сделала его наследие предметом систематических наблюдений в трудах исследователей.

Ключевые слова: словообразовательный процесс, выразительные средства языка, неологизм, окказиональное слово.

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ARTISTIC FUNCTIONS OF OCCASIONALISMS IN THE POEMS OF V.V.MAYAKOVSKY

Abstract: To date, the personality of Mayakovsky causes a lot of controversy among critics, researchers of his work, and simply admirers of his talent. Mayakovsky's poetic talent is largely concentrated on his neoplasms. The poet's transformative, openly demonstrated work on language has made his legacy the subject of systematic observations in the works of researchers.

Keywords: word-forming process, expressive means of language, neologism, occasional word.

Сегодня официозного восхищения в качестве трибуна революции он уже не вызывает, но, отдавая дань таланту Владимиру Владимировичу, мы не должны рассматривать его творчество вне контекста той сложной и трагической эпохи, продуктом которой был поэт. Это важно помнить, чтобы не уподобиться тем, кто превращал на протяжении многих десятилетий писателей (поэтов) советской эпохи в пропагандистов. Особенно когда речь идет о художниках такого масштаба, как Владимир Маяковский.

До настоящего времени личность Маяковского вызывает немало споров среди критиков, исследователей его творчества, просто почитателей его многогранного таланта. Отмечая юбилей поэта, нельзя не вспомнить (упомянуть) слова самых проницательных его читателей-

современников, а для нас самых авторитетных судей в поэзии – О. Мандельштама и М. Цветаевой. О. Мандельштам включал Маяковского в число тех русских поэтов, которые даны нам «не на вчера, не на завтра, а навсегда». М. Цветаева считала, что Маяковский – поэт не только своего века, она писала: «Своими быстрыми ногами Маяковский ушагал далеко за нашу современность и где-то за каким-то поворотом долго еще нас будет ждать»

Поэтическое дарование Маяковского в значительной степени концентрируется на его новообразованиях. С.И. Гиндин в предисловии своей статьи «Маяковский: стих, синтаксис, стиль» пишет: «Лингвистике повезло с Маяковским. Преобразовательская, открыто демонстрируемая работа над языком сделала его творческое наследие неисчерпаемой кладовой и естественным полигоном для языковедов». Действительно, творчество поэта неоднократно становилось предметом исследования многих отечественных лингвистов и литературоведов. До сих пор не утратили актуальности труды исследователей, таких как З.С. Паперный, Ф.Н. Пицкель, Н.И. Калитин, И.В. Гуторов, В.О. Перцов, В.В. Тренин. Одной из первых работ о языке Маяковского является книга классического исследователя Г.О. Винокура «Маяковский – новатор языка», которая стимулировала исследования, обращенные к активному новаторскому началу в русской культуре (и, в частности, в русской поэзии). Наблюдения профессора Винокура Г.О. над языком Маяковского активизировали интерес исследователей к «грамматике поэзии», в частности в ее словообразовательных процессах. Автор подчеркивает своим заглавием работы, что Маяковский был именно новатором языка, а не только новатором стиля. Данную работу исследователь языка Маяковского М.Л. Гаспаров называет «первопроходческой» и подчеркивает, что «Писать об идиостиле Маяковского и легче, и труднее, чем об идиостиле любого поэта. Легче, потому что первопроходческая работа здесь уже сделана, а труднее, потому что теперь от исследователя можно требовать больше точности и подробности, чем на первых порах». Гаспаров М.Л. в своей работе «Владимир Маяковский» исследует весь состав выразительных средств языка Маяковского; во-вторых, опираясь на подсчеты, показывает их место в общей системе; в-третьих, обращает внимание на эволюцию этой системы от раннего к зрелому творчеству Маяковского. Материалом были взяты: для раннего Маяковского – поэма «Облако в штанах» (1914–1915), все 450 стихов; для позднего Маяковского – поэма «Владимир Ильич Ленин» (1924), первые 450 стихов. В заключении автор делает выводы: из всех рассмотренных выразительных средств языка Маяковского наиболее употребительными являются:

- 1) метафора: 35–28 раз на 100 строк;
- 2) метонимия: 18,5–8 раз на 100 строк;
- 3) неологизмы: 14–9,5 раз на 100 строк.

Гаспаров М.Л. отмечает функцию окказионализмов Маяковского – делать образ мира динамичнее, часто – гиперболичнее; подчеркивать недостаточность старого языка (словаря) и широту, богатство нового. Он же утверждает, что одна из самых ярких примет языка Маяковского – это неологизмы или, точнее, окказионализмы. К этому следует отметить, что термин «окказиональное слово» предложен Н.И. Фельдман в статье «Окказиональные слова и лексикография».

Продолжая надо уточнить, что окказиональный (анг. Occasional, нем. Okkasionell) – не узуальный, не соответствующий общепринятому употреблению, характеризующийся индивидуальным вкусом, обусловленный специфическим контекстом употребления. Окказионализмы – это речевые явления, возникающие под влиянием контекста, ситуации речевого общения для осуществления какого-либо актуального коммуникативного задания, главным образом для выражения смысла, необходимого в данном случае; создаются специально, нарочито, всегда «привязаны» к определенному контексту, ситуации, понятны на фоне данного контекста, ситуации и той модели или единичного образца, которые послужили базой для их создания. Окказионализмы обладают повышенной выразительностью в силу своей необычности на фоне канонических, нормативных образований.

Окказиональные слова отличаются от новообразований языка (неологизмов) тем, что сохраняют свою новизну, свежесть независимо от реального времени их создания. Неологизм (от греч. Новый и слово) – это слово, значение слова или словосочетание, недавно появившиеся в языке. Неологизмы создаются в языке по продуктивным моделям, по образцу существующих уже в языке слов. Они довольно скоро перестают восприниматься как новые слова, новизна их со временем стирается. В отличие от них окказионализмы не становятся фактами общенародного языка, а живут лишь в том контексте, который их породил. Окказионализмы, даже давние, рожденные в прошлом веке и ранее, попрежнему дышат свежестью и новизной. Признанный знаток и исследователь поэзии Маяковского В.Тренин в своей работе «В мастерской стиха Маяковского» отмечает, что словообразования Маяковского всегда имеют целью удвоить смысловую энергию слова, нагрузить его новыми значениями, сделать его более стремительным, ярким, запоминающимся. Обращение к окказионализмам помогают прежде всего поэту добиваться большего лаконизма поэтической речи, ее выразительности, высказать в лаконичной форме и свое отношение к описываемому. Говоря об окказиональности как лингвистической категории, нельзя не отметить, что именно на XX век приходится расцвет окказиональности и в целом, и в частных проявлениях. Не случаен и тот факт, что именно в начале XX века окказиональное творчество становится одной из ярких примет новаторства. Маяковский же искал необходимого

ему сближения со стихией городской разговорной речи, языком улицы, которому, как и языку поэзии, «свойственно повышенное, интенсивное переживание языковой формы» [4, с. 400]. Именно в устной форме речи Г.О. Винокур видит источник языкового новаторства поэта. Эту же мысль продолжает В.В. Тренин в работе «В мастерской стиха Маяковского», констатируя, что словотворчество Хлебникова и словопроизводство Маяковского исходят из совершенно разных и несоизмеримых принципов. Неологизмы Хлебникова – попытка вырваться за пределы обычного языкового мышления. Маяковский в своем творчестве следует словопроизводственной тенденции живого разговорного языка. В связи с этим интерес представляет также статья В.В. Никульцевой «Идентичные окказионализмы в творчестве Игоря Северянина и Владимира Маяковского», посвященная сравнительному анализу окказионализмов В. Маяковского и И. Северянина.

Языковое творчество Владимира Маяковского, безусловно, представляет интереснейшее явление и заслуживает пристального внимания к себе со стороны читателей и исследователей.

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ИСТИКБОЛЛИ МАҲАЛЛИЙ БОДОМ НАВЛАРИНИНГ АГРОБИОЛОГИК ТАВСИФИ

Аннотация; Бодом навлари мавжуддир жуда қимматли бўлиб, ундан ҳалқ хўжалигининг кўп тармоқларида фойдаланилади. Бодом кўчати кузда ёки эрта баҳорда экилади. У ёруғликка талабчан бўлганлиги сабабли қалинликни ёқтирмайди, таркибида оҳаги бўлган соз тупроқларда яхши ривожланади.

Калит сўзлар: Ширин бодом, бодом, юқори сифатли, пўчоги юмшоқ.

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PROMISING LOCAL ALMOND VARIETIES AGROBIOLOGICAL DESCRIPTION

Annotation; there are varieties of almonds very valuable, from which it is used in many branches of the folk economy. Seedlings of almonds are sown in autumn or early spring. He does not like the thickness due to the fact that it is demanding for light, the suspension with lime in its composition develops well on soils.

Keywords: sweet almonds, almonds, high quality, nutmeg soft.

Бодом - жанубий, субтропик ўсимликдир. У Марказий Осиё, Ўрта Ер денгизи, марказий Америка, бир қатор Европа мамлакатларида (Италия, Франция, Қрим, Кавказ орти) тарқалган.

Бодом иссиқсевар, қурғоқчиликка ўта чидамли, ксерофит ўсимлик бўлганлиги сабабли йилига 500-700 мм дан зиёд ёғин ёғадиган Тошкент, Жиззах, Самарқанд, Қашқадарё, Сурхондарё вилоятларининг тоғ ва тоғолди қияликларида қадим замонлардан бери ўсиб ҳосил бериб келади. Бу ерларда янгидан барпо қилинган бодомзорлардан ташқари табиий ўрмонларда ёввойи ҳолда ҳам ўсади. Бу ерларда уларнинг оддий (маҳаллий), Бухоро, Петунников, Тиканли, Калмиков деб аталиш.

Бодом навлари мавжуддир жуда қимматли бўлиб, ундан ҳалқ хўжалигининг кўп тармоқларида фойдаланилади. Данаги қотмаган хом бодомни шакарга қўшиб ёки мураббо тайёрлаб истемол қилиш

фойдалидир. Ширин мағизли бодом 40-70% еғ, 20-25% оксил, 6% шакарга эга бўлиб, турли дармондори, органик моддаларга бой бўлади ва кондитер саноати учун қимматбаҳо хомашё хисобланади. Кунжарасида 10% гача мой ва кўп миқдорда оксил ва углеводлар бўлади. Тақир бодом таркибида еғ, оксил, шакардан ташқари 2-2,5% амигдалин бўлиб, парфюмерия саноатида ва медицинада кенг қўлланилади.

Бодомнинг пўсти газ ютадиган кумир тайерлашда, виночиликда винога хушбўй хид, сифат ва там беришда фойдаланилади. Бодом пўчоғининг кулида 40% гача калий ҳосил бўлади ва ўғит сифатида фойдаланилади.

Бодом ёғочи жуда қаттиқ ва чиройлидир, шунинг учун дурадгорликда ва техника учун қимматли хомашё хисобланади. Бодомнинг илдиз системаси 6 метр чуқурликгача боради, қурғокчиликка яхши чидайди ва тоғ-ўрмон мелиорация ишларида ҳам муҳим рол уйнайди. У қурғокчиликка ғоят чидамли бўлиб, ер танламасдан, сувсиз, тошлоқ ва тоғнинг унумсиз жанубий ён бағирларида ҳам яхши ўса олади.

Бодом 3-4 ёшидан ҳосилга киради, 12-18 ёшидан 35-40 йилгача яхши ҳосил беради. Яхши парваришланса 60-100 йил яшаб ҳосил бериши мумкин. Бодом кўчати кузда ёки эрта баҳорда экилади. У ёруғликка талабчан бўлганлиги сабабли қалинликни ёқтирмайди, таркибида оҳаги бўлган соз тупроқларда яхши ривожланади. Бир туп дарахтининг ҳосилдорлиги 3-4 кг дан 10-20 кг гача етади. Маълумотларга қараганда энг кўп ҳосил қилган йиллари 30-40 кг гача ҳам бўлган.

Бодомнинг бундай хусусиятлари Республикаимизнинг тоғ ва тоғолди лалмикор ҳудудларидаги давлат ва нодавлат хўжаликларини хар томонлама қўллаб-қувватлаш, ишлаб чиқариш самарадорлигини, иқтисодий манфаатдорлигини оширишда муҳим аҳамиятга эга бўлиши мумкин. 2006-2009 йиллари Республикаимизнинг бир қатор фермер-деҳқон хўжаликларида ЮНЕП-ГЭФ Bioversity International лойиҳаси асосида маҳаллий бодом навларини in-situ/on farm шароитида, биоҳилмаҳилликни сақлаш ва улардан фойдаланиш ҳолатлари ва чора тадбирлари ўрганиб чиқилди ва натижада кўпчилик ҳудудларида бодомнинг ҳар хил маҳаллий навлари ва шакллари кенг тарқалганлиги аниқланди, уларни ўсиш манзиллари белгиланди. Янги бодомзорлар барпо қилишда экиладиган навларни танлаш муҳим аҳамиятга эга. Ширин бодом навларининг ҳилмаҳиллиги ғоят турлидир. Бодомнинг энг сифатли, истикболли, навлари серҳосил, меваси йирик, пўчоғи юпқа ва мағизининг миқдори юқори бўлади. Бодом пўчоғининг қаттиқлигига қараб тўртта тоифага бўлиш мумкин:

1. Ғалвирак бодом. Пўчоғи қоғоздек юпқа, икки бармоқ билан енгил чақилади.

2. Пўчоғи юмшоқ, бодом ғовак, иккала қўлнинг бармоқлари ёрдамида чақилади.

3. Стандарт пўчоғли бодом, болға билан сал урганда чақилади;
4. Қаттиқ пўчоғли бодом, пўчоғи қаттиқ, болға билан кучли урганда чақилади.

Республикамизда бодомнинг юқори сифатли маҳаллий ва четдан (АҚШ, Ғарбий Европа, Қрим, Туркменистон ва бошқа давлатлар) келтирилган унлаб навлари синовдан ўтказилган. Четдан келтирилган навларнинг бир қисми ҳосил сифатидан талабга жавоб берадими, қишқи ва баҳорги совуқларга деярлича чидаш бермайди. Аммо бир қатор интродуциялаштирилган навлар ичида Ўзбекистон тупроқ ва иқлим шароитига мос келадиган навлари ҳам синовдан ўтказилган. Экиш учун қуйидаги эрта ҳосилга кирадиган, қурғоқчилик ва эрта баҳорги совуқларга нисбатан чидамли, ҳосилдорлиги муътадил, мағзи мазали, бозор талабларига жавоб бераоладиган бодомнинг қуйидаги истиқболли навлари тавсия қилинади:

Колхозчи маҳаллий нави - жойдори нав танлаш йўли билан ажратилган. Қурғоқчиликка ўта чидамли. Ҳосилдорлиги дарахтидан 4,5 кг-дан 13 кг-гача. Пўчоғи юмшоқ, оч жигар рангли, апрел ўрталарида гуллайди, меваси август охирида пишади. Мевасининг ўртача оғирлиги 2,39 г (418 донаси 1 кг келади), 47,5% мағиз чиқади, 59,9% еғи бор, 3-4 чи йили ҳосилга киради. Гўзал маҳаллий нави жойдори нав, танлаш йўли билан ажратилган. Март ойининг охири, апрелнинг бошларида гуллайди, меваси август-нинг ва сентябрнинг охирларида пишади. Стандарт пучоғли, сомон рангда, мағизи ширин. Ҳосилдорлиги дарахтидан 12 кг-гача. Мева-сининг ўртача оғирлиги 2,44 г (461 донаси 1 кг келади), 47,1% мағиз чиқади, унда 60,7% ёғ бор, 3-4 чи йили ҳосилга киради. Гўзал маҳаллий нави жойдори нав, танлаш йўли билан ажратилган. Март ойининг охири, апрелнинг бошларида гуллайди, меваси август-нинг ва сентябрнинг охирларида пишади. Стандарт пучоғли, сомон рангда, мағизи ширин. Ҳосилдорлиги дарахтидан 12 кг-гача. Мевасининг ўртача оғирлиги 2,44 г (461 донаси 1 кг келади), 47,1% мағиз чиқади, унда 60,7% ёғ бор, 3-4 чи йили ҳосилга киради.

Тян-шон маҳаллий нави жойдори нав, танлаш йўли билан ажратилган. Эртароқ гулла-шига қарамасдан, баҳорги қора совуқларга нисбатан чидамли. Ҳосили йирик ва юпқа, дарахтидан суғориладиган ерларда 8-10 кг-гача, лалмикор шароитда 4-5 кг-гача ҳосил беради. Мевасининг оғирлиги 2,9 г, 49,2% мағиз беради, ёғлилиги 56,1%, меваси август охирларида пишади. Дарахти 3-4 чи йили ҳосилга киради. Самарқанд 56 маҳаллий нави. Жойдори нав танлаш йўли билан ажратилган. Ноқулай об-ҳаво шароитларига чидамли. Қурғоқчиликка чидамли, эрта гуллайди, ҳосилининг пишиш даври ўрта. Дарахтидан 4-12 кг гача ҳосил беради. Стандарт пўчоғли, оғирлиги 2,38 г, мағизи ширин, миқдори 46,5%, таркибида 54,4% ёғ бор. Дарахти 3-4 чи йили ҳосилга киради. Кеч гуллайдиган Бустон-лик нави - бодом ва шафтолини чатиштириш йўли

билан яратил-ган. Ҳосилдорлиги дарахтидан 4-12 кг-гача. Стандарт пўчоғли, оч жигар рангли. Апрельнинг биринчи ярмида (3-15.04) гул-лайди, меваси 9-20 сентябрда пишади. Ҳосилдорлиги дарахтидан 4 кг-дан 12 кг-гача. Мевасининг ўртача оғирлиги 2,12 г (472 донаси 1 кг келади), 44,1% мағиз чиқади, таркибида 59,6 % ёғ бўлади, мағизи ширин, 3-4 чи йили ҳосилга киради. Ўзбек ғалвираги. Жойдори нав, эрта гуллашига қарамасдан кеч кўкламги совуқларга нисбатан чидамли, ҳосили ўртапишар. Пўчоғи қоғати, мевасининг ўртача оғирлиги 1,91 г, мағизи ширин ва миқдори 58,8%, ёғлиги 57,7% гача, ҳосилдорлиги дарахтидан 6-8 кг-гача. Дарахти 3-4 чи йили ҳосилга киради. Заветный – жойдори нав. Кечроқ гуллайди, баҳорги қора совуқларга чидамли. Ҳосилдорлиги юқори, хар йили дарахтидан 4,5 кг-дан-12кг- гача ҳосил беради. Пўчоғи стандарт. Мева-сининг оғирлиги 2,16 г, мағизи миқдори 56,6%, ёғ 52,9%, 3-4 чи йили ҳосилга киради. Консой - жойдори нав, табиий танлаш йўли билан ажратилган. Қурғоқчилик ва баҳорги қора совуқларга нисбатан чидамли. Пўчоғи юмшоқ, оч жигарранг, апрел бошла-рида гуллайди, меваси август охирида ёки сентябр бошларида пишади. Ҳосилдорлиги дарахтнинг ўсиш шароитига қараб 3-8 кг гача. Меваси-нинг ўртача оғирлиги 2,09 г. Мағзи бодомнинг 48% ни таш-кил қилади, таркибида 55% ёғ бўлади, мағизи ширин, 3-4 чи йили ҳосилга киради.

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**ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ОБУЧЕНИЯ
ГОВОРЕНИЮ СРЕДСТВАМИ НАГЛЯДНОСТИ НА УРОКАХ
ИНОСТРАННОГО ЯЗЫКА НА УРОВНЕ ОСНОВНОГО ОБЩЕГО
ОБРАЗОВАНИЯ**

Аннотация: В статье анализируются психолого-педагогические возможности применения средств наглядности в обучении иностранному языку на уровне основного общего образования. Рассматриваются конкретные психолого-педагогические условия, направленные на формирования навыка говорения с помощью средств наглядности. Автор делает вывод о высокой эффективности средств наглядности при обучении иноязычному говорению именно на данном этапе обучения школьников.

Ключевые слова: психологические особенности, наглядность, говорение, мотивация.

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**PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS OF
TEACHING SPEAKING BY MEANS OF VISUAL AIDS IN FOREIGN
LANGUAGE LESSONS AT THE LEVEL OF BASIC GENERAL
EDUCATION**

Abstract: The article analyzes the psychological and pedagogical possibilities of using visual aids in teaching a foreign language at the level of basic general education. The article deals with specific psychological and pedagogical conditions aimed at the formation of speaking skills with the help of visual aids. The author draws a conclusion about the high effectiveness of visual aids in teaching foreign language speaking at this stage of school education.

Key words: psychological features, visibility, speaking, motivation.

Идея создания специальных условий для обучения иностранному языку была предложена Л.В. Щерба. Он показал возможность развития личности в единстве мышления, воображения, памяти и речевой деятельности при условии интеллектуальной нагрузки учащихся на занятиях. Автор отмечал творческую сущность речевой деятельности, необходимость формирования абстрактного мышления, повышение интереса к изучению иностранного языка. [4]

В.С. Выготский сформулировал основные условия развивающей среды на человека. Автор утверждал, что, если среда не создает задач и требований, не стимулирует развитие интеллекта, там мышление не развивает всех возможностей. Таким образом, развитие мышления зависит от психолого-педагогических условий.

В современной педагогике обучение иностранному языку используется в развивающих целях: постановка познавательных задач, постепенное их усложнение, изменение целей развития с учетом возраста учащихся. Высказывания на иностранном языке способствует интеллектуальному развитию если происходит поиск не только речевой формы, но и содержания. [1]

Таким образом, основными психолого-педагогическими и методическими условиями обучения иностранному языку является 1. коммуникативность, 2. индивидуализация процесса обучения, 3. мотивированность, 4. речевая направленность заданий, 5. ситуативность обучения, 6. функциональность 7. новизна.

1. Коммуникативность в обучении иностранному языку предполагает использование коммуникативных методов обучения, с целью формирования коммуникативной компетенции. Основными упражнениями выступают: проекты, коммуникативные игры, коммуникативные упражнения, театрализации, дискуссии.

Проблемная ситуация является основным способом организации и представления учебного материала.

В данном аспекте эффективно использовать языковую наглядность, а именно:

1. коммуникативно-речевую наглядность - подстановочное упражнение репродуктивно-продуктивного характера на отработку

грамматических конструкций, например, для использования исчисляемых и неисчисляемых существительных. Вид наглядности – слайд, картинка. Чтобы усложнить задание, учитель в разброс показывает картинки, а учащиеся не просто называют слово, например, название продукта, но и определяют категорию, к которой это слово относится – e.g. chicken – meat, grapes – fruit. С этой целью можно использовать лингвистическую схемную наглядность – таблицу.

2. Индивидуализация процесса обучения предполагает организацию учебного процесса с учетом индивидуальных особенностей учащихся, с целью создания условий для успешной деятельности.

Подросток способен на более широкие и глубокие обобщения, охватывающих всё большее количество предметов и явлений. [3]

Учитывая возрастные особенности учащихся необходимо выбирать содержание языкового материала, используемого в учебном процессе. Соответствие содержания языкового материала потребностям и интересам обучаемых повышает эффективность обучения. [2]

На уроке можно использовать лингвистическую схемную наглядность – таблицы, логико-функциональные схемы. Например, учащиеся могут заполнить диаграмму по результатам прочитанного текста и высказать свое мнение по теме «Мое любимое транспортное средство». Либо заполнить диаграмму разными видами деятельности, которые они планируют на выходные. Вербальная иллюстративная наглядность становится основой для составления мини монолога или высказывания перед классом или в мини группах.

3. Мотивированность – то, ради чего человек стремится к определенной цели.

Подростку может быть интересно составить собственное меню по теме «Еда». Установка: You are a restaurant owner. Make a menu. Для опоры предложить пример – схему, иллюстративную, коммуникативно-речевую наглядность (кластер).

4. Речевая направленность заданий урока — значит практически ориентацию урока. Все диалоги, монологи и полилоги создаются в конкретной, реальной ситуации с конкретными участниками. Все упражнения имеют речевой характер. Об этом в своих лекциях говорит Е.Н. Соловова. Любое речевое действие учащегося на уроке должно быть мотивированным и целенаправленным, т.е. каждый урок должен решать какие-то конкретные практические задачи и приближать ученика к его главной цели - иноязычной коммуникативной компетенции. Предложить учащимся выполнить OUIz по теме: Are you a good digital citizen?

5. Ситуативность обучения значит организацию конкретной ситуации общения где известно время, место и характеры участников. Ситуации бывают реальные – ситуации опозданий, выполнения домашнего задания, самочувствия, погоды, классным обиходом. Проблемные ситуации –

созданные специально учителем. Вызывающими спор и столкновение различных мнений, обсуждение, спор. Условные ситуации создаются на основе опыта участников общения. Их нужно придумать, воссоздать в воображении и только затем проиграть. Необходимо продумать все детали ситуации место, время, характеры партнеров, цель общения. Необходима четкая речевая установка, где проговариваются все условия ситуации.

Проблемную ситуацию по теме “Holidays” можно создать с использованием неязыковой, иллюстративной наглядности (картинка) и звуковой (слуховой наглядности) видеофрагмент.

6. Функциональность предполагает следующие речевые функции: передать информацию (сообщить, описать, охарактеризовать), запросить информацию, извиниться, пригласить кого-либо куда-либо, предложить кому-либо что-либо, (не) согласиться, похвалить, поругать, сравнить, противопоставить и т. д.,

Можно предложить следующее задание: Прочитайте текст о разных кафе в Англии и сравните меню и заполните таблицу. Используйте языковую коммуникативно-речевую наглядность (текст, упражнение) и лингвистическую схемную наглядность (таблица).

7. Новизна – это непредсказуемость и неожиданные ситуации на уроке, а также новая речевая задача, новый собеседник. Чтобы разнообразить материал учебника целесообразно использовать информацию с официальных образовательных сайтов.

В заключении следует отметить, что урок иностранного языка имеет коммуникативную направленность, где говорение выступает основной целью и средством обучения языку.

Изучение иностранного языка способствует развитию памяти, внимания, самостоятельности. Особенность обучения иностранному языку - иноязычная речь служит одновременно целью и средством обучения.

Основными психолого-педагогическими и методическими условиями обучения иностранному языку является коммуникативность, индивидуализация процесса обучения, мотивированность, речевая направленность заданий, ситуативность обучения, функциональность, новизна.

Благодаря применению наглядности на уроках иностранного языка улучшается понимание аудиотекстов, создаются условия для лучшего понимания грамматического материала и его активного использования в речи, развивается конкретное мышление, развивается навык говорения, формируется коммуникативная компетенция. Наглядность во многом компенсирует отсутствие языковой среды.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ БАНКОВСКОГО СЕКТОРА И ПУТИ ИХ РЕШЕНИЯ

Аннотация: В статье описан ряд актуальных проблем банковского сектора и пути их решения. Было отмечено, что Узбекистан, одна из наиболее динамично развивающихся стран, уделяет особое внимание банковскому сектору, выделяя его как своеобразную кровеносную систему рыночной экономики.

Ключевые слова: денежное обращение, кредит, финансовые рынки, инвестиции, сбережения, банковский сектор, макроэкономические факторы

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CURRENT PROBLEMS OF THE BANKING SECTOR IN UZBEKISTAN AND THE WAYS OF THEIR SOLUTION

Abstract: This article describes a number of actual problems of the banking sector and ways to solve them. It was noted that Uzbekistan, one of the most dynamically developing countries, pays special attention to the banking sector as a kind of circulatory system of the market economy.

Keywords: money circulation, credit, financial markets, investments, savings, banking sector, macroeconomic factors

Банковский сектор, являясь своеобразной кровеносной системой рыночной экономики, выполняет ряд важных функций, среди которых очень важная функция - обеспечение денежного обращения и возможности совершения товарно-денежных операций.

Состояние банковской системы является показателем становления и развития рыночной экономики. Не случайно ей отведена роль одного из регуляторов в процессе формирования рынка и перестройки денежной системы и денежного обращения. При этом эффективность деятельности

банковского сектора будет проявляться лишь тогда, когда будут учитываться региональные особенности при формировании рынка банковских продуктов и услуг.

В конечном счете, рост доступности финансовых услуг повышает вертикальную мобильность обществе, содействует ускорению обновления элит и способствует развитию человеческого капитала в целом.

Президент РУз Ш. Мирзиёев указом от 12.05.2020 г. утвердил Стратегию реформирования банковской системы Узбекистана на 2020–2025 годы и «дорожную карту» по ее реализации. Основными направлениями реформы банковского сектора в течение пяти лет являются сокращение государственного вмешательства в банковском секторе, комплексное преобразование государственных банков, уменьшение их зависимости от государственных ресурсов, повышение уровня финансового посредничества и доступности финансовых услуг банков для частного сектора.

В настоящее время в банковской системе Узбекистана действует 32 коммерческих банка. Из них 13 банков имеют государственную долю в своем уставном капитале, 19 банков являются частными банками или банками с участием иностранного капитала. С июля 2019 года начал свою деятельность в Узбекистане Тенге банк, который является дочерним предприятием “Halyk bank” (Казахстан). В 2020 году начали работать Грузинский ТВС Bank, который приобрел долю в Рауме, и Анор банк, которые позиционируют себя как цифровые банки.

Коммерческие банки республики разделены на три группы: крупные банки с государственной долей; конкурентоспособные банки; централизованные банки (Рис. 1.).

Крупные банки с государственной долей	Конкурентоспособные банки	Централизованные банки
• Нацбанк • Узсаноаткурилишбанк • Асака банк • Ипотека банк • Агробанк • Халк банк • Кишлок курилиш банк • Алока банк • Турон банк • Микрокредит банк	• Хамкор банк • Капитал банк • Ипак йули банк • Ориент Финанс банк • Инвест финанс банк • Траст банк • Азия Альянс банк	• УзҚДБ банк • Давр банк • Туркистон банк • Савдогар банк • Универсал банк • Зираат банк • Тенге банк • Равнак банк • Хай-тек банк • Садерот банк • Пойтахт банк • Мадад инвест банк • Узагроэкспортбанк • Тибиси банк

Рис.1. Классификация коммерческих банков республики⁴⁹

⁴⁹ Составлено авторами

В целях регулярной оценки доли частного сектора в банковских активах, а также эффективности реформ и трансформационных процессов в банковском секторе, Центр экономических исследований и реформ разработал «Индекс активности банков», который состоит из двух субиндексов:

- индекс финансового посредничества и доступности;
- индекс финансовой устойчивости банков.

С учетом проблем в банковской системе, определенных в «Стратегии банковской реформы Республики Узбекистан на 2020–2025 годы», первым субиндексом Индекса активности банков был рассчитан индекс финансового посредничества и доступности.

При определении этого показателя особое внимание уделялось соотношению сберегательных и срочных депозитов реального сектора экономики к общей сумме кредитов, доле средств других банков и финансовых учреждений в совокупных обязательствах и роли государственных средств в формировании активов банков.

Другая наиболее важная функция, на наш взгляд, аккумуляция сбережений населения, бизнеса и государства, и их превращение в инвестиции. Банки привлекают не потраченные доходы и пускают их в оборот, выдавая кредиты, покупая ценные бумаги. На полученные от банков деньги бизнес закупает технологии, оборудование, сырье, комплектующие, рабочую силу и расширяет масштабы производства. Результат – экономический рост и рост доходов населения.

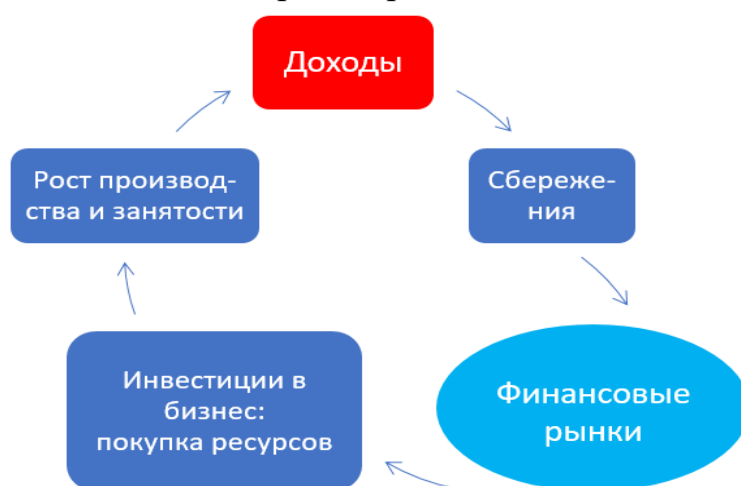


Рис. 2. Трансформация сбережений при хорошо работающих финансовых рынках

На рис. 3 мы схематично изобразили во что могут превратиться сбережения государства, предпринимательских структур и домашних хозяйств.

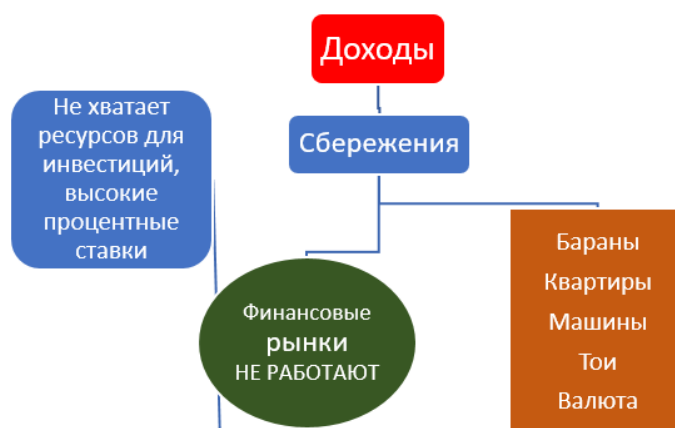


Рис. 3. Трансформация сбережений при плохо работающих финансовых рынках

Соответственно от качества работы банковской системы зависит и эффективность экономики в целом. Поэтому в совершенствовании сектора заинтересованы не только банки, но и все общество.

До 2017 года банковско-кредитный сектор был одним из самых зарегулированных секторов экономики Узбекистана. Коммерческие банки не обладали какой-либо коммерческой самостоятельностью, их деятельность, включая определение размеров процентных ставок, жестко регулировалась Центральным банком. Основным источником доходов банков были весьма значительные по размерам комиссионные платежи за элементарные банковские услуги. Альтернативные кредитные учреждения существовали в очень ограниченном количестве. Существовали жесткие административные ограничения на наличное денежное обращение, что порождало разную стоимость разных видов денег. Все это крайне негативно отражалось как на самом банковском секторе, так и на экономике страны в целом. Банковский сектор очень плохо выполнял свои основные функции. Достаточно вспомнить, какие проблемы были у бизнеса и населения с конвертацией, доступом к наличке, с получением кредитов, с качеством банковских услуг.

Однако за последние 3-4 года в банковской системе Узбекистана имели место весьма значимые перемены. Произошли дерегулирование и коммерциализация сектора. Центральный банк существенно перестроил свою деятельность в плане контроля и регулирования коммерческих банков, регулирования денежного обращения и валютного рынка. Банки стали более клиентоориентированы, значительно снизилась стоимость, улучшилось качество и расширился спектр банковских услуг. Были сняты административные ограничения на покупку валюты и оборот наличных денежных средств. Для облегчения оборота наличных денег осуществлен выпуск купюр более крупного достоинства.

Вместе с тем, все крупные банки и 85% банковских активов все еще принадлежат государству; банковскими кредитами пользуются преимущественно государственные предприятия (72% объема банковского кредитования).

Конкуренция в кредитном секторе развита слабо, что отрицательно сказывается на качестве и стоимости банковских услуг:

- многие банки (особенно государственные) имеют отраслевую специализацию и не конкурируют друг с другом, что ограничивает выбор банка предприятиями соответствующих отраслей;
- доступ новых игроков (новые банки, зарубежные банки, другие виды кредитных организаций) на рынок искусственно ограничен (в том числе через непрозрачную систему банковского лицензирования);
- небанковский кредитный сектор представлен незначительным числом микрофинансовых организаций и ломбардов; доля в общем объеме кредитования – 1/3 процента;
- 60% кредитов выдаются по льготным процентным ставкам (и видимо в основном государственным и «блатным» частным предприятиям). Эти кредиты выдаются по настоянию и указаниям правительственных структур и местных органов власти;
- имеет место низкий уровень доверия к стране, банковской системе, предприятиям, что затрудняет доступ к внешним источникам финансирования, а также к сбережениям населения. Банки и предприятия вынуждены привлекать финансовые ресурсы с высокой стоимостью, что снижает конкурентоспособность нашей экономики.

Все это свидетельствует о том, что сектор еще очень далек от того, чтобы эффективно выполнять свои функции и банковская реформа не завершена. А это чрезвычайно опасно в условиях современного кризиса, связанного с пандемией КОВИД-19, когда от работоспособности сектора зависят возможности восстановления национальной экономики.

Представляется, что в качестве основных задач реформирования банковско-кредитного сектора Узбекистана и его регулирования можно выделить следующее:

- снижение темпов роста инфляции;
- дальнейшая коммерциализация коммерческих банков, ликвидация всех форм административного вмешательства в их работу;
- повышение качества и доступности банковских услуг;
- развитие конкуренции в банковском секторе.

Решение вышеизложенных задач, на наш взгляд, будет способствовать ускорению процесса реформирования банковской системы Республики Узбекистана.

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НОВАЯ АРХИТЕКТУРА НАЛОГОВОГО АДМИНИСТРИРОВАНИЯ УЗБЕКИСТАНА

Аннотация. Статья посвящена вопросам новой архитектуре налогового администрирования в Узбекистане. Неправильная организация налогового производства и налогового администрирования, является одной из проблем, наблюдаемых в мировой практике. Такая ситуация, которая наносит ущерб общественной жизни в нарушение налоговой справедливости, влияет не только на бюджетную политику и доходной части государственного бюджета, но и на стратегию производства социальных расходов.

Ключевые слова: администрирования, налог, эконо, ставка, налогоплательщик.

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NEW ARCHITECTURE OF TAX ADMINISTRATION OF UZBEKISTAN

Annotation. The article is devoted to the issues of the new architecture of tax administration in Uzbekistan. Incorrect organization of tax production and tax administration is one of the problems observed worldwide. This situation that damages public life by violation of tax fairness, affects not only the budgetary policy and the revenue side of the state budget, but also the strategy of social spending.

Keywords: administration, tax, economy, rate, taxpayer.

Улучшение налогового администрирования является важной задачей стратегии действий по дальнейшему развитию Республики Узбекистан в 2017-2021 гг. В числе главных целей налоговой реформы в Республике

Узбекистан можно перечислить следующих - создание благоприятных условий для предпринимательства и наращивание доходов Государственного бюджета страны, обеспечение экономической стабильности, искоренение теневой экономики и сокращение бедности. В настоящее время государством принимаются масштабные меры по развитию цифрового сектора экономики.⁵⁰

Профессор Чикагского Университета Чарльз Уилан в книге “Голая экономика” (Naked Economics: Undressing the Dismal Science) говорит, “Под эффективной политикой понимается использование различных методов влияния для управления поведением людей для достижения желаемого результата.”⁵¹

Вышеуказанные цели и задачи при проведении реформ налоговой системы не случайные. Для того что бы понять суть определенных целей и задач надо анализировать дореформенную ситуацию. С 2010 по 2018 годы в экономической сфере страны стали появляться проблемы системного характера среди которых имели место и относящиеся к налоговому администрированию. Наиболее существенными среди них являлись: ощутимая разница в уровне налоговой нагрузки между налогоплательщиками одной отрасли; значительная разница в уровне налоговой нагрузки между субъектами, уплачивающими налоги по упрощенной и общеустановленной системе налогообложения; высокая ставка налогообложения фонда оплаты труда способствовала сокрытию налогоплательщиками реальной численности работников и заработной платы.

Для того чтобы устранить эти недостатков в сфере налоговой системы 29 июня 2018 г. в Республике Узбекистан была принята Концепция совершенствования налоговой политики, а с 1 января 2019 г. в стране были реализованы радикальные налоговые реформы: введена единая ставка налога на доходы физических лиц в размере 12% для всех занятых работников; для всех предприятий отменены страховые отчисления, исчисляемые с выручки юридических лиц; малые предприятия, имеющие годовой оборот по итогам 2018 г. более 1 млрд. сумов, переведены на общеустановленный режим налогообложения; оптимизированы налоговые льготы для юридических и физических лиц. С 1 октября 2019 г. ставка НДС была снижена с 20 до 15%. Эта мера сократила отвлечение оборотных средств предприятий и уменьшила давление косвенного налога на конечного потребителя.

⁵⁰ Artikov N.A. Particular problems of tax administration in the development of the digital economy. Innovations in economy. SI (2020) DOI 26.02.2020.13-22p. URL: <http://dx.doi.org/10.26739/2181-9491-2020-SI>

⁵¹ Charles Wheelan, Naked Economics: Undressing the Dismal Science. Publisher: W.W.Norton Company. 2010-04-19. <https://dw2bukz.cf/read.php?id=lbOkUCVNSPoC>.

В результате налоговой реформы налоговая нагрузка на экономику снизилась с 26,5% в 2018 г. до 26,1% к ВВП в 2019 г. (по консолидированному бюджету). В то же время налоговое бремя на экономику без учета страховых средств возросло за данный период с 19,4 до 21,4% к ВВП. В результате реформы налогообложения произошло значительное снижение налоговой нагрузки на крупный бизнес и незначительное повышение ее для малого и среднего бизнеса.

С 1 января 2020 г. в соответствии с Законом Республики Узбекистан от 30 декабря 2019 года №ЗРУ-599 в Узбекистане действует Налоговый кодекс в новой редакции. Налоговый Кодекс в новой редакции, закрепил упрощение действующего налогового законодательства. В данный кодекс было внесено множество изменений и дополнений, в частности: вместо единого социального платежа введен социальный налог; вместо единого налогового платежа введен налог с оборота, вместо фиксированного налога — фиксированная сумма НДС. Из состава Налогового кодекса выведены разделы по государственной пошлине, сборам за право продажи отдельных видов товаров. Они стали регулироваться отдельным законом.

Согласно новой редакции Налогового кодекса введены существенные новшества в систему налогового администрирования, в частности:

- усилена ответственность налоговых органов за несвоевременный возврат излишне уплаченных или излишне взысканных налогов;
- налоговым органам предоставлено право на основе риск-анализа назначать камеральные налоговые проверки, выездные налоговые проверки и налоговый аудит;
- все хозяйствующие субъекты разделены на три сегмента. Предприятиям с низкой степенью опасности уклонения от налогов, не будут назначаться налоговые проверки.

Реформа налогообложения в первом полугодии 2020 г. завершилась с принятием Указа Президента Узбекистана «Об отмене отдельных налоговых и таможенных льгот» от 19.06.2020 г. №УП-6011, предусмотренные которым меры направлены на создание на отраслевых рынках равных конкурентных условий. Таким образом, с 2020 года в Узбекистане функционирует новая архитектура налоговой системы, которая охватывает деятельность подавляющего числа налогоплательщиков. Действующие в настоящее время фискальные инструменты сформированы на основе требований Концепции совершенствования налоговой политики. Среди всех наиболее важных вопросов по этой теме моральное укрепление налогового администрирования является неотъемлемой частью ответственности

налоговых органов, а также социальным обязательством в виде примера чистоты и честности.⁵²

Основная задача государства в сфере налогообложения - правильная мобилизация граждан для выполнения своих налоговых обязательств и соблюдения норм налогового законодательства.⁵³ Внесенные за последние годы изменения в сферу налогообложения оказывают существенное влияние на деятельность юридических и физических лиц, а также на формирование средств Государственного бюджета. Однако оценить эффективность реализованных мер в полной мере можно будет только через достаточно длительный период времени. Проведение качественной «настройки» введенных инструментов нацелит деятельность предприятий на достижение установленных приоритетов развития национальной экономики. На наш взгляд, методические и практические положения любой налоговой системы должны исходить из сложившихся основ и принципов налогообложения, а также из целей экономической политики страны на соответствующем этапе своего развития. От этого во многом зависит эффективность мер по совершенствованию системы налогообложения. В настоящее время можно сопоставить базовые принципы проведенной реформы налогообложения и критерии ведущих научных школ. Это позволит своевременно устранить имеющиеся недостатки созданной в Узбекистане архитектуры новой налоговой системы.

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⁵³ Н.Артиков. Соблюдения налогового компромиса основной вопрос налогового администрирования. Международный научный журнал «Символ науки» ISSN 2410-700x № 5 / 2021.с 55-57.

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МОРФОЛОГИЧЕСКИЕ И ИММУНОГИСТОХИМИЧЕСКИЕ ОСОБЕННОСТИ НЕРАЗВИВАЮЩЕЙСЯ БЕРЕМЕННОСТИ 1 ТРИМЕСТРА

Резюме: Результаты гистологического исследования показали, что неразвивающаяся беременность происходит не только при незавершенной гравидарной трансформации стромы эндометрия, но и в условиях его полноценного превращения вне зависимости от приема гормональных препаратов для сохранения беременности.

С увеличением срока гестации вне зависимости от гормональной поддержки беременности полноценная гравидарная трансформация эндометрия встречается достоверно чаще.

Ключевые слова: беременность, триместр, морфологическая и иммуногистохимическая особенность.

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MORPHOLOGICAL AND IMMUNOHISTOCHEMICAL FEATURES OF NON-DEVELOPING PREGNANCY 1 TRIMESTER

Resume: The results of histological examination showed that non-developing pregnancy occurs not only with incomplete gravidar transformation of the endometrial stroma, but also under conditions of its full transformation, regardless of the intake of hormonal drugs to maintain pregnancy.

With an increase in gestational age, regardless of hormonal support for pregnancy, full-fledged gravidary transformation of the endometrium occurs significantly more often.

Key words: pregnancy, trimester, morphological and immunohistochemical features.

Актуальность. Этиопатогенетические факторы неразвивающейся беременности (хромосомные, эндокринные, аутоиммунные и инфекционно-воспалительные) изучены подробно[4,7]. Одни из них

способствуют развитию потенциально нежизнеспособного эмбриона, другие создают неблагоприятные условия для его развития[1,5].

Однако, данные о морфологических исследованиях гравидарного эндометрия у пациенток, принимающих гестагенные препараты для сохранения беременности, как в отечественной, так и в зарубежной литературе отсутствуют[3,6].

Известно что, одной из причин осложнений беременности на начальных этапах гестации является морфологическая незрелость эндометрия, а также нарушение количественного соотношения функционально полноценных эстрогеновых и прогестероновых рецепторов[2,6].

В то же время, в клинической практике для сохранения беременности назначаются гестагенные препараты, при приёме которых эндометрий подвергается лечебному патоморфозу и классические гистологические признаки эндокринной патологии могут не выявляться.

Цель исследования. Провести комплексное изучение морфологических и иммуногистохимических особенностей неразвивающейся беременности I триместра.

Материалы и методы исследования. Обследовано 150 случаев abortивного материала при сроке 5-11 недель беременности, которые были разделены на 6 групп по эмбриогистологическому сроку:

I - группа - неразвивающаяся беременность при сроке 5-6 недель (n=45).

II - группа - неразвивающаяся беременность при сроке 7-8 недель (n=45).

III - группа - неразвивающаяся беременность при сроке 9-10 недель (n=30).

IV - группа - неразвивающаяся беременность при сроке 11 недель (n=10).

Результаты исследования. Для разных эмбриогистологических сроков неразвивающейся беременности I триместра характерна высокая частота хромосомных аномалий, определяемых при цитогенетическом исследовании (73,1%), и гормональной патологии эндометрия (56,1%), выявляемой при иммуногистохимическом исследовании гравидарного эндометрия. Установлено, что выявленная при цитогенетическом исследовании хромосомная патология ворсин хориона не влияет на гистологическое строение гравидарного эндометрия при неразвивающейся беременности I триместра на сроках от 5 до 11 недель.

С увеличением эмбриогистологического срока беременности полноценная гравидарная трансформация эндометрия встречается чаще на фоне приема гестагенов (от 15,5% до 60,0%), что свидетельствует о более эффективном влиянии гормональной терапии, применяемой для

сохранения беременности на процессы децидуализации эндометрия и инвазии трофобласта после 7-8 недель гестации.

Повышение экспрессии рецепторов эстрогена в железах и строме гравидарного эндометрия выше 30 баллов (H-Score) при неразвивающейся беременности I триместра, следует считать признаком патологии первой фазы цикла. При эмбриогистологическом сроке беременности от 5 до 11 недель экспрессия рецепторов прогестерона в гравидарном эндометрии не имеет достоверных отличий и не зависит от приема гестагенных препаратов для сохранения беременности.

При неразвивающейся беременности I триместра на эмбриогистологических сроках 5-6 и 7-8 недель гестации в ворсинах хориона и строме гравидарного эндометрия выявлена максимальная экспрессия белка кисспептина (KISS1) и его рецептора KISS1R ($p < 0,01$), которая связана с началом и пиком инвазии трофобласта и отражает низкую пролиферативную активность цитотрофобласта. Отсутствие экспрессии кисспептина в ворсинах хориона и строме гравидарного эндометрия при нормально развивающейся беременности свидетельствует о контролируемой инвазивной активности клеток трофобласта в эндометрии и пролиферативной активности цитотрофобласта ворсин хориона.

Площадь экспрессии сосудистого эндотелиального фактора роста (VEGF) в ворсинах хориона и строме гравидарного эндометрия при неразвивающейся беременности на сроках гестации от 5 до 8 недель достоверно ниже ($p < 0,01$) по сравнению с нормально развивающейся беременностью. Это свидетельствует о патологическом формировании сосудистого русла на ранних сроках гестации.

Проведенные исследования позволили разработать алгоритм диагностики abortивного материала при неразвивающейся беременности I триместра. Он последовательно включает в себя - гистологическое исследование, иммуногистохимическое исследование с оценкой экспрессии рецепторов эстрогена, прогестерона, белка трофобластической инвазии кисспептина и его рецептора, сосудистого эндотелиального фактора роста. Применение такого алгоритма позволяет оптимизировать диагностику патологических изменений ворсин хориона и структур гравидарного эндометрия при неразвивающейся беременности I триместра.

Полученные иммуногистохимические данные об отсутствии экспрессии белка трофобластической инвазии кисспептина в ворсинах хориона и гравидарном эндометрии при нормально развивающейся беременности, позволяют полагать значимость этого маркера в оценке процессов инвазии трофобласта.

Вывод. На основании проведенных цитогенетических и гистологических исследований установлена высокая встречаемость хромосомных аномалий у эмбрионов, а также неполноценность

гравидарных структур эндометрия не зависящая от приема пациентками гормональных препаратов поддерживающих беременность.

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СПОРТ ЎЙИНЛАРИДАН ФОЙДАЛАНИШ ОРҚАЛИ МАКТАБГАЧА ТАЪЛИМ ЁШИДАГИ БОЛАЛАРНИ СОҒЛОМЛАШТИРИШНИНГ АҲАМИЯТИ

Аннотация: Мақолада мактабгача ёшдаги болалар шахсининг шаклланишида спорт ўйинлари фаолиятининг аҳамияти, ўйинлар орқали болаларни соғломлаштириш ва педагогик вазифаларни амалга ҳақида фикр мулоҳазалар юритилган.

Калит сўзлар: Спорт ўйинлари, элемент, оптимал ривожланиш, конвенция, ҳуқуқ, компетенция, ижтимоий ривожланиш, когнитив ривожланиш.

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THE IMPORTANCE OF HEALTH FOR PRESCHOOL CHILDREN THROUGH THE USE OF SPORTS GAMES

Abstract: The article discusses the role of sports in the formation of the personality of preschool children, the health of children through games and the implementation of pedagogical tasks.

Keywords: Sports games, element, optimal development, convention, law, competence, social development, cognitive development.

Ўйин қадим замонлардан бери педагог, психолог, файласуф, этнограф, санъатшунос олимлар диққатини ўзига тортиб келган бўлиб, жамият ҳаётида меҳнатдан кейин туради ва унинг мазмунини белгилайди. Ибтидоий жамоа қабилалари ўз ўйинларида овчилик, уруш, деҳқончилик ишларини акс эттирганлар.

Бола учун ўйин ўзини кўрсатиш ва намоён қилиш йўли. Ўйинда бола ўзи истаган қаҳрамонга айланади: меҳрибон, сеҳргар, жасур, жангчи, учувчи-фазогир, сайёҳ... Ўйинда бола ўзи ҳоҳлаган жойда бўлади: ойда, денгиз тубида, мактабда. Ўйин болага вақтни бир лаҳзага тўхтатиш, уни қайтариш ва яна кўп мартаба такрорлаш имконини беради.

Ўйинда бола шахсининг барча қирралари очилади, руҳиятида янги, янада юқори ривожланиш босқичига ўтишга тайёрлайдиган сезиларли ўзгаришлар содир бўлади. Бу билан психологлар мактабгача ёшдаги болаларнинг етакчи фаолияти сифатида ўйиннинг улкан тарбиявий имкониятлари юқорилигини айтишади.

Сўнгги йилларда тадқиқотчилар, педагоглар, психологлар ва шифокорлар ўйин барча соҳаларда ёш болаларнинг соғлом ривожланиши учун ҳаётий муҳим элемент эканлигини ишонарли даражада исботлаб беришди. Ўйин ривожланишнинг етакчи манбаи сифатида оптимал ривожланиш учун жуда муҳимдир.

Ўйин алоҳида болалар учун таълимда мувозанатни сақлашга ёрдам беради. У ҳар бир боланинг ривожланиш эҳтиёжлари ва манфаатларини ғайриоддий тарзда инобатга олади.

Ўйин одатда эркин танланган, болаларга қаратилган ва завқли фаолият сифатида белгиланади. У ижтимоий, когнитив ва ривожланиш хусусиятлари ва босқичлари бўйича қўшимча таҳлил қилинди ва таснифланди.

Шахсга йўналтирилган таълим ёндашувида ўйин бу бола томонидан бошланган ва мактабгача таълим педагоги томонидан астойдил қўллаб-қувватланадиган асосий иш фаолиятидир. Ҳатто энг ўйноқ болалар ҳам ўйиндан ўқиш ва ривожланиш нуқтаи назаридан фойда олиш қобилиятига эга эмас.

Бунинг учун уларга вақт, макон ва шахсий кутилмаган ва мустақил тарзда бошланган ўйин ҳаракатларини ривожлантиришда мустақиллик керак.

Мактабгача ёшда болаларнинг ижтимоий ҳаёти айнан ўйинда тўлиқ фаоллашган бўлади. Ўйин болаларга мулоқотнинг турли шаклларида мустақил фойдаланиш имконини беради.

Ўйинларда болалар ҳис-туйғуларини ривожлантирадилар, ўз таассуротларини акс эттирадилар, ўзлари тақлид қилаётган ва чин дилдан ўхшашни истаган шахснинг билими ва ҳатти-ҳаракатини ўзлаштиришга ҳаракат қиладилар.

Ўйин давомида болалар дўстона муносабатларга киришадилар, биргаликда ҳаракат қиладилар ва завқланадилар. Маълумки, боланинг ёши улғайиб, мустақил ҳаракат қилиш имконияти ошган сари, унинг атрофидаги нарса ва ҳодисалар бўйича дунёқараши кенгайиб боради. Мактабгача ёшдаги болаларнинг етакчи фаолияти ўйиндир.

Ўйинда ақлий ривожланиш билан бирга ахлоқий сифатлар ҳам шаклланади. Ўйин жараёнида юз берган кечинмалар бола онгида чуқур из қолдиради, шунинг учун ўйин болада яхши хисларни, улуғвор орзулар ва интилишларни, соғлом қизиқишларни тарбиялашга ёрдам беради.

Ўйин мустақил фаолият бўлиб бу жараёнда болалар ўз тенгдошлари билан алоқа қилишга киришадилар. Уларни умумий мақсад, унга эришишдаги умумий кечинмалар бирлаштиради. Шунинг учун ўйин дўстона муносабатларни тарбиялашда, жамоа ҳаёти малакаларини, ташкилотчилик қобилиятларини шакллантиришда муҳимдир.

Биргаликдаги ўйин билан бирлашган кичик болалар жамоасида мураккаб муносабатлар вужудга келади. Тарбиячининг вазифаси ҳар бир болани фаол ўйинга жалб қилиш, болалар ўртасида дўстликка, ҳаққонийликка, ўртоқларини жавобгарлигини сезишга асосланган муносабатлар ўрнатишдан иборат.

Ўйин меҳнат тарбияси вазифасини бажаришга ҳам ёрдам беради. Болалар ўз ўйинларида ҳар хил касбдаги кишиларни акс эттирадилар. Бу билан улар катталарнинг ҳаракатларига тақлид қилиб қолмай, шу билан бир қаторда уларнинг ишига, меҳнатига бўлган муносабатларини ҳам акс эттирадилар. Ўйин болада кўпинча меҳнат қилиш хоҳишини уйғотади.

Ўйин болалар ҳаётида шундай кўп қиррали фаолиятки, унда катталарга мансуб бўлган меҳнат ҳам, турли нарсалар ҳақида тафаккур қилиш, хом-хаёл суриш, дам олиш ва хушчакчақлик жараёнларининг барчаси ўйин фаолиятида аниқ бўлади.

Шуни ҳам таъкидлаб ўтиш керакки, ўйин фақат ташқи муҳитдаги нарса ҳодисаларни билиш воситасигина эмас, балки кудратли тарбия воситаси ҳамдир.

Ижодий ва сюжетли ўйинларда болаларнинг барча психик жараёнлари билан биргаликда уларнинг индивидуал хусусиятлари ҳам

шаклланади. Демак, боғчадаги таълим-тарбия ишларининг муваффақияти кўп жихатдан болаларнинг ўйин фаолиятларини мақсадга мувофиқ белгиланган қоидалар бўлмайд.

Ўйин қоидасини болалар ўзлари ўйин жараёнида белгилашади.

Боғча ёшидаги болаларнинг ўйин фаолиятлари масаласи асрлар давомида жуда кўп олимларнинг диққатини ўзига жалб қилиб келмоқда. Боғча ёшидаги болалар ўзларининг ўйин фаолиятларида илдам қадамлар билан олға қараб бораётган сермазмун ҳаётимизнинг ҳамма томонларини акс эттиришга интилади.

Ўйинда аклий ривожланиш билан бирга ахлоқий сифатлар ҳам шаклланади. Ўйин жараёнида юз берган кечинмалар бола онгида чуқур из қолдиради, шунинг учун ўйин болада яхши хисларни, улуғвор орзулар ва интилишларни, соғлом қизиқишларни тарбиялашга ёрдам беради.

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Шундай қилиб, ўйин болалар ҳаёли томонидан яратилган нарса эмас, аксинча, болалар ҳаёлининг ўзи, ўйин давомида юзага келиб, ривожланадиган психик жараёндир. Шунини ҳам таъкидлаш жоизки, фан-

техника мислсиз ривожланаётган ҳозирги даврда ҳайратда қолдирадиган нарсалар болаларга гўё бир мўжизадек кўринади.

Натижада улар ҳам ўзларининг турли ўйинлари жараёнида ўхшатма қилиб, ҳар хил ҳаёлий нарсаларни ўйлаб топадилар. Масалан: учар от, одамга ўхшаш машина, гапирадиган дарахт.

Бундан ташқари, болаларнинг турли ҳаёлий нарсаларни ўйлаб чиқаришлари яна шуни англатадики, улар ўзларининг ҳар турли ўйин фаолиятларида фақат атрофларидаги бор нарсаларни эмас, балки фаол, ижодий яратувчанлик жараёни эканлигидан далолат беради.

Спорт ўйинларига волейбол, баскетбол, бадминтон, шахарча, лапта, стол тенниси, футбол, хоккей киради.

Спорт ўйинларида энг аввало мактабгача тарбия ёшидаги болаларнинг ёш хусусиятлари ҳисобга олинади, шунинг учун фақат уларбоп содда, бироқ ҳаракат техникаси қоидалари, ўйинни ташкил этишнинг ҳақиқий элементлари танланади.

Шу туфайли ўйин омиллари катта кишиларда бўлганидек жисмоний ва асабий зўриқиш уйғотмайди. Айни пайтда улар мақсадга интиланлик, ўртоқлик ва маъсулият ҳиссини ва спортга муҳаббатини тарбиялайди.

Болалар боғчаларининг катта ва мактабгача тайёрлов груҳларида спорт ўйинларини ўтказиш мумкиндир.

Уларда болалар мусобақаси, ўйин эстафетаси элементлари мавжуд.

Спорт ўйинлари ҳаракатли ўйинларни уюшган ҳолда ўйнайдиган ва ҳаракатли ўйинни мустақил ташкил этадиган бўлганда аста-секин жорий этилади.

Спорт ўйинлари ҳаракатли ўйинлардагидан кўпроқ ўзини тута билишини, уюшқоқликни, кузатувчанлик муайян ҳаракат техникасини, ҳаракатининг тезкор реакциясини эгаллашни талаб қилади.

Спорт ўйинларида қатнашувчилар сони аниқ белгиланган, уларнинг вазифалари тақсимланган, ўйин муддати вақти чегараланган бўлади. Ўйинларни ўтказиш шартлари махсус тайёрланган жойни, белгиланган майдончани, тегишли жиҳоз ва инвентарларни талаб қилади.

Болаларнинг спорт ўйинларини (баскетбол, волейбол, теннис) ўйнаши учун улар тўпни эркин эгаллаш кўникмасига эга бўлишлари муҳимдир. Тўп билан ҳаракат қилиш, тутиб олиш, фазода тўғри мўлжал олиш каби зарур малакаларни ривожлантиради.

Болалар ўйин фаолиятининг яна бир хусусияти бу ўйин жараёнида боланинг қиладиган хатти ҳаракатлари ва бажарадиган ролларининг кўпинча умумийлик ҳарактерига эга бўлишидир.

Буни шундай тушуниш керакки, бола ўзининг турли-туман ўйинларида фақат ўзига таниш бўлган ёлғиз бир шофёрнинг, врачнинг, милитсионернинг, тарбиячининг, учувчининг хатти-ҳаракатларинигина эмас, балки умуман шофёрларнинг, врачларнинг, тарбиячиларнинг ҳамда учувчиларнинг хатти-ҳаракатларини акр эттиради.

Хулоса:Бола ўйин фаолиятида мактаб таълимига тайёрланиб боради, шу боисдан, унда ақлий ҳаракатларнинг яққол шакллари таркиб топа бошлайди. Ролли ўйин фақат алоҳида олинган психик жараён учун аҳамиятли эмас, балки болада шахс хусусияти ва фазилатларини шакллантиришда ҳам зарурдир.

Бинобарин, катта ёшдаги одамлар ролини танлаб, уни бажариш боланинг ҳис-туйғуларини қўзғатувчилар билан узвий боғлиқ ҳолда намоён бўлади.

Чунки ўйин давомида болада ҳар хил хоҳиш ва истаклари туғила боради, булар бошқа нарсаларнинг ташқи аломатлари, ўзига ром этиши сабабли ҳамда боланинг ихтиёридан ташқари, тенгдошларининг таъсири остида туғилади.

Боғча ёшидаги болаларнинг ўйинлари атрофдаги нарса ва ҳодисаларни билиш қуроли бўлиши билан бирга, юксак ижтимоий аҳамиятга ҳам эга, бошқача қилиб айтганда, ўйин қудратли тарбия қуроли ҳамдир.

Болаларнинг ўйинлари орқали уларда ижтимоий фойдали, яъни юксак инсоний ҳислатларни тарбиялаш мумкин. Агарда биз болаларнинг ўйин фаолиятларини ташқаридан кузатсак, ўйин жараёнида уларнинг барча шахсий хусусиятлари яққол намоён бўлишини кўрамиз.

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СТОМАЛГИЯ И ЕЁ КЛИНИКО-ДИАГНОСТИЧЕСКИЕ И ТЕРАПЕВТИЧЕСКИЕ ОСОБЕННОСТИ

Аннотация: На основе методологии системного подхода, клинико-неврологических и клинико-стоматологических исследований, авторской информационной теории боли представлены механизмы развития орофациальной (лицевой) боли и стомалгии и система регионально-интегративной терапии, которая включает устранение источника боли и восстановление поврежденных тканей зубочелюстной системы, торможение проведения болевой импульсации по периферическим и центральным структурам нервной системы, воздействие на психологические компоненты боли с применением психотропных фармакологических препаратов, использование психотерапии и немедикаментозных методов (рефлексотерапии).

Ключевые слова: орофациальная боль, стомалгия, регионально-интегративная терапия.

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STOMALGIA OF CLINICAL-DIAGNOSTIC AND THERAPEUTIC FEATURES

Annotation: On the basis of methodology of system approach, kliniko-neurologic and kliniko-stomatologic researches, mechanisms of development of orofacial pain, burning mouth syndrome and system of regional-integrative therapy which includes elimination of a source of pain and restoration of the damaged fabrics of orofacial regions, braking of carrying out a painful impulsation on peripheral and central structures of nervous system, impact on psychological components of pain with application of psychotropic pharmacological drugs, use of psychotherapy and non-drug methods (reflexotherapy) are presented to the author's information theory of pain.

Key words: orofacial pain, burning mouth syndrome, regional-integrative therapy.

Актуальность. Стомалгия (СА) – хронически протекающее заболевание, характеризующееся жгучими болями и парестезиями в различных участках слизистой оболочки языка, губ, задней стенки глотки, без видимых местных изменений, сопровождающееся снижением трудоспособности, угнетением психики, депрессивным состоянием больных (более краткая дефиниция: хроническое заболевание, проявляющееся персистирующей орофациальной болью). Это заболевание чаще встречается у женщин, чем у мужчин (примерно в 3 раза), а также у лиц пожилого возраста.

При этом следует заметить, что парестетический феномен СА (клиническую феноменологию см. далее) крайне вариабелен по распространенности: [1,4] только в области языка (в области кончика языка или захватывает всю или большую поверхность языка); [2,6,8] в области слизистой оболочки протезного ложа; [3,8] во всех отделах полости рта; [4] сочетание СА с парестезиями других слизистых оболочек (глотки, гортани, пищевода, влагалища, прямой кишки) или кожи (лица, затылка, груди и др.). На основе субъективных ощущений больного выделяют: [1] легкую СА (нерезко выраженные парестетические ощущения); [2,7] СА средней тяжести (более выраженные парестетические ощущения); [3,4] тяжелая СА (жгучие парестетические и болевые ощущения).

Термин «стомалгия» получил широкое распространение в медицинской литературе лишь в последние годы. Раньше для описания этого симптомокомплекса употреблялись разные термины: глоссалгия, глоссодиния, парестезия слизистой оболочки полости рта и языка, парестезия полости рта, невроз языка, неврогенный глоссит, стоматодиния. Некоторые из этих синонимов (парестезия, глоссалгия, глоссодиния) до сих пор используются в клинической стоматологии и научных публикациях. Такая пестрота в терминологии этого симптомокомплекса объясняется, очевидно, проблемами в изучении этиологии и лечения этого заболевания.

Работа посвящена изучению клинической картины и методов лечения стомалгии. Актуальность работы определяется большой распространенностью данного заболевания - до 26% среди пациентов с хроническими болевыми синдромами лица и полости рта. Чаще заболевание встречается у женщин и в пожилом возрасте. Приведена различная терминология и классификация заболевания. Описана клиническая картина и методы диагностики. Сформулирована дифференциальная диагностики стомалгии с другими болевыми синдромами. Подробно описаны методы лечения с оценкой их эффективности.

Стомалгией называют хроническое заболевание, проявляющееся персистирующей орофациальной болью. Распространенность стомалгии среди пациентов с хроническими болевыми синдромами лица и полости рта, по данным различных авторов, составляет от 14% до 26%[3,6,7]. Это заболевание чаще встречается у женщин, чем у мужчин (примерно в 3 раза), а также у лиц пожилого возраста. Возрастная группа, в которой заболеваемость максимальна (от 35 до 50 лет) составляет 62%, заболевание в молодом возрасте (от 22 до 35 лет) - 20%, в возрасте 50 лет - 18% [6,8]. Заболевание, как правило, возникает внезапно и может продолжаться от 1-2 недель до 20 лет и более [2,4,5].

Стомалгия, как неврогенное заболевание полости рта известно, с конца XIX века, и на протяжении более ста лет привлекает внимание стоматологов, невропатологов и психиатров. Первое научное описание этого заболевания дали Вайс в 1838 году и Буиссон в 1845 году. Затем, в 1896 году, немецкий невропатолог Г.Оппенгейм дал определение стомалгии, а в 1936 году его соотечественник О.Форстер подробно описал эту патологию [1,8].

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Одни ученые основное внимание в развитии стомалгии уделяли психологическим и психосоциальным расстройствам [2,5]. Другие - дисфункции центральных ядер вегетативной нервной системы и их связей

с корой головного мозга %[1,6]. заболеваемость максимальна (от 35 до 50 лет) составляет 62%, заболевание в молодом возрасте (от 22 до 35 лет) - 20%, в возрасте 50 лет - 18% %[5,8]. Заболевание, как правило, возникает внезапно и может продолжаться от 1-2 недель до 20 лет и более. стомалгия этиология диагностика

Цель исследования: оценить значение стоматологических и нейропсихологических нарушений в диагностике и лечении стомалгии.

Материалы и методы исследования. В исследовании приняли участие 101 человек, страдающих стомалгией в возрастном диапазоне от 35 до 65 лет (средний возраст 50 лет). Среди них было обследовано 57 женщин и 44 мужчины. Группа контроля состояла из 30 здоровых лиц и была эквивалентна по возрасту и половому составу основной группе.

Результаты исследования. При оценке жалоб более 30% больных отмечали сухость в полости рта (ксеростомия), в связи с чем нарушались речь и сон из-за необходимости ночью полоскать рот водой. Беспокоило чувство набухания, тяжести в языке, в 20% случаев при разговоре пациенты щадили язык от лишних движений. При приеме пищи болезненные ощущения, как правило, исчезали. Кроме того, пациенты предъявляли жалобы на жжение языка (82%), пощипывание в нем (35%), чувство «ошпаренного языка» (5%) или «бегущего ручейка» (3%). У 10% больных возникали жалобы на трещины, пузырьки, язвочки при отсутствии их на момент осмотра, а также на кажущееся увеличение языка, его тугоподвижность (5%). Наиболее неприятные ощущения локализовались на кончике языка (39%), реже на слизистой оболочке неба (23%), красной кайме губ (21%), корне языка (11%). Болевые проявления отмечались на обеих сторонах у 92% пациентов, и лишь у 10% из них преобладало одностороннее поражение. Ощущения одного вида выявлены в 49% случаев, а их различные сочетания у 50% обследованных. Болевые ощущения, как правило, не имели четких границ, носили непостоянный характер, исчезали во время еды. Интенсивность боли менялась: ослабевала утром, усиливалась к вечеру, при продолжительном разговоре, а также при нервном возбуждении. Жалобы на неприятные вкусовые ощущения (кислое и горько-соленое) предъявляли 12% больных.

Длительность заболевания у пациентов составляла от 2 месяцев до 15 лет. Наибольшее число больных (46%) страдали стомалгией от 2 до 11 месяцев, 22% - от 1 года до 2 лет, 24% - от 3 до 5 лет; 8% обследуемых - 5 лет и более. У подавляющего большинства заболевание носило рецидивирующий характер. При этом во время обострения болевые ощущения усиливались и носили постоянный характер. Среди причин возникновения рецидива были как местные, так и общие факторы: некачественное протезирование (у 48%), удаление зуба (у 35%), которые сочетались с соматическим отягощением, нервно-психическими перенапряжениями, заболеваниями центральной и периферической

нервной системы. Возникновение рецидива у 18% пациентов было связано с нервным перенапряжением: смертью родных и близких, конфликтами в быту. При изучении анамнеза больных, результатов эндоскопических исследований, лабораторных и клинических данных выявлена фоновая висцеральная патология. Так, у 88% обследованных диагностированы заболевания желудочно-кишечного тракта (хронический атрофический гастрит, хронический холецистит, панкреатит, колит, дисбактериоз), изменения со стороны нервной системы (цереброваскулярная патология, остеохондроз шейного отдела позвоночника, диабетическая полинейропатия) отмечены у 67% пациентов. Значительную часть (53%) составили больные с функциональными нарушениями нервной системы. Наиболее часто они проявлялись в виде астенических синдромов, нередко (9%) к астенической симптоматике присоединялись явления канцеро- и кандидофобии. Заболевания сердечно-сосудистой системы (ишемическая болезнь сердца, миокардиодистрофия, гипертоническая болезнь) имели 51% пациентов. Железодефицитной анемией страдали 3% обследуемых, причем у всех больных она протекала на фоне хронического гастрита с пониженной секреторной функцией желудка. Эндокринные заболевания (патология щитовидной железы, сахарный диабет) выявлены у 8% пациентов.

При объективном обследовании СОР выявлялась отечность и складчатость языка, бледная, анемичная слизистая оболочка, десквамация эпителия и гипертрофия желобоватых сосочков языка. В 55% случаев язык был покрыт серым налетом, локализующимся ближе к корню, в 36% случаев отмечалось усиление сосудистого рисунка на вентральной поверхности языка с неравномерным расширением и извитостью вен. В 30% у больных стомалгией прослеживалась связь с патологией зубочелюстной системы. Неосложненный кариес выявлен в 87%, заболевания пульпы и периодонта – в 60%, патология тканей пародонта – в 62%, дисфункция височно-нижнечелюстного сустава – в 7%, нарушение функции протезов – в 20% случаев.

В лечении соблюдали дифференцированный подход к каждому пациенту путем подбора индивидуальной схемы. Начинали с тщательной санации полости рта, при необходимости проводили рациональное протезирование, с нормализацией высоты прикуса. Следует отметить, что в 68% случаев замена протеза не приводила к полному исчезновению стомалгии, а лишь облегчала её течение.

Показатели теста САН до лечения у 78% больных стомалгией были снижены и составляли $3,5 \pm 0,04$ балла. После проведенного курса криотерапии с применением подвижных автономных аппликаторов у всех пациентов основной группы нормализовались самочувствие, активность, настроение, а их значения колебались от 4,5 до 5 баллов. В группе сравнения, где не удалось полностью купировать болевые ощущения

традиционными методами, показатели САН остались прежними при средних значениях $3,6 \pm 0,05$ балла.

В процессе исследований выявлена достоверная взаимосвязь субъективного показателя ПИБ с содержанием концентрации адреналина в слюне до и после лечения: средние значения ПИБ составляли $3,7 \pm 0,04$ и $0,8 \pm 0,01$ балла соответственно, а показатели уровня адреналина изменялись с $1,7 \pm 0,06$ до $1,2 \pm 0,08$ ммоль/л. Следовательно, динамику показателя индекса боли можно применять в клинике для оценки обезболивающего эффекта криотерапии с высокой степенью информативности. В группе сравнения уменьшение ПИБ было незначительное.

При изучении капиллярного кровотока СОР выявлено нарушение микроциркуляции у больных со стомалгией ($10,9 \pm 0,44$ п.е.), которое восстанавливалось уже после 2-3 криоаппликаций и стабилизировалось при завершении курса криотерапии, что подтверждалось ПМ ($14,09 \pm 0,56$ п.е.).

Для оценки эффективности терапии разработан комплекс критериев на основе результатов исследования. Лечебный эффект расценивался как «хороший»: САН = 4,5-5 баллов; ПИБ = 0-0,5 балла; ПМ достоверно изменялся до 14 п.е., то есть отмечался значительный прирост капиллярного кровотока. Критериями «удовлетворительного» лечебного эффекта были: САН = 4,5-5 баллов; ПИБ = 0,6-1,0 балл; ПМ достоверно изменялся до 13 п.е., то есть отмечали прирост капиллярного кровотока до нормы.

Данные криолечения стомалгии в динамике (таблица) показали, что наибольшее число безуспешных результатов отмечено в группе сравнения с традиционным лечением в начальные (ближайшие) сроки наблюдения. Высокий процент рецидивов (92%) можно объяснить тем, что в короткий временной интервал пациенты не успевали пройти полное обследование и завершить за 2 месяца комплексную терапию, включающую тщательную санацию полости рта, рациональное протезирование, привыкание к съемным протезам, прием лекарственных препаратов, лечение у невролога и других специалистов. В отдаленные сроки встречаемость рецидивов в данной группе уменьшалась (58% и 65% соответственно), а эффективность увеличивалась, не достигая, однако, показателей основной группы в аналогичные сроки. Отмечали превалирование в 1,5–2 раза удовлетворительного эффекта над хорошим во все периоды наблюдения.

Отдаленные результаты лечения стомалгии в динамике

Метод лечения	Сроки наблюдения	Лечебный эффект (%)		
		Хороший	Удовлетворительный	Рецидив
Традиционное	Ближайшие (2 месяца)	2	6	92
	Отдаленные (до 2 лет)	16	26	58

	Отдаленные (до 5 лет)	12	23	65
Криотерапия	Ближайшие (2 месяца)	46	54	0
	Отдаленные (до 2 лет)	46	32	22
	Отдаленные (до 5 лет)	68	19	13

У пациентов основной группы при использовании низких температур в комплексном лечении стомалгии наблюдался стойкий положительный результат и отсутствие рецидивов в ближайшие сроки, а лечебный эффект оценивали как хороший (46%) и удовлетворительный (54%). При этом большинство больных отмечали исчезновение боли уже после 2-3 процедуры, улучшение общего самочувствия, восстановление вкусовых ощущений, легкость и подвижность языка, отсутствие налета. В отдаленные сроки отмечали увеличение хорошего и удовлетворительного лечебного эффекта в целом с 78% (2 года) до 87% (5 лет) с превалированием хорошего результата. При анализе частоты рецидивов в основной группе в более поздние сроки наблюдали, что число рецидивов уменьшалось с 22% (2 года) до 13% (5 лет). Данные пациенты в этот период указывали на появление новых стрессовых ситуаций, а также нуждались в рациональном протезировании, замене съемных протезов. Несколько человек с упорным течением болевого синдрома проходили лечение под наблюдением врача-психиатра.

Неоспоримым преимуществом метода криоанальгезии с применением неповреждающих доз жидкого азота и автономных аппликаторов из проникаемого мелкопористого TiNi сплава является то, что лечение можно проводить в поликлинических условиях либо на дому, при этом не требуется дорогостоящего оборудования и препаратов, не ухудшается состояние больных с тяжелыми сопутствующими заболеваниями. Метод позволяет добиться более выраженного снижения или исчезновения болевого синдрома у пациентов в более короткий промежуток времени и достичь длительной и стойкой ремиссии. Используя методику криоанальгезии у больных стомалгией, для стабилизации эффекта желательно поставить пациента на диспансерный учет с регулярными контрольными осмотрами и своевременной коррекцией возникающих нарушений с целью профилактики рецидивов.

Выводы: Этиологическими факторами развития стомалгии наиболее часто являются стоматологические вмешательства, кариес, пародонтит, периодонтит, окклюзионные нарушения, частичное отсутствие зубов, дисфункция мышц челюстно-лицевой области и височно-нижнечелюстного сустава, которые достоверно чаще выявлялись при

стомалгии в сравнении с контрольной группой, что свидетельствует о первичности стоматологического фактора в происхождении стомалгии.

Нейропсихологическое тестирование при стомалгии у 83,5% больных выявило дисфункцию в психоэмоциональном фоне: аффективные нарушения! в виде депрессии и тревоги, уровень, которых был достоверно выше у больных, чем в группе здоровых, повышенные уровни тревоги, депрессии и ипохондрии, сочетание различных степеней которых обусловило развитие у 53,3% сенесто-ипохондрического, а у 46,7% — депрессивного синдромов.

Показатели условной негативной волны в виде повышения поздней и постизометрической негативной волны и снижения ранней волны доказывают при нейрофизиологическом; обследовании нейродисфункцию стволовых медиаторных систем при» стомалгии. Изменения параметров УНВ связаны с психопатологическими расстройствами: отмечена прямая зависимость между уровнем, депрессии и поздней волной и постизометрической негативной волной и обратная - между уровнем ранней волны.

Применение на фоне санации полости рта и зубного протезирования, комплексной терапии с использованием антидепрессантов (леривон), физиотерапии, транскраниальной стимуляции и психотерапии нормализует функционирование активирующих систем мозга (по данным анализа условной негативной волны), и психологическое состояние больных (по данным психодиагностического тестирования); способствуют устранению симптомов стомалгии.

Наибольшую эффективность комплексной терапии по влиянию на боль и психопатологические проявления при стомалгии имеет предложенная методика использования антидепрессанта леривона и транскраниальной стимуляции по сравнению с традиционным лечением.

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РОЛЬ СИМУЛЯЦИОННЫХ ТЕХНОЛОГИЙ В ПОДГОТОВКЕ ВРАЧА ОБЩЕЙ ПРАКТИКИ ПО НАПРАВЛЕНИЮ ПЕДИАТРИИ

Резюме: Вопрос качественной и эффективной подготовки медицинских кадров является сегодня очень актуальным. В настоящее время признано, что совершенствовать подготовку специалистов позволят компетентностный подход к образовательной деятельности и реализация идеи непрерывного профессионального образования.

Компетентностный подход в обучении — это формулирование целей обучения учащегося, т.е. его компетенций, позволяющих успешно осуществлять профессиональную деятельность с обязательным созданием условий в процессе обучения для воспроизведения этой деятельности и ее элементов.

Непрерывное профессиональное образование подразумевает формирование и поддержание уровня этих компетенций на протяжении всей профессиональной жизни специалиста как на вузовском, так и на послевузовском этапах обучения.

Ключевые слова: симуляционная технология, врач общей практики, педиатрия.

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THE ROLE OF SIMULATION TECHNOLOGIES IN THE TRAINING OF THE GENERAL PRACTICE IN THE DIRECTION OF PEDIATRICS

Resume: The issue of high-quality and effective training of medical personnel is very relevant today. It is now recognized that the competence-based approach to educational activities and the implementation of the idea of

continuous professional education will allow improving the training of specialists.

A competency-based approach to learning is the formulation of student learning goals, i.e. his competencies, allowing to successfully carry out professional activities with the obligatory creation of conditions in the learning process for the reproduction of this activity and its elements.

Continuing professional education implies the formation and maintenance of the level of these competencies throughout the professional life of a specialist, both at the university and postgraduate stages of education.

Key words: simulation technology, general practitioner, pediatrics.

Актуальность. В настоящее время во многих медицинских вузах внедряется обучение, основанное на применении симуляционных технологий[3]. Вопрос обучения медицинских работников высокой квалификации является очень актуальным. В этой связи внедрение симуляционных технологий в обучении интернов и клинических ординаторов рассматривается как необходимость в осуществлении учебного процесса[1].

Подготовка молодых специалистов сопряжена со многими трудностями[4]. Пациент зачастую отрицательно реагирует на контакт со студентом, так как выполнение отдельных манипуляций сопряжено с определенным риском[2]. Известно, что менталитет «европейского пациента» только к 5-6 курсу позволяет студенту что-либо делать своими руками.

Цель исследования. В связи с этим, к образовательным стандартам подготовки и переподготовки врача общей практики предъявляются всё более высокие требования, а от медицинских образовательных учреждений требуется усиление практической подготовки обучающихся при сохранении высокого уровня теоретических знаний. С этой целью все более часто в медицинских образовательных учреждениях применяются симуляционные технологии

Методы исследования. При подготовке и переподготовке врача общей практики в

АГМИ используются многие из симуляционных технологий разного уровня реалистичности: Визуальные: классические учебники, учебные пособия, электронные учебники, обучающие компьютерные игры. Тактильные: тренажеры, реалистичные фантомы органов, манекены для сердечно-лёгочной реанимации и другие, с помощью которых идет выработка практического навыка. Реактивные: манекены низшего класса реалистичности, применяемые для оценки действий обучаемого и воспроизведения моторики базового навыка. Автоматизированные: видеооборудование и манекены среднего класса реалистичности.

Результаты исследования. Переподготовка врачей-терапевтов или врачей-педиатров по специальности «врач общей практики» не снижает актуальность проблемы. В связи со спецификой будущей работы особой востребованностью при обучении в лаборатории практического обучения у врачей общей практики пользуются следующие симуляционные технологии: «Первичный и вторичный туалет новорожденного», «Искусственная вентиляция легких», «Непрямой массаж сердца», «Удаление инородного тела при аспирации», «Техника внутривенных манипуляций» и другие. Особенно важен и тот факт, что в процессе работы на тренажерах и реалистичных фантомах органов у обучаемого имеется возможность выявить ошибки и обсудить их с преподавателем, следовательно, достичь более высокой компетентности и безопасности ещё до применения процедуры у постели ребенка. Несомненно, что применяемые симуляционные технологии позволяют решать важные этические проблемы по безопасности пациента. В нашем институте навыки клинической работы по педиатрии студенты – будущие врачи

общей практики свои первые практические навыки приобретают в лаборатории практического обучения, оснащенной тренажерами и компьютеризированными манекенами, позволяющими моделировать определенные клинические ситуации. Приобретение студентами практических навыков клинической работы по педиатрии в лаборатории практического обучения, до применения их на реальных пациентах, является правилом при подготовке врача общей практики.

Получивший устойчивый практический навык студент или врач общей практики в процессе работы на манекене, более уверенно и грамотно реализует его на пациентах. Таким образом, владение врачом общей практики современными компетентностными и практикоориентированными лечебными технологиями, позволит обеспечить качество жизни пациентов после проведенного лечения, что повысит уровень здравоохранения в целом, а также демографический потенциал государства.

Вывод. Таким образом, проведенные исследования психоэмоционального уровня студентов при прохождении стандартного имитационного модуля диктуют необходимость дальнейшего изучения данной проблемы. Несмотря на чувство эмоционального напряжения, явлений дезадаптации при работе с виртуальным тренажером, студенты предпочитают видеть результаты своих манипуляций.

Наибольшая ценность данного метода обучения состоит в создании безопасной и надежной образовательной среды для обучения практическим навыкам и умениям. Симуляционные технологии в медицине являются новым форматом обучения с активным практическим акцентом, эффективно формирующим опыт практической деятельности

будущих врачей через погружение в реальность практического здравоохранения.

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**СПЕЦИФИКА АНТРОПОНИМОВ В СОВРЕМЕННОЙ
ЛИНГВИСТИКИ: НА МАТЕРИАЛЕ ИМЁН СОБСТВЕННЫХ В
СУРХОНДАРЬЕ**

Аннотация: В этой статье обсуждается использование антропонимов в современной лингвистике и их значение в лингвистике.

Ключевые слова: лингвистика, антропонимы, Сурхандарья, лингвокультурология, исследования.

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**THE SPECIFICS OF ANTHROPONYMS IN MODERN
LINGUISTICS: BASED ON THE MATERIAL OF PROPER NAMES IN
SURKHONDARYA**

Abstract: This article discusses the use of anthroponyms in modern linguistics and their significance in linguistics.

Keywords: linguistics, anthroponyms, Surkhandarya, linguoculturology, research.

Каждый язык имеет определенные лингвистические законы создания имен. Нейминг технология как вид деятельности в лингвистике, вне зависимости от сферы, в которой она работает его основная цель - разработать лингвистические нормы для создания имени, специфичного для определенного языка. состоит из выхода. Каждое имя (имя) разработано в соответствии с языковыми нормами. торговля, производственные мощности, конкурентоспособность продукции на рынке, должны способствовать развитию, известности и распространению. На всех этапах развития общества в той или иной степени влияет язык. Иногда длительное время на определенный уровень языка влияют изменения в обществе, человеческий фактор. не происходит или влияние

на язык не распространяется на всю страну. Но с точки зрения написания и орфографии изменения или обновления производятся в национальном масштабе при сознательном вмешательстве общества готово. Даже государство активно влияет на такие языковые процессы (узбекский арабский, узбекский Это можно увидеть во введении латинского алфавита, узбекской кириллицы и узбекского латинского алфавита), участвует в контроле и регулировании языковых процессов в национальных интересах. Принимает необходимые юридические документы, уполномочен решать языковые вопросы конструкции. Например, Закон Республики Узбекистан «О государственном языке». Принятие Указа Президента «О мерах по радикальному повышению престижа и статуса узбекского языка как государственного» при Кабинете Министров. Создание Департамента развития государственного языка, работа Терминологической комиссии Об этом свидетельствует начало.

Есть два аспекта отношения общества к языку - отношение к языку в целом и необходимо различать отношение к родному языку. В первом случае - поскольку язык объединяет людей осознавать свои обязанности и соблюдать требования Закона о государственном языке В делопроизводстве необходимо соблюдать нормы литературного языка. Во втором случае родной язык очень сильный. понимать как национальное, этнокультурное явление, рассматривать судьбу родного языка как судьбу нации, родной язык следует принимать как. Особое место в рамках лингвокультурологической проблематики занимает исследование антропонимической системы определенного языка во взаимосвязи собственных имен и культуры. Такая тенденция связана с антропоцентрической парадигмой современной лингвистики, предполагающей анализ языковых единиц с целью познания их носителя. Как известно, антропонимы являются наиболее культураносными знаками, что обусловлено их интердисциплинарным характером. Антропонимическая система любого языка является фундаментальным материалом для познания, раскрытия самосознания народа, для понимания психологии и характеров людей, относящихся к определенной национальности или региону. Более того, оно связано с восприятием мира и определенным образом отражает его познание. В этом плане представляет особый интерес изучение антропонимиконов тюркоязычных народов, система личных имен которых в процессе исторического прогресса не подвергалась фронтальному изменению под влиянием историко-культурных, социальных факторов, а сохранила древние традиции имянаречения.

Учитывая специфику антропонимической лексики, полную зависимость ее появления и существования от культурных традиций сурханского народа и социума, нужно отметить, что созрела необходимость поиска новых подходов для исследования данной лексики.

Указанными положениями обусловлен выбор темы данного исследования. Актуальность определяется:

1) прогрессирующим развитием диалога культур и общей тенденцией развития лингвистики, которая от простого описания языковых явлений переходит к выявлению их сущностной природы; 2) недостаточностью в сурханской лингвистической науке теоретической базы лингвокультурного исследования языка и, в особенности, антропонимической системы;

3) отсутствием работ, рассматривающих антропонимикон сурханского языка в синтезе культурных, лингвистических и социальных факторов с позиции лингвокультурологии, с учетом имеющихся культурных контекстов. Объектом исследования является антропонимия сурханского языка. Предметом изучения выступают ее лингвокультурологические характеристики, закрепленные в семантике и в структуре антропонимов сурханского языка. В основу исследования положена следующая гипотеза: Сурхандарьская антропонимия представляет синтез Сурхандарской, восточной, русской и европейской лингвокультурных традиций и развивается, трансформируясь под влиянием лингвистических и экстралингвистических факторов, по тем традициям, которые заложены в древнетюркском имя наречении. Культура Сурхандарского народа имеет симбиотический характер: основывается на тюркских традициях, вобрала в себя элементы исламской культуры, испытывает сильное влияние запада через русскую культуру. Такой характер культуры непосредственно отражается в семиотических знаках языка.

Основная цель статьи - комплексное исследование антропонимии Сурхандарьи в лингвокультурном контексте.

Достижение этой цели предполагает решение следующих задач:

1) Разработка лингвокультурной модели комплексного описания антропонимического пространства Сурхандарьи;

2) показать национальные особенности мировоззрения национального человека, отраженные в антропонимических единицах;

3) определить основные культурные и исторические периоды, на которые повлияли развитию и трансформации антропонимической системы;

4) выделить ключевые языковые и культурные элементы, которые проникли в антропонимическую систему из других культур;

5) Рассмотрим основные причины, повлиявшие на изменение состава.

6) Охарактеризуйте современное состояние сырхандарьинской антропонимии;

7) выявить особенности национального восприятия действительности и его свойства отражения в языковых средствах.

В соответствии с характером и объемом изучаемого материала использован комплекс лингвистических, лингвокультурологических и социолингвистических методов и приемов. Основным методом исследования является описательный метод, который включает в себя такие приемы, как изучение фактического материала, обобщение, интерпретация и классификация. При сравнительном анализе функционирования антропонимических единиц на различных этапах развития антропонимикона сурхан, а так же для типологической характеристики антропонимической лексики сурханского и ряда других тюркских языков использовался сопоставительный метод. Сравнительно-исторический метод применялся при выявлении изменений структуры и состава антропонимикона, происходящих за различные периоды времени, при определении генетической принадлежности антропонимической лексики.

Кроме того, концептуальные и концептуальные термины в антропоцентрическом исследовании известных лошадей Различить сущность, определить постепенное развитие знаменитых лошадей, имена относительно друг друга. Это полезно в научных и теоретических процессах, таких как определение «возраста». А также семантические изменения знаменитого наименования лошади в трактовке антропонимов. и такие аспекты, как отношение к материальному облику апелляцияционной инстанции упущения, изменения в языковых материалах при толковании «исторических имен» и людей Особого внимания требуют изменения в мышлении.

При описании репрезентации культуры в антропонимических единицах, кроме методов структурной лингвистики, использовались приемы герменевтического и семиотического методов, фреймовый анализ. Использовались отдельные приемы психолингвистического метода при выявлении мировоззрения имядателя, отраженного в именах. Изучение материала осуществлялось, прежде всего методами синхронного анализа, который при описании изменения состава и структуры антропонимии дополнялся диахроническим анализом. Таким образом, между языком и обществом существует постоянное взаимодействие. Развитие искусства, технологий и государственности - ключевые факторы взаимодействия языка. Движущей силой этого процесса, конечно же, является человек и общество, к которому он или она принадлежит. С другой стороны, потребности общества - причина того, что язык расширяется по своим масштабам и стилю будет.

Так что известные лошади, особенно антропонимы и топонимы, - это народный образ мышления. Богатая и надежная информация по сравнению с другими типами ономов в анализе формирования и эволюции дам. Названия мест относительно старые и стабильные, но они являются частью всего сообщества. как его называет весь народ; человеческие имена имеют

то же происхождение, что и человечество. Несмотря на относительную нестабильность, он основан на законах конкретного общества. при формировании которых большинство людей или отдельных лиц являются членами общества в качестве «творений» необходимо учитывать, что он отражает разные аспекты мышления.

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РАЗВИТИЕ РОМАНСА В ТВОЧЕСТВЕ КОМПОЗИТОРОВ УЗБЕКИСТАНА

Аннотация: Узбекский романс дал ряд интересных образцов в данном жанре творчества. Многие из произведений свидетельствуют о плодотворном освоении композиторами нашей республики жанра романс.

Ключевые слова: романс, жанр, образ, узбекский мелос, жанра ашула, газель, поэт, вокал.

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DEVELOPMENT OF ROMANCE IN THE WORKS OF UZBEKISTAN COMPOSERS

Annotation: The Uzbek romance gave a number of interesting examples in this genre of creativity. Many of the works testify to the fruitful development of the romance genre by the composers of our republic.

Key words: romance, genre, image, Uzbek melos, ashula genre, gazelle, poet, vocal.

Сложный процесс становления и развития жанра охватывает круг проблем, которые на каждом этапе развития романса решались по-разному. Многие из произведений свидетельствуют о плодотворном освоении композиторами нашей республики этого нового жанра музыкального искусства Узбекистана.

Романсы национальных узбекских композиторов опираются на интонационную основу узбекского мелоса. Строй многих романсов приближает в какой-то мере произведения современного композиторского творчества к протяжным лирическим песням жанра ашула и к развитым образцам профессионального наследия.

Становление узбекского романса приходится на конец 30-х начало 40-х годов XX века и связано с именами первых национальных композиторов М. Бурханова, С. Юдакова, М. Левиева. Первые, наиболее значительные успехи их творческой биографии связаны именно с жанром романса. Примером может служить творчество Бурханова.

Рождение узбекского романса связано с именем узбекского композитора М. Бурханова. К раннему творчеству композитора принадлежат романсы на слова А.Лахутий «Эй булбул» («Эй соловей»). «Бути назонинам» («Моя красавица»). «Табассум килмадинг хеч» — «Не улыбнулась ты» (1946), на стихи Навои, «Намедонам чи ном дорад» — «Я имени ее не знаю» (1949) на стихи Хафиза, «Ишкида» («Тоскую о тебе», 1955) на текст современного поэта Уйгуна.

Послевоенные годы М. Бурханова пишет романс «Дилбаримо» на слова А.Лахутий, песню к кинофильму «Очарован тобой» которую исполнил Батыр Закиров, «Доппи тикдим ипаклари тиллодан» на слова Т. Тулы которую исполнила Клара Жалилова, «Гул диёрим» («Цветочный край») на слова Э. Вахидова.

Искусствовед, доктор наук Файзулло Кароматов о вокальном творчестве композитора М. Бурханова выражает следующее: «Глубоко национальная узбекская основа исполнения сольных арий, дуэтов, разнообразных видов ансамблей, а также хоров, требующая сохранения соответствующей традиционности, стала камнем преткновения для всех солистов и вокальных ансамблевых групп театра».⁵⁴ Вокальные произведения Бурханова отличаются сложностью исполнения.

В творчестве Юдакова среди огромного количества романсов наиболее показателен романс «Басандаст» («Довольно», 1949) на слова Навои, получивший в республике заслуженную популярность и признание. Музыкальный строй романса поражает глубиной и выразительностью высказывания, оригинальной композицией.

Среди произведений в жанре камерно-вокальной лирики, занявших заметное место, можно назвать также романсы «Гул ичра» («Среди цветов») Ик. Акбарова, романс «Курмадим» («Не видел») Д. Закирова, романс «Сарви гул» («Кипарис») Т. Садыкова. Все эти произведения вдохновлены бессмертной поэзией Алишера Навои.

В романсовом творчестве композиторов в последние десятилетия заметно ошутим возросший интерес к современной поэзии. Следует выделить романсы Ик. Акбарова, М. Бурханова и С. Бабаева, созданные на стихи современных узбекских поэтов — Айбека, Х. Алимджана, Зульфийи, Т. Тулы, Э. Вахидова и других.

Ик. Акбаров в романсе «Юлдуз» («Звезда») обращается к поэзии Зульфийи, «Энг гуллаган ёшлик чоғимда» («Цветущая молодость») на стихи Х. Алимджана. Другое стихотворение Х. Алимджана «Хаёлимда булдинг узун кун» («Ты всегда со мной») отмечено иными чертами. создается напевная речитативность вокальной линии на фоне очень прозрачного сопровождения партии фортепиано.

⁵⁴ Ф. Караматов. Мутаваккил Бурханов // "Санъат" журналы. № 4 (рус тилида). 01.10.2003.

Романсы С. Бабаева производят впечатление вокальных миниатюр, «Ёр кетди» («Любовь ушла») на слова Айбека, романс Бабаева «Калб» («Сердце») на слова Зуннуновой и «Кекса карагай» («Старая чинара») на слова Э. Вахидова отличаются философской направленностью поэтического текста. Тема верности Родине раскрыта композитором и в романсе «Отамдан мерос» («В наследство от отца») на слова Х. Сагдуллаева.

Последние годы отмечены появлением в жанре камерно-вокальной лирики новых имен. Романсы композитора Р. Абдуллаева отражают и ярко воплощают процессы, характерные для современного композиторского письма. Следует выделить романсы «Розимисан» («Ты согласна?») на слова Алимджана, «Тингла булбул» («Слушай, соловей») и вокальный цикл «Хижрон» на слова Зульфийи (1975). Сочинение Мушеля заняли значительное место в вокальной культуре республики.

Романсы созданные композитором исполнялись знаменитыми певцами узбекского оперного искусства таких как Халима Носирова, Карим Закиров Саодат Кабулова, творчество которых связывает европейское оперное творчество с узбекским национальным песенным исполнительством.

Обзор камерно-вокального творчества композиторов Узбекистана дает возможность сделать ряд обобщений, касающихся свойству и специфики развития узбекского романса.

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СПЕЦИФИЧЕСКИЕ ОСОБЕННОСТИ НЕКОТОРЫХ ЖАНРОВ УЗБЕКСКОЙ МУЗЫКИ

Аннотация: В музыкальном наследии узбекского народа есть такие жанры которые исполняются только женщинами исполнительницами. Тематическая многогранность породила в свою очередь музыкально-жанровое разнообразие. Музыкальное наследие дошло до наших дней из глубины веков, о чем свидетельствуют устное народное творчество и сохранившиеся памятники культуры.

Ключевые слова: жанр, женщинами, кошук, лапар, ялла, «Ёр-ёр», «Келин салом», кайрок, халфа, дастан.

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SPECIFIC FEATURES OF SOME GENRE OF UZBEK MUSIC

Annotation: In the musical heritage of the Uzbek people, there are genres that are performed only by women performers. Thematic versatility gave rise in turn to the musical genre variety. The musical heritage has survived to this day from the depths of the centuries, as evidenced by oral folk art and preserved cultural monuments.

Key words: genre, women, koshuk, lapar, yalla, "Yor-yor", "Kelin salom", kairok, half, dastan.

Мысли узбекского народа, его быт и нравы ярко отразились в его музыкальном фольклоре, обусловив тематически-жанровое разнообразие песен и инструментальных мелодий. Они подразделяются на бытовые (колыбельные, детские, лирические, любовные, шуточные, песни о природе и другие), семейно-обрядовые, трудовые, исторические песни.

Богатое по своим видам, многогранное по тематике, разнообразное по эмоционально-выразительным свойствам, музыкальное наследие узбекского народа дошло до наших дней из глубины веков, о чем

свидетельствуют устное народное творчество и сохранившиеся памятники культуры, обнаруженные археологами на территории Узбекистана.

В музыкальном наследии узбекского народа есть такие жанры которые исполняются только женщинами исполнительницами.

Тематическая многогранность породила в свою очередь музыкально-жанровое разнообразие, в котором, однако, можно заметить разделение на две большие группы.

К одной следует отнести песни, непосредственно связанные с теми или иными обрядами, трудовыми процессами и прочими явлениями быта. Специфическая особенность их в том, что семейно-обрядовые песни : свадебные — «Ёр-ёр», «Келин салом», «Улан», похоронные плачи «Йиғи», «Садр», песни женщин у ручной мельницы «Ярручок»; колыбельные «Алла» исполняются женщинами.

Вторую группу составляют произведения песенных жанров, содержание которых выходит за несколько узкие рамки бытовой принадлежности. Таковы терма (или чублама), кошук, лапар, ялла и ашула. Среди них ашула выделяется как жанр, где наблюдается особая «развернутость» мелодии.

Вообще в музыкальном искусстве узбекского народа в настоящее время существуют четыре основные локальные группы— Хорезмская, Бухарская (и Самаркандская), Фергано-Ташкентская, Сурхандарьинская (и Кашкадарьинская) локальные стили.

Музыкальный быт этого края заметно отличался от других областей Узбекистана. В музыкальной жизни Кашкадарьи и Сурхандарьи главное место занимали бахши — исполнители дастанов, а также домбрачи — искусные исполнители на домбре (двухструнном щипковом инструменте). Домбра являлась основным и ведущим музыкальным инструментом, который в других областях встречался очень редко.

Кошук — бытовая песня куплетного строения с мелодией сравнительного небольшого диапазона, охватывающей одну строфу (или одну-две строки) поэтического текста, песни-заклинания — «Хош-хош», «Чирай-чирай», «Турай-турай», исполняемые при доении коровы, козы, овцы;

В Бухаре и Самарканде, а также в окрестностях этих крупных культурных центров Средней Азии наблюдаются несколько иные черты музыкальной культуры. В Бухаре и Самарканде широкой популярностью пользуются (созанда — танцовщицы, исполнительницы разнообразных по содержанию танцевально-игровых песен мелкой формы. «Кайрок уйини», «Занг уйини», «Бухорча» исполнялись в кругу женщин.

Цикл «Бухорча» — состоит из нескольких частей. «Кайрок уйини» — песни и танцы с «кайрок» ударный инструмент подобие кастаньеты из камня и железной пластины, «Занг уйини» — на руки танцовщица надевает браслет с бубенчиками «Занг» который издаёт ритмические удары. Эти

песни исполняются ансамблем из 2-3 доиристок которые исполняют припев и ведущей солистки которая поёт и танцует.

Популярные исполнители этих жанров Анбари Ашк, Тиллахон, Хамдамхон, Бахшандхон, Ризвонхон, Мазал Беньямина, Наввотхон, Миндалхон.

Хорезмский музыкальный быт и традиции исполнительства характеризуются ярко выраженным локальным стилем прежде всего по своему колориту, обуславливаемая местным диалектом нюансировка исполняемых песен.

В творчестве женщин преобладают семейно—обрядовые песни, жанр лапар, песни халфа и романтические дастаны. Халфа —ансамбль из исполнителя песен на гармонии, доиристки и тансовщицы.

Популярные исполнители этих песен и дастанов Анабиби Атажанова(Ожиза), в наше время Рохатой Хужаниязова, Нодира Богибекова, Хуршида Ишниязова, Дилбар Бектурдиева.

К специфически локальным особенностям народной музыки Хорезма можно отнести музыкальный материал и исполнение дастанов. Своеобразным хорезмским явлением стало и распространение еще с прошлого столетия однорядной гармонии в творчестве халфа. Отдельные отрывки из дастанов стали исполняться даже в сопровождении гармонии.

В Коракалпакской республике женщины в сопровождении дутара и гиджака поют отрывки из дастаны «Хирмондали», «Ошик Гариб и Шохсанам». Популярными исполнителями Хурлимо, Канигул, удастоенные звания «Народные бахши» Зиёда Шарипова, Инжигул Сабурова, Гулбахор Раметова, Гулбахор Окимбетова, Гулнора Алламбергенова.

Лапар — это песня-диалог (в Хорезме лапарами называют также песни, исполняемые одним певцом танцором). В некоторых районах лапарами называются свадебные песни «Улан», поющиеся в виде диалога мужчинами и женщинами эти песни, как правило, сопровождаются танцами.

Особое место занимают в музыкальном наследии Ферганской области песни. Популярны здесь женские песни, так называемые песни ичкари.

Ялла — песен куплетного строения, танцевального характера и поэтому эти песни, как правило, сопровождаются танцами или играми, исполнителей называют «яллачи». В жанре ялла различают два вида песен. Это — песни с мелодиями узкого диапазона (в этом общность с кошуком), с обязательным припевом «яллама ёрим», « ялли ялло», исполняемым унисонным хором, и запевом солиста или солистки, которые одновременно поют и танцуют. В песнях второго вида нет деления на запев и припев, но в процессе пения унисонный хор чередуется с солистом. Такая песня сопровождается танцем одной или нескольких танцовщиц (танцоров).

При всем различии местных стилей, явившихся следствием определенных исторических условий жизни народа, узбекской музыке свойственны общенациональные яркие черты, возникшие в результате слияния стилей в процессе формирования узбекской народности.

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РОЛЬ И ЗНАЧЕНИЕ ИНТЕГРИРОВАННОГО УЧЕТА

Ключевые слова: учет, интегрированный учет, экологический учет, социальный учет

Аннотация: Статья посвящена определению роли и значения интегрированного учета. В статье определено понятие и преимущества интегрированного учета для предприятия. Рассмотрены особенности экологического и социального учета.

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ROLE AND SIGNIFICANCE OF INTEGRATED ACCOUNTING

Keywords: accounting, integrated accounting, environmental accounting, social accounting.

Annotation: the article is devoted to defining the role and significance of integrated accounting. The article defines the concept and advantages of integrated accounting for an enterprise. The features of ecological and social accounting are considered.

В современных условиях роль интегрированного учета в управлении предприятием постоянно повышается. Кризисные условия экономики России существенно изменили способы взаимодействия между предприятиями, выдвинув первый план конкурентные преимущества, одним из которых является внедрение в учетно-аналитическую систему предприятия прогрессивных учетных процессов. Таковыми является интегрированная система управленческого учета или интегрированный учет.

Учетная система современных предприятий характеризуется наличием состава из трех учетно-аналитических подсистем. К ним относятся:

- учетная (бухгалтерский, финансовый, управленческий, налоговый учет);
- аналитическая (финансовый, управленческий, налоговый анализ);
- контрольная - внешний и внутренний контроль.

В современных условиях объединяются разные методологические, организационные, методические аспекты традиционного учета. Результатом такого объединения является формирование системы интегрированного учета.

Интегрированный учет - учетная база, объединяющая данные по разным видам хозяйственного учета - бухгалтерского, оперативного, управленческого учета. Чаще всего на предприятиях интегрируются бухгалтерский и управленческий учет.

Интегрированный учет связывает стратегию предприятия, показатели его деятельности и конкретные действия по реализации стратегии. Интегрированный учет не генерирует стратегию деятельности предприятия, но позволяет видеть, анализировать и контролировать ее реализацию.⁵⁵

Интегрированный учет дает возможности организации учетных процессов, имеющих своей направленностью рост доходов предприятия. Эффективно организованная на предприятии система интегрированного учета позволяет решать задачи оценки реального экономического состояния предприятия, контроля уровня его экономической безопасности, своевременной оценки принимаемых управленческих решений на основе ранее утвержденных стратегических планов, обеспечения роста конкурентных преимуществ предприятия.

Интегрированный учет дает руководителю предприятия необходимую оперативную информацию о внешней и внутренней среде. Также внедрение интегрированного учета на предприятии придает ему следующие преимущества:

- восполнение возникающих в процессе передачи информации пробелов;
- выбор подходящих финансовых показателей эффективности деятельности;
- отражение современных тенденций в учете;
- поддержка принятия и исполнения стратегических решений;
- предоставление менеджерам существенной информации;
- учет не только финансовых показателей эффективности.⁵⁶

Активное развитие интегрированного учета дает возможности интеграции учетной информации из самых разных сфер деятельности

⁵⁵ Сущность методологии интегрированного учета <https://articlekz.com/article/21409>.

⁵⁶ Понятие, задачи, принципы стратегического учета <http://webkonspect.com/?room=profile&id=299&labelid=221478>.

предприятия. В настоящее время все большее значение получает экологическая информация. Особенно она актуальна для крупных промышленных предприятий или предприятий сферы транспорта. Что привело к развитию экологического учета.

Кроме того, сейчас многие предприятия позиционируют себя как предприятия высокой социальной ответственности, реализуют активную социальную политику как внутри предприятия, так и вне его (занимаются благотворительностью, открывают собственные благотворительные фонды и т.д.). Это привело к развитию социального учета.

Экологический учет - часть традиционной учетной системы, осуществляемый отдельно и вместе с социальным учетом. Его объект - природные ресурсы, экологические обязательства, хозяйственные операции предприятия, затрагивающие природоохранную деятельность. Экологический учет - документальный учет деятельности предприятия в сфере природопользования. В экологическом учете в натуральном и денежном выражении отражаются экологические затраты и экологические обязательства предприятия, в том числе, учет штрафов за экологические нарушения.

Особенно актуальным экологический учет является для предприятий нефтегазовой сферы, которые добывают полезные ископаемые и являются плательщиками соответствующего налога – НДПИ. В связи с этим учитываются добытые из недр полезные ископаемые, которые являются объектом НДПИ, учет количества добытого полезного ископаемого, учет нормативных потерь полезных ископаемых, динамика мировых цен на ископаемые, например, на нефть, учет особенностей участка, на котором происходит добыча и многое другое. Все это осуществляется в рамках экологического учета.

Еще одно направление экологического учета – учет сумм, которые пойдут в уплату взысканий за экологические нарушения, а также учет затрат, которые будут направлены на устранение выявленных нарушений экологического законодательства по предписаниям, выданным Природоохранной прокуратурой.

Следующее направление экологического учета – затраты на экологическую сферу, которые предприятие осуществляет по собственной инициативе: закупка и установка нового «экологического этичного» оборудования, очищающих средств, средств «зеленой» экономики (ветрогенераторы, солнечные батареи и т.д.), другие экологические проекты предприятия, сведения о вносимых предприятием ежеквартальных экологических платежей, лицензии и сертификаты, например, на право работы с опасными отходами.

Вся информация о затратах предприятия на экологическую сферу, сферу природопользования аккумулируются в экологическом учете и на этой основе формируется экологическая отчетность предприятия,

отчетность об устойчивом развитии, годовая отчетность. Это также является важным направлением экологического учета.

Социальный учет – более широкое понятие, которое включает в себя экологический учет. Кроме экологической составляющей в социальный учет входит учет всех процессов, касающихся социальной сферы предприятия и затрат осуществляемых на нее.

Наиболее тесно социальный учет связан с работой с персоналом: социальная работа с ним, молодежная политика, жилищная политика, организация корпоративных мероприятий, корпоративный пенсионный фонд, социальный пакет, организация лечения и отдыха, социальные выплаты и социальная помощь и многое другое. Это направление социального учета можно назвать внутренним социальным учетом.

Следующее направление социального учета – социальная деятельность вне предприятия. Это направление наиболее тесно связано с социальной ответственностью бизнеса.

Социальная ответственность бизнеса - добровольный отклик предприятия на социальные проблемы. Социальную ответственностью бизнеса составляют благотворительность, меценатство, социально-маркетинговые программы, спонсорство, филантропия, выделение грантов, пожертвования и т.д. 57 Это направление социального учета можно назвать внешним социальным учетом.

Сведения социального учета концентрируются в виде корпоративной социальной отчетности, отчетности о корпоративной социальной ответственности, нефинансовой отчетности.

Необходимость внешнего социального учета определяется тем, что сейчас довольно сложно привлечь сотрудников только одной заработной платой и карьерным ростом. Поэтому относительно недавно в российских организациях начала складываться социальная практика работы с персоналом.

Потребность во внутреннем социальном учете определяется необходимостью формирования предприятием своего положительного образа в обществе. Положительная репутация является неотъемлемым элементом успешного бренда, который сам по себе является капиталовложением и источником дохода одновременно.

Таким образом, интегрированный учет – совокупность разных учетных систем. В интегрированном учете концентрируется информация практически обо всех сферах деятельности предприятия.

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⁵⁷ Понятие социальной ответственности в бизнесе <https://studfiles.net/preview/5596384/page:6>.

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РЕШЕНИЕ ЗАДАЧИ АНАЛИЗА ЗВЕНА МУЛЬТИСЕРВИСНОЙ СЕТИ СВЯЗИ

Аннотация: Обслуживание вызовов услуг связи реального времени в мультисервисной сети связи имеет одинаковый характер как в сетях с коммутацией пакетов, так и в сетях с коммутацией каналов. Использование сетей коммутации пакетов не должно влиять на качество предоставляемых абонентам услуг. Узлы сети связи должны обладать достаточной пропускной способностью для выполнения требований по задержке трафика. При выполнении нормированных условий по количеству потерянных пакетов качество обслуживания будет измеряться долей потерянных заявок и определяться доступностью ресурса пропускной способности канала. Для нахождения значений характеристик показателей качества обслуживания (QoS) разработана модель, представленная в данной работе. Автоматизации данного процесса и была посвящена статья.

Ключевые слова: показатели качества обслуживания (QoS), теория телетрафика, услуги реального времени, мультисервисные модели, определение требуемого канального ресурса.

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Abstract: Serving of multiservice network using real-time services have the same character for both the circuit packet networks and the circuit switching networks. Using of packet network must not influence on quality of service. Network nodes must have enough throughputs for executing traffic delay demands. When satisficing the specified normalized value of packet losing, the quality of service is measured the part of lost requests and determined with throughput resource assessing. For searching values QoS the model has been created. An authomatization of this process is the target of this article.

Keywords: quality of service indicators (QoS), teletraffic theory, real-time services, multiservice models, determination of the required channel resource.

Современные мультисервисные сети связи (МСС) способны обрабатывать широкий спектр сообщений от традиционной телефонии до услуг с комплексным предоставлением информации (мультимедиа). При этом предоставляемые услуги требуют обеспечения различных требований к битовой скорости и, как следствие, организации каналов с различной пропускной способностью (табл. 1). Кроме того, данные услуги существенно отличаются по длительности обслуживания вызов пользователей. Так, телефонный разговор в среднем длится от 2 до 25 мин, тогда как продолжительность просмотра контента телевизионного вещания лежит в диапазоне от 10 мин до 3 часов.

Таблица 1. Требования различных услуг МСС к скорости передачи

Услуги		Технология кодирования	Скорость передачи
Речь	Телефония (очень высокого качества)	МСЭ-Т, G.711	64 Кбит/с
	Телефония (высокое качество)	МСЭ-Т, G.729	8 Кбит/с
	Телефония (качество от высокого до удовлетворительного)	МСЭ-Т, G.723.1	5,3/6,4 кбит/с
Аудиода нные	Потоковое аудио	MP3	32 - 320 Кбит/с
	Музыкальный компакт диск	CD-DA	1441 Кбит/с
	Музыкальный компакт диск	MPEG с БПФ	192 – 256 Кбит/с
	Аудиозапись высокого качества	MPEG с БПФ	384 Кбит/с
Видеода нные	Видеоконференции	МСЭ-Т, H.261	100 Кбит/с
	Потоковое видео	MPEG-4	до 10 Мбит/с
	Традиционное телевидение	MPEG-2	2 – 4 Мбит/с
	ЦТВ профессионального качества	МСЭ-Р ВТ.601	166 Мбит/с
	DVD-формат для DVD-дисков	MPEG-2	3 – 6 Мбит/с
	HDTV – телевидение высокой чёткости	MPEG-2	25 – 34 Мбит/с

Несмотря на большую размерность исходных данных для мультисервисной модели системы распределения информации все основные результаты были получены по аналогии с ранее сформулированными для классической Эрланговской модели, которая нашла широкое применение в деятельности специалистов, занимающихся разработкой традиционных сетей связи с коммутацией каналов [1–3]. С учетом указанных факторов в мультисервисной модели исследуется процесс совместного использования общего канального ресурса звена МСС n пуассоновскими потоками вызовов (заявок), имеющих различие в интенсивности поступления, объеме ресурса, который выделяется для обслуживания одной заявки, и времени его занятия. Данная мультисервисная система в теории телетрафика относится к новому классу многопоточковых моделей, в которых схема занятия канального ресурса зависит от типа поступившей заявки [2, 3]. При этом процессы обслуживания неординарных потоков заявок должны рассматриваться отдельно.

Рассмотрим мультисервисную систему обслуживания (рис. 1) на которую поступает n потоков заявок сервисов (услуг) реального времени (видеоконференцсвязь, речевые сообщения, аудиоконференцсвязь и др.). Заявки отличаются по ряду признаков и являются неординарными (маркированными).

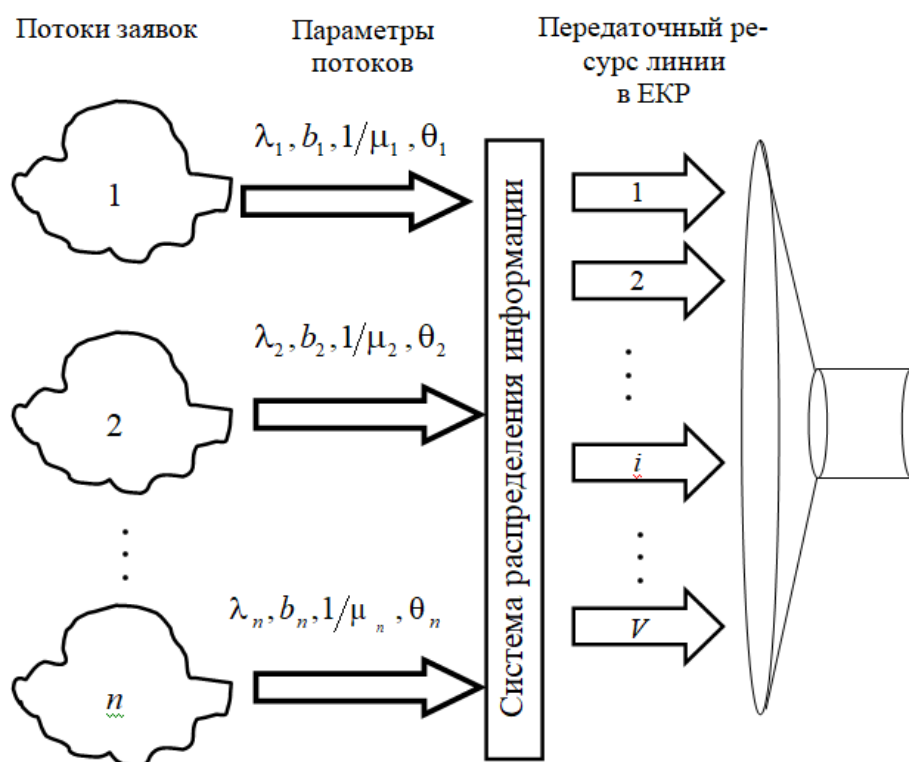


Рис. 1. Модель мультисервисной системы обслуживания с потерями.

Система полnodоступная однозвенная, способ обслуживания – с явными потерями. Скорость передачи информации в мультисервисной модели обозначается как V , является целым числом и выражается в единицах канального ресурса (ЕКР).

Количество источников нагрузки (N_k), формирующих потоки нагрузки, не ограничено $N_k > 100$. Поток заявок k -го потока ($k = 1, 2, \dots, n$) является Пуассоновским с интенсивностью поступления заявок λ_k .

Для того чтобы предоставить каждый из требуемых сервисов реального времени необходимо иметь b_k свободных единиц канального ресурса (ЕКР) звена МСС. Длительность занятия канального ресурса на обслуживание одной заявки k -го потока определяется как $1/\mu_k$. Поток освобождений описывается экспоненциальным распределением с параметром μ_k . Поступающая нагрузка от k -го потока в данном случае может быть вычислена по следующей формуле: $Z_k = \lambda_k / \mu_k$.

Стратегия доступа с резервированием каналов (*Trunk Reservation*) используется для доступа к передаточному ресурсу линии. Данная стратегия предусматривает введение индивидуального порога резервирования канального ресурса (РКР) для каждого k -го потока – θ_k ($\theta_k \leq V$).

Пусть общее число занятых канальных единиц в момент поступления заявки равно i . При $i > \theta_k$ вновь поступившая заявка k -го потока теряется (получают отказ), повторно для обслуживания не поступает и в дальнейшем не оказывает влияние на систему. Во всех остальных случаях заявка принимается к обслуживанию.

Решение задачи анализа звена МСС сводится к определению вероятности потерь заявок (π_k) и доли обслуженной нагрузки (Y_k) для каждого k -го сервиса ($k = 1, 2, 3, \dots, n$) при заданных параметрах структуры (V), входных потоках (n, λ_k, b_k, μ_k) и дисциплине обслуживания (θ_k).

Анализ сети связи – это метод исследования существующей сети, характеризующийся выделением и изучением отдельных ее частей, а также характеристик и качества функционирования. Задачи анализа актуальны для существующих сетей связи. В классе задач анализа рассматриваются также вопросы расчета характеристик и параметров как сети в целом, так и отдельных ее элементов. К ним относятся задачи нахождения оптимальных путей передачи информационных сообщений, определения совокупности путей заданного транзитного пути, оценки пропускной способности канала, вероятности установления соединения между пунктами и т. д. Основная задача анализа сети состоит в расчете параметров сети в целом, параметров отдельных ее фрагментов и параметров ее элементов; аналогичные задачи возникают при учете возможности аварийного исключения узлов и линий для оценки живучести

сети или без учета аварийных ситуаций для оценки надежности сети. Решение задачи синтеза звена МСС является обратной анализу и сводится к нахождению необходимого объема канального ресурса (V) при заданных значениях параметров потоков (n, λ_k, b_k, μ_k), дисциплине обслуживания (θ_k) и нормах на потери заявок ($\pi_k \leq \pi^*$).

Для решения поставленной задачи анализа разработан алгоритм. В разработанном алгоритме метод Кауфмана–Робертса применяется для снижения вычислительной сложности [2]. Данный метод основан на разбиении пространства различных состояний модели по числу занятых ЕКР, позволяет эффективно вычислять нормированные вероятности величины обслуживания сервисов. Алгоритмы, построенные на основе данного метода, относят к классу "рекурсивных" с полиномиальной вычислительной сложностью [3].

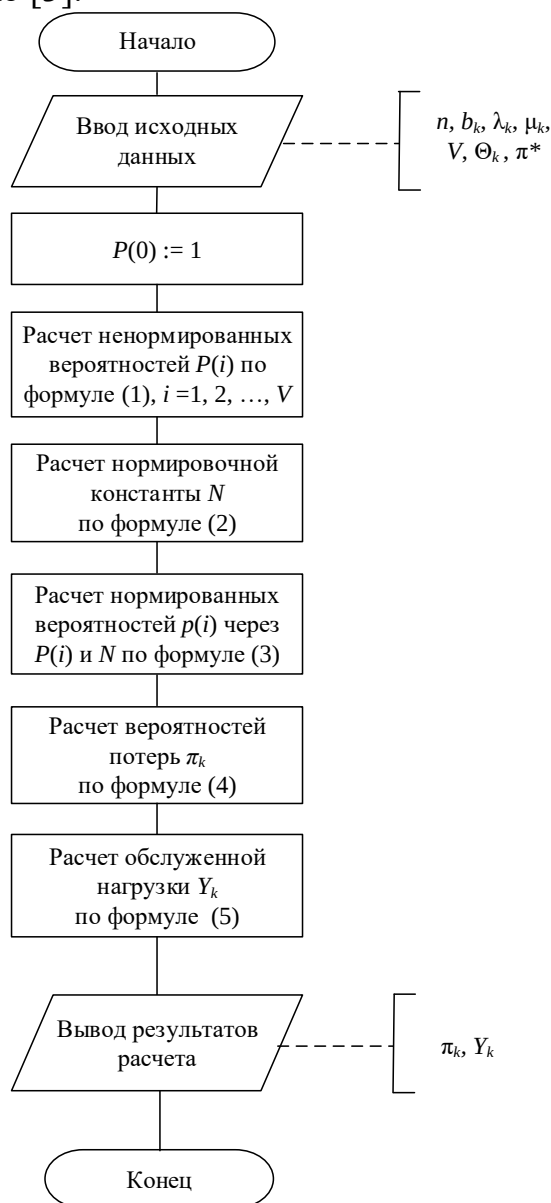


Рис. 2. Схема алгоритма анализа звена МСС

Под рекурсией здесь понимается процедура определения вероятностей потерь через предыдущие состояния системы. При решении задачи анализа МСС она сводится к выполнению последовательности следующих основных шагов (рис. 2):

Шаг 1. Ввести исходные данные:

- n – число услуг различных категорий (речь, данные, ВКС и др.);
- Z_k – интенсивность нагрузки, поступающей от k -категории пользователей ($k = 1, 2, \dots, n$);
- b_k – ресурс канала, необходимый для обслуживания одной заявки k -го потока (категории);
- V – скорость выраженная в ЕКР, необходимая для передачи информации по мультисервисной линии.
- θ_k – индивидуальный порог резервирования канального ресурса ($\theta_k \leq V$).

Шаг 2. Приравнять значение нормированного параметра $P(0)$ системы в нулевом состоянии к "1":

$$P(0) = 1.$$

Шаг 3. Последовательно увеличивая i в заданных пределах от 1 до V ($i = 1, 2, \dots, V$) вычислить из $P(0)$ значения ненормированных вероятностей $P(i)$ по следующему соотношению:

$$P(i) = \frac{1}{i} \cdot \sum_{k=1}^n Z_k \cdot b_k \cdot P(i - b_k) \cdot (1 - \varphi_k(i - b_k)) \cdot I(i - b_k \geq 0), \quad (1)$$

где: $I(\cdot)$ – индикаторная функция, определяемая соотношением

$$I(\cdot) = \begin{cases} 1, & \text{если выполнено условие, сформулированное в скобках;} \\ 0, & \text{если это условие не выполнено;} \end{cases}$$

$\varphi_k(i)$ – функция внутренней блокировки можно вычислить по формуле:

$$\varphi_k(i) = \varphi_k(i_1, i_2, \dots, i_n) = \begin{cases} 0, & \text{если } i = i_1 \cdot b_1 + \dots + i_n \cdot b_n \leq \theta_k; \\ 1, & \text{в остальных случаях.} \end{cases}$$

Шаг 4. Далее рассчитать значение нормировочной константы

$$N = \sum_{i=0}^V P(i). \quad (2)$$

Шаг 5. Определить нормированные значения вероятностей $p(i)$ через ненормированные $P(i)$ (шаг 5)

$$p(i) = \frac{P(i)}{N}. \quad (3)$$

Шаг 6. Вычислить вероятность потерь вызовов потоков нагрузки реального времени для каждого k -го потока

$$\pi_k = \sum_{i=0}^V p(i) \cdot \varphi_k(i) . \quad (4)$$

Шаг 7. Рассчитать интенсивность обслуженной нагрузки реального времени для каждого k -го потока

$$Y_k = Z_k \cdot b_k \cdot (1 - \pi_k) . \quad (5)$$

Шаг 8. Вывести результаты расчета: π_k , Y_k .

Если полученные значения показателей качества обслуживания не удовлетворяют требуемым значениям ($\pi_k > \pi^*$), задача анализа может быть решена повторно при допустимом увеличении объема канального ресурса (V) звена МСС.

Таким образом, доведенные до программной реализации конструкции алгоритма являются универсальными и тем самым позволяют решать широкий перечень задач при исследовании МСС. При определенных исходных данных, правильном выборе нагрузочных и структурных параметров может быть исследован процесс обслуживания заявок, использующих различные стратегии доступа к канальному ресурсу звена МСС. Так, например при $V_k = \text{const}$ – с кластеризацией ($V_1 + V_2 + \dots + V_n = V$). Кроме того, используя вместо формул (1) и (4), (5) выражения, полученные в [4], получаем возможность учесть приоритетную дисциплину обслуживания. Приняв $b_k = 1$, расчет сводится к первой формуле Эрланга, которая традиционно используется для моносервисных сетей. А многократная реализация шагов предложенного алгоритма анализа при заданном качестве обслуживания и варьировании величины V в допустимой области значений обеспечивает решение задачи синтеза звена МСС.

При моделировании с различными исходными данными и сопоставлении полученных результатов с реальными значениями функционирования звена МСС, установлено, что данный подход позволяет получить приемлемые для практики результаты. Пример анализа звена МСС с использованием алгоритма и его программной реализации представлен в таблице 2. При заданных величине объема канального ресурса V и числе услуг n произвели расчет вероятности потерь π_k и объем обслуженной нагрузки Y_k .

В отличие от традиционных сетей связи, в который как правило заявки однородные, в звене МСС с неординарными заявками интуитивно предсказать поведение зависимостей показателей качества обслуживания от канального ресурса не представляется возможным. Как видно, даже при малой размерности исходных данных процедура расчета звена МСС является достаточно трудоемкой. При данных условиях прослеживается нелинейная зависимость зависимостей вероятностей потерь заявок для каждого типа трафика от канального ресурса звена МСС. В условиях

гетерогенного трафика введение индивидуальных порогов резервирования является эффективным механизмом выравнивания потерь и реализации приоритетного доступа к общему каналному ресурсу мультисервисного звена для обеспечения требуемого качества обслуживания разнородных разноскоростных потоков заявок пользователей на уровне управления МСС.

Проведенные результаты исследований показал нелинейный характер зависимости вероятности потерь заявок от доступного объема каналного ресурса в звене МСС. При увеличении количества потока заявок данный эффект усиливается. Без наличия соответствующих программного и технического обеспечения проблематично найти правильное решение по обеспечению заданного качества обслуживания мультисервисного трафика и выбору оптимальной стратегии (схему) доступа. Это подтверждает актуальность задач анализа мультисервисных сетей связи. Разработанное программное обеспечение позволяет с требуемой точностью быстро провести расчет звена МСС в широком диапазоне исходных данных, что свидетельствует о ценности разработанных модельно-алгоритмических конструкций для решения широкого перечня научно-практических задач. Следовательно, предложенное программное обеспечение может применяться в системе поддержки принятия решений должностных лиц и специалистов, занимающихся вопросами проектирования и эксплуатации МСС.

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МАҚОМ ТАСНИФОТИ ҲАҚИДА

Аннотация: Ушбу мақолада Хоразм урфий мақомлар таснифоти ва намудларнинг номланиши борасидаги янги фикрлар келтирилган.

Таянч сўзлар: Хоразм урфий мақомлари, Намуд, Ранг, Бозгўй, Рост ранг, Ўрта парда, Тушури.

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ABOUT MAQOM CLASSIFICATION

Annotation: This article presents new ideas on the classification of Khorezm traditional maqoms and the naming of species.

Keywords: Khorezm traditional maqoms, Namud, Rang, Bozgoy, Rost rang, Orta purda, Tushurim.

XXI асрга келиб Хоразм мақомот тизимида тушунчалар кўпайганининг гувоҳи бўламиз. “Хоразм урфий мақомлари”, “Хоразм олти ярим мақоми”, “Дутор мақомлари”, “Сурнай мақомлари”. Шулардан hozirgacha журъат қилиб қўл урилмаган Хоразм урфий мақомлари таснифоти қандай деган саволга жавоб изласак, шундай манзара намаён бўлади.

Хоразм урфий мақомлар аввалдан маълум булган эл орасида шаклланган, XX асрда бошларида Матпано ота Худайберганов (тахаллуси Суханвар)дан ўрганган Хожихон Болтаев ижросидан қайта тикланган мақомлар устоз-шогирд анъанасидаги мақомлар тушинилади.

Хоразм урфий мақомларида намудлар ҳақида сўз юритадиган бўлсак мусиқа илмида ҳали бу соҳага қўл урилмаганлигини кузатамиз. Кўп манбаларда Хоразм мақомлари Бухоро Шашмақомининг кўчирмаси деган фикрлар йўқ эмас. Шунинчун олиб ушбу тадқиқотда энг аввал намуд тушунчаси, унинг мақомларда ишталиши ҳақида фикр юритсак.

Намуд - тожикча кўриниш, келиш маъносидаги сўз бўлиб, муайян куй ёки ашуланинг маълум парчасини бошқа ашула йўллари таркибидаги кўриниши демакдир. Намудлар, кўпинча мақом шўъбаларининг

бошланишидаги куй жумлаларидан олинади ва улар бошқа шўъбаларнинг авжи сифатида фойдаланилади.

Ушбу атама яъни намудлар Хоразм урфий мақомларида қай даражада фойдаланганликлари ҳақида мушоҳада қилсак. И. Ражабовнинг фикрича Шашмақом ашула йўлларида 3 ёки 4 та куй жумласи бутунича олиниб, бошқа шўъбаларда фойдаланилса улуруни намуд деб атаганлар.

Хоразм урфий мақомлари Шашмақом мажмуасидан тубдан фарқ қилишини ушбу намудлар ишлатилишига қараб ҳам фарқлаш мумкин. Шунинг учун бизлар *намуд* иборасини *ранг* иборасига алмаштирдик, чунки худди намудга ўхшаш оҳанглар бор лекин 3 ёки 4 та жумладан иборат эмаслигини ҳисобга олиб унга ранг атамаси тўғри келиши маъқулроқ.

Масалан, Бузрук мақомининг Насри Уззол шўъбаси ёки Насри Чоргоҳнинг бошланишидаги 3 ёки 4 куй жумласи бутунича олиниб, бошқа шўъбаларда фойдаланилади ва улар намуди Уззол ёки Намуди Мухайяри Чоргоҳ деб аталади⁵⁸.

Баъзи ўринларда Уззол пастга поғонама - поғона тушиши ҳам мумкин. Бундай ҳол кўпроқ Намуди Уззол халқ куйларида ишлатилганида яққол кўзга ташланади.⁵⁹ И.Ражабов, бундай ҳол деганда, яни Намуди Уззол кўпроқ халқ куйларида ишлатилганида яққол кўзга ташланади деган фикрини тўлдириб мумтоз санъатда ҳам ишлатилишини гувоҳи бўлмоқдамиз.

Шашмақом Рост мақоми Сарахбор шўъбасида келадиган намудларни бир эсга олсак.

- а) намуди Сегоҳ;
- б) намуди Ушшок;
- в) намуди Уззол;
- г) намуди Мухайяри Чоргоҳ;⁶⁰

Энди бу жараён Хоразм урфий мақомларида қай даражада эканлигини кўриб чиқсак.

- а) наумиди Рост;
- б) намуди Уззол;
- в) намуди Насруллои;

Бундан кўриниб турибдики Хоразм мақом санъати дарғалари мақомларни тартиб қилган вақтларида Шашмақомдан кўчирма қилмаганликларидан далолат беради.

Тани мақом Рост шўъбасида келадиган атамаларни кўриб чиқадиган бўлсак И.Ражабов ўзининг тадқиқотларида “чолғу нақорати” яъни сўз ўқилмасдан фақат чолғу сози ижро қиладиган бўлак назарда тутилган. Ушбу атамани бизлар “Хоразм танбур чизғилари” рисоаларида кўрсатилган “Бозғўй” сўзи билан алмаштирдик. “Бозғўй” дегани худди

⁵⁸ И. Ражабов Мақомлар Т., 2006 й. Бет 182-183

⁵⁹ И. Ражабов Мақомлар Т., 2006 й. Бет 184

⁶⁰ И. Ражабов Мақомлар Т., 2006 й. Бет 198

нақорат сўзининг луғовий маъносидир. “Бозгўй” Шашмақомда фақат чолғу бўлимида ишлатилган, наср бўлимига алоқаси йўқ. Яна бир ўзгариш ҳақида фикр юритсак. Шашмақом чолғу йўлларида “Хона” тушунчаси ҳам ишлатилади.

Ушбу атамани Хоразм мақомлари Манзум(айтим) йўлларида ҳам ишлатишни маъқул топдик. Тани мақоми Ростнинг 1-хонаси *Рост ранг*, 2-хонаси *Ўрта парда I (Миёнхат I)* унинг давоми *Рост оҳанг*. 3-хона *Ўрта парда II (Миёнхат II)* давоми эса оддий *оҳанг*, кейин эса *Рост оҳанг* билан якунлашини кузатамиз. 4-хона *Уззол ранг* билан бошланиб *Рост оҳанг* билан тугалланишини кузатамиз. 5-хона *Дунаسر* (Иккинчи наср) ва *Рост оҳанг* билан тугалланади. 6-хона *Насруллои ранг* билан бошланиб, *оҳанг* ва *Рост оҳанг* билан якунланган. 7-хонада *Рост ранг*нинг юқори регистрларда келиши кузатилади. Ундан кейин *Рост оҳанг* ва *Рост пешрав оҳанг* билан тугалланган. 8-хона мақомга хос бўлган *Тушурум* (Фуровард) билан асар тамом бўлганлигини кузатамиз.

Хулоса қилиб шуни айтиш мумкинки Хоразм урфий мақомлари мақомот тизимининг қадимийлигидан далолат беради. Фарғоналик қизиқчи Юсуфжон қизиқ Шакаржановнинг айтган фикрини мисол қелтирсак “Мақом санъати мисоли бир дарахт деб фараз қилсак; илдизи Хоразм, танаси Бухоро, шоҳаси эса Фарғонадир” деган ғояни келтирганлар.

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НЕКОТОРЫЕ ВОПРОСЫ РАЗВИТИЯ РЕКРЕАЦИЙ И ВНУТРЕННЕГО ТУРИЗМА В РОССИИ

Аннотация: Сегодня туризм воспринимается как самый массовый феномен, одно из самых ярких явлений нашего времени, которое реально проникает во все сферы общественной жизни. Туризм сегодня - это не только важная отрасль экономики, но и важная часть жизни людей.

Ключевые слова: туризм, рекреация, регион, региональное развитие, отраслевой рынок.

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SOME ISSUES OF THE DEVELOPMENT OF RECREATION AND DOMESTIC TOURISM IN RUSSIA

Annotation: Today tourism is perceived as the most massive phenomenon, one of the brightest phenomena of our time, which really penetrates into all spheres of public life. Tourism today is not only an important branch of the economy, but also an important part of people's lives.

Key words: tourism, recreation, region, regional development, industry market.

Индустрия туризма для многих стран является одним из главных катализаторов экономического развития государства. В наше время очень сложно представить страну, в которой совсем нет туристов. Более того,

если раньше туризм был более развит в Европе, то сейчас он развивается даже в самых отдаленных уголках нашей планеты.

Индустрия туризма тесно связана с экономикой и во многих странах входит в тройку ведущих отраслей промышленности страны. Есть несколько причин, которые доказывают важность индустрии туризма для экономики и общественной жизни любой страны:

- увеличивает местный доход;
- создает новые рабочие места;
- развивает все отрасли, связанные с производством туристических услуг;
- развивает социальную и производственную инфраструктуру для туристических целей;
- активизирует деятельность центров народного творчества и культурного развития;
- обеспечивает рост уровня жизни местного населения;
- увеличивает валютные поступления.

Из этих причин следует, что индустрия туризма является межотраслевым комплексом, который может приносить довольно существенный доход в бюджет страны. Для некоторых стран туризм – это единственный и самый большой источник прибыли, который относится к неиссякаемым, а его развитие и совершенствование только способствует увеличению ее размеров.

Выполняя свою экономическую функцию, туризм приносит экономические выгоды, способствует развитию инфраструктуры, и предопределяет доходную часть бюджета за счет прямых налогов (плату за визу, таможенную пошлину, и различных непрямых налогов). Также, туризм

способствует привлечению в государство иностранной валюты и различных инвестиционных проектов. Туризм оказывает немалое влияние на повышение деловой активности и расширения производства товаров и услуг путем увеличения платежеспособного спроса за счет иностранных и местных экскурсий, тем самым обеспечивая рост доходов населения и повышая уровень их благосостояния.

Отрасль туризма является быстро окупаемой и лидирующей среди всех отраслей народного хозяйства страны. Известно, что доход от иностранного туризма в развитых странах в два раза превышает доход от международной торговли цветными и черными металлами.

Кроме прямого влияния доходов от туризма на развитие региона (результат использования части доходов туристов на покупку ими услуг и товаров) существует также косвенное его влияние, или «эффект мультипликатора», который действует по мере расширения туризма в регионе. Доход турпредприятий - это их выручка от продажи туристам в регионе услуг и товаров. Доход региона - это налоги, полученные с этой

выручки и оставляемые в распоряжении региона. Деньги туристов начинают работать на экономику региона, когда турфирма покупает производимые в регионе товары и услуги. Регион, получив деньги от туристов, выплачивает из них заработную плату своим работникам, которые в свою очередь, тратят их на покупку товаров, оплату услуг.

Чем больше доходов от туризма реализуется в пределах региона, тем больше эффект мультипликатора.

Вместе с тем следует отметить, что развитие туризма имеет как положительные, так и отрицательные стороны: оно обеспечивает приток иностранной валюты, помогает решать проблемы занятости на местах, стимулирует развитие транспортной сети и инфраструктуры региона, рекреационный потенциал. В то же время быстрое развитие этого сектора услуг усугубляет противоречие между его масштабами и ущербом: наблюдается определенное сокращение для местного населения продовольственных ресурсов, водоснабжения и загрязнения окружающей среды. Поэтому при оптимизации развития этой сферы необходимо учитывать мировой опыт, использование современных методов защиты окружающей среды и другие меры экономического равновесия.

Положительное влияние туризма на экономику государства происходит только тогда, когда туризм в стране развивается всесторонне, то есть не превращает экономику страны в экономику услуг. Другими словами, экономическая эффективность туризма предполагает, что туризм в стране должен развиваться параллельно и совместно с другими секторами социально-экономического комплекса.

Впервые на первый план может выйти конкуренция между российскими регионами. Часть туристических компаний в условиях сокращения выездного туризма переориентировалась на отдых внутри России. И если летом у приморских Краснодарского края и Крыма практически нет конкурентов, в период межсезонья и зимой многим российским регионам есть, что предложить отдыхающим. Однако нужно учитывать, что рост турпотока возможен только при взвешенной ценовой политике российских объектов размещения, а так же при значительном улучшении инфраструктуры туристических регионов страны. Динамика роста может значительно замедлиться, если, ориентируясь на прогнозируемый рост, объекты начнут завышать цены. В данной ситуации важна правильная работа туроператоров, которая и составит залог успеха российских туристических направлений в

будущем.

Среди направлений российского отдыха бесспорным лидером остается Большой Сочи, который после Олимпийских игр превратился в универсальный круглогодичный курорт, способный составить конкуренцию многим мировым направлениям. Ведь благодаря современной инфраструктуре, номерному фонду и обилию спортивных и

экспозиционных площадок, Сочи превратился в прекрасное место для проведения международных соревнований, выставок и форумов.

Среди других отечественных туристических направлений востребованы - Кавказские Минеральные Воды. Несмотря на то, что раньше Северный Кавказ был довольно нестабильным регионом России, и туризм здесь развивался на очень низком уровне, сейчас курорты Северного Кавказа, и в частности курортные города Кавказских Минеральных Вод, привлекают все больше и больше внимания как российских, так и иностранных туристов.

И это не случайно, ведь наши санатории и санатории в Кисловодске, Железноводске, Пятигорске и Ессентуках, в которых лечатся и восстанавливаются люди, а также посещают многочисленные достопримечательности, известны во всем мире. Кроме того, природные условия Северного Кавказа предоставляют возможности для привлечения отдыхающих с разными предпочтениями. К ним относятся горнолыжный туризм, оздоровительные и экскурсионные поездки для изучения уникальных памятников истории, культуры и религии.

Кавказские горы - поистине удивительные творения природы. Многие туристы, приезжающие, например, в санаторий ЦМС с целью просто оздоровления, не удерживаются от соблазна и несколько дней своего отпуска отводят на посещение Приэльбрусья, Домбая или Архыза.

«Природные условия северокавказского региона дают возможность привлекать отдыхающих с разными предпочтениями. К ним относятся горнолыжный туризм, оздоровительные и экскурсионные поездки для изучения уникальных памятников истории, культуры и религии. Координация действий по реализации потенциала территорий и инвестированию в развитие туристско-рекреационных кластеров поможет создать благоприятные условия и привлечь российских и иностранных туристов».

Исходя из всего вышесказанного, можно сделать вывод, что в России внутренний туризм является быстро и активно развивающимся направлением. Конечно, каждого человека интересует жизнь других народов, их культура, обычаи, традиции, достопримечательности. Но не всегда можно поехать в отпуск за границу, и реальная необходимость такого отдыха не обсуждается. Многие россияне выбирают внутренние направления и курорты. В стране достаточно привлекательных мест для путешественников с разнообразными предпочтениями и финансовыми возможностями.

Внутренний туризм выгоден из-за отсутствия бюрократических проволочек в получении проездных документов, экономии средств на дорогах (как временных, так и финансовых: местные рейсы обычно дешевле международных) и отсутствия долгосрочной акклиматизации по прибытии на курорт.

Оценка положительного влияния въездного туризма в значительной степени очевидна, поскольку растущее прибытие иностранных граждан в регион, несомненно, вызывает положительные экономические явления, связанные с ростом производства национального туристического продукта, привлечение личных сбережений иностранных туристов (обычно в иностранной валюте), создание активного потребительского рынка и растущей инвестиционной привлекательности местной туристической индустрии.

Для России развитие туризма особенно важно, поскольку эта отрасль является благоприятной средой для функционирования малого бизнеса, который может развиваться без значительных бюджетных ассигнований, и перспективна для привлечения иностранных инвестиций в больших масштабах и в короткие сроки. Туристический бизнес стимулирует развитие других секторов экономики: строительство, торговля, сельское хозяйство, производство товаров народного потребления, связь и т. д.

Потенциал российского въездного туризма объясняется, во-первых, наличием в нашей стране многочисленных туристических ресурсов, которые в силу своей уникальности, экзотичности и доступности чрезвычайно востребованы среди потенциальных иностранных туристов. Во-вторых, интерес к России и событиям, происходящим в ней со стороны иностранных СМИ и простых людей, облегчает продвижение национального туристического продукта России на мировой туристический рынок, обеспечивая известность национальных туристических центров и туристических достопримечательностей. В-третьих, культура русских народов, благодаря всемирной славе их наиболее ярких представителей, исторических побед и, что немаловажно, многочисленных мигрантов, в настоящее время проживающих во многих странах мира, популярна практически повсеместно. Наконец, в-четвертых, формирование конкурентоспособного российского туристического продукта вполне возможно благодаря относительно высокой квалификации рабочей силы.

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**СПЕЦИФИКА И ПРОЦЕСС ОРГАНИЗАЦИИ СЕРВИСА
ПРЕДОСТАВЛЕНИЯ СПОРТИВНО-ОЗДОРОВИТЕЛЬНЫХ УСЛУГ
В СФЕРЕ ГОСТИНИЧНОГО БИЗНЕСА**

Аннотация: Перечень спортивно-оздоровительных услуг гостиницы обуславливается типом гостиничного комплекса, его категорией, месторасположением и контингентом обслуживаемых клиентов. Спортивно – оздоровительные услуги создаются в целях удовлетворения потребностей клиентов гостиничного комплекса в здоровом образе жизни, поддержании организма в оптимальной спортивной форме, предупреждении заболеваний и ведении активного образа жизни. Как правило, спортивно-оздоровительные услуги предоставляются людям, чьё здоровье позволяет осуществлять спортивные нагрузки без ущерба для организма.

Ключевые слова: спорт, оздоровительная работа, гостиница, услуги, здоровье, активность.

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**SPECIFICS AND PROCESS OF THE ORGANIZATION OF THE
SERVICE OF PROVIDING SPORTS AND HEALTH SERVICES IN THE
FIELD OF HOTEL BUSINESS**

Annotation: The list of sports and recreation services of the hotel is determined by the type of hotel complex, its category, location and the number of clients served. Sports and wellness services are created in order to meet the needs of the clients of the hotel complex in a healthy lifestyle, maintaining the body in optimal athletic shape, preventing diseases and leading an active lifestyle. As a rule, sports and wellness services are provided to people whose health allows them to exercise sports loads without compromising the functionality of the body.

Keywords: sports, wellness, hotel, services, health, activity, body.

Под многочисленными спортивно-оздоровительными услугами, которые предлагают гостиничные комплексы подразумеваются: бассейны, тренажерные залы, фитнес-центры, спортивные и игровые залы, теннисные корты, сауна бильярд, солярий, массаж, прокат спортивного инвентаря и др. Курортные и туристские гостиничные комплексы, которые располагают большой территорией, предлагают гольф, верховую езду, спортивные площадки и др.

Гостиницы городского типа структурируют спортивно-оздоровительные услуги в зависимости от собственных материально-технических условий, в особенности играет наличие свободных площадей.

Список услуг спортивно-оздоровительной направленности определяется для гостиниц категории 4- или 5 звёзд. Так, к примеру, в соответствии с минимальными условиями к средствам размещения в современном положении о классификации в гостиницах категории 5 звёзд необходимы: спортивно-оздоровительный центр с тренажерным залом, бассейн, сауна с мини-бассейном.

Спортивно-оздоровительные услуги непременно нужно использовать в специализированных средствах размещения, рассматривающийся как лечебно-оздоровительные услуги: курортах, санаториях, а также в туристских средствах размещения обслуживающих активных туристов (туристические комплексы, турбазы, кемпинги и т.д.).

К спортивно-оздоровительным помещениям чаще всего рекомендуются нижеперечисленные:

Тренажерный зал, где тренеры или инструкторы, имеющие соответствующую квалификацию, способны проконсультировать гостей гостиницы по лучшим программам физических упражнений, это происходит отталкиваясь от предпочтений и тренированности гостя. Программы физического воздействия на организм могут быть направлены на снижение веса, а также иметь направленность общеразвивающих и лечебно-оздоровительных упражнений.

Класс аэробики, где специалистами проводятся занятия для новичков и профессионалов по таким направлениям, как степ-аэробика, слайд, упражнения на растяжку и упражнения силового характера, шейпинг,

аэробика с мячами, упражнения для мышц брюшного пресса и высокоинтенсивные тренировки.

Кабинет массажа: от классического, который содействует совершенствованию циркуляции крови и уменьшает перенапряжение мышц до корректирующего, который способствует доведению формы тела до совершенства. Увлажняющий массаж с оздоравливающим эффектом и массаж лица.

Кабинет S.P.A это целый класс престижных профилактических процедур: глубокая чистка кожи кремом-скрабом, оздоровительное обертывание тела маской из водорослей, и ароматерапия с душистыми экзотическими маслами. Эти манипуляции содействуют снабжению питательными веществами и улучшению структуры тканей, ускоряют расщепление жиров и производят определённое антицеллюлитное воздействие на кожу.

Фитнес-центр - совокупность тренажерного зала, витаминного кафе, массажного кабинета, бассейна, сауны.

Для работы с клиентом необходимо соответствующее образование и определенная подготовка. Можно выделить следующие требования, предъявляемые к инструкторам и специалистам физического воздействия на организм:

- среднее специальное медицинское или физкультурно-спортивное образование;
- владение базовыми навыками массажа (как правило стаж работы массажистом должен быть не менее 2 лет);
- приветствуется знание английского языка.

В специализированных средствах размещения в горных и горнолыжных гостиницах непременно предусмотрен прокат и сервис ремонта спортивного инвентаря, снаряжения. Функционируют подъемники, конструкции искусственного снега, служба спасения, медицинский пункт с рентгеновским аппаратом и т.д. Курорты, расположенные на морском побережье имеют оснащённый и охраняемый пляж, службу спасения на воде, прокат лодок, катамаранов, анимационные услуги на воде.

В большой гостинице, рекомендующей клиентам разнообразные спортивно-оздоровительные услуги, должна быть предусмотрена медицинская помощь.

Процесс предоставления спортивно-оздоровительных услуг чрезвычайно ответственный, он соединён со здоровьем человека.

Большое количество оборудования, которое используется при обеспечении данных услуг, может причинить необратимый ущерб здоровью человека, следовательно огромный ущерб гостинице при недостатке знаний, так как, клиент больше не пожелает останавливаться в

этой гостинице и будет оставлять негативные отзывы, которые также оставят неизгладимое впечатление.

В связи с этим, оснащение должно быть работоспособным и приемлемым к эксплуатации, не должно быть несоблюдения правил техники безопасности, санитарно-гигиенических предписаний.

Персоналу целесообразно знать свои обязанности для оказания услуг.

Спортивно-оздоровительные услуги в гостевом бизнесе рассматриваются как часть предлагаемых продуктов гостиницы, они либо включаются в базовые услуги, т.е. в пакет неотъемлемых услуг, согласованных в путёвке (ваучере), либо подразумеваются частью вспомогательных услуг.

Услуги спортивно-оздоровительного центра могут быть общедоступны и для клиентов, не проживающих в гостинице, что будет рассматриваться источником дополнительного дохода.

Так же целесообразно озаботиться комфортностью нахождения клиентов в спортивном комплексе: поддерживать необходимую температуру воздуха и воды в бассейне, в тренажерном зале необходим кулер с чистой питьевой водой, расстояние между тренажерами должно позволять гостям беспрепятственно передвигаться и выполнять физические упражнения.

При соблюдении всех норм, соответствующим данным спортивно-оздоровительным услугам, вежливом и дружелюбном персонале, отель гарантированно будет принимать клиентов, желающих снова и снова воспользоваться данными услугами.

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УПРАВЛЕНИЕ ЗНАНИЯМИ: СОДЕРЖАНИЕ, ФУНКЦИИ, ПРИНЦИПЫ

Аннотация: Цель данной статьи – внести вклад в рассмотрение экономической эффективности, т.е. взаимодействия между нормами, характерными для компании, базой знаний компании и инновациями.

В данной статье мы попытаемся пролить свет на следующие вопросы: Какова связь между нормами, характерными для компании, основой знаний компании и инновациями?

Мы будем утверждать, что нормы, характерные для компании, развитие знаний и инновационные стратегии тесно связаны между собой, чтобы способствовать конкурентным преимуществам на уровне компании.

Ключевые слова: система управления знаниями, менеджмент знаний, бизнес-организации.

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KNOWLEDGE MANAGEMENT: CONTENT, FUNCTIONS, PRINCIPLES

Abstract: The objective of this paper is to contribute to a perspective on economic performance; i.e. the interaction between norms specific to a company, the knowledge basis of the company and innovation.

The questions we will try to shed light on in this article are: What is the connection between norms specific to the company, the knowledge basis of the company and innovation?

We will argue that norms specific to the company, knowledge development and innovation strategies are closely linked, in order to promote competitive advantages at the company level.

Key words: knowledge management system, knowledge management, business organisations.

Основной тезис статьи заключается в том, что возможности компании в первую очередь развиваются на основе социальных норм и ценностей, уже существующих в социальных отношениях компании. Это, в свою очередь, влияет на то, как компания развивает и применяет базу знаний, тем самым влияя на инновационные стратегии. Введение

Знание о возможности инноваций, а также о том, что инновации связаны с конкурентными преимуществами и большей доходностью, является одним из видов знаний, которые важны для стимулирования инновационной активности. Если этот тип знаний не принимается в контексте компании, инновационная деятельность, скорее всего, не будет приоритетной. Знание того, что что-то возможно, оказалось чрезвычайно важным для содействия инициации действий, согласно Коллинзу (1990). Это тип знания, который имеет решающее значение для развития норм действия в социальной системе. Не зная, что инновации возможны, и не зная о возможных последствиях, человек, скорее всего, будет действовать в системе с тенденцией фокусироваться на "привычном бизнесе", а не на инновационных процессах.

Харт (1995: 988) утверждает, что конкурентное преимущество может быть устойчивым только в том случае, если возможности, создающие преимущество, поддерживаются ресурсами, которые нелегко дублируются конкурентами. Конкуренты не могут имитировать действия новаторов, если, например, доступные им знания об этих действиях неоднозначны и, следовательно, "невидимы". Уинтер (1987) утверждает, что такие ресурсы трудно воспроизвести, поскольку они являются неявными (причинно неоднозначными).

Негласные ресурсы, создающие невидимые активы, основаны на навыках и требуют большого количества людей (Hart, 1995). Это означает, что люди как ресурс важны не только как участники рабочей силы, но и как накопители и производители невидимых активов (Itami & Roehl, 1987; Vonoma, 1985; Reed & DeFillippi, 1990). На важность негласных знаний, компетенций, специфичных для компании, и организационного обучения для создания барьеров входа и конкурентного лидерства указывали, в частности, Кохендет и другие (1993).

Поскольку невидимые активы – это ненаблюдаемые факторы, создающие знания в организации, они не только ограничивают подражание, но и "помогают позиционировать фирму для использования новых возможностей" (Jacobsen, 1992: 796), следовательно, усиливая непрерывные инновации. Якобсен (1992) утверждает, что невидимые активы являются ключевыми факторами успеха, поскольку их трудно получить. Itami & Roehl (1987) утверждают, что невидимые активы часто

являются единственным источником конкурентных преимуществ, которые могут сохраняться в течение долгого времени. Также Nonaka & Takeuchi (1995) подчеркивают роль неявных знаний, а также взаимодействие между неявными и явными знаниями. McGrath et. al. (1995) также утверждают, что наиболее мощными из таких активов являются неосозаемые или неявные знания.

Возможности фирмы развиваются в первую очередь на основе социальных норм и ценностей, которые уже проявляются в социальных отношениях в компании. Это, в свою очередь, влияет на то, как компания развивает и интегрирует знания, что позволяет ей развиваться в инновационном направлении. Эти элементы, в свою очередь, будут влиять на конкурентную позицию компании.

Аутопоэзис означает самовоспроизводящиеся системы. Теория аутопоэзиса была разработана Матураной и Варелой (1980), Матураной (1981), Варелой (1984). Луман вводит различие между нормативно закрытыми и когнитивно открытыми системами на социальном уровне (Luhman, 1975). Аутопоэтическая социальная система с таким различием является одновременно закрытой (нормативно) и открытой (когнитивно). Нормативное и когнитивное также структурно связаны, порождая взаимодействие между этими двумя подсистемами. Важным моментом здесь является следующее: "закрытость является условием открытости" (Luhman, 1986:183). Именно связь между нормативно закрытым и когнитивно открытым является вкладом Лумана в теорию аутопоэтики для социальных систем. Когнитивная открытость – это форма осознания или связи знания с окружением системы.

Для отдельной системы существует системно-специфическая нормативная база. На вышестоящем уровне рекурсивности также существует нормативная надстройка, влияющая на нормативную базу подчиненного уровня рекурсивности, т.е. системы, находящейся в центре внимания.

Исследование социальных систем как аутопоэтических систем, по словам Лумана (1986:186): "является теорией самореферентных систем, которая может быть применена и к наблюдающим системам". Это связывает теорию социального аутопоэзиса с кибернетикой второго порядка, о которой писали фон Фюрстер (1981), Гейер и Ван дер Зувен (1978; 1992) и др. Для индивидуального исследователя это становится таким же вопросом самонаблюдения, как и наблюдение за социальной системой. Луман и Фюрстер обращают внимание именно на саморефлексию. Это также является центральным моментом у Бурдые (Broady, 1991). Луман (1986:187) говорит: "Совместить эти два различия (между аутопоэзисом и наблюдением, а также между внешним наблюдением и самонаблюдением, наше включение) – одна из нерешенных задач в теории систем". Суть проблемы, как нам кажется,

заключается в том, что наблюдатель, наблюдающий за социальной системой, сам по себе является аутопойетической системой, т.е. когда мы собираем информацию о социальных системах, мы не можем избежать сбора информации о себе. Луман (1986:188) указывает, что для решения этой проблемы (парадокса) необходим своего рода обмен между внешним наблюдением и самонаблюдением.

Системно-специфическая нормативная база несмотря на то, что она основана на слабом модельном фундаменте (Bråten, 1984), создает фокус внимания в системе. Она влияет и устанавливает стандарты для сигналов, символов и отбираемой информации, а также ожидания отдельных участников системы. Это, в свою очередь, создает определенный опыт в системе, который затем усиливает или поддерживает специфические для системы нормы. Луман подчеркивает, что коммуникация является основой социальных систем. Концептуальные пары Лумана (нормативно закрытая и когнитивно открытая) позволяют социальной системе быть одновременно самовоспроизводящейся в плане социальных норм и сохранять способность к обучению благодаря когнитивной открытости системы. Луман (1990:12) отмечает: "концепцию аутопойетической замкнутости следует понимать как рекурсивно замкнутую организацию открытой системы". Речь идет о том, в какой степени нормативная закрытость и когнитивная открытость существуют в конкретной системе. Именно коммуникация, по мнению Лумана (1990: 13), представляет собой эволюционный потенциал для создания систем, способных "поддерживать закрытость при условии открытости". Даже если система закрыта нормативно, из этого не следует, что она не подвержена влиянию внешнего мира. Аутопойетическая система открыто когнитивна и поэтому может как влиять на другие системы, так и в то же время учиться и адаптироваться к внешнему миру.

Аутопойетическая социальная система, другими словами, является одновременно и открытой, и закрытой. Существует открытость по отношению к внешнему миру, начинающаяся как внутренняя рефлексия, переопределение ситуаций и порождение коммуникации с целью изменения специфической для системы нормативной основы. Эта нормативная закрытость обеспечивается с помощью ряда механизмов, препятствующих проникновению в систему информации и коммуникации извне. Примерами таких механизмов могут быть: законы, правила, регламенты, рутины, родовой язык, то есть понятия, теории и аксиомы различных профессий. В свою очередь, эти механизмы могут быть образованы стандартами, то есть ожиданиями и представлениями от экономических, социальных, политических и культурных систем внешнего мира.

Нет единого мнения о том, можно ли рассматривать социальные системы как аутопойетические системы. Луман (1982;1986; 1990; 1992;

1995) и Робб (1989;1989a) высказываются в пользу утверждения, что теория может быть адаптирована к социальным системам. Матурана (1981), Варела (1979) и Мингерс (1989) больше сомневаются в плодотворности этой аналогии. Наше мнение заключается в том, что аутопойетические процессы могут быть раскрыты как параллельные, а не идентичные процессы в социальных системах и организациях. Под этим мы подразумеваем, что знания, основанные на теории аутопойезиса на уровне клетки у Матураны и Варелы, могут быть адаптированы для получения знаний о социальных процессах в организациях, рассматриваемых как социальные системы. Это мы также интерпретируем как точку зрения Лумана (1986:173). Применение теории аутопойезиса Лумана может быть использовано для описания, объяснения и, возможно, предсказания изменений или отсутствия изменений в социальных системах. Понимание аутопойезиса Лумана не является ни моделью конфликта, ни моделью консенсуса, а моделью эволюции.

Нормативные элементы имеют своей специфической целью воспроизведение поведения системы, в то время как когнитивные элементы должны уравнивать нормативное развитие в среде, ставя систему в положение, позволяющее ей постоянно воспроизводить свое поведение в отношении взаимного эволюционного развития, т.е. система сама способствует созданию своей среды и одновременно адаптируется к тому, что другие системы создают в среде.

Процессы отбора (сигналы, символы, информация), механизм ожидания и измерение опыта воспроизводят специфическую для системы нормативную основу. Именно базовый опыт в значительной степени определяет механизмы отбора, которые мы используем, и ожидания, определяющие наше поведение. Процессы отбора и ожидания затем усиливают и поддерживают базовый опыт и системно-специфическую нормативную основу. Небольшие различия, относящиеся к отправной точке базового опыта, могут через динамичные и самоподкрепляющиеся процессы породить большие различия как в процессах отбора, так и в ожиданиях. Именно системно-специфическая нормативная основа функционирует как демпферный механизм для этих потенциально самоусиливающихся механизмов и таким образом стабилизирует систему.

Возможность отражения и потенциал вариативности прочно укоренены в когнитивной открытости. Внутренний потенциал вариативности зависит от того, размышляют ли акторы о своей собственной ценностной основе или о нормативной основе, специфичной для системы. Здесь мы проводим различие между системой ценностей и системно-специфической нормативной базой. Система ценностей формируется потребностями и законными желаниями акторов. "Ценности, – как я понимаю, являются представлениями о желаемом, применимыми к различным объектам и находящимися на различных уровнях общности".

(Parson, 1967:147). Ценности, укорененные в потребностях и законных желаниях, также эксплицитно выражены Бунге (1989). Системно-специфическая нормативная основа – это нормы системы по отношению к функции, которую система призвана выполнять. Нормы имеют свои функции в плане поддержания системы отношений между позициями в поле.

Целью когнитивной открытости является повышение чувствительности системы к окружающему миру и, таким образом, установление связи с отдельными частями этого мира. Через коммуникацию с окружающей средой развивается осознание акторов системы. Когда акторы, в свою очередь, размышляют над этим осознанием и коммуникативно представляют его системе, легко возникает раздражение и/или напряжение по отношению к специфической для системы нормативной основе, что еще больше усиливает коммуникацию в системе. Идентичность системы – это различие, проявляющееся при демонстрации различий между системами и их окружением.

Нормативная надстройка и системно-специфический нормативный базис порождают определенный габитус (Bourdieu, 1992), т.е. паттерны мышления и диспозиции действий со стороны акторов. Мышление и действия зависят от того, как акторы организовали свои знания. Их опыт формируется в процессе использования знаний и усиливает предположения акторов, обусловленные ожиданиями, рассматриваемыми в свете сигналов, символов и информации, отбираемой в системе. Процессы отбора в определенной степени ускоряют ожидаемые события (теорема Томаса).

При использовании понятий нормативная надстройка и системно-специфический нормативный базис не существует однозначных определений, которые можно было бы вывести из этих понятий. Для того чтобы прояснить эти понятия, мы позаимствуем три понятия у Бурдьё: Социальное поле, символический капитал и габитус.

Под социальным полем подразумевается система отношений между позициями, занимаемыми специальными агентами и институтами, борющимися за то, что их объединяет (Broady, 1991:17). Концепция поля – это система отношений между позициями (Broady, 1991:462). Позиция обозначается с помощью положения и местоположения в социальной комнате. Концепцию поля можно рассматривать как разложение ролевой концепции. В то время как ролевая концепция фокусируется на ожиданиях, направленных на определенные роли, концепция поля фокусируется на отношениях между позициями. Концепция поля Бурдьё становится инструментом, пригодным для раскрытия нормативной надстройки и системно-специфического нормативного базиса. Каждая система осознает свои нормы, согласно Бурдьё, соотнося их с нормами других групп (Broady, 1991:463).

Символический капитал – это все, что признается социальной группой как ценное (Broady, 1991:462). Габитус – это система диспозиций, позволяющих человеку думать, действовать и ориентироваться в социальном мире (Broady, 1991:12). Концепция габитуса пытается связать субъективное и объективное в социальной комнате (Broady, 1991:453).

Исходя из предыдущего обсуждения, мы можем перечислить определенные критерии для изучения нормативной надстройки и системно-специфического нормативного базиса:

1. Паттерны: Социальные отношения между акторами порождают определенные паттерны мыслительных и деятельностных позиций в социальном поле.

2. Различие: Шаблон мысли и действия отличается от других социальных систем.

3. Единство: Модель мышления и действия разделяется субъектами в конкретном социальном поле.

4. Автопоэзис: Модель мышления и действия воспроизводит себя через нормы.

Исходным вопросом данной статьи был следующий: Какова связь между нормами, характерными для компании, базой знаний компании и инновациями?

На этот вопрос можно ответить следующим образом:

1. Если мы хотим непрерывных инноваций в продукции, то компания должна сделать акцент на развитии той части базы знаний, которая связана с неявными, скрытыми и основанными на отношениях знаниями, обеспечивая при этом большую степень когнитивной открытости системы.

2. Если необходимо внедрить радикальные продуктовые инновации, то компания должна сделать акцент на развитии базы знаний, основанной на мета- и явных знаниях, сохраняя при этом высокую степень нормативной закрытости.

3. Если нужны непрерывные процессные инновации, то компания должна сделать акцент на развитии области базы знаний, исходящих из неявных, скрытых и основанных на отношениях знаний, сохраняя при этом относительно низкую степень когнитивной открытости.

4. Если хочется радикальных процессных инноваций, то компания должна сделать акцент на развитии базы знаний, которая основывается на мета- и явных знаниях, сохраняя при этом относительно небольшую степень нормативной закрытости.

Все это объединено в предложение для нашей модели, которая должна рассматриваться как основа для дальнейшей работы.

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ФОРМИРОВАНИЕ МОДЕЛИ УПРАВЛЕНИЯ ЗНАНИЯМИ В БИЗНЕС-ОРГАНИЗАЦИИ

Аннотация: Создание сообщества работников, обладающих знаниями, которые хорошо понимают их значение, является решающим фактором для удовлетворения требований рынка и вызовов, сформулированных современным обществом. Хранимые людьми знания имеют особую ценность для организации благодаря широкому диапазону и бесконечным возможностям их создания. Основная цель данной статьи – представить модель развития знаний. Она основана на сочетании элементов цепочки создания стоимости и модели Киркпатрика. Модель предполагает возможность создания стратегии управления знаниями, которая позволяет путем измерения определить соответствующие действия, формирующие уровень и ценность знаний. Управление знаниями на предприятии требует вовлечения сотрудников и менеджеров, а также интегрирует деятельность, способствующую развитию знаний, с потребностями получателя. Поэтому в статью включено обобщение результатов оценки уровня знаний с точки зрения этих групп.

Ключевые слова: знания, управление знаниями, цепочка создания стоимости, модель Киркпатрика, ценность знаний, измерение.

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FORMATION OF A KNOWLEDGE MANAGEMENT MODEL IN A BUSINESS ORGANIZATION

Abstract: Building a community of knowledge workers who well understand their meaning is a decisive factor to meet the demands of the market and challenges formulated by modern society. Kept by the people knowledge have special value to the organization because of the range and endless possibilities to set it up. The main aim of this article is to present of knowledge

development model. It is based on a combination of elements of the value chain and the Kirkpatrick model. The model assumes the possibility of creating a knowledge management strategy, which allows by measurement determine the appropriate action that are shaping the level and value of knowledge. Enterprise knowledge management requires involvement of employees and managers, and integrates the activities undertaken contributing to the development of knowledge to the needs of the recipient. The article therefore included a summary of the results of the assessment level of knowledge from the perspective of these groups.

Key words: knowledge, knowledge management, value chain, Kirkpatrick model, knowledge value, measurement.

Сегодня современные предприятия создают и реализуют стратегии развития и построения устойчивого конкурентного преимущества, основанного на использовании знаний. Компании должны иметь возможность предоставлять человеческие ресурсы, обеспечивающие высокий уровень знаний, компетенций и навыков. Благодаря использованию человеческого потенциала и знаний возникают новые сферы деятельности, основанные на обработке информации. Развитие в компаниях происходит тогда, когда организации могут правильно использовать преимущества, которыми они обладают, и создавать новые знания.

Ключевой ингредиент знания требует измерения, чтобы иметь возможность узнать его истинное состояние и выбрать соответствующие методы и способы управления. Определения знания говорят о том, что оно сильно персонифицировано и тесно связано с человеческим фактором. Можно сделать вывод, что люди, а не предприятие, являются основным носителем знаний (Tabor, 2010; Dąbrowska-Paulewicz et al., 2014). Признано, что знания – это информация, встроенная в правильный контекст, которая позволяет эффективно работать компании и ее сотрудникам.

Хотя знания все чаще рассматриваются как товар или интеллектуальный актив, существуют некоторые парадоксальные характеристики знаний, которые радикально отличаются от других ценных товаров (Czerska and Szpitter, 2010).

Управление знаниями (УЗ) определяется как "предоставление нужных знаний, нужным людям в нужное время и помощь в их создании. Обмен знаниями и принятие решений на их основе таким образом, чтобы достичь измеримых эффектов (Kłak, 2010). Управление знаниями в широком смысле является важнейшим аспектом глобально распределенных рабочих процессов (Holden, 2007).

Создание оптимального процесса управления знаниями в организации следует разделить на несколько этапов. При этом важно

учитывать выбранный метод разделения возможности рассмотрения эффектов от использования знаний. Последовательность, которая используется в производстве управления человеческим капиталом (УЧК) или создания ценности, была признана подходящей для данного исследования.

Общая деятельность по управлению людьми может быть описана как проявление деятельности, происходящей в контексте обучения и развития. Цепочка создания ценности представляет собой способность информировать организацию и потребителя. Первым элементом цепочки является уровень создания ценности, который представляет собой трансформацию индивидуальных навыков в организационную способность (Fearne et al., 2012). Цепочка создания ценности HCM описывает трансформацию, при которой входы, включая существующие способности людей в организации, развиваются через серию действий, основанных на практике управления людьми в организации, чтобы обеспечить материальные и нематериальные ресурсы и способности (Ingham, 2007).

Основываясь на концепции цепочки ценностей, созданной Дж. Ингхэмом, предприятие может создать комбинацию мероприятий в области HCM с другими областями реализации функции HR. Этому процессу должна предшествовать проверка индивидуальных знаний и навыков с целью создания желаемой организационной базы и развитых областей компетенции (Barber, 2008). Цепочка создания ценности может быть преобразована для создания процесса, способного обеспечить знания, полезные для организации.

Элементы цепочки могут быть широко описаны с указанием того, какие элементы должны быть приняты во внимание, что позволяет настроить создание ценности для других процессов, а не только для создания и развития знаний. Кроме того, она может связать область экспертизы с другими областями функции HR. Отдельные элементы цепочки должны формироваться с учетом некоторых базовых предпосылок. Первый уровень, входной, относится в основном к материальным входам, таким как бюджеты, управление и эффективность функции HR. Второй элемент цепочки относится к конкретным действиям организации. Внедренные практики создают нематериальный потенциал, который увеличивает влияние управления людьми на результаты бизнеса (Hohenstein et al., 2014). Эти подходы помогают гарантировать, что созданные нематериальные способности могут служить источником информации и движущей силой успеха в бизнесе. На этапе конечных результатов основное внимание уделяется как материальным, так и нематериальным результатам. К материальным результатам относятся количество сотрудников, их наблюдаемое поведение и легко оцениваемые знания и навыки. Нематериальные результаты относятся к созданию

человеческого, организационного и социального капитала и включают способность людей, вовлеченность и возможность внести свой вклад. Следует учитывать только эти нематериальные результаты, которые являются реальными факторами успеха бизнеса. Последний уровень цепочки фокусируется на аспектах бизнеса. Эта интеграция каждого этапа цепочки является решающим звеном между практикой управления человеческими ресурсами (HR) и управлением знаниями. На рисунке 1 показано, как цепочка ценности может быть использована для создания процесса, ориентированного на знания. Ценность цепочки основана на переходе от этапа к этапу, чтобы достичь измеримого создания ценности, и включает в себя сферу различных взглядов. Признание вклада потоков и выходов является основным предположением эффективных процессов HCM (Baron and Armstrong, 2006). Цепочка создания ценности должна учитывать измерения для каждой области знаний, которые используются в организации.

Соблюдение последовательности позволяет создать процесс знаний, идеально соответствующий потенциалу сотрудников. Родительские компоненты цепочки влияют на входные действия и учитывают фактическое состояние ресурса. Компонент измерения является основой для принятия решения на последующих этапах создания цепочки создания ценности.

Следующим шагом в создании модели управления знаниями является включение в область создания ценности отдельных людей. Она должна учитывать группы, которые непосредственно участвуют в создании и эксплуатации знаний. Включение двух измерений ценности и бенефициаров позволяет создать матрицу ценности знаний.

Обмен знаниями тесно связан с ранее существовавшей основной ценностью организации. Организация внедряет подход, инструменты и структуры для поддержки обмена знаниями таким образом, чтобы они соответствовали общему стилю организации (Sveiby, 2001). Деятельность по обмену знаниями строится на существующих сетях, которые люди используют в своей повседневной работе. На рисунке 2 показаны результаты оценок процессов, связанных с управлением знаниями отдельных участников. В первую очередь в группе исследования ценности знаний рассматриваются сотрудники, которые отражают богатство каждой компании. Ее эффективность определяется сотрудниками, которые выполняют поставленные цели (Ślusarczyk и Golnik, 2014). Сотрудники из сельских и городских подразделений оценивают уровень знаний, которыми они обладают, по шкале от одного до пяти. Уровень общей оценки меньше четырех. Видимым является небольшой перевес в оценке сотрудников подразделений в сельской местности.

Знания, навыки и компетенции, как наиболее важные факторы развития сегодня, конкретными действиями менеджеры коллектива

должны поощрять развитие и обмен знаниями (Барук, 2006). В исследовании менеджеры оценивались по двум основным направлениям: развитие и обмен знаниями внутри организации. Результаты ясно показывают, что в сельских подразделениях менеджеры оценивают эти показатели выше. В "белой книге" по управлению знаниями говорится, что управление знаниями является в такой же степени культурным, как и технологическим, и что культура, которая не поощряет и не вознаграждает обмен знаниями, не может ожидать, что технология решит ее проблемы, связанные со знаниями. Успешное управление знаниями во многом зависит от приверженности руководства (Magnusson et al., 2004).

В обучающихся организациях руководители должны взять на себя роль по созданию условий, которые позволяют осуществлять другие виды деятельности. Они должны позволить подчиненным самостоятельно управлять своими действиями в рамках общего набора стандартов и ценностей, которые способствуют общей идентичности и отношению к обучению (Jemielniak, 2012). Знания, навыки и компетенции, являются наиболее важными факторами развития на сегодняшний день (Dobija, 2003). Эти элементы находятся в распоряжении работников знаний, поэтому менеджеры по работе с персоналом должны способствовать их лучшему использованию и обмену.

Отражением принятых стандартов поведения является формирование отношений с клиентами. Необходимо понимать нужды и потребности клиентов, а это значит, что организация должна создавать более ценные услуги на основе сотрудничества с клиентами (Khodaparasti, 2013). Они, как получатели услуг, предоставляют наиболее ценную обратную связь.

В представленном исследовании клиенты также оценивают уровень знаний сотрудников. Как показывают результаты, клиенты оценивают уровень знаний, которые они использовали, ниже, чем сотрудники. Активное общение, различные методы анализа и измерения удовлетворенности потребителей (см. Dima et al., 2010) и другие формы сотрудничества с клиентами помогают создавать отношения и новые знания, основанные на нуждах и потребностях клиентов. Представленные результаты демонстрируют разнообразие оценок, что отражает непоследовательные предположения или неправильный способ реализации концепции управления знаниями.

Конкурентные действия предприятий – это увеличение своей доли и ограничение действий конкурентов за счет приобретения новых источников поставок, улучшения потенциала человеческого капитала и освоения новых рынков. Источники устойчивого конкурентного преимущества можно увидеть в компании в ориентированных на управление ключевых компетенциях (Perez and Ordóñez de Pablos, 2003).

Навыки и компетенции – это качества людей, занятых на предприятии. Поэтому конкурентоспособность во многом определяют знания, которыми они обладают. По этой причине важно не только создание новых знаний, которые могли бы усвоить сотрудники, но и использование уже имеющихся. Поэтому при дальнейшем создании процесса управления знаниями необходимо стремиться к достижению соответствия между планом и результатом. Хорошим введением в этот процесс будет определение потребностей, действий и результатов для различных измерений знаний. Цели созданных знаний могут быть определены для оптимизации услуг или создания новых. Стратегия обмена знаниями должна определять, как, с кем и с помощью каких инструментов будет осуществляться обмен знаниями (Magnusson et al., 2004; Tabor, 2008). Ресурсы знаний считаются наиболее важными с точки зрения функционирования предприятий, поскольку правильно управляемые знания обеспечивают основу для создания конкурентоспособных и ценных процессов (Smoląg, 2012).

Создание соответствующего способа развития знаний на предприятии требует декомпозиции стратегических целей на более низкие уровни управления. Управление знаниями абсолютно точно требует вовлечения сотрудников в этот процесс. Одной из методик, которая может быть использована для этой деятельности, является модель Киркпатрика. Предположения синтетически представленной модели были скорректированы с учетом процессов, связанных с использованием знаний в организации. В ней основное внимание уделяется мероприятию по обучению и развитию.

Предложенный в работе подход основан на создании и развитии знаний. Он позволяет разделить процесс модели Киркпатрика (КМ) на четыре категории:

Реакция. Этот тип оценки измеряет, как участники реагируют на действия по созданию и обмену знаниями.

Обучение. Этот уровень оценивает, что сотрудник знает и помнит в результате реализации конкретных мероприятий. Он включает в себя проверку знаний и отношения участников до и после проведения мероприятия.

Поведение. Эта категория измеряет, применяют ли участники новые навыки и демонстрируют ли новые модели поведения.

Результаты. Уровень рассматривает, оказало ли выбранное действие запланированное воздействие на бизнес.

Модель позволяет соотнести отдельные этапы с цепочкой создания стоимости. Организация может создать интегрированный процесс управления знаниями, который учитывает формирование ценностей, различных перспектив и личных процессов, направленных на знания.

Интегрированное управление знаниями предприятия создает реальные возможности для развития организации в условиях конкурентного рынка. Эффективное управление знаниями предполагает сочетание элементов обеих концепций, указывая на тесную взаимосвязь между ними и созданием организацией ценности на основе нематериальных активов. Эта ценность не возникает непосредственно в результате деятельности отдельного сотрудника, а основана на взаимодействии между сотрудниками, клиентами и менеджерами. Компания способна создать ценность на основе модели КМ, если все участники будут вовлечены в процесс. Степень этой вовлеченности обеспечивает эффективное, динамичное, непрерывное и комплексное внедрение интегрированного управления (Kłak, 2010).

На основе сочетания цепочки ценности знаний и подхода Киркпатрика была создана модель развития знаний. Она помогает продемонстрировать ключевые аспекты операционной деятельности и отдельные области функции управления персоналом, которые в совокупности позволяют лучше использовать знания работников. Модель позволяет интегрировать HR-процессы с процессами формирования стоимости. Сочетание цепочки создания ценности и модели Киркпатрика позволяет корректировать реализуемые мероприятия с процессом их оценки. Это позволяет комплексно действовать в области управления знаниями. Представленная в таблице 3 модель показывает уровни интеграции отдельных компонентов модели оценки мероприятий.

Созданные связи описываются синтетически. Вход был добавлен в качестве начального этапа в цепочке создания стоимости знаний, поскольку он важен для измерения результатов финансовых инвестиций и эффективности HR-функции знаний. Деятельность включает реакцию Киркпатрика и уровни обучения, показывающие эффекты действий, определяющих создание и обмен знаниями.

Элементы деятельности реализуются для того, чтобы увеличить количество и качество знаний сотрудников. Выход включает в себя уровень поведения Киркпатрика, который относится к изменениям в деятельности. Влияние включает уровень результатов Киркпатрика, поскольку относится к изменениям в бизнесе, вызванным изменениями в работе людей. Единицами измерения для этого уровня являются количество, качество и удовлетворенность клиентов.

Отвечая на вопросы, включенные в рисунок, предприятие может создать соответствующий инструмент измерения, задействующий многомерные знания. Для каждого из представленных элементов цепочки создания стоимости модель требует создания адекватных мер. В то время как правая часть модели, использующая допущения модели Киркпатрика, разрабатывает и реализует меры, которые будут способствовать достижению заявленных целей стратегии управления знаниями для

отдельных измерений. Модель управления знаниями предлагается с обширным диапазоном вмешательства в организационные процессы. Ее эффективное внедрение требует интеграции множества областей, что определяет эффективность ее применения. Представленная в статье модель является предварительным наброском и требует развития, но прежде всего общая полезность обусловлена адаптацией к конкретным компаниям, в которых она будет внедряться. Подобные предположения, основанные на цепочке создания стоимости, использовались в исследованиях, описанных в статьях, опубликованных Б.Г. Энглисом, Р.М. Соломоном. Определение компаний, которые могут использовать модель, требует в первую очередь создания цепочки ценностей путем определения областей для цепочки знаний. Для компании-исполнителя важно определить, какая область ее деятельности зависит от использования знаний, независимо от сферы деятельности. Каждая область знаний, которая учитывает различные перспективы модели, может быть реализована в представленной модели знаний.

В современных организациях, создающих стоимость, основанную преимущественно на интеллектуальных активах, все чаще подчеркивается необходимость разработки инструментов измерения, обеспечивающих полную и точную оценку знаний.

Основная задача инструмента измерения – показать как состояние знаний, так и влияние их развития. Модель, описанная в данной работе, обеспечивает комплексный подход к процессу использования знаний на предприятии. Представленная в исследовании диспропорция показывает, что процесс измерения требует рассмотрения знаний с точки зрения различных перспектив и отражает состояния, полученные в процессе управления знаниями.

Другим ключевым элементом конкурентоспособности компаний является использование знаний для обеспечения возможности создания стоимости, что также было включено в представленную модель. Последним фактором является проект HR-процессов как средство реализации целей организации до уровня отдельных сотрудников. Модель развития знаний определяет, какие области знаний оказывают влияние на бизнес, насколько сильным является это влияние, какие дефициты существуют в каждой из областей знаний. Модель должна определить, как менеджеры могут реагировать в диапазонах персонализации, кодификации и распространения знаний. Для повышения ценности представленной модели указывается как можно лучше подогнать ее элементы к характеристикам организации, что позволяет детально определить деятельность в области модели Киркпатрика.

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ОТКРЫТОСТЬ ВНЕШНЕМУ МИРУ В ГЕОЭКОНОМИЧЕСКОМ КОНТЕКСТЕ

Аннотация: Открытость внешнему миру имеет глубокое геоэкономическое значение, что означает постепенную интеграцию региона и населения в глобализованную систему разделения труда и торговли, современную экономическую и социальную систему, а также постоянное улучшение условий для модернизации экономики, инноваций и развития. Китай должен поддерживать международный многосторонний экономический порядок, продолжать расширять круг геоэкономического сотрудничества вокруг строительства "Пояса и пути", формировать новую геоэкономическую среду для внутренней открытости в построении современной экономической системы; посредством этих мер он должен стремиться сформировать новую геоэкономическую схему на более высоком уровне, чтобы можно было достичь открытости на новый уровень.

Ключевые слова: Геоэкономика; открытость внешнему миру; крупная структура; экономическая глобализация

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OPENNESS TO THE OUTSIDE WORLD IN A GEO-ECONOMIC CONTEXT

Summary: Opening up to the outside world has a profound geo-economic meaning, which means that the region and population are gradually integrated into the globalized division of labour and trade system and the modern economic and social system, as well as the continuous improvement of the environment for economic upgrading and innovation and development. China should maintain the international multilateral economic order, continue to expand the circle of geo-economic cooperation around the "Belt and road" construction, and shape a new geo-economic environment

for domestic openness in the construction of a modern economic system; through these measures, it should strive to form a new geo-economic layout at a higher level, so that opening up to a new level can be achieved.

Keywords: Geo-economy; opening up to the outside world; large pattern; economic globalization

В Западной традиционной гео-концепции геополитическая игра, в которой подчеркивается конкуренция за права на сушу и море для защиты собственных интересов, когда-то занимала важное место. С окончанием холодной войны модели, движимые рыночной экономикой, научно-техническим прогрессом и другими силами, экономические связи между странами и регионами стали все более тесными. Хотя мышление холодной войны, характеризующееся “конфликтной логикой”, имеет определенную “рыночную”, но “логика сотрудничества” постепенно получила широкое признание в международных обменах, изучение экономической конкуренции и кооперационного поведения стран и регионов в определенных географических условиях, а также геоэкономика экономических отношений между собой стали подниматься. Геоэкономика также становится горячей темой исследований. Так называемая геоэкономика относится к экономическим связям между странами или регионами определенного геопространственного диапазона, а также к экономической системе, состоящей из взаимозависимости. В эпоху экономической глобализации разделение труда внутри отрасли и даже разделение труда внутри продукта стало тенденцией производства и развития, вокруг создания стоимости продукта практически все аспекты могут быть глобальными. Во все более широком географическом масштабе разделение труда становится все более утонченным, размер рынка продолжает расширяться. Пространственное расширение обменных отношений требует все более свободного движения товаров и элементов, все более укрепляются взаимосвязи между странами, регионами, региональная интеграция становится основной формой выражения и содержания геоэкономики.

С геоэкономической точки зрения открытость Китая внешнему миру – это фактически процесс постоянного разрушения барьеров для свободного перемещения товаров и элементов на внутреннем и международном уровнях, позволяющий более широкому населению и региону участвовать в международном рынке и разделении труда, а также формирование сообщества судьбы со все большим количеством партнеров в глобальном масштабе⁶¹. С постепенной интеграцией внутренних регионов в глобализованную торгово-производственную систему, постепенной интеграцией местного населения в современную экономическую и

⁶¹ Ли дунруй, Ли Синь: обзор геоэкономических исследований, зарубежные социальные науки, № 1, 2009, с. 42-48.

социальную систему последовала реформа системы, высвобождение производительных сил, и Китай быстро превратился в крупную мировую экономическую державу. Однако после того, как экономика Китая вошла в новую норму, возникла настоятельная необходимость корректировки структуры и смены режима власти, реалистическая необходимость преодоления "ловушки среднего дохода", а также цель реализации социалистической модернизации власти, призывающей к дальнейшей открытости внешнему миру. Это предполагает необходимость современной промышленной системы, интегрированной в мировую экономику, эффективной и удобной инфраструктурной системы, институциональной среды, адаптированной к открытой экономической системе, открытому социальному мышлению и культуре, более тесным экономическим связям между регионами. Однако с появлением экономического "гегемонизма" на международной арене, экономической глобализацией, стоящей перед трансформацией, и настоятельной необходимостью продвижения реформ на более глубоком уровне внутри страны, Китай стал неотложной задачей, поставленной временем, чтобы создать возможности, осуществить новую геоэкономическую планировку и способствовать открытию новой сферы.

1. Геоэкономическая модель открытости Китая внешнему миру⁶²

"Промышленная революция, рыночная экономика и экономическая глобализация – это три в одном исторических процесса, которые полностью меняют судьбу человечества и лицо мира." Открытость Китая принесла реформы, сформировала географический прорыв, в определенной степени изменила первоначальную фрагментированную модель распределения ресурсов, расширила пространство для экономического развития, экономические перспективы страны резко изменились, отношения с мировой экономикой также совершили существенный скачок. Во-первых, географические барьеры, ограничивающие производительность, продолжают разрушаться, создавая современную индустриальную систему. Инфраструктурные системы продолжают совершенствоваться, степень региональной взаимосвязи углубляется, поток товаров и элементов становится все более плавным, стимулируется экономическая жизнеспособность, постепенно продвигается процесс индустриализации, развиваются стратегические новые отрасли промышленности и сферы услуг, появляются новые отрасли, новые модели, новые форматы и новые технологии, развивается интеллектуальное производство, экономика совместного использования, экономика больших данных и другие новые экономики. Во-вторых, более одного миллиарда человек освобождаются от нищеты в открытых гео-условиях и постепенно интегрируются в современную экономическую и социальную систему. В то же время

⁶² Шэн Лэй: региональная экономическая дифференциация и географическая структура новой экономической нормы, журнал Фудань (издание социальных наук), № 3, 2018, с. 135-145.

рыночная экономическая реформа идет полным ходом. Разделение труда и торговли в более широком пространстве сделало элементы более свободными для движения, предприятия, отдельные лица и другие микропредприятия более динамичными, привело к повышению экономической эффективности, значительно повысился уровень жизни людей, национальное образование и научно-технический прогресс обеспечили прочную материальную основу; в то же время открытая географическая структура породила открытый социальный менталитет и культуру, инновации и предпринимательство имеют хорошую социальную основу. Постоянное улучшение Национального качества, огромные людские ресурсы, здоровая промышленная система и открытый национальный менталитет позволили экономике Китая лучше адаптироваться к будущему миру взаимосвязей и совместного управления. Третье - стать бенефициаром глобализации в формировании открытой гео-модели развития, и мировое влияние китайской экономики было усилено. Стратегические интересы страны, стратегические потребности и масштабы георадиации продолжают расширяться, и ее положение на геоэкономической территории мира также претерпело существенные изменения. Зависимость мировой экономики от Китая значительно углубилась, не только оказывает огромное влияние на китайское производство, китайский спрос также глубоко формирует структуру мировой торговли, все больше стран и регионов экономического развития зависят от экономики Китая. В то же время положение Китая в системе мирового экономического управления продолжает улучшаться, его голос в международных экономических организациях, таких как Всемирный банк и Международный валютный фонд, значительно улучшился, а также Китай сыграл свою должную роль в реагировании на основные проблемы, представляющие общий интерес для всего человечества, такие как глобальное потепление и отсутствие импульса для мирового экономического роста.

2. Новое царство Китая, открывающееся внешнему миру

Прежде всего, мы сохраним международный многосторонний экономический порядок и создадим благоприятные условия для дальнейшего продвижения экономической глобализации и гармоничного сосуществования Китая и других геоэкономических секторов мира. В будущем Китаю все еще нужно работать с другими странами, чтобы адаптироваться к изменениям в мировом способе производства, способствовать взаимосвязи людей, денег, вещей и мудрости и предотвращать рост исключительных экономических групп.

Во-вторых, с постоянным и углубленным продвижением строительства "Пояса и пути", а также постоянным расширением круга геоэкономического сотрудничества Китая. В будущем экономическая глобализация постепенно откажется от традиционной "доминирующей

теории "и" мощной теории "мышления и заменит ее новой концепцией" консультаций, строительства и обмена " между всеми силами, вовлеченными в процесс экономической глобализации."

Наконец, мы будем способствовать скоординированному региональному развитию и формированию новой геоэкономической среды внутренней открытости при построении современной экономической системы. В будущем современная экономическая система с характеристиками реальной экономики, инновационным развитием, всесторонней открытостью, рыночной экономикой и региональной координацией станет краеугольным камнем трансформации Китая из экономической державы в экономическую державу и ускорит совершенствование социалистической системы рыночной экономики.

Формирование хорошего порядка честной конкуренции всех видов предприятий, создание хорошей атмосферы инноваций и предпринимательства, использование рыночного механизма " выживания наиболее приспособленных" для отсеивания отличных предприятий и будущих отраслей промышленности, стимулирование международной экономической жизнеспособности и потенциала регионального сотрудничества, с тем чтобы новые отрасли промышленности, новые технологии, новые модели, новые форматы продолжали появляться, для будущего промышленного роста и инноваций и развития. Мы должны сосредоточиться на экономической интеграции, более разумной компоновке производительности труда, на достижении разделения труда и кооперации, взаимодополняющих преимуществ. Снизить стоимость межрегиональных институциональных трансакций, повысить открытость региональной экономики, на основе содействия расширению емкости рынка и модернизации потребления, формированию более разумной системы разделения труда, а также играть роль инновационного переполнения, факторного совершенствования, структурной оптимизации факторного трансфертного эффекта, создать хорошие условия для более высокого уровня открытой экономики. Содействовать экономической связанности между внутренними и региональными регионами и расширять за рубежом органическую связь с внешним кругом геоэкономического сотрудничества.

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МАРКЕТИНГОВАЯ СТРАТЕГИЯ WAL-MART

Аннотация: В последние годы развитие местных розничных предприятий в мире идет очень быстрыми темпами, но по сравнению с Wal-Mart и другими международными гигантами все еще есть большой разрыв, некоторые проблемы в маркетинговой стратегии являются важным фактором, ограничивающим устойчивое развитие розничной индустрии в странах. Wal-Mart как одно из крупнейших предприятий розничной торговли в мире, его путь развития заслуживает изучения и ссылки. Изучая проблемы маркетинговой стратегии китайских розничных предприятий, в данной статье систематически анализируется маркетинговая стратегия Wal-Mart, обобщается ее успешный опыт и выдвигаются предложения по совершенствованию схемы маркетинговой стратегии китайской розничной торговли.

Ключевые слова: Wal-Mart, Розничная торговля, зеленый маркетинг, маркетинговая стратегия 4p.

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WAL-MART'S MARKETING STRATEGY

Summary: In recent years, the development of local retail enterprises in the world is very rapid, but compared to Wal-Mart and other international giants still have a big gap, some problems in marketing strategy is an important factor to limit the sustainable development of the retail industry in countries. Wal-Mart as one of the world's largest retail enterprises, its development path is worth learning and reference. By studying the problems in the marketing strategy of Chinese retail enterprises, this paper systematically analyzes the marketing strategy of Wal-Mart, summarizes its successful experience, and puts forward suggestions for improvement of the marketing strategy scheme of Chinese retail industry.

Keywords: Wal-Mart, Retail, green marketing, 4p marketing strategy

С развитием экономической глобализации предприятия розничной торговли во всем мире сталкиваются со все более серьезными проблемами. Маркетинговая стратегия как важный влияющий фактор рыночной конкурентоспособности предприятий розничной торговли, способ внесения корректив и изменений в маркетинг, является актуальной проблемой, решаемой в розничной торговле различных стран.

Маркетинговая стратегия Wal-Mart 4p⁶³

Во-первых, продуктовая стратегия. С момента своего создания Wal-Mart сосредоточилась на создании бренда, в настоящее время имеет 69 брендов, более 200 000 видов продукции, все магазины находятся в сфере поставок, цены и дизайна внедрения единого управления. Это не только экономит много промежуточных затрат и себестоимости продукции, но и имеет значительное преимущество в ценах на продукцию, каналах, информации и других аспектах, повышает влияние бренда Wal-Mart и конкурентоспособность рынка в глобальном масштабе, но и защищает Wal-Mart в Американском журнале "Fortune" в рейтинге 500 лучших предприятий мира.

Во-вторых, ценовая стратегия. Цена-важный фактор, влияющий на принятие решений потребителями. Чтобы защитить ценовое преимущество, Wal-Mart не только разыграла лозунг "низкая цена каждый день", но и обратила внимание на мониторинг рыночной конъюнктуры, чтобы своевременно корректировать цену товара, позволяя сотрудникам самостоятельно корректировать цену товара, чтобы справиться с ценовой войной конкурентов. Wal-Mart также с помощью передовых методов и средств управления укрепляет чувство бережливости сотрудников, максимально контролирует производственные затраты и цены на товары. Для того чтобы защитить разумность затратной стратегии, Wal-Mart через исследование рынка сбыта товаров и использование информационной системы управления потребительским потреблением информации для большого анализа, глубокого понимания ожиданий клиентов по оплате затрат в сочетании с конкретными обстоятельствами ценообразования товара, чтобы обеспечить конкурентоспособность цены на рынке, повысить ее конкурентоспособность. Мало того, Wal-Mart также сосредоточилась на строительстве распределительного центра и создании транспортной команды, экономя затраты на дистрибуцию и транспортировку. С расширением рынка Wal-Mart он будет играть больший масштабный эффект, по более низкой цене занимая большее преимущество.

В-третьих, стратегия канала. Физическая розничная торговля показала, что географическое положение, расположение розничной

⁶³ Хэ Цзин. Анализ маркетинговой стратегии транснациональных розничных предприятий Китая [J]. Экономика знаний, 2013(08): 126- 128.

торговли и окружающая среда напрямую связаны с маркетинговым эффектом предприятий⁶⁴. С экономической точки зрения торговые точки должны иметь высокий потребительский трафик, низкие условия аренды. Выбор физических торговых точек, Wal-Mart углубленное исследование национальных условий Китая, через углубленное исследование национальных условий Китая и сравнение городских и сельских различий Китая, Wal-Mart выберет торговое место, расположенное в условиях высокого дохода жителей, сильного желания потреблять, большой плотности населения городских деловых районов.

В-четвертых, рекламная стратегия. Рекламную стратегию Wal-Mart можно разделить на три основных аспекта. Во-первых, это продвижение персонала, Wal-Mart имеет более совершенную систему подготовки персонала, создание библиотек и школ, чтобы обеспечить сотрудников передовыми и профессиональными навыками обучения, повысить способность сотрудников работать, корпоративную лояльность, энтузиазм и т. д., а затем повысить удовлетворенность клиентов. Вслед за массовым продвижением, в целях снижения издержек, сжатия цен на сырьевые товары, Wal-Mart редко делает рекламу, но каждый раз, чтобы сделать уникальный рекламный дизайн, может полностью подчеркнуть характеристики бренда Wal-Mart, и достигается хорошая рекламная выгода. Последнее – это продвижение товара, скидка, купон – распространенное средство розничных предприятий, но из-за отсутствия непрерывности его рекламного эффекта трудно стать лояльным покупателем потребителей. В отличие от этого, придерживаясь “низкой цены каждый день” Wal-Mart, хотя и редко проводит дисконтные мероприятия, но каждый свой день для потребителей, чтобы сэкономить деньги Wal-Mart concept, Wal-Mart накопил большое количество лояльных клиентов. Кроме того, Wal-Mart придает большое значение руководству по покупкам, обучению навыкам торгового персонала, начиная с сервисного сознания, внешнего имиджа, деловой грамотности, уровня коммуникации и других аспектов обучения персонала, чтобы он мог лучше предоставлять клиентам услуги, стремиться к более высокой удовлетворенности потребителей, стимулировать их желание увеличить потребление.

Последствия маркетинговой стратегии Wal-Mart для розничной торговли Китая

Во-первых, расширьте концепцию зеленого маркетинга. Осведомленность потребителей об охране окружающей среды, так что розничная торговля также взорвала зеленую волну, китайские розничные предприятия должны учиться на опыте зеленого маркетинга Wal-Mart, создавать зеленую маркетинговую осведомленность. Особенно

⁶⁴ Хоу Дунли. Анализ разницы между маркетинговой стратегией Carrefour и Wal-Mart в Китае[J]. Современная экономическая информация, 2013(19):368- 370.

менеджеры розничных предприятий укрепляют понимание зеленого маркетинга, энергично усиливают обучение сотрудников и расширяют сферу публичности зеленого маркетинга, а также стремятся создать сильную зеленую культурную атмосферу, концепцию охраны окружающей среды в производстве, продажах, макете и других аспектах.

Во-вторых, обогатить виды товаров и услуг. Только ясные потребности клиента, чтобы защитить целевой маркетинг продукта. Поэтому, усиливая исследование розничной маркетинговой среды, конкурентов, клиентов и других аспектов системы сбора и оценки информации, мы будем удовлетворять потребности клиентов в первую очередь в маркетинговой стратегии, продолжать укреплять инновации продуктов и услуг, чтобы избежать дилеммы гомогенизации отрасли, повысить привлекательность продуктов для потребителей, повысить их рыночную конкурентоспособность.

В-третьих, активно удовлетворять потребности клиентов в удобстве. Улучшение отношения к обслуживанию и сервисных возможностей продавцов может помочь повысить удовлетворенность клиентов. Поэтому предприятия, занимающиеся подбором персонала, должны повышать требования к качеству кандидата, нанимать некоторых с солидной теоретической грамотностью, сильными маркетинговыми способностями, хорошим чувством сервиса и определенным духом инновационного таланта.

В-четвертых, осуществлять диверсифицированные рекламные средства. Разумная и эффективная рекламная стратегия, является важным способом повышения маркетингового эффекта розничных предприятий. В связи с этим китайские розничные предприятия могут перенять успешный опыт Wal-Mart и других предприятий, а также в полной мере использовать сетевые платформы и другие новые каналы.

В-пятых, укрепить связь между предприятиями и клиентами. Конкурентоспособность розничного предприятия на рынке - это не только качество продукции и уровень сервиса, но и его способность удовлетворять потребности и предпочтения потребителей. В информационную эпоху потребители могут выражать свои потребительские запросы и оценки через большее число каналов, что является одновременно и возможностью, и вызовом для предприятий розничной торговли. Поэтому китайские розничные предприятия должны повышать уровень обслуживания для удовлетворения все более разнообразных требований потребителей, укреплять взаимопонимание с потребителями, собирать больше потребительской информации, разрабатывать более точные, качественные маркетинговые стратегии. Учитесь на клиентоориентированной бизнес-модели Wal-Mart, потребности клиента ставятся в более важное положение, укрепляется коммуникация с клиентами. Через информацию о потреблении клиента для

более полной и систематической статистики и анализа разрабатывайте ориентированные на потребительский спрос продукты, услуги, маркетинговые стратегии, чтобы получить признание и внимание клиентов, культивировать более лояльных клиентов.

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ОСНОВНЫЕ УГРОЗЫ И РИСКИ ФИНАНСОВОЙ БЕЗОПАСНОСТИ ОРГАНИЗАЦИЙ

Аннотация: В данной статье раскрывается понятие рисков. Существенное внимание уделено видам угроз и рисков финансовой безопасности организации.

Ключевые слова: риски, угрозы, финансовая безопасность, организации

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MAIN THREATS AND RISKS TO THE FINANCIAL SECURITY OF ORGANIZATIONS

Annotation: This article reveals the concept of risks. Considerable attention is paid to the types of threats and risks to the financial security of the organization.

Key words: risks, threats, financial security, organizations.

В современных условиях деятельность каждой организации сопряжена с влиянием внешних и внутренних факторов, вызывающих риски и угрозы финансовой безопасности.

Риски являются обязательным атрибутом бизнеса, поскольку для его развития необходимо внедрять в практику инновационные, неординарные решения. Принятие таких решений могут провоцировать появление различных угроз, снижающих финансовую безопасность.

В целом, под риском следует понимать потенциальную, измеримую вероятность наступления неблагоприятных ситуаций и связанных с ними последствий в виде потерь, ущерба, убытков.

Риску присущи определенные черты:

- противоречивость,
- альтернативность,
- неопределенность.

Противоречивость проявляется в том, что риск, с одной стороны, способен ускорять общественный технический прогресс, а с другой, ведет к авантюризму, субъективизму, в случае, если при недостаточности информации, альтернативный вариант избирается без учета объективных закономерностей развития явления.

Альтернативность предполагает потребность в выборе из нескольких возможных вариантов решений.

Неопределенность является неоднородным явлением, которое характеризуется отсутствием достоверного или однозначности. Риск является одним из способов снятия неопределенности.

Риск характеризуется опасностью потери ресурсов или доходов. Существует его количественная мера, которая измеряется абсолютным или относительным уровнем потерь.

В абсолютном выражении риск представляет величину возможных потерь в материальном, физическом или денежном выражении, если ущерб можно измерить.

В относительном выражении риск характеризуется величиной возможных потерь, отнесенной к определенной базе. За такую базу наиболее целесообразно принимать или финансовое состояние предприятия, или общие затраты ресурсов на данный вид деятельности, или ожидаемую прибыль от деятельности.

На финансовую безопасность могут влиять внутренние и внешние угрозы и риски.

Внутренние угрозы и риски напрямую связаны с деятельностью организации. К ним можно отнести угрозы и риски:

- финансовой неустойчивости организации;
- закредитованности компании;
- потери ликвидности и платежеспособности;
- снижения деловой активности;
- необоснованного роста дебиторской и кредиторской задолженности;
- роста расходов организации;
- снижения доходов организации и др.

Внешние угрозы и риски непосредственно не связаны с деятельностью организации. Они могут возникать из макро- и микроокружения компании. К ним можно отнести угрозы и риски:

- изменения законодательства;
- появления конкурентов;
- повышения цен на покупные материальные ценности;
- экономического кризиса;
- изменения курса валют;
- инфляции;
- снижения покупательского спроса;

- роста процентов по кредитам и др.

Среди видов рисков финансовой безопасности организации важное значение имеют управляемые и неуправляемые риски.

К неуправляемым рискам относят те, появление которых не связано с деятельностью конкретного предприятия. Данные риски возникают как итог развития всей экономической системы и природных изменений, однако это не означает, что их невозможно снизить.

К управляемым рискам относятся те, появление которых непосредственно связано с производственной и инвестиционной деятельностью конкретного предприятия. Снижение этих рисков целиком зависит от организации.

Оценка риска является важным инструментом обеспечения финансовой безопасности организации. Выбор метода оценки риска во многом зависит от вида и сущности риска. В свою очередь, эффективность управления риском во многом зависит от грамотной его идентификации.

Таким образом, для обеспечения финансовой безопасности организации необходимо своевременно диагностировать угрозы и риски, объективно оценивать уровень их влияния на финансовые результаты, а также внедрять превентивные и оперативные мероприятия по управлению ими.

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ИНТЕРФАОЛ МУҲИТ-ТАНҚИДИЙ ТАФАККУРНИ РИВОЖЛАНТИРИШ ВОСИТАСИ СИФАТИДА

Аннотация. Мақолада интерфаол муҳит яратиш йўллари, мазкур жараёнда тарбиячилар эътиборга олиши зарур бўлган жиҳатлар, танқидий тафаккурни ривожлантиришга хизмат қилувчи замонавий технологияларни қўллаш масалалари ёритилган.

Калит сўзлар. Интерфаол муҳит, танқидий тафаккур, замонавий технологиялар, таълимий фаоллик, ҳавфсиз муҳит.

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INTERACTIVE ENVIRONMENT AS A TOOL FOR THE DEVELOPMENT OF CRITICAL THINKING

Annatation. The article discusses how to create an interactive environment, aspects that educators should consider in this process, and the use of modern tehnologies to stimulate critical thinking.

Keywords. Interactive environment, critical thinking, modern technologies, educational activities, safe environment.

Интеллектуал - ақлий ривожлантириш учун қулай муҳит яратиш таълим жараёнида боланинг ўз қобилияти, қизиқиши, имкониятлари ва тарбиячи томонидан яратилган мазмунли педагогик шароит орқали ютуқларга эришини таъминлайди. Интеллектуал жиҳатдан боланинг ривожланиши ўзининг фикрлаш фаолияти ва натижага эришганидан қониқиш ҳосил қилиши билан намоён бўлади. Машғулотларда болалар учун қулайлик яратиш турли фаолиятларнинг ўзаро алмашинуви, натижаларни таҳлил қилиш, ўз имкониятларига ишонч ҳосил қилишга ўргатиш орқали амалга оширилади.

Тарбиячиларнинг таълим жараёнида интерфаол муҳит яратишларида қуйидагиларни эътиборга олишлари талаб этилади:

- Болаларни машғулотга қизиқтириш.
- Тарбиячи ва болаларнинг қизиқишлари бир-бирига тўғри келиши.
- Қизиқарли маълумотлар бериш (лекин жуда кўп эмас).
- Услуб ва воситаларнинг хилма-хиллигига эришиш.
- Болаларни фаолликка ундаш.

➤ Ҳавфсиз муҳит ҳамда тарбиячи ва болаларнинг ўзаро самимий ҳаракатлари.

➤ Болаларнинг ўз ишлари натижаларини намоиш қила олишлари.

➤ Қўйилган мақсадларга эришиш.

➤ Болаларни олган билимларини ҳаётга татбиқ этишга ўргатиш.

Джуди Браус ва Девид Вуд “Танқидий тафаккурни акс эттирувчи фикрлаш”⁶⁵ деб билишади. Фикрлаш ўз “мен”ини англаш, объектив бўлиш, ўз нуқтаи назарини ҳисобга олган ҳолда бошқа нуқтаи назарларни қабул қила олиш ва баъзан ўз хурофотларидан воз кечиш орқали шаклланади.

Тарбиячиларнинг малакасини оширишдаги замонавий технологиялардан бири танқидий тафаккурни ривожлантиришдир.

Мазкур технологияни қўллаш жараёнида тингловчиларнинг таълимий фаолликлари ошади; мавжуд билимларидаги бўшлиқларни англайдилар ва тўлдирадилар, янги маълумотларни ўзлаштиришга хоҳиш уйғонади, мақсадни амалга оширишга туртки берилади ҳамда мавзу бўйича мавжуд билимларини бойитиш имконияти яратилади.

Машғулот жараёни аввало тингловчиларда танқидий тафаккурни ривожлантирувчи “Чақирув” технологияси билан бошланади. Бунда тингловчиларда ўрганиладиган мавзуга қизиқиш уйғонади, мавжуд билимларидаги бўшлиқларни тўлдиради ва англайди, фаол бўлишга интилади.

Шунингдек, тингловчиларда янги маълумотларни ўзлаштиришга хоҳиш уйғонади, мақсадни амалга оширишга туртки берилади ҳамда мавзу бўйича мавжуд билимларини бойитиш имконияти яратилади.

“Чақирув” босқичини якка тартибда, жуфтликда ва гуруҳларда олиб бориш мумкин. Ушбу технологияда қуйидаги усуллардан фойдаланилади: “Кластер”, “БББ”, “Башорат қилувчи дарахт”, “Ромашка”, “Тасдиқлаш”, “Ишонасизми?”, “Ғоялар савати”, “Калит сўз”ларга қараб фарз қилиш, “Синквейн” ва бошқалар

“Кластер” методи. (шингил) Педагог томонидан мавзунинг асосий мазмунини ёритувчи сўзлар айтилади. Тингловчилар ўтиладиган мавзу моҳиятини тушуниб оладилар ва аниқлик киритадилар. Бу усул мавзунинг асосий моҳиятини ўзлаштиришда тизимли фикрлашга йўналтиради.

“БББ” методи. Бу усул мавзу бўйича маълумотларни тўплашга ёрдам беради. Ўрганиладиган саволлар бўйича билимларни кенгайтиради ва тизимга солади. Профессор-ўқитувчи тингловчиларга қуйидаги савол билан юзланади: **“Янги мавзу бўйича нима биласизлар ёки мавзу бўйича нималарни ўйлаяпсизлар?”**

Барча билдирилган фикрлар “Биламан” устунчасига ёзилади. Кейин қуйидаги савол берилади: **“Нималарни билишни истайсизлар?”**

⁶⁵ Браус Дж., Вуд Д. Инвайронментальное образование в школах / пер. с англ. М.: NAAEE, 1994. – 103 с.

“Билмоқчиман” устунига тингловчилар билдирган фикрлар ёзилади. Ёзилган фикрлар дарс охиригача туради. Дарснинг охирида тингловчилар мавзу бўйича нимани ўзлаштирган бўлсалар **“Билиб олдим”** устунига ёзадилар.

“Башорат қилувчи дарахт” усули. Бу усулда мавзунини ўзлаштиришда фаразлар ва тахмин фикрларни баён этишга туртки берилади. Бу усулни амалга ошириш қоидалари бўлиб, унда **дарахт танасига** –мавзу ёзилади; **шохларига**– тахмин фикрлар билдирилади “мумкин” ва “эҳтимол” (дарахт шохлари чегараланмайди). **Дарахт барглари**га - мавзу бўйича билдирилган фикрларни асослаб, далиллар келтирилади.

“Мойчечак гули” (“Ромашка”) Бу усулда олтита баргдан иборат гул чизилади. Ҳар бир баргда аниқ йўналтирилган саволлар бўлади. Масалан:

1. **Оддий саволлар** аниқ маълумотлар асосида “Нима?”, “Қачон?”, “Қаерда?”, “Қандай?” саволларига жавоб бериш лозим.

2. **Аниқловчи саволлар.** Бундай саволлар қуйидаги сўзлар билан бошланади: “Сиз айтмоқчисизки, бунда ...?”, “Агар мен тўғри тушунган бўлсам, у ҳолда ...?”, “Мен янглишган бўлишим мумкин, лекин сиз менимча, бу... ҳақида айтдингиз?”. Саволларга жавоблар қайта алоқа сифатида ҳам берилиши мумкин. Баъзида саволлар олинган маълумотларга қараб кўзда тутилган мавзу бўйича берилади.

3. **Изоҳловчи саволлар.** Одатда **“Нима учун?”** саволи билан бошланади ва ҳақиқатга йўналтирилган сабаб-оқибатларга боғланиши керак. “Нима учун кузда дарахтлар барги сарғаяди”. Агар бу саволга жавоб аниқ берилса, у оддий саволга айлантирилади. Саволлар орқали тингловчиларни мустақил фикрлашга йўналтирилади.

4. **Ижодий саволлар.** Бу савол кўпинча истак, хоҳиш билдиришни намоён этади. Шартлилик, тусмолдан башорат қилиш: “Нима ўзгарган бўлар эди агар...”, “Нима бўлар эди агар ...?”, “Сиз нима деб ўйлайсиз агар...?”.

5. **Баҳоловчи саволлар.** Бу саволлар воқеа, ходиса, далилларни баҳолаш мезонларини аниқлашга йўналтирилади. “Нима учун нимадир яхши, лекин нимасидир ёмон?”, “Нима учун бир машғулот бошқасидан фарқ қилади?”, “Сиз эртак ёки ҳикоядаги асосий қаҳрамоннинг ҳатти-ҳаракатига қандай қарайсиз?” каби саволлар берилади.

6. **Амалий саволлар.** Мазкур саволлар назария ва амалиётни ўзаро боғлашга йўналтирилади. “Қандай қилиб амалда қўллаш мумкин...?”, “Сиз педагогик фаолиятингиз ёки ҳаётингизда қандай кузатасиз?”, “Сиз ҳикоя қаҳрамони ўрнида қандай йўл тутган бўлар эдингиз?”.

ХУЛОСА. Хулоса сифатида шуни таъкидлаш лозимки, интерфаол таълим технологиялари таълим сифатини яхшилаш, самарадорлигини ошириш, ўқитувчи, ўқувчи, ўқувчилар гуруҳи, шунингдек, жамоа ўртасида

ўзаро ҳамкорликни қарор топтириш, ғоявий ва рухий бирликка эришиш, ягона мақсад сари интилиш, ҳар бир таълим олувчининг ички имкониятларини рўёбга чиқариш, шахс сифатида намоён бўлиши учун зарур шарт-шароит ҳамда муҳитни яратишда, шунингдек, танқидий тафаккурни ривожлантиришда катта имкониятларга эга.

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**ФУНКЦИОНАЛЬНОСТЬ СЕМЬИ ПРИ ОБСЕССИВНО-
КОМПУЛЬСИВНОМ И СОМАТОФОРМНОМ РАССТРОЙСТВАХ,
ВСТРЕЧАЮЩИЕСЯ У МОЛОДЫХ ЖЕНЩИН, ЖИВУЩИХ В
БРАКЕ БОЛЕЕ 10 ЛЕТ**

Резюме: В любом обществе семья как уникальный исторический феномен имеет двойственный характер. С одной стороны — это социальный институт, с другой — малая группа, имеющая свои закономерности функционирования и развития. С институтом семьи тесно связан институт брака.

До сих пор не существует единой нозологической формы для однозначного и исчерпывающего определения ряда расстройств, которые называют «обсесивно-компульсивными».

Более того, намечается довольно своеобразная тенденция к генерированию «новых» ОКР-ов, когда пытаются выделить в отдельные группы такие вариации obsessions как «навязчивое сохранение информации», «навязчивые сомнения в отношениях», «навязчивая ревность» и т. д.

Ключевые слова: обсессивно-компульсивное расстройство, семья, компульсивная и соматоформная расстройства, женщина, молодой возраст.

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**FUNCTIONALITY OF THE FAMILY IN OBSESSIVE-COMPULSIVE
AND SOMATOFORM DISORDERS MEETING IN YOUNG WOMEN
LIVING IN MARRIAGE FOR MORE THAN 10 YEARS**

Resume: In any society, the family as a unique historical phenomenon has a dual character. On the one hand, it is a social institution, on the other, a small group that has its own laws of functioning and development. The institution of marriage is closely connected with the institution of the family.

Until now, there is no single nosological form for an unambiguous and comprehensive definition of a number of disorders that are called "obsessive-compulsive".

Moreover, there is a rather peculiar tendency towards the generation of "new" OCDs, when they try to distinguish into separate groups such variations of obsessions as "obsessive preservation of information", "obsessive doubts in relationships", "obsessive jealousy", etc.

Key words: obsessive-compulsive disorder, family, compulsive and somatoform disorders, woman, young age.

Актуальность. Обсессивно-компульсивные расстройства, так же невроз навязчивых состояний, характеризуется развитием навязчивых мыслей, воспоминаний, движений и действий, а также разнообразными патологическими страхами и фобиями[2].

Чаще больные осознают свои «странности», но не могут с ними справиться самостоятельно. При этом они испытывают дискомфорт, дистресс, стресс, патологические страхи, тревогу, снижается их умственная и физическая работоспособность[5].

Обсессивно-компульсивные расстройства могут иметь хронический, прогрессирующий или эпизодический характер[4].

Раньше обсессивно-компульсивное расстройство относили к группе тревожных расстройств, а сейчас его все чаще выделяют в отдельную группу заболеваний, имеющих схожие нейробиологические, феноменологические, психопатологические черты, а также сопоставимые подходы к терапии[1].

При последнем пересмотре американской классификации психических расстройств DSM-5 рядом с тревожными расстройствами и расстройствами, связанными со стрессом, свое место заняла группа обсессивно-компульсивных расстройств (ОКР).

Нет специфической группы людей, у которых ОКР встречается чаще. Обсессивно-компульсивное расстройство может поражать как взрослых, так и подростков и детей[4].

Наиболее частый возраст диагноза — около 19–20 лет, но есть случаи диагностики и после 35 лет. Считается, что примерно 1,2% взрослого населения США имеют обсессивно-компульсивное расстройство, при этом у женщин оно диагностируется чаще, чем у мужчин: 1,8% против 0,5%[3].

Более половины больных скрывают симптомы обсессивно-компульсивного расстройства. Между началом обсессивно-

компульсивного расстройства и обращением к врачу в среднем проходит 12–14 лет.

Цель исследования. Изучить причины обсессивно-компульсивных и соматоформных расстройств у молодых женщин, состоящих в браке десять и более лет, проанализировать их и найти решения существующих проблем, результатом чего станет поиск мер психологического поддержания стабильности семьи.

Материалы и методы исследования. Для выполнения поставленной задачи мы отобрали в общей сложности 60 женщин, состоявших в браке десять и более лет и жаловавшихся на обсессивно-компульсивные и соматоформные расстройства, и провели с ними клинико-статистические и эпидемиологические исследования.

Результаты исследования. При проведении системно-структурного анализа состояния семейного функционирования, сексуального здоровья, здоровья семьи установлено, что причиной развития обоих вариантов семейной дезадаптации служит стержневое поражение психической составляющей биологического компонента сексуального здоровья, здоровья семьи вследствие наличия ОКР у женщины. Нарушение остальных компонентов и составляющих служит либо патопластическим фактором, способствуя возникновению семейной дезадаптации, либо усугубляет её течение.

Для лиц с изучаемым типом расстройства типичны импульсивность, склонность к сомнениям, и нарушение стереотипа полоролевого и сексуально-эротического поведения.

Одним из первых признаков нарушения адаптации является нарушение межличностной коммуникации, особенно с представителями противоположного пола. При установлении первичного «до-сексуального» контакта, это проявляется в эмоциональной неустойчивости, неадекватной озабоченностью продуктивностью в ущерб получению удовольствия.

Таким образом, данные системно-структурного анализа состояния сексуального здоровья супружеских пар этой группы свидетельствуют о его нарушении почти по всем критериям и о сочетанном поражении его компонентов и составляющих.

Социальный компонент сексуальной адаптации нарушен за счет информационно-оценочной составляющей вследствие недостаточной и неправильной осведомленности супругов в вопросах психогигиены половой жизни и расхождения типов сексуальной культуры супругов.

При обследовании супругов с помощью карт эрогенных зон мужчины и женщины оказалось, что подавляющее большинство обследованных не только не знали о наличии таких зон, но и считали неприемлемым такой вид сексуального контакта, игнорировали их роль в сексуальном возбуждении и удовлетворении. Все супружеские пары имели

неточное представление о норме и физиологических колебаниях сексуальной функции.

Психологический и социально-психологический компоненты состояния сексуального здоровья были нарушены вследствие несоответствия психосексуальных типов мужчины и женщины, а также неблагоприятного сочетания типов сексуальной мотивации. У 21,8% женщин это приводило к развитию сексуальной, а затем и психологической аверсии.

Поражение психической составляющей биологического компонента сексуального здоровья, которое и явилось непосредственной причиной развития нарушений функциональности семьи, супружеской дезадаптации, является следствием наличия ОКР у женщин и личностной реакции мужчин на не удовлетворяющее их представлениям сексуальное поведение супруги и развитие сексуальной дезадаптации.

В ходе выполнения работы клинико-динамическое изучение больных было дополнено клинико-психологическим исследованием важных аспектов их психического состояния. Анализ полученных результатов позволяет сделать заключение, что клиническая симптоматика, имеющаяся у больных, тесно сопряжена с глубокими нарушениями когнитивной регуляции аффектов и потребностей. Причем для различных клинических подтипов ОКР имеются свои специфичные варианты таких нарушений и их сочетаний.

Так, больных с навязчивостями завершенности действия характеризует повышенная эмоциональная напряженность, сочетающаяся с невысокой способностью к интеграции поведения и неразвитостью коммуникативных навыков, что патологически компенсируется при помощи чрезмерного и интеллектуализированного самоконтроля. При этом прослеживается взаимосвязь между навязчивостями контроля над завершенностью действий и неспособностью больных адекватно воспринимать сигналы обратной связи из внешней среды. Вместо этого у них отмечается чрезмерное усиление внимания к изменению своего внутреннего состояния. Однако свойственная им низкая дифференциация эмоциональной сферы создает условия для неэффективности такого контроля и для «подмены» качественных эмоциональных оценок сенсорными и пространственными.

Вывод. При семейной дисфункциональности, сексуальной дезадаптации наблюдались преимущественно два способа урегулирования конфликтов - соревнование и избегание, при социально-психологической дезадаптации соревнование и приспособление, но и в значительной части супругов наблюдались такие способы урегулирования конфликтов, как избегание и компромисс.

Таким образом, выявленные в ходе комплексного обследования нарушения функциональности семьи, уровня семейной адаптации,

обусловленные наличием патохарактерологических особенностей женщин с ОКР, несоответствие психосексуальных типов.

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ФОРМИРОВАНИЕ ДУХОВНО-НРАВСТВЕННЫХ КАЧЕСТВ У СТУДЕНТОВ

Аннотация: Статья проливает свет на состав моральных качеств студенческой молодежи и аспекты, которые необходимо учитывать в процессе. Считается, что духовно-нравственные качества студентов в высшей школе формируются в результате целостной системы обучения, под влиянием конкретной цели, разных форм, средств и методов, разных видов деятельности.

Ключевые слова: духовно-нравственное воспитание, педагогическая деятельность, нравственная зрелость, система умственного воспитания, образовательная цель, нормы профессиональной этики.

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FORMATION OF SPIRITUAL AND MORAL QUALITIES IN STUDENTS

Annotation: The article discusses the formation of moral qualities in student youth and aspects that need to be addressed in the process. It is believed that the spiritual and moral qualities of students in higher education are formed as a result of a holistic system of education, under the influence of a specific purpose, different forms, means and methods, different types of activities.

Keywords: spiritual and moral education, pedagogical activity, moral maturity, system of mental education, educational purpose, norms of professional ethics.

Одна из важнейших задач нашего народа – воспитывать подрастающее поколение. Потому что вещи и события, которые делают нацию нацией, обусловлены воспитанием. Формирование сознания и национального мышления, продвижение духовности и просвещения может быть решено через воспитание. Наши предки уделяли большое внимание воспитанию в первую очередь. Воспитание означает различные отношения, действия, усилия и взаимодействия между воспитателем и воспитанником. Человеческая духовность и просвещенность, интеллект,

высокая нравственность, многогранный талант и потенциал, патриотизм и отвага - это продукты воспитания.

Формирование духовно-нравственных качеств у будущих специалистов, обучающихся в высших учебных заведениях, процесс многогранный и сложный. Формирование студентов как разносторонних личностей требует регулярной и последовательной комплексной воспитательной работы. Только четкая и совершенная система воспитательного воздействия, целостный системный и технологический подход обеспечат эффективность духовно-нравственного воспитания гармонично развитого человека. Наличие совершенной системы воспитательной работы позволяет не дублировать одну и ту же работу, избегать противоречивых влияний на студентов, предъявлять одинаковые требования к будущим специалистам и добросовестно взаимодействовать. Создание системы обучения будущих специалистов в образовательных учреждениях поможет определить цель, содержание, учебный процесс, педагогические и технические средства, формы и методы обучения всей воспитательной работы, проводимой в высших учебных заведениях. Система воспитательной работы обеспечивает последовательность и согласованность в деятельности со студентами разных курсов. Единые педагогические требования к молодежи позволяют легче учитывать индивидуальные особенности юношей и девушек, уровень нравственной зрелости.

У студентов высших учебных заведений нравственные качества формируются не какой-либо универсальной формой, средством или методами, различными видами деятельности, то есть в результате образовательной системы.

Характерной чертой системы духовно-нравственного воспитания в высших учебных заведениях является то, что при определении целей, содержания, задач и организации процесса нравственного воспитания вытекает из специфики педагогической деятельности, общечеловеческих и национальных нравственных требований на основе норм профессионального этикета.

Система воспитательной работы состоит из множества структурно связанных между собой частей, выполняющих определенную функцию. Система образования состоит из целостного единства взаимосвязанных и совместимых форм, методов и средств, подчиненных цели формирования гармонично развитого поколения, высоконравственных специалистов. В систему также входит возможность управления учебным процессом. Части системы несколько взаимосвязаны. Эти части существуют не изолированно друг от друга, а в определенной связи. Связи могут быть прямыми или косвенными. Точно так же связаны между собой части системы духовно-нравственного воспитания. Например, мы считаем труд неотъемлемой частью системы умственного воспитания. В процессе

трудовой деятельности молодые люди также развиваются морально. Моральная зрелость, в свою очередь, влияет на производительность труда.

В процессе обучения в ВУЗах у студентов развиваются моральные качества, а также нравственная зрелость, в свою очередь, способствует более глубокому приобретению научных и профессиональных знаний.

Система воспитания, наряду с содержанием, требует множества соответствующих ей организационных форм, эстетичных, лаконичных. Недостаточное внимание к разным формам воспитательной работы, однообразие снижает эффективность воспитательной работы, в таких случаях, даже если содержание мероприятия является очень ценным с идеологической и научной точки зрения, оно не оказывает достаточного воздействия на умы и эмоции учащихся. Ни одна из форм воспитательной работы не может быть универсальной, то есть ее можно использовать во всех ситуациях и при любых обстоятельствах. Организационные формы обучения осуществляются методами и приемами. Понятия формы и метода не означают одно и то же и не противоречат друг другу, потому что между ними существует единство. Воспитательная сила формы заключается в ее глубоком значении, но если содержание не имеет яркой формы, которая ему подходит, это не окажет сильного воздействия на учащихся. Форма воспитательной работы должна способствовать формированию у студентов высших научных и этических качеств, присущих научному мировоззрению, моральным убеждениям, гражданскому долгу и специализации. Ценность той или иной воспитательной работы также зависит от того, насколько больше учащихся вовлечены в общественную деятельность и тем самым открываются широкие возможности для общения и взаимодействия с другими.

Эффективность использования образовательных методов в высшем образовании зависит от соблюдения следующих педагогических требований: методы обучения должны быть тесно связаны с целями и задачами обучения в данном курсе; методы обучения должны соответствовать возрасту и индивидуальным особенностям учащихся, а также их жизненному опыту; в процессе воспитательной работы необходимо использовать методы обучения взаимосвязанно, а не изолированно друг от друга.

Одна из главных черт любой образовательной системы - последовательность. Этому же закону подчиняется система воспитательной работы в высших учебных заведениях. Это требование вытекает из содержания воспитательной работы и требует упорядоченной, планомерной организации воспитательной работы.

Сама жизнь требует выполнения всей воспитательной работы, запланированной в высших учебных заведениях в соответствии с определенной программой, разработки перспективного плана воспитательной работы на период обучения в учебных заведениях. Для

совершенствования образовательного процесса в высшей школе необходима научно обоснованная, продуманная программа воспитания профессиональных и этических качеств, которые должен приобретать каждый студент, то есть будущий специалист.

Окружающая среда также оказывает существенное влияние на образовательный процесс студенческой молодежи. Пресса, радио, телевидение, художественная литература, кино, театр, массовый спорт и другие оказывают большое воспитательное воздействие на молодежь. В результате всех этих образовательных воздействий развиваются духовные, нравственные и профессиональные качества будущих специалистов.

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ОПРЕДЕЛЕНИЕ ФИНАНСОВОГО УПРАВЛЕНИЯ И ЕГО ОСНОВНЫЕ МЕТОДЫ

Аннотация: данная статья посвящена определению финансового управления. В статье были рассмотрены ключевые методы финансового управления. Рассмотрен финансовый механизм и его структура для качественного управления финансовыми потоками на предприятиях.

Ключевые слова: финансовое управление, финансовые методы, экономика, финансовый механизм.

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DEFINITION OF FINANCIAL MANAGEMENT AND ITS BASIC METHODS

Annotation: This article is devoted to the definition of financial management. The article examined the key methods of financial management. The financial mechanism and its structure for high-quality management of financial flows at enterprises are considered.

Key words: financial management, financial methods, economics, financial mechanism.

Термин «финансы» представляет собой систему денежных отношений, связанную с перераспределением продукции, то есть перевод денежного потока из сферы материального производства в нематериальную сферу для финансового обеспечения оказания услуг, так, именно, в сфере материального производства создается валовый внутренний продукт – основа жизнеобеспечения общества [1].

В век глобализации экономики, важно не только максимизация прибыли и поддержание конкурентоспособности, но и сохранение финансовой устойчивости предприятия.

М.С. Марамыгин М.С. считает, что финансы организаций, представляют собой систему денежных отношений, в некоторой степени регламентируемых государством [1].

Н.Л. Савченко пишет, что организационная структура финансового управления строится в зависимости от организационно-правовой формы, размеров предприятия, форм его собственности, общего числа сотрудников [1].

Итоговую цель финансового управления можно соотнести с основной целевой функцией предприятия как хозяйствующего субъекта, т.е., получение прибыли. Абсолютно любые экономические решения основываются на желании получить максимально возможную прибыль.

По мнению А.Ф. Черненко финансы — это инструмент влияния на производственный и торговый процессы субъекта хозяйствования. Это влияние осуществляется финансовым механизмом [2].

Н.Л. Тютюкина пишет, что данный механизм – это действие различных рычагов, которые проявляются в обобщении, планировании и стимулировании эксплуатации финансовых ресурсов [2].

Финансовое управление является неотъемлемой частью общей системы управления организацией, которое осуществляется с помощью финансового механизма (рисунок 1.4).

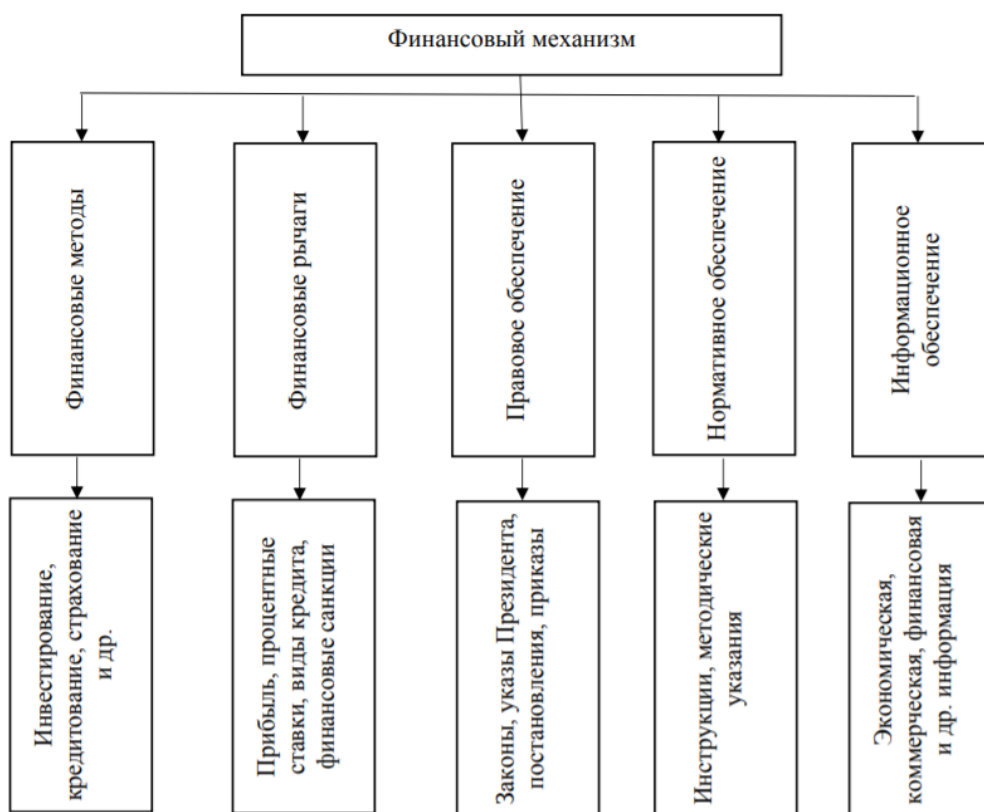


Рисунок 1.1 - Структура финансового механизма предприятия

Источник: составлено автором на основе [1]

Таким образом, становится предельно ясно, что при обсуждая финансовую систему управления, можно выявить, что она определяет в себе объект и субъект управления. [2].

Главной и ключевой же целью является - принятие решений по обеспечению между предприятием и источниками его финансирования максимально эффективного финансового движения. Однако присутствует и некое изменение – прежде всего, оно касается понимания внутренних и внешних источников финансирования деятельности предприятия. Например, исконно внешние источники финансирования с точки зрения конкретной иностранной фирмы могут стать внутренними [2].

Предприятие само выбирает тот типа менеджмента, который ей подходит. Этот выбор основан на ряде условий, так называемые «по росту» - от относительно легкого традиционного варианта независимых в хозяйственном плане партнёров, до многофакторного прогнозируемого результата финансовых операций. Финансовая деятельность предполагает разнообразное содержание для различных типов предпринимательских структур.

В условиях рыночной экономики, деятельность любого предприятия может успешно функционировать при условии комплексного управления финансово-хозяйственной деятельностью, т.е. с учетом внедрения системы планирования, координации показателей деятельности фирмы по объектам

управления и функциональным областям на основе организации информационных потоков.

Применение современных методов управления финансами напрямую связано с устойчивой работой фирмы.

С.Н. пишет, что методы финансового управления представляют собой способы воздействия финансов на производственно-хозяйственную деятельность предприятия через управление движением денежных потоков, а также затратами, доходами, материальным стимулированием и ответственностью за использование денежных фондов.

Методами и формами управления финансами служат:

- планирование;
- программирование;
- прогнозирование;
- финансовый учет и анализ;
- финансовое регулирование
- финансовое планирование;
- финансовый контроль [46, с.60].

Остановимся на них более подробно (рисунок 1.2).



Рисунок 1.5 - Методы управления

Источник: составлено автором на основе [3]

Финансовое планирование стабилизирует деятельность организации в условиях непредсказуемой рыночной ситуации [4].

В процессе планирования можно оценить:

- уровень развития предприятия (экономический потенциал) и результаты его финансово-хозяйственной деятельности;
- объем ресурсов (включая и финансовые), при которых могут быть достигнуты цели предприятия;
- отдачу вложенных предприятием в конкретные инвестиционные программы (проекты) средств [4].

Стоит отметить, что существует финансовый план предприятия, который представляет собой документ, в котором отражаются объемы поступлений и расходы денежных средств, фиксирующий баланс доходов и поступлений, а также расходов предприятия.

Финансовый учет – это учет наличия и движения финансовых

ресурсов предприятия. Финансовый учет охватывает информацию, которая используется как во внутреннем управлении, так и сообщается внешним пользователям, т.е. ими могут быть владельцы акций, кредиторы, поставщики, покупатели и т.д. Основной задачей финансового учета является достоверность учета финансовых результатов деятельности организации, его имущественного и финансового состояния. Основой финансового учета является бухгалтерский учет [5].

Под бухгалтерским учетом понимается упорядоченная система сбора, регистрации и обобщения информации в денежном выражении об имуществе, обязательствах организаций и их движения путем непрерывного и документального учета всех хозяйственных операций [4].

Внутренний контроль направлен на выявление отклонений от установленных планов. Выявление таких отступлений осуществляется путем сопоставления фактически полученных результатов по данным бухгалтерского учета с данными нормативных документов и установленных плановых задач [5].

Хозяйственный учет – это единственная система, которая включает в себя оперативно-технический, бухгалтерский и другие виды учета.

Аудит играет немало важную роль, так как является инструментом проверки хозяйственной деятельности, а также данных бухгалтерского учета. Основными источниками служат данные первичных документов, регистров бухгалтерского учета, финансовой отчетности [5].

Объективное представление о результативности деятельности компании, ее финансовом положении и возможных резервах повышения эффективности ее функционирования по различным направлениям может быть составлено на основе финансового анализа.

Финансовый анализ — это способ диагностики финансово-хозяйственной деятельности предприятия с различным уровнем углубленности [4].

Одним из наиболее популярных инструментов анализа финансовой отчетности является экспресс-диагностика, позволяющая оптимизировать управление внутренними финансовыми ресурсами, уменьшить зависимость от внешних займов, выявить основные проблемы и обосновать мероприятия по улучшению финансового положения предприятия. Другими словами, экспресс-диагностика помимо анализа содержания форм отчетности должна быть дополнена и оценкой ликвидности, финансовой устойчивости и управления оборотными активами.

Финансовое регулирование — это воздействие на экономические и социальные процессы, которое предотвращает возможные диспропорции на предприятии, обеспечивает развитие передовых технологий и социальной стабильности, путем концентрации финансовых ресурсов в

одних сегментах рынка и ограничивает рост объема финансовых ресурсов в других [5, с. 124].

Завершающим этапом финансового управления на предприятии является контроль. Финансовый контроль – это метод управления финансовыми ресурсами. [3].

Финансовое управление претерпело серьёзные изменения, и теперь главным в нём считается не понятие экономического обучения, когда следует объяснять многообразие финансового менеджмента бизнесменам, а то, что полагаться стоит не только на волю некоего обезличенного рыночного механизма, но и на оперативную деятельность.

Финансовый менеджер обязан уметь читать статьи бухгалтерского баланса, потому что последний документ является конкретным отчётным, характеризуя использование денежных средств субъекта хозяйствования.

К обязательным навыкам финансового менеджера также можно отнести умение разбираться в финансовой информации, проводить анализ итогов финансовой деятельности, разрабатывать финансовый план, делать прогноз результатов использования капитала и так далее.

Опять-таки, на практике видно, что крупный интернациональный бизнес в своей деятельности приобретает мощную систему, элементами которой являются банки, различные инвестиционные, финансовые, риэлторские, ипотечные, трастовые, страховые, лизинговые компании, пенсионные фонды, различные центры в сфере векселей, депозитов и клиринга. Всё вместе в совокупности формирует эшелонированный механизм по сбору финансовых средств в любой обстановке [3].

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КРИЗИСНОЕ ПОЛОЖЕНИЕ ЭКОНОМИКИ ПРЕДОПРЕДЕЛЯЮЩЕЕ ФИНАНСОВУЮ ПОЛИТИКУ

Аннотация: В статье рассматриваются вопросы кризисного положения экономики предопределяющие финансовую политику, направленную, с одной стороны на прекращение спада производства и на стимулирование производства, на мобилизацию финансовых ресурсов в целях их эффективного вложения в отдельные отрасли экономики, а с другой - на сдерживание всех социальных программ, сокращение расходов на оборону и т.д.

Ключевые слова: факторы, динамика, воспроизводство, инвестиции, бюджет.

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THE CRISIS SITUATION OF THE ECONOMY DETERMINES THE FINANCIAL POLICY

Abstract: The article deals with the issues of the crisis situation of the economy that determine the financial policy aimed, on the one hand, at stopping the decline in production and stimulating production, at mobilizing financial resources for their effective investment in certain sectors of the economy, and on the other - at curbing all social programs, reducing defense spending, etc.

Key words: factors, dynamics, reproduction, investments, budget.

В обеспечении нормального функционирования любой современной экономической системы важная роль принадлежит государству. Государство на протяжении всей истории своего существования наряду с задачами поддержания порядка, законности, организации национальной обороны, выполняло определенные функции в сфере экономики. По вопросам, в каких пропорциях должно сочетаться государственное и рыночное регулирование, каковы границы и направления государственного вмешательства, существует широкий спектр мнений и подходов - от полного государственного монополизма до крайнего экономического либерализма. В любой экономической системе, в том числе и рыночной экономике, государство выступает в известном смысле

как экономический агент, обладающий правом и возможностью принуждения, например в сфере налоговой политики, государственного законодательства. Таким образом, государственное регулирование является важной частью функционирования экономики и, поэтому, заслуживает самого пристального внимания. К числу проблем, которые не решает рыночный конкурентный механизм, относятся внешние, или побочные эффекты. При принятии решений в одной сфере необходимо учитывать их влияние на другие. К функциям, выполняемым государством относятся, прежде всего, следующие: создание и регулирование правовой основы функционирования экономики; антимонопольное регулирование; проведение политики макроэкономической стабилизации; воздействие на размещение ресурсов; деятельность в сфере распределения доходов;

Прежде всего на государстве лежит ответственность за создание законов и правил, регулирующих экономическую деятельность, а также контроль за их исполнением. Важнейшим условием создания конкурентной среды является наличие достоверной информации о ситуации на рынке и состоянии экономики в целом. Другое не менее важное направление деятельности государства в условиях рыночной экономики - это макроэкономическая стабилизация. Ее можно определить как деятельность правительства, направленную на обеспечение экономического роста, полной занятости и стабильного уровня цен. Главные инструменты в решении этой задачи - фискальная и денежная политика. Каковы бы ни были последствия, само по себе балансирование бюджета не происходит, на объем денег в обращении также влияют действия правительства. Перераспределение ресурсов может касаться промышленного и сельскохозяйственного производства. В качестве инструментов могут использоваться налоги, субсидии, непосредственное государственное регулирование и т.д. Так, через систему налогов и субсидий государство может воздействовать на производство общественных благ и услуг. Не менее важной является и функция, связанная с перераспределением доходов. Распределение, которое обеспечивает конкурентный механизм, приводит к социальному расслоению и бедности в силу обстоятельств, находящихся вне контроля человека, неподвластных ему. Традиционным объектом государственной собственности является национальное достояние, не являющееся объектом купли-продажи и не приносящее прибыли (парки, леса и т.д.). Но в руках государства часто находятся и жизненно важные отрасли инфраструктуры: транспорт, связь, энергетика, часть военной промышленности. В основном это отрасли, представляющие собой опоры, условия, необходимые для функционирования рыночной экономики. Значительный вес в государственной собственности составляют смешанные корпорации, где государственное участие в капитале может и не быть подавляющим (составлять менее 50%), однако оно обеспечивает общественный контроль

за деятельностью компании. Направления финансовой политики зависят от экономического состояния страны. Кризисное положение экономики предопределяет финансовую политику, направленную, с одной стороны на прекращение спада производства и на стимулирование производства (например, в виде отдельных налоговых льгот производителям), на мобилизацию финансовых ресурсов в целях их эффективного вложения в отдельные отрасли экономики, а с другой - на сдерживание всех социальных программ, сокращение расходов на оборону и т.д. Фискальная политика предполагает использование возможностей правительства взимать налоги и расходовать средства государственного бюджета для регулирования уровня деловой активности и решения различных социальных задач. Основным рычагом фискальной политики государства является изменение налоговых ставок в соответствии с целями правительства. Проведение фискальной политики - прерогатива законодательных органов власти страны, поскольку именно они контролируют налогообложение и расходование этих средств.

Такая фискальная политика приводит фактически к дефицитному финансированию, но обеспечивает сокращение падения производства. В условиях инфляции, вызванной избыточным спросом (инфляционный рост), сдерживающая дискреционная фискальная политика складывается из: уменьшения государственных расходов; увеличения налогов; сочетания сокращения государственных расходов с растущим налогообложением.

Такая фискальная политика ориентируется на положительное сальдо бюджета. В общей фискальной политике есть вторая составляющая - автоматическая фискальная политика, или политика автоматических (встроенных) стабилизаторов. Другая функция налогов как экономической категории состоит в том, что появляется возможность количественного отражения налоговых поступлений и их сопоставления с потребностями государства в финансовых ресурсах. Регулирующая функция налогов состоит в том, что государство, изменяя условия налогообложения, вводя одни налоги и отменяя другие, применяя систему налоговых ставок, льгот, штрафов, способствует решению важнейших социально-экономических проблем. Налоги играли роль источников дохода бюджета государства, и полемика велась вокруг принципов справедливости их взимания (равномерного или прогрессивного) и части изъятия, обусловленного фискальной потребностью. Но с усложнением экономических отношений в обществе, действий объективных циклических процессов возникла потребность в корректировке классического учения, выделении роли государства, влияния его на экономические процессы, а также в регулировании социально-экономических границ налогообложения. В настоящее время можно выделить два основных направления экономической мысли - кейнсианское и неоклассическое. Кейнсианская теория отражает элементы анализа общего функционирования экономики,

обосновывает важные макроэкономические направления государственного регулирования. Неоклассическая теория основывается на преимуществе свободной конкуренции и естественности, устойчивости экономических, в частности производственных, процессов. Государственный бюджет - это подлежащая перераспределению часть национального дохода. Бюджет организован в виде баланса доходов и расходов за отчетный период. Ряд статей государственных бюджетов имеет общепринятый характер и их можно встретить практически повсеместно. Причин бюджетного дефицита может быть много: спад общественного производства; рост предельных издержек общественного производства; массовый выпуск “пустых” денег; неоправданно “раздутые” социальные программы; возросшие затраты на финансирование ВПК;

Существует несколько концепций бюджетной политики. Первая концепция базируется на том, что бюджет должен быть ежегодно сбалансирован. Вторая концепция базируется на том, что бюджет должен быть сбалансирован в ходе экономического цикла, а не за каждый год. Третья концепция связана с идеей так называемых функциональных финансов. Однозначно определить, где находится грань между цивилизованным регулированием экономики и грубым вмешательством в рыночные механизмы на сегодняшний день очень трудно. Пожалуй, наиболее правильным принципом здесь будет следующий - конкуренция должна обеспечиваться везде, где возможно, регулирующее воздействие государства - везде где необходимо. И уж конечно неприемлемы меры “физического воздействия” на рыночные механизмы, которые могут подорвать всю экономическую систему.

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ПЕРСПЕКТИВЫ ЭКОНОМИЧЕСКОГО РАЗВИТИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ ПРОТЕКАЮЩИЕ НА ФОНЕ РЕЦЕССИИ

Аннотация: В статье рассматриваются оценки влияния макроэкономических факторов на устойчивость аграрного развития нами были выбраны четыре фактора: уровень инфляции; уровень безработицы; объем золотовалютных резервов; сумма внешнего долга Российской Федерации. Отмечается тенденция снижения доли «сельскохозяйственных» инвестиций в общем объеме инвестиций в основной капитал всех отраслей народного хозяйства.

Ключевые слова: факторы, динамика, воспроизводство, инвестиции.

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PROSPECTS OF ECONOMIC DEVELOPMENT OF THE RUSSIAN FEDERATION PROCEEDING AGAINST THE BACKGROUND OF RECESSION

Abstract: The article considers the assessment of the impact of macroeconomic factors on the sustainability of agricultural development we have selected four factors: the level of inflation; the level of unemployment; the volume of gold and foreign exchange reserves; the amount of external debt of the Russian Federation. There is a tendency to reduce the share of "agricultural" investments in the total volume of investments in fixed assets of all sectors of the national economy.

Keywords: factors, dynamics, reproduction, investments.

Постсоциалистический период развития сельскохозяйственного производства в России характеризуется глубоким трансформационным спадом, быстрым импортозамещающим ростом, цикличностью развития последних нескольких лет. Данные экономические процессы протекают на фоне масштабного включения российского сельского хозяйства в мировые торгово-экономические связи, которые создают дополнительные факторы и риски его развития. Результаты исследований свидетельствуют, что в среднесрочной перспективе, по крайней мере на период до 2020 года,

тенденции и динамику аграрного развития будут определять внешние и внутренние факторы развития АПК России. Рассматривая и анализируя внутренние факторы, влияющие на состояние сельскохозяйственной экономики, мы выделяем их две группы: макроэкономические; отраслевые.

При проведении оценки влияния макроэкономических факторов на устойчивость аграрного развития нами были выбраны четыре фактора: уровень инфляции; уровень безработицы; объем золотовалютных резервов; сумма внешнего долга Российской Федерации.

Первые два фактора инфляции и безработица включены нами в анализ как факторы, являющиеся целями макроэкономической политики всех российских правительств в постсоциалистический период и до настоящего времени. Вторая группа факторов (золотовалютные резервы и внешний долг) рассматривалась нами как факторы, влияющие на формирование бюджета и определяющие уровень государственной поддержки сельского хозяйства страны. За исследуемый период времени золотовалютные резервы России выросли с 12,2-12,5 млрд. долл. в 1998-1999 годах до 486,1 млрд. долл. в апреле 2014 г. За 1998-2014 годы внешний долг РФ сократился с 90,8 млрд. долл. в 1999 году до 55,8 млрд. долл. в 2013 году. Такая динамика движения этих макроэкономических факторов позволила российскому правительству увеличить расходы федерального бюджета на развитие сельского хозяйства с 25,9 млрд. руб. в 2005 году, году подготовки приоритетного национального проекта «Развитие АПК» до 198 млрд. руб. в 2013 году, или в более чем в 7,6 раза, хотя в 2014 году вследствие ухудшения экономической ситуации в стране расходы на поддержку сельского хозяйства сократились на 23,6%.

Расходы федерального бюджета на развитие сельского хозяйства*)

	2005	2008	2009	2010	2011	2012	2013	2014
Млрд. руб. (в тек. ценах)	25,9	138,3	190,1	107,3	168,0	173,3	198	151,3
Удельный вес расходов на с-х в бюджете, %	0,7	1,97	2,12	1,1	1,6	1,14	1,5	1,3

Динамика рентабельности хозяйственной деятельности сельхозорганизаций системы Минсельхоза России, %*)

	1995	2000	2005	2008	2009	2010	2011	2012	2013
Уровень рентабельности по всей деятельности включая субсидии	2,3	6,7	7,8	14,8	9,4	8,3	11,8	12,1	9,3
Уровень рентабельности без субсидий из бюджета	-9,7	2,4	2,1	2,2	-3,2	-5,4	-0,4	1,4	-1,7

Данные таблицы свидетельствуют о том, что российские производители сельскохозяйственной продукции не имеют собственных финансовых ресурсов, достаточных для ведения расширенного воспроизводства, что приводит к сохранению высокой доли привлеченных и заемных средств для финансирования инвестиций.

Анализ показывает что за период реализации первой Государственной программы поддержки сельского хозяйства несмотря на масштабные меры государственной поддержки, значительные объемы негосударственных финансовых ресурсов программные показатели роста производительности труда в российском сельском хозяйстве не были достигнуты. Они были более низкими и по сравнению с темпами роста производительности труда в целом по экономике России.

Риски ведения хозяйственной деятельности являются проявлением неравномерности экономического развития социально-экономических систем и рыночной неопределенности в поддержании благоприятных условий ведения бизнеса, в определенный момент времени они могут служить каналами прихода финансово-экономического кризиса в отрасль и в целом в национальную экономику.

Однако, в силу воспроизводственной специфики сельское хозяйство из всех отраслей экономики в наибольшей степени подвержено воздействию целой системы угроз устойчивого развития. Как правило, применительно к аграрному сектору национальной экономики выделяют следующие риски:

- институциональные риски: уровень защиты прав собственности; изменчивость правовых институтов; низкий уровень развития рыночных институтов; неразвитость горизонтальных связей; мягкие бюджетные ограничения;
- технологические риски: запаздывание в развитии и переходе к новым технологическим укладам; деградация существующей технологической базы; дифференциация в уровне материально-технической базы в основных сельскохозяйственных укладах и регионах – производителях сельхозпродукции;
- социальные риски: уровень квалификации работников; социальное неравенство и напряженность в регионах с низким уровнем доходов и социальным обустройством сельской местности;
- политические риски: наднациональное давление на политику государства; протестные выступления населения.

Приведенная выше квалификация рисков позволяет рассматривать экономическую категорию «риск» как вероятность возникновения условий, при которых вероятность экономических потерь при ведении сельского хозяйства наиболее максимальна.

В грядущей среднесрочной перспективе экономическое развитие Российской Федерации будет протекать на фоне рецессии, что предъявляет

особые требования к экономической политике ее Правительства. Эти требования могут быть сформулированы по результатам экономико-статистического анализа, оценки экономических условий функционирования и состояния сельского хозяйства.

Экономическая ситуация в российской экономике последних пяти лет после экономического спада 2009 года говорит о торможении экономического роста, которое началось в 2011-2012 годах. Стремление числовых значений бинарной зависимой переменной в 2013-2014 годах к единице свидетельствует о том, что 2020 год может стать для российской экономики кризисным.

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РОЛЬ МОНИТОРИНГА В СОВЕРШЕНСТВОВАНИИ ЦЕНООБРАЗОВАНИЯ СТРОИТЕЛЬНОЙ ОТРАСЛИ

Аннотация: в статье рассмотрены теоретические аспекты ценообразования в строительной отрасли. Проанализирована роль мониторинга, как основной составляющей системы ценообразования в строительной отрасли.

Ключевые слова: ценообразование, сметная стоимость строительства, мониторинг.

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THE ROLE OF MONITORING IN THE IMPROVEMENT OF PRICING IN THE CONSTRUCTION INDUSTRY

Abstract: The article deals with the theoretical aspects of pricing in the construction industry. The role of monitoring as the basic component of system of pricing in construction industry has been analyzed.

Keywords: pricing, estimated cost of construction, monitoring.

Строительная отрасль играет значительную роль в социально экономическом развитии любой страны, являясь важным фактором ее стабильности, а также она служит материальной основой непрерывного развития народного хозяйства, решения жилищной проблемы, повышения материального и культурного уровня народа.

Основная роль строительной отрасли — создание условий для поступательного развития всей экономики страны.

Целью деятельности любого общества является производство благ (материальных и нематериальных) для удовлетворения потребностей людей.

Удовлетворение этих потребностей невозможно без участия строительной отрасли, предназначенной для создания и модернизации

производственных и непроизводственных основных фондов. Под капитальным строительством подразумевается процесс возведения площадей для производственных и непроизводственных фондов.

Капитальное строительство — сложный многофакторный процесс, требующий больших затрат экономических ресурсов в течение определенного периода. Экономические ресурсы — факторы производства — это все то, что нужно для процесса производства: капитал, труд, земля и предпринимательство.

В условиях глобализации, повышения конкуренции на мировом рынке, особенно важными становятся вопросы управления стоимостью инвестиционно-строительного проекта. Переход к рыночным отношениям в строительстве в России повлек реформирование и совершенствование сметно-нормативной базы системы ценообразования, методов расчета стоимости строительной продукции, механизмов формирования договорной стоимости с использованием современных информационных технологий.

Политика ценообразования и сметного нормирования в строительстве является составной частью общей ценовой политики Российской Федерации, органически вписывающейся в общую экономическую политику государства.

Для определения суммы инвестирования в тот или иной объект капитального строительства необходимо определить сметную стоимость строительства.

Сметная стоимость строительства, реконструкции, капитального ремонта, сноса объектов капитального строительства, работ по сохранению объектов культурного наследия (далее - сметная стоимость строительства) - расчетная стоимость строительства, реконструкции, капитального ремонта, сноса объектов капитального строительства, работ по сохранению объектов культурного наследия, подлежащая определению на этапе архитектурно-строительного проектирования, подготовки сметы на снос объекта капитального строительства и применению в соответствии со статьей 8.3 ГК РФ [1].

Единые методы формирования сметной стоимости строительства, на этапе архитектурно-строительного проектирования, подготовки сметы на снос объекта капитального строительства определены Методикой определения сметной стоимости строительства, реконструкции, капитального ремонта, сноса объектов капитального строительства, работ по сохранению объектов культурного наследия (памятников истории и культуры) народов Российской Федерации на территории Российской Федерации [3].

В сметной стоимости строительства учитываются затраты, подлежащие определению на этапе архитектурно-строительного проектирования, подготовки сметы на снос объекта капитального

строительства, в том числе стоимость строительных работ, стоимость ремонтно-строительных работ (при выполнении работ по капитальному ремонту), стоимость ремонтно-реставрационных работ (при выполнении работ по сохранению объектов культурного наследия), работ по монтажу и капитальному ремонту оборудования, стоимость оборудования, стоимость прочих затрат.

Стоимость строительных работ, работ по монтажу оборудования (далее -строительно-монтажные работы, СМР) включает сметные прямые затраты, накладные расходы и сметную прибыль, а также отдельные виды затрат, относимые на стоимость строительно-монтажных работ.

Сметные прямые затраты учитывают сметную стоимость материалов, изделий, конструкций, средства на оплату труда рабочих, стоимость эксплуатации машин и механизмов, включая оплату труда рабочих, управляющих машинами (далее -машинисты).

Накладные расходы и сметная прибыль определяются в соответствии со сметными нормативами, сведения о которых включены в федеральный реестр сметных нормативов.

Смета на строительство разрабатывается с использованием сметных нормативов, а также единичных расценок и составляющих единичных расценок к сметным нормам, сведения о которых включены в федеральный реестр сметных нормативов.

В системе ценообразования накопилось множество нерешенных проблем, связанных с устаревшим способом определения сметной стоимости. Назрела необходимость в глубинных преобразованиях системы ценообразования и сметного нормирования в строительстве и переводом ее на качественно новый уровень. Речь идет о повышении доступности и достоверности информации, достоверности самой системы ценообразования и ее совершенствования, но не о радикальной перестройке всей системы в целом.

Министерство строительства и ЖКХ РФ совместно с ФАУ «Главгосэкспертиза России» занимается разработкой реформы ценообразования в строительстве с 2015 года. 10 декабря 2020 года правительством был утвержден План мероприятий по совершенствованию ценообразования в строительной отрасли Российской Федерации [9].

В настоящее время в России идет подготовка к переходу на ресурсно-индексный метод оценки стоимости строительства, применение которого планируется с 2022 года. Ранее, до 2016 года для определения сметной стоимости строительства объектов, финансируемых бюджетом РФ, фактически безальтернативно применялся базисно-индексный метод. У базисно-индексного метода много плюсов — и очень больших. Вопрос, скорее, в его реализации, инструментах и механизмах, которые могли бы поддерживать базисно-индексный метод в рабочем состоянии. Множество накопившихся и нерешенных своевременно проблем стали приводить к

постоянному снижению точности и прозрачности применяемых механизмов ценообразования.

К 2016 году номенклатура индексов пересчета сметной стоимости строительства объектов содержала лишь 30 видов объектов, а номенклатура материалов, содержащая на тот момент менее 400 позиций, стала недостаточной для расчета индексов. Кроме того, долгое время не актуализировалась и нормативно-методическая база по ценообразованию в строительстве, поэтому многие нормы и методики расчетов не учитывали современные требования в части учета видов затрат, отмечает эксперт.

Подготовка к переходу на новую систему ценообразования началась в 2016 году по поручения президента РФ Владимира Путина, однако ряд механизмов, разработанных в 2016-2018 годах в ходе трансформации системы, оказались недостаточно эффективны, что привело к невозможности осуществить переход на ресурсный метод одновременно и в запланированные сроки.

Меры по поддержанию базисно-индексного метода в работоспособном состоянии и по его развитию были заморожены. Кроме того, в качестве негативного момента стоит отметить, что региональные центры фактически были исключены из государственной системы ценообразования.

С учетом масштабов страны и специфики ценообразования, сложившейся почти в каждом из 85 регионов, провести реформу в короткий срок оказалось невозможным. В настоящее время ведется подготовка к переходу строительной отрасли на новый стандарт ценообразования с 2022 года.

Осуществление перехода на ресурсно-индексный метод возможно при условии увеличения объема информации о текущих сметных ценах строительных ресурсов, определенных на основании результатов государственного мониторинга цен непосредственно от производителей, размещаемых в ФГИС ЦС.

По мнению С.В. Лахаева заместителя начальника Федерального автономного учреждения «Главное управление государственной экспертизы» по ценообразованию: «Все меры, предпринимаемые сегодня Минстроем России совместно с Главгосэкспертизой, продиктованы необходимостью в глубинных преобразованиях системы ценообразования и сметного нормирования в строительстве и переводом ее на качественно новый уровень. Речь идет о повышении доступности и достоверности информации, достоверности самой системы ценообразования и ее совершенствования, но не о радикальной перестройке всей системы в целом» [2].

В целях информационной поддержки процесса и порядка определения сметной стоимости объектов капитального строительства, финансируемых с привлечением средств бюджетной системы, средств

юридических лиц, созданных Российской Федерацией, субъектами Федерации, муниципальными образованиями, и юридических лиц, доля государства, регионов, муниципальных образований в уставных (складочных) капиталах которых составляет более 50% создана Федеральная государственная информационная система ценообразования в строительстве (ФГИС ЦС). ФГИС ЦС создана в соответствии с постановлением Правительства Российской Федерации от 23.09.2016 № 959 «О федеральной государственной информационной системе ценообразования в строительстве» и в рамках исполнения постановления Правительства Российской Федерации от 23.12.2016 №1452 «О мониторинге цен строительных ресурсов». Оператором ФГИС ЦС является Федеральное автономное учреждение «Главное управление государственной экспертизы».

Переход на ресурсно-индексный метод позволит значительно повысить достоверность определения сметной стоимости по сравнению с базисно-индексным методом, применяемым в настоящее время. Тем самым он обеспечит постоянное повышение точности сметных расчетов за счет пополнения данных о текущих сметных ценах строительных ресурсов в федеральной государственной информационной системе ценообразования в строительстве (ФГИС ЦС).

В настоящее время идет доработка этой цифровой платформы, уже созданы личные кабинеты поставщиков для подачи данных о стоимости материалов, а также личные кабинеты госкомпаний и органов власти — они будут запущены в эксплуатацию в начале 2021 года.

Ввод рыночных принципов ценообразования вызывает особый интерес в профессиональных сообществах строительной индустрии России. В рамках реформы ценообразования, Минстроем России решено осуществить переход на ресурсный метод сметных расчетов, принятый в международной практике, и обеспечить единый мониторинг цен строительных ресурсов во всех субъектах страны, учитывающего региональные особенности.

Мониторинг рыночных цен нужен для определения достоверной стоимости строительных материалов, технических и трудовых ресурсов. Федеральный контроль устанавливается не для регулирования цен на рынке, а для определения объективной стоимости строительной продукции. Достоверная цена стройматериалов — ключевое звено в решении новых задач, поставленных Правительством России. Полученные, по результатам мониторинга, сметные цены будут применяться для расчета начальной (стартовой) стоимости всех объектов капитального строительства, финансируемого из бюджета страны.

Всероссийский охват мониторинга очень важен для видения единой картины рынка строительных материалов и ресурсов; его регулярность и

максимальная детализированность станет основой оптимального использования бюджетных средств.

Информация о ценах будет полезна не только для государственных заказчиков, но и для строительных компаний, физических лиц. Строительные компании, работающие в системе государственного заказа, должны будут отказаться от услуг поставщиков-посредников.

Таким образом, проведя анализ системы ценообразования в строительной отрасли мы пришли к выводу, что качественный мониторинг стоимости строительных ресурсов, рынка труда, стоимости построенных и введенных в эксплуатацию объектов капитального строительства обеспечит максимальную достоверность стоимости строительства на всех этапах инвестиционно-строительного процесса.

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ИСТОРИКО-ПРАВОВОЙ ОПЫТ ФОРМИРОВАНИЯ ОРГАНОВ ГОСУДАРСТВЕННОЙ БЕЗОПАСНОСТИ СССР С 1917 ПО 1954 ГОДЫ

Аннотация: В статье рассматривается историко-правовой аспект становления органов государственной безопасности Советского Союза с 1917 года, а также социально-политические и экономические предпосылки для изменений в организации и работе органов государственной безопасности.

Ключевые слова: Советский Союз, органы государственной безопасности, реформирование органов государственной безопасности, ВЧК, НКВД.

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HISTORICAL AND LEGAL EXPERIENCE IN THE FORMATION OF STATE SECURITY BODIES OF THE USSR FROM 1917 TO 1954

Annotation: The article examines the historical and legal aspect of the formation of the state security organs of the Soviet Union since 1917, as well as the socio-political and economic prerequisites for changes in the organization and work of the state security organs.

Key words: Soviet Union, state security organs, reforming state security organs, Cheka, NKVD.

Советский Союз с самого начала своего формирования был погружен в круговорот тяжёлых событий, часть которых была напрямую связана с историей его становления, как Гражданская война, социальные кризисы и репрессии, часть с внешними, объективно независящими от СССР – мировые войны, геополитическая борьба за национальные интересы стран, однако все эти исторические события влияли на реакцию государства в вопросе обеспечения безопасности и формировании эффективных органов.

Несмотря на прошедшие десятилетия, изученность правовых основ деятельности органов безопасности, факторов и событий, которые влияли на реформы в органах безопасности СССР и их политику, не были раскрыты достаточно. До сих пор часть истории России, которая была построена на фундаменте СССР, в вопросе работы органов государственной безопасности, их методов и правовых основ остаётся достаточно засекреченной областью и недостаточно изученной, что ведет к порождению различных теорий или недостоверных выводов о различных событиях в истории Советского Союза и роли органов государственной безопасности в них.

Становление органов государственной безопасности СССР, их реорганизация, формирование правовой базы – всё это происходило на фоне значимых социальных, политических и экономических изменений, как внутри страны, так и на международной арене. С момента образования РСФСР в стране происходили множественные пертурбации не только из-за каких-либо внешних факторов, как интервенции, гражданские войны, экономические кризисы, выражающиеся в забастовках и волнениях, но и в изменении подходов к управлению страной среди партии большевиков, изменения сил различных группировок, что также влияло и на развитие органов государственной безопасности.

7 ноября, а по старому стилю 25 октября, было свергнуто Временное правительство, управлять страной стали партии большевиков и левых эсеров. Сама Октябрьская революция являлась вооруженным восстанием, потому для удержания власти и противоборству контрреволюции начали образовываться не только новые органы управления, как Совет Народных Комиссаров, но и временные революционные органы, имеющие широкий перечень полномочий в разных сферах. Таким органом был Петроградский военно-революционный комитет, на который было возложено множество функций, начиная от создания новых органов власти, организацией снабжения населения продовольствием, до борьбы со спекуляцией и контрреволюцией. Однако, полномочия такого органа вели к дублированию управления из-за формирования отделов ВЦИК и народных комиссариатов. Потому в декабре 1917 организуется Всероссийская Чрезвычайная Комиссия.

Следствием Октябрьской революции становится Гражданская война, которая будет продолжаться до 1923 года: в Сибири контрреволюционной армией командует атаман Семенов, на юге – армия генерала Деникина, на Дону – армия Краснова, а Уфу и Ижевск занимают войска Колчака. На стороне белого движения становятся также страны Антанты и Четверного союза, начавшие интервенцию с множественными целями: от недопущения выхода России из войны, до ослабления и раздробления страны путем создания ряда самостоятельных государственных образований. В это время постановлением СНК «О красном терроре»

объявляется борьба с террористическими организациями, «белыми» и эсерами.

В это же время в условиях Гражданской войны проводится политика военного коммунизма, происходит национализация промышленности, ликвидация частной торговли и банков, вводится продразвёрстка, которая становится основой для антибольшевистских восстаний 1920 года, Кронштадтского мятежа и повстанческих движений до 1921 года.

Для стабилизации ситуации и дальнейшего решения проблем происходит расширение ВЧК – формируются губернские, уездные, районные чрезвычайные комиссии. Уездные ЧК сливаются с уездными управлениями милиции, начинаются создаваться транспортные ЧК, происходит рост и расширение полномочий ВЧК как органа, обеспечивающего государственную безопасность.

Вследствие споров между НКВД и ВЧК о подотчетности местных чрезвычайных комиссий, в 1918 году принимается «Положение о Всероссийской и местных чрезвычайных комиссиях», в котором определяется двойное подчинение местных ЧК как Советам, так и ВЧК. В это время также происходит и повышения сложности работы ВЧК как органа безопасности. К концу гражданской войны структура ВЧК представляла собой совокупность 12 отделов и управлений, а система местных органов была также широко разветвлённой – Особому отделы подчинялись особые отделы фронтов, армий, дивизий, округов и губернских ЧК, иногороднему отделу подчинялись губернские и областные, районные и городские ЧК, транспортному отделу подчинялись дорожные, районные и участковые ТЧК.

Вследствие социальных и экономических кризисов от военного коммунизма, интервенций, репараций и войн, большевики приходят к необходимости новой экономической политики. С 1921 года происходит множество экономических реформ, как введение продналога вместо продразверстки, привлечение иностранного капитала в концессионной форме, создание Государственного банка, денежная реформа и другие. Изменения НЭПа коснулись и органов государственной безопасности: если во времена военного коммунизма ВЧК имели полномочия применения наказаний в административной порядке, то Декретом ВЦИК и СНК «О порядке наложений административных наказаний» данные полномочия были ограничены. Также начался процесс о пересмотре деятельности ВЧК, о необходимости формирования строгих процессуальных норм и порядков арестов, обысков, следствия.

В 1922 году 6 февраля был принят Декрет «Об упразднении Всероссийской чрезвычайной комиссии и о правиле производства обысков, выемок и арестов», было образовано ГПУ, с образования СССР ОГПУ, которая фактически структурно или функционально не отличалась от ВЧК. Хотя и были попытки перевести деятельность органов

государственной безопасности в рамки судебного производства, но из-за инерции от красного террора у ОГПУ остаются права на внесудебные репрессии, а в последующие годы предоставляются права непосредственной расправы над бандитами и рецидивистами, а анархистов и левых эсеров и других уголовников отправлять в ссылку.

К 1926 году политика НЭПа, как либерализация не только в экономике, но и в партии, в вопросе органов безопасности выражающаяся в попытках законодательно регулировать их деятельность, ограничить в полномочиях начинает останавливаться. В 1927 году английское правительство разрывает торговые и дипломатические отношения с СССР вследствие найденных документов, которые вскрыли подрывную сеть Коминтерна в Англии. Вследствие этого в разных городах страны были совершены террористические акты, и ОГПУ ужесточает меры в отношении «буржуазных элементов». В январе 1927 года вводится в действие новый Уголовный Кодекс РСФСР, особенностью которого были особо строгие наказания за уголовные и контрреволюционные преступления, а также известная 58 статья, которая как раз и регулирована эти наказания за преступления против государства.

В следующие годы полномочия ОГПУ также расширялись, постановлениями Президиума ЦИК СССР были даны права внесудебных репрессий в отношении лиц, халатно относящихся к секретным документам, право расстрела белогвардейцев, бандитов, шпионов и другие права. В 1930 постановлением «О руководстве органами ОГПУ деятельностью милиции и уголовного розыска» ОГПУ дают полномочия по контролю над деятельностью милиции.

С 1930х годов происходит усиление репрессий в отношении «классовых врагов», принимаются законы «О мероприятиях по укреплению социалистического переустройства сельского хозяйства в районах сплошной коллективизации и по борьбе с кулачеством» и «Об охране имущества государственных предприятий, колхозов и коопераций и укреплении общественной (социалистической) собственности», которые усиливают репрессии в отношении врагов народа и «враждебных элементов».

В 1934 году 10 июля Постановлением ЦИК СССР «Об образовании общесоюзного Народного Комиссариата Внутренних Дел СССР» ОГПУ входит в состав НКВД, структурно преобразуясь в различные Главные управления.

Всё это время в партии происходили различные выяснения сил между лидерами партии и оппозицией: 1925-1926 года Сталин и Бухарин против Зиновьева и Каменева, 1928-1930 Сталин против Бухарина-Рыкова-Томского, а кульминацией борьбы с оппозицией в партии конца 1930х годов стал Большой террор – процесс политических репрессий против «троцкисто-бухаринского блока». Основным обвиняемым в лице А.И.

Рыкова, Н.И. Бухарина и Г.Г. Ягода и другим вменялись преступления за связь с иностранными разведками, организацией кулацких восстаний, убийство С.М. Кирова, В.Р. Менжинского, убийство Максима Горького, покушения на Ленина, Сталина и Н.И. Ежова, председателя НКВД и другие. Данный Третий Московский процесс явился закономерным результатом развития государственной политики в отношении врагов народа и борьбы за власть внутри партии большевиков, победителем который вышел И.В. Сталин. Так, еще в 1934 году выделяется постановление ЦИК СССР «О порядке ведения дел о подготовке или совершении террористических актов», которое было подготовлено по поручению Сталина в течение нескольких часов после убийства С.М. Кирова. Правовым обеспечением Большого террора явились так же и приказы НКВД 1937х годов, содержание которых сводилось к выселению из городов исключенных из ВКП(б) лиц вместе с семьями за принадлежность к антисоветским формированиям и за антисоветскую деятельность.

Период середины-конца 1930х годов стал пиком массового террора карательных органов СССР, и уже к 1938 году началось снижение политики репрессий. В постановлении СНК СССР и ЦК ВКП(б) «Об арестах, прокурорском надзоре и ведении следствия» отмечалась необходимость в тонкой агентурной работе органов государственной безопасности, получении большей информации для вынесения решений над преступниками и так далее.

С 1930х годов на международном уровне происходит множество событий, которые затронут Советский Союз и органы государственной безопасности в будущем: приход национал-социалистов к власти в Германии и становление Гитлера рейхсканцлером после победы НСДАП на выборах, рост националистических сил в Испании и Италии, дальнейшее подписание Мюнхенского соглашения европейскими странами, вторжение Германии в Польшу в 1939 году, советско-финская война – всё это становится причиной для начала подготовки к возможной войне с Германией и реорганизации органов безопасности.

22 июня 1941 года начинается Великая Отечественная война и для эффективного управления армией и органами государственной безопасности было решено снова объединить НКВД и НКГБ СССР, которые до этого были разъединены для эффективной разведки и контрразведки, а также передать из Народного Комиссариата Обороны в НКВД различные особые отделы, ответственные за военно-воздушные силы, противовоздушную оборону, танковые войска и артиллерию.

До перехода Красной Армии к наступательным операциям принимаются различные правовые документы, регламентирующие деятельность органов государственной безопасности в военный период, как Указ Президиума Верховного Совета «О военном положении»,

директива СНК СССР и ЦК ВКП(б) «Партийным и советским организациям прифронтовых областей», Постановление ЦК ВКП(б) «Об организации борьбы в тылу германских войск» и другие.

В 1943 году из-за перелома хода война происходит реорганизация НКВД и образуется НКГБ, который был ответственен за разведывательную и контрразведывательную деятельность.

Также в 1943 году была организована военная контрразведка «СМЕРШ», которая была рассредоточена по трём ведомствам: Народным комиссариатом обороны, военно-морского флота и внутренних дел.

После победы в войне, в 1946 году в связи с преобразованием народных комиссариатов в министерства НКГБ было переименовано в МГБ, однако реорганизация касалась не только названия – предстояло решать задачи по обеспечению государственной безопасности в условиях мирного времени, что происходило по всему миру. В первые послевоенные годы происходит трансформация служб Великобритании, США, ФРГ и Франции, начинается формироваться антисоветская политика в мире: речь Уинстона Черчилля в Фултоне, политика США на слом ялтинско-постсдамских соглашений, доктрина Трумана и другие факты указывали на то, что СССР следует укреплять свои органы государственной безопасности.

4 мая 1946 года проект реорганизации МГБ был утвержден на заседании политбюро ЦК ВКП(б) и в Министерство государственной безопасности была включена военная контрразведка «СМЕРШ».

До 1954 года органы государственной безопасности занимаются работой по нейтрализации внутренних источников угроз, что предопределило развитие оперативных подразделений: установка наружного наблюдения, предварительная разработка подозрительных лиц, проверка сигналов о враждебных проявлениях, пресечение попыток проникновения агентуры спецслужб иностранных государств и так далее.

В послевоенное время репрессивная политика И.В. Сталина продолжилась, но имела отличный характер от репрессий 30х годов: репрессии конца 1940х годов несли на себе отпечаток мнительности и подозрительности самого Сталина, а также влияние политических авантюристов из спецслужб, которые хотели выслужиться, преследуя карьеристские цели. Примером таких репрессий может служить «трофейное дело» в отношении маршала Жукова, начатое В.С. Абакумовым по личному указанию И.В. Сталина, так и дело в отношении самого Абакумова – «ленинградское дело».

В 1953 году происходят важные события в Советском Союзе: умирает И.В. Сталин, начинается партийная борьба за власть, в которой побеждает Н.С. Хрущёв со своим видением органов государственной безопасности, а «сталинские» руководители, такие как Л.П. Берия, В.Н. Меркулов, Б.З. Кобулов, В.С. Абакумов и другие, были арестованы и расстреляны.

В 1954 Указом Президиума Верховного Совета СССР №137/49 образуется Комитет Государственной безопасности с выделением его из МВД, которое было образовано путём слияния МГБ и МВД 5 марта 1953 года.

На основе всего вышеизложенного необходимо сделать вывод: формирование, развитие и правовая основа деятельности органов государственной безопасности Советского Союза происходило на фоне множественных исторических событий, как внутри, так и вне страны, которые влияли на проведение государственной политики, политики партии, что первостепенно влияло на органы, ответственных за государственную безопасность.

Историко-правовое исследование становления органов государственной безопасности, начиная с 1917 по 1954 год доказывает, что крупнейшие события в стране, как Гражданская война, интервенции, военный коммунизм и НЭП 1920-х, голод и репрессивная политика партийных лиц 1930-х, Великая Отечественная война и репрессии 1940-х, политические изменения и холодная война 1950-х, стали причиной усиления роли органов государственной безопасности в стране, их разрастанию и к частым попыткам в преобразовании и нормативном регулировании их деятельности.

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ОСОБЕННОСТИ И ПОРЯДОК ПРОВЕДЕНИЯ КАМЕРАЛЬНОЙ НАЛОГОВОЙ ПРОВЕРКИ ПО НАЛОГУ НА ДОБАВЛЕННУЮ СТОИМОСТЬ

Аннотация: Камеральная налоговая проверка - это проверка соблюдения законодательства о налогах и сборах на основе налоговой декларации и документов, которые налогоплательщик самостоятельно сдал в налоговую инспекцию, а также документов, которые имеются у налогового органа. В данной статье рассматриваются основы проведения камеральных налоговых проверок, сроки, мероприятия налогового контроля.

Ключевые слова: камеральная налоговая проверка, мероприятия налогового контроля, налоговый кодекс.

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FEATURES AND PROCEDURE FOR CONDUCTING A CAMERAL VALUE-ADDED TAX AUDIT

Annotation: A cameral tax audit is an audit of compliance with the legislation on taxes and fees based on a tax declaration and documents that the taxpayer independently submitted to the tax office, as well as documents that the tax authority has. This article discusses the basics of conducting cameral tax audits, timing, tax control measures.

Keywords: cameral tax audit, tax control measures, tax code.

Согласно п.1 ст. 88 Налогового Кодекса Российской Федерации (далее НК РФ) камеральная налоговая проверка проводится в отношении налоговых деклараций (расчетов) и документов, представленных налогоплательщиками, а также других документов, о деятельности налогоплательщика, находящихся у налогового органа.

В данной статье хочу рассказать о мероприятиях и процедурах, проводимых во время проверки налоговой отчетности.

Как отмечено выше, порядок камеральной налоговой проверки (далее КНП) регламентирован ст. 88 НК РФ. Срок проведения КНП – 2 месяца с момента подачи отчетности в налоговый орган. Однако, если в декларации будут выявлены противоречия, признаки нарушения налогового законодательства, различия в данных, представленных контрагентами и др., срок проверки может быть продлен до 3-х месяцев.

В случаях, когда нарушения в ходе проведения проверки не выявлены, налогоплательщик об окончании КНП не извещается.

Во время проведения проверки данных, отраженных в отчетности, налоговый орган анализирует финансово-хозяйственную деятельность налогоплательщика, отраженных в книге покупок и продаж контрагентов, операции по расчетным счетам, правомерность отражения НДС, заявленных вычетов, возмещения и льгот.

В рамках КНП оснований для проведения мероприятий налогового контроля мало - налоговый орган вправе запросить дополнительные документы и осуществить иные мероприятия только в некоторых случаях. Например, если налогоплательщиком заявлены суммы к возмещению налога из бюджета, применены налоговые льготы согласно ст. 149 НК РФ, либо выявлены противоречия в сведениях, которые ведут к занижению сумм налога к уплате в бюджет, возникает право в истребовании подтверждающих операции документов, встречных документов у контрагентов, направлении запросов в соответствующие организации (таможенные органы, банки и т.д.), проведение допросов и осмотров территорий, помещений лица, документов и предметов.

Согласно п. 3 ст. 88 НК РФ при выявлении ошибок и противоречий в сведениях, отраженных в налоговой декларации, налогоплательщик обязан представить в течение пяти дней с момента получения соответствующего требования необходимые пояснения или внести соответствующие исправления в установленный срок. При непредставлении ответа на требование возникает состав нарушения по ст. 129.1 НК РФ и влечет за собой штраф в размере 5 000 рублей.

В соотв. с п. 3 ст. 93 НК РФ документы, которые были истребованы в ходе налоговой проверки, представляются в течение 10 дней с момента получения требования. При непредставлении ответа на требование возникает состав нарушения по п. 1 ст. 126 НК РФ и влечет за собой штраф в размере 200 рублей за каждый непредставленный документ.

Перечень подтверждающих операции документов не регламентирован и является открытым. В основном, при проведении проверки, налоговой орган истребует следующие документы: лицензии на осуществление заявленной деятельности, уставы, счет-фактуры, акты сверки, акты приёма-передачи товара, карточки счета и т.д.. То есть документы, на основании которых возможно установить сделку, её правомерность и исполнение.

Документы и пояснения, представленные в ответ на требование, представляются в налоговый орган в электронном виде (скан-образ) по телекоммуникационным каналам связи, через личный кабинет налогоплательщика, либо заверенные копии в бумажном виде.

В случае, если при КНП выявлены ошибки, нарушения, противоречия в сведениях, отраженных в декларации, а так же не представлены ответы на направленные требования, налоговым органом в течении 10 рабочих дней со дня окончания проверки составляется акт налоговой проверки. В описательной части акта отражаются сведения о налогоплательщике, представленной налоговой отчетности, проведенные мероприятия налогового контроля, выявленные в ходе проведения налоговой проверки нарушения, выводы и предложения по устранению данных нарушений. Акт налоговой проверки подписывается должностным лицом, проводившим эту проверку и вручается налогоплательщику лично, либо по телекоммуникационным каналам связи в течение 5 дней.

Налогоплательщик, при несогласии с данными, отраженными в акте, вправе представить в течение месяца с даты получения возражения на акт налоговой проверки. Так же, при наличии смягчающих обстоятельств, налогоплательщик вправе представить в налоговый орган ходатайство об их применении.

По истечению срока на подачу возражения, налоговый орган проводит рассмотрение материалов налоговой проверки. Перед рассмотрением акта

налогоплательщику направляется извещение о времени и месте рассмотрения материалов налоговой проверки. Рассмотрение акта возможно в отсутствии налогоплательщика, если иное не предусмотрено законодательством. При рассмотрении учитываются все представленные документы, возражения, ходатайства, составляется протокол рассмотрения материалов налоговой проверки, в котором отражаются проверенные документы, участвующие лица, возражения и замечания.

Решение о привлечении к ответственности, либо решение об отказе в привлечении к ответственности должно быть принято в течение 10 рабочих дней со дня истечения срока на подачу возражений по акту. Срок принятия решения может быть продлен, но не более чем на 1 месяц. Согласно п. 9 ст. 109 НК РФ решение вступает в силу по истечению одного месяца с момента вручения лицу, в отношении которого было вынесено соответствующее решение.

После вынесения решения о привлечении к ответственности, налоговой орган вправе применить обеспечительные меры, направленные на исполнение данного решения, если есть право полагать, что неприменение их может затруднить или сделать невозможным в дальнейшем исполнение данного решения.

Решение налогового органа может быть обжаловано в вышестоящем органе в апелляционном порядке.

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МЕТОДОЛОГИЯ СБОРА КРЕДИТОВ НА НЕКОТОРЫЕ МОДУЛИ В СИСТЕМЕ КРЕДИТНЫХ МОДУЛЕЙ

Аннотация: В данной статье рассматривается методология взыскания средств для некоторых модулей системы средств модулей

Ключевые слова: модульная система, кредитная система, кредиты, научный блок

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METHODOLOGY OF COLLECTING LOANS FOR SOME MODULES IN THE SYSTEM OF LOAN MODULES

Abstract: This article discusses the methodology of collecting funds for some modules of the system of means of modules

Key words: modular system, credit system, loans, scientific block

Болонья жараёни асосларидан бири ҳисобланган кредит (синов бирлиги) тизимини ишлаб чиқиш ва ундан самарали фойдаланиш етарлича мураккаб масала ҳисобланади. Синов бирлиги тизимида ўтиш учун ўқув фани иш ҳажмини қайта ҳисоблаб чиқишнинг ўзи етарли эмас, балки ўқув жараёнини бутунлай янгича ташкил қилиш талаб этилади. Хусусан, талабанинг академик ўзлаштиришини баҳолашнинг менталитетга хос хусусиятларини ҳисобга олган ҳолда содда, шаффоф, адолатли методикасини ишлаб чиқиш керак бўлади.

Юқоридаги вазифаларни амалга ошириш учун 2003, 2004 йилларда Наманган муҳандислик-педагогика институти (ҳозирги Наманган муҳандислик-қурилиш институти) да Болонья декларациясига аъзо бўлган турли мамлакатларнинг кредит тизимларини солиштирув таҳлилларини амалга ошириб, улар асосида синов бирлиги тизимини қўллаш бўйича илмий-методик ишлар ва битта таълим йўналишида вазирлик рухсати билан тажриба ўтказилиб 2004 йил охирида ушбу тизимга ўтиш бекор қилинган [1]. Лекин мазкур тизим бўйича изланиш натижалари ҳозирги кунгача ўзининг долзарблигини йўқотгани йўқ. Шунинг учун амалдаги

ўқув режа ва 1 та фан дастури асосида кредит тўплаш методикасини кўриб чиқамиз.

Синов бирлиги ҳисобий қиймат бўлиб, фаннинг умумий иш ҳажми бўйича аниқланади. Фанга белгиланадиган синов бирлигининг қиймати фанга белгиланган умумий соатни бир синов бирлигига тўғри келган соатга нисбати орқали топилади. Масалан, “Муқобил энергия манбалари” таълим йўналишининг амалдаги ўқув режаси бўйича “Техник тизимларда ахборот технологиялари” фанининг умумий юклама ҳажми 184 соат бўлиб, 1 ва 2 семестрга белгиланган. 2 семестрда маъруза (М) – 18 соат, амалий машғулоти (А) – 18 соат, лаборатория машғулоти (Л) – 36 соат, талабанинг мустақил иши (МИ) – 50 соат.

Умумий иш ҳажмини қуйидагича белгилаш мумкин:

$M18+MI15=33$ соат,

$A18+MI12=30$ соат,

$L36+MI23=59$ соат.

Талабанинг 36 соат иш ҳажмини 1 кредит (синов бирлиги) деб қабул қилинса, талаба семестр давомида 3.39 кредит тўплаши керак. Уни 0.25 аниқликда яхлитлаб, 3.5 синов бирлигини қабул қилинса бўлади.

Талабанинг семестр давомида ушбу 3.5 синов бирлигини тўплаш методикаларидан бирини кўриб чиқайлик.

Маърузага тегишли фаолият бўйича 0.9 синов бирлиги, амалий машғулоти бўйича 0.9 синов бирлиги ва лаборатория машғулоти бўйича эса 1.7 синов бирликларида иборат кредит тўплаш талаб этилади.

Талабалар билимини баҳолашнинг 5 балллик тизимида ўтилгани муносабати билан аввало у бўйича етарлича тажриба ва кўникмага эга бўлиш ҳамда ҳар бир фаннинг мукамал баҳолаш тартибини ишлаб чиқиш талаб этилади.

Агар талаба фан бўйича семестрни “5” баҳога яқинласа 3.5 кредит (синов бирлиги) тўплайди, демак: $5 \cdot 0.7 = 3.5$ синов бирлиги (бу ерда 0.7-коэффициент).

Синов бирлиги 3.5 бўлган курс учун баҳо ва синов бирлиги ўртасидаги муносабат.

1-жадвал

Харфий белги	A	B	C	D	E	FY	F
Баҳо	5	4.5	4	3.5	3	2.5	2
Кредит (синов бирлиги)	3.5	3.15	2.8	2.45	2.1	1.75	1.4

Агар талабанинг ушбу фандан семестр давомида йиғган кредити 2.1дан кам бўлса, унга етказиш учун деканат 1 марта рухсат беради. Россияда қабул қилинган тартибга кўра “3” баҳо олган талаба ушбу фандан кредитга эга бўлмайди, лекин дипломида бу фанга “қоникарли” ёзуви қўйилади [2]. Ушбу тартибни бизда ҳам қўллаш мумкин.

“Техник тизимларда ахборот технологиялари” фанининг II ўрта модули (2-семестр) учун фан таркиблари бўйича кредит йиғиш тартибини кўриб чиқайлик [3].

Амалий машғулоти: Бу семестрда талабалар 6 та кичик модуллар бўйича топшириқларни амалий бажариш малака ва кўникмаларига эга бўлиши керак.

Ўқитишнинг замонавий технологияларини қўллаб, талабаларнинг ҳар бир кичик модуль бўйича баҳоланишларига эришилади. Бунда аудиториядаги мустақил иш, уйга вазифанинг бажарилиш сифатини текшириш ва бошқа омиллардан фойдаланилади. Талабанинг олган баллари ўртачалаштирилади.

Лаборатория машғулоти: жаъми иш ҳажми 59 соат. Семестр учун 6 та лаборатория иши режалаштирилган. Талабалар томонидан барча лаборатория ишларининг назарий қисмларини ўрганишларини, уларни амалда бажаришларини ўқитувчи назорат қилиб боради. Талаба аудиториядан ташқари мустақил иш соатларида ҳар бир лаборатория иши бўйича ҳисобот тайёрлайди ва ҳимоя қилади. 6 та ҳимоянинг барчаси баҳоланади ва ўртачалаштирилади.

Кредит технологиясининг энг аҳамиятли томони шундаки, жорий назорат рейтингини ҳисоблашда фақатгина талабаларнинг белгиланган муҳлатларда олган баллари ҳисобга олинади.

Биринчи, иккинчи оралиқ баҳолашлар ва якуний баҳолаш ҳам “5” баллик тизимда амалга оширилади.

Якуний баҳо B_A -амалий машғулоти, B_L - лаборатория машғулоти, B_{O1} ва B_{O2} - биринчи ва иккинчи оралиқ назорат ва B_Y - якуний назорат баҳоларининг ўртачалаштирилишидан топилади:

$$B = \frac{B_A + B_L + B_{O1} + B_{O2} + B_Y}{5}$$

Натижавий кредит (синов бирлиги) эса 1-жадвал асосида аниқланади.

Талабаларнинг фанлар бўйича ўқув дастурларини ўзлаштиришларида уларнинг юкламаларини мувофиқлаштириш ва мустақил иш ҳажмини белгилаш синов бирлиги тизимида муҳим масала ҳисобланади. Ҳозирги амалиётда барча фанларнинг мустақил иш соатлари аудитория соатига нисбатан деярли бир хил нисбатда тақсимланган. Лекин фанлар хусусиятидан келиб чиқиб қаралганда, талабаларнинг уларга сарфлайдиган иш ҳажмлари ажратилган мустақил иш соатларига тўла мос келмайди. Буни мувофиқлаштириш йўлларида бири талабалар фикрини ўрганишдир. Яна бир усули- ўқитувчи таълим модулини режалаштиради ва талабанинг иш ҳажмини ҳисоблаб чиқади. Агар семестр давомида ўқитувчи ҳисоблаб чиққан мустақил иш ҳажми ҳақиқийга мос келмаса юклама шаклини ўзгартириш йўли билан мувофиқлаштиради.

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РОЛЬ ПРОФИЛАКТИКЕ КАРИЕСА ЗУБОВ И ЗАБОЛЕВАНИЙ ПАРОДОНТА

Резюме: Кариес зубов является одним из самых распространенных заболеваний среди населения различных географических зон и стран мира, что можно объяснить чрезвычайной многогранностью проблемы, сложностью ее взаимосвязей с воздействием социальных и внешних факторов, существенно меняющих условия и увеличивающих интенсивность и распространенность поражения.

В связи с этим в стоматологии вряд ли можно выделить направление более важное, чем профилактика кариеса зубов, которая позволяет изменить сложившуюся ситуацию и оказать влияние на причины возникновения и развития этого поражения.

В последние годы научные исследования и практическая деятельность в области разработки и создания условий для воздействия непосредственно на патогенетические механизмы кариозного процесса дали новый импульс к развитию и совершенствованию профилактики стоматологических заболеваний.

Ключевые слова: кариес зуба, профилактика, пародонтоз.

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ROLE IN PREVENTING DENTAL CARIES AND PERIODONTAL DISEASES

Resume: Dental caries is one of the most common diseases among the population of various geographic zones and countries of the world, which can be explained by the extreme versatility of the problem, the complexity of its relationship with the impact of social and external factors that significantly change the conditions and increase the intensity and prevalence of the lesion.

In this regard, in dentistry, it is hardly possible to single out a direction more important than the prevention of dental caries, which allows you to change the current situation and influence the causes of the onset and development of this lesion.

In recent years, scientific research and practical activities in the development and creation of conditions for influencing directly the pathogenetic

mechanisms of the carious process have given a new impetus to the development and improvement of the prevention of dental diseases.

Key words: dental caries, prevention, periodontal disease.

Введение. В настоящее время в нашей стране разработана специальная программа по профилактике кариеса, предусматривающая санитарное просвещение, обучение правильному гигиеническому уходу за полостью рта, профессиональные гигиенические процедуры местной и общей направленности[3,7,8]. Начинать воспитание в мотивированной потребности в тщательном и грамотном уходе за полостью рта необходимо с раннего детства[1,5].

В то же время в любом возрасте никогда не поздно научить пациента чистить зубы, если в силу ряда причин его гигиенические навыки далеки от совершенства[2,4,6]. В этом случае главным мотивирующим фактором могут стать большие затраты на лечение зубов по сравнению с затратами на профилактические процедуры и качественные средства гигиены полости рта.

Цель исследования. Цель нашего обзора изучить взаимосвязь между гигиеной полости рта и здоровьем человека.

Методы. Профилактика кариеса требует комплексного подхода, который осуществляется по двум основным направлениям: устранение уже существующего кариеса в полости рта и повышение резистентности тканей зуба.

Основным средством профилактики и контроля проблем полости рта, связанных с образованием зубного налёта, включая кариес зубов, является тщательное механическое удаление зубного налёта со всех зубных поверхностей.

Многие годы исследований представили что фториды, без сомнения, являются очень успешными средствами профилактики кариеса; резкое снижение распространенности и тяжести кариеса, наблюдавшееся в течение нескольких последних десятилетий, было обусловлено широким использованием фторида.

Результаты исследования. При выполнении индивидуализированной программы профилактики кариеса в период прорезывания зубов у 11-летних детей через 2.5 года в группе профилактики количество очагов начального кариеса в активной стадии оказалось ниже, чем в группе сравнения (1.42 ± 0.20 и 10.02 ± 0.43 соответственно, $p < 0.001$), а в стадии стабилизации - выше (7.06 ± 0.47 и 2.37 ± 0.34 соответственно, $p < 0.001$). Через 15 лет количество очагов начального кариеса в стадии стабилизации было выше в группе профилактики, чем в группе сравнения (9.28 ± 1.04 и 0.30 ± 0.09 соответственно, $p < 0.001$). Интенсивность кариеса поверхностей у детей в группе профилактики через 2.5 года была достоверно ниже, чем в группе сравнения (3.12 ± 0.40 и 6.35 ± 0.81 , $p < 0.001$) и через 15 лет

сохранялась та же тенденция (10.83 ± 1.01 и 14.48 ± 1.07 соответственно, $p < 0.05$).

В основе прогноза развития кариозного процесса лежат ранняя диагностика начального кариеса и степени его активности, определение глубины поражения твердых тканей зуба и оценка факторов риска, влияющих на прогрессирование кариеса. Контролирование кариозного процесса на начальной стадии в период прорезывания постоянных зубов в детском возрасте приводит к снижению заболеваемости кариесом у взрослых.

Регулярное участие детей в профилактической программе способствует их мотивации к поддержанию стоматологического здоровья, сохраняющейся в течение длительного периода времени. "Выживаемость знаний" с 6-летнего возраста составляет 39.53 % и с 11-летнего - 84.4% через 15 лет после окончания программы.

Индивидуализированная профилактическая программа, проведенная в течение 5-ти лет у лиц разных возрастов способствовала улучшению состояния гигиены полости рта и десны, а также удлинению интервала между посещениями.

Количество очагов начального кариеса эмали в активной стадии снизилось в группе детей от 6 мес. до 6 лет - на 71.4% (с 0.21 ± 0.05 до 0.06 ± 0.03 , $p < 0.05$); 7-15 лет - на 52.4% (с 0.21 ± 0.05 до 0.10 ± 0.04 , $p > 0.05$).

Выявлены корреляционные взаимосвязи длительности интервала между проведением профилактических мероприятий и состояния твердых тканей зуба, гигиены полости рта и десны. Установлена связь между индексом гигиены и гингивита ($r = 0.68$ - у детей, $r = 0.76$ - у взрослых); интервалом между посещениями и индексом гингивита ($r = 0.58$ - у детей, $r = 0.74$ - у взрослых), индексом гигиены полости рта ($r = -0.90$ - у детей, $r = -0.95$ - у взрослых); числом посещений и количеством очагов начального кариеса ($r = 0.60$ - у детей).

Оптимальной системой индивидуализированных профилактических мероприятий для детей, подростков и взрослых является сочетание организационных, диагностических и лечебно-профилактических мероприятий, позволяющих предложить обоснованный выбор алгоритма профилактики и тактику ведения пациентов в зависимости от возраста, состояния стоматологического статуса и факторов риска возникновения кариеса зубов у конкретного пациента.

Вывод. Доказана актуальность проблемы гигиенического состояния полости рта, ведущих к развитию кариеса. Причинами возникновения кариеса являются недостаточная гигиена полости рта, избыточное употребление углеводов, несбалансированное питание, недостаточная информированность населения по уходу за полостью рта и т.д.

Распространенное заболевание, кариес можно предотвратить обычной профилактикой. Профилактика кариеса включает в себя множество методов, список которых пополняется.

Таким образом, прогресс не стоит на месте и затрагивает все сферы, сферу медицины в частности. Со временем появляются новые методы лечения и профилактики. Кариес, являясь с течением времени и движением прогресса.

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ИСПОЛЬЗОВАНИЕ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ И РЕСУРСОВ ИНТЕРНЕТА В ОБУЧЕНИИ ЛЕКСИКЕ УЧАЩИХСЯ

Аннотация: В этой статье будут рассмотрены методы и приемы обучения лексике: игровой метод, метод с использованием компьютерных программ и др. Необходима разработка и использование новых подходов и технологий, направленных на повышение мотивации учебной деятельности студентов, а соответственно, уровня владения языком с помощью лексем. И активные методы обучения соответствуют этим требованиям, поскольку их суть - заинтересовать студентов, сделать их активными участниками образовательного процесса.

Ключевые слова: методы, изучение иностранного языка, аудирование, игровой метод, лексемы, коммуникативные подходы и технологии.

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USE OF COMPUTER TECHNOLOGIES AND INTERNET RESOURCES IN LEARNING VECTOR OF STUDENTS

Abstract: In this article, methods and techniques for teaching vocabulary will be considered: a game method, a method using computer programs, etc. It is necessary to develop and use new approaches and technologies aimed at increasing the motivation of the educational activities of students, and, accordingly, the level of language proficiency with the help of lexemes. And active teaching methods meet these requirements, since their essence is to interest students, to make them an active participant in the educational process.

Key words: methods, learning foreign language, listening, game method, lexemes, communicative approaches and technologies.

Лексикология - наука о словарном составе языка. Словарь - книга, содержащая перечень слов или других языковых единиц (морфем,

словосочетаний, фразеологизмов), размещенных в определенном порядке, чаще всего алфавитном. И с помощью словаря мы можем найти любую слова, которое нам нужно.

Занятия иностранным языком невозможны без самостоятельной работы над языком с помощью словарей и справочников. Лексические знания обеспечивают успешное овладение основами всех видов речевой деятельности.

Задачи исследования - охарактеризовать различные виды упражнений как ведущие средства обучения, рассмотреть такие методы активного обучения, как игра, методы компьютерных программ и интернета, рифмы и разучивания песен, а также содержание этих методов, и их соответствие целям обучения лексики на уроках английского языка.

Упражнения остаются главным средством обучения на любом этапе овладения иностранным языком.

В упражнении всегда есть цель. Безусловно, какое-то упражнение может давать и побочный эффект. И это очень важно использовать в обучении. Но одно упражнение никогда не дает конечного эффекта.

Обычно выделяют упражнения для усвоения материала и для его использования в устной речи. В нашей работе мы рассмотрим упражнения на формирование лексических навыков. В обучении важную роль играет тренировка.

Все лексические упражнения делятся на две категории, направленные на:

- запоминание слова, его семантики в единстве с произносительной и грамматической формой;
- формирование сочетаний слов смыслового характера.

При обучении следует помнить, что успех во многом зависит от соотносительности качеств упражнения с содержанием намеченной цели и условиями ее достижения. В настоящее время адекватность выражается в следующем положении: каждый вид речевой деятельности усваивается, в основном, за счет упражнений именно в данном виде деятельности.

Роль стихотворений и рифмовок для усвоения языкового лексического материала. Как показывает опыт, учителя часто пренебрегают стихами и рифмовками на уроках русского языка. А в случае их применения обращаются лишь к традиционным произведениям, что вызывает пренебрежительное отношение учащихся. Или же для многих преподавателей вся работа сводится к «прослушиванию» и «заучиванию», поэтому ученики часто даже не понимают смысла, заученного ими стихотворения. Проблема использования стихотворений и рифмовок заслуживает должного внимания на всех ступенях обучения, начиная с начального, заканчивая старшим, так как повышается эффект обучения языковому материалу. Любовь к поэзии должна прививаться детям с раннего возраста и сопровождать их всю жизнь.

У учеников обычно неустойчивое внимание. Поэтому обязательно в плане урока необходимо предусматривать виды работ, которые снимают напряжение, переключают внимание учеников, вызывают положительное эмоциональное настроение. Разучивание рифмовок, стихов отвечает возрастным и психологическим особенностям учеников. Они легко заучиваются, обладают такими признаками, как ритмичность, звуковая повторяемость. Разучивание стихов доставляет детям удовольствие. А то, что пережито эмоционально положительно, надолго остаётся в памяти, оставляя след в сознании ребёнка. Преподаватель просит каждого прочесть стихотворение. Во время его прочтения учитель подходит к каждому ученику и прислушивается, правильно ли он проговаривает материал.

Затем преподаватель предлагает учащимся попробовать свои силы в переводе данного стихотворения. Сообщает, что лучшие работы поместят на стенд, и будут выявлены победители.

Таким образом, у учеников появляется принцип соперничества и желание победить. Считаю, что данный вид работы раскрывает творческие способности детей, прививает интерес к иностранному языку.

Во время урока обстановка была напряженная. Все учащиеся активно принимали участие, довольно сплоченно отвечали на вопросы и задавали их учителю, что способствовало усвоению грамматического материала.

Я пришла к выводу, что данный вид работы положительно влияет на учащихся. Дети с удовольствием работают с поэзией, что развивает грамматические, лексические навыки и память.

Итак, роль стихотворений и рифмовок в настоящее время очень велика. Рифмовки на уроке английского языка - это средство активизации и настроя обучаемых на работу, так как, выполненные в виде стишков или песенок, они помогают снять напряженность и зажатость.

Поэзия играет огромную роль как средство развития детской речи и таких ее компонентов, как дыхание, дикции, слух, темп, умение регулировать силу голоса. Стихотворения и рифмовки также способствуют улучшению памяти.

Некоторые стихи и рифмовки воспитывают у ребят нравственные качества, культуру поведения, уважительные отношения друг к другу, к окружающим их людям, настойчивость в преодолении трудностей.

Рифмовки бывают фонетическими, тематическими и грамматическими:

1. Фонетические рифмовки предназначены для отработки правильного произношения определенных звуков.

2. Тематические рифмовки определяют своей целью расширение и закрепление словарного запаса, так как каждая из них включает некоторое количество лексических единиц.

3. Грамматические рифмовки являются очень хорошим подспорьем в процессе обучения, так как помогают пусть и в стихотворной форме запомнить различные грамматические особенности английского языка.

Преподаватели английского языка используют рифмовки, как в младших классах, так и на старшем этапе обучения. Учащийся любого возраста обязательно подберет себе что-то свое, что без проблем останется в его памяти надолго.

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ПОРЯДОК ПРОВЕДЕНИЯ ИНВЕНТАРИЗАЦИИ

Аннотация: В статье раскрывается понятие и роль инвентаризации за последние 2020-2021 года, условия ее проведения, отражение в бухгалтерском учете.

Ключевые слова: акт о проведении инвентаризации / инвентаризационная опись / сличительная ведомость / излишки/недостачи/комиссия.

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INVENTORY PROCEDURE

Abstract: The article reveals the concept and role of inventory for the last 2020-2021, the conditions for its implementation, and its reflection in accounting.

Keywords: inventory report / inventory inventory / comparison statement / surpluses / shortages / commission

Согласно Федеральному закону «О бухгалтерском учете» № 402 от 6 декабря 2011 г. «при инвентаризации выявляется фактическое наличие соответствующих объектов, которое сопоставляется с данными регистров бухгалтерского учета». Следовательно, данное сопоставление дает организации возможность контролировать сохранность имущества. Важность инвентаризации подчеркивается в ПБУ 4/99 «Отчетность

организации», где поясняется, что «статьи бухгалтерской отчетности, составляемой за отчет. год, должны подтверждаться результатами инвентаризации активов и обязательств».

По результатам инвентаризации можно проводить анализ эффективности использования объектов учета и найти резервы снижения затрат для уменьшения себестоимости. Руководителям организации необходима информация для проверки качества и эффективности работы его персонала.

Обязательное проведение инвентаризации устанавливается законодательством РФ, федеральными и отраслевыми стандартами.

Согласно приказу Минфина России от 29.07.1998 г.34н «Об утверждении Положения по ведению бухгалтерского учета и отчетности в РФ» проведение инвентаризаций обязательно:

1. при передаче имущества организации в аренду, выкупе, продаже,
2. перед составлением годовой бухгалтерской отчетности(не ранее 1 октября текущего года)
3. при смене материально ответственных лиц (на день приемки - передачи дел);
4. при установлении фактов хищений или злоупотреблений, а также порчи ценностей и т.п.;

Сроки проведения инвентаризации в любых других условиях в каждой организации устанавливаются индивидуально и закрепляются в графике проведения инвентаризации.

После утверждения приказа, в котором отражается сроки проведения инвентаризации, определяется председатель и состав инвентаризационной комиссии (не менее 3 чел), начинается непосредственно инвентаризация.

Комиссия берет на себя обязательства по контролю любых нарушений, выявленных в ходе проведения инвентаризации. На нее возлагается ответственность за полноту внесения в описи данных о фактических остатках и их отличительных признаков, за своевременность и соблюдение порядка ее проведения в соответствии с приказом. Стоит отметить, что отсутствие хотя бы одного члена комиссии или МОЛ при проведении инвентаризации служит основанием для признания результатов инвентаризации недействительными.

Материально ответственные лица дают расписки о том, что к началу инвентаризации все расходные и приходные документы на имущество сданы в бухгалтерию. Инвентаризационная комиссия анализирует способы погашения сомнительной дебиторской задолженности, причины недостач и излишек.

Если инвентаризация проводится в течение нескольких дней, то помещения, где она проводится опечатываются. Сведения о фактическом наличии имущества и учтенных обязательств фиксируются в инвентаризационных описях не менее чем в двух экземплярах.

Итак, возможны 4 результата после проведенной инвентаризации:

- 1) Совпадение учетных и фактических остатков
- 2) излишки
- 3) недостачи
- 4) пересортица

Хозяйственные операции по излишкам и недостачам отражаются в БУ следующими проводками:

Д К

- 1) 01, 10, 50, 43 91/1 - при проведении инвентаризации обнаружены излишки
- 2) 94 01, 10, 50, 43 - при проведении инвентаризации обнаружены недостачи
- 3) 20 94 - списание недостачи в пределах норм ест. убыли
- 4) 92/2 94 - списание недостачи сверх норм ест. убыли за счет орг.
- 5) 73 94 - недостача отнесена на виновное лицо
- 6) 50 73 - виновное лицо возместило недостачу в кассу организации

Излишек имущества приходится по рыночной цене на дату проведения инвентаризации. При списании недостач ценностей или их порчи сверх нормы естественной убыли необходимо руководствоваться решениями судебных органов при определении виновных лиц и заключениями о факте порчи ценностей, полученных из отдела технического контроля.

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ВЛИЯНИЯ COVID-19 НА ЭКОНОМИКУ

Аннотация: В статье рассматриваются основные последствия для экономики пандемии COVID-19. Вспышка вируса стала одной из самых серьезных угроз мировой экономике и финансовым рынкам. Опасения по поводу воздействия коронавируса на мировую экономику всколыхнули рынки во всем мире: цены на акции и доходность облигаций резко упали. Приведены прогнозы по снижению ВВП в ведущих странах и регионах, рассмотрены основные возможные методы смягчения последствий пандемии для экономики развивающихся стран.

Ключевые слова: пандемия COVID-19, Мировая экономика, снижение ВВП, развивающиеся страны.

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THE IMPACT OF COVID-19 ON THE ECONOMY

Annotation: The article discusses the main consequences for the economy of the COVID-19 pandemic. The virus outbreak has become one of the most serious threats to the global economy and financial markets. Concerns about the impact of the coronavirus on the global economy have rattled markets around the world, with stock prices and bond yields plummeting. Forecasts of GDP decline in the leading countries and regions are given, and the main possible methods of mitigating the effects of the pandemic on the economy of developing countries are considered.

Keywords: COVID-19 pandemic, The world economy, the decline in GDP, developing countries.

Вспышка нового коронавируса (COVID-19) в 2020 году войдет в историю благодаря его огромному влиянию на мировую экономику. Экономические процессы восстановятся, но они уже не будут такими, как были раньше.

Китай серьезно пострадал от вспышки разрушительного коронавируса (COVID-19). Китайский сектор производства и услуг упал до рекордно

низкого уровня, продажи автомобилей в Китае упали на рекордные 80%, а китайский экспорт упал на 17,2% в январе и феврале 2020 года.

Официальные данные подтверждают широко распространенное замедление экономической активности в Китае (рисунок 1), тенденцию, которая также видна через неофициальные барометры, такие как низкий уровень загрязнения и снижение судоходства. Восстановление экономики страны будет затруднено, поскольку спрос со стороны других стран продолжает падать, когда они пытаются справиться с распространением вируса в пределах своих границ.

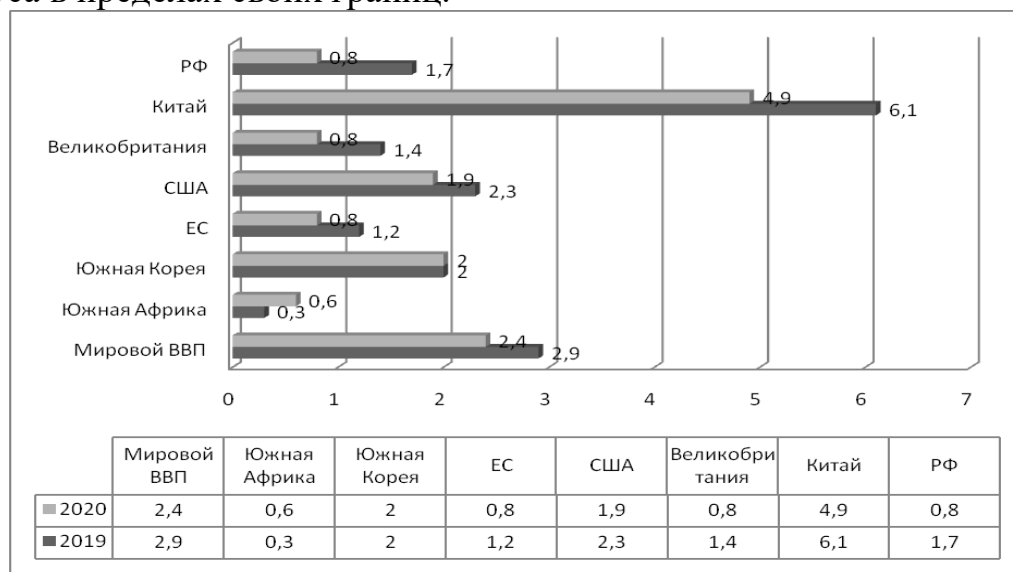


Рисунок 1. Замедление роста ВВП. Источник: Борьба с коронавирусом (COVID-19) - Обзор материалов ОЭСР⁶⁶

Анализ, проведенный Департаментом ООН по экономическим и социальным вопросам (ДЭСВ), показал, что пандемия COVID-19 разрушает глобальные цепочки поставок и международную торговлю. За февраль-март 2020 года почти 100 стран закрыли национальные границы, движение людей и туристические потоки резко прекратились [2].

COVID-19 оказывает серьезное влияние на промышленное производство в развивающихся странах, потому что:

- 1) снижается спрос со стороны стран с высоким уровнем дохода на производство товаров и сырья;
- 2) цепочки создания стоимости нарушаются из-за задержек в поставке необходимых компонентов и поставок из более технологически развитых стран;
- 3) другие факторы, включая политику (например, ограничение движения товаров и людей), неспособность работников достичь рабочего

⁶⁶ Борьба с коронавирусом (COVID-19) - Обзор материалов ОЭСР. URL: <https://www.oecd.org/economic-outlook/>

места или финансовые ограничения, которые влияют на нормальный производственный процесс.

ЮНКТАД прогнозирует, что в 2020 году развивающиеся страны в целом (исключая Китай) потеряют почти 800 миллиардов долларов США с точки зрения экспортных доходов [3].

Цена на нефть снизилась на 18% с начала вспышки и продолжает падать. Когда глобальная цепочка поставок ожидает замедления использования, нефть, как правило, первой падает в цене по мере снижения спроса.

Сильнее всего пострадают туристические отрасли, поскольку власти поощряют «социальное дистанцирование», а потребители остаются дома.

Международная ассоциация воздушного транспорта предупреждает, что в 2020 году коронавирус может стоить глобальным авиаперевозчикам от 63 до 113 миллиардов долларов дохода, а международный кинорынок может потерять более 5 миллиардов долларов в кассах. Аналогичным образом, акции крупных гостиничных компаний резко упали за последние несколько недель, и такие гиганты индустрии развлечений, как Disney, ожидают значительного удара по доходам.

Рестораны, спортивные мероприятия другие службы также столкнутся со значительными перебоями. Отрасли, менее зависимые от высокого социального взаимодействия, такие как сельское хозяйство, будут сравнительно менее уязвимыми, но по-прежнему будут сталкиваться с проблемами по мере колебания спроса.

Страны с развитой экономикой приступили к резкому изменению направления своей политики в ответ на кризис. Меры, которые еще несколько недель назад были немыслимы, были приняты и осуществлены в ответ на масштабы кризиса. До сих пор обсуждение того, что развивающиеся страны должны и могут делать, напротив, было ограниченным, особенно когда речь шла о международной поддержке.

Поэтому международному сообществу необходимо в срочном порядке скоординировать соответствующие пакеты мер по спасению экономики с более широким охватом на глобальном уровне для решения проблемы надвигающегося дефицита финансирования, с которым в настоящее время неизбежно сталкиваются многие развивающиеся страны. Они должны были бы включать, как минимум, следующие меры:

Во-первых, скоординированное глобальное реагирование на нехватку ликвидности для удовлетворения неотложных финансовых потребностей.

Во-вторых, контроль за движением капитала должен быть одобрен МВФ в качестве необходимой, постоянной и полностью законной части любого политического режима и там, где это уместно, внедрен для сдерживания резкого оттока капитала, снижения неликвидности, обусловленной распродажами на рынках развивающихся стран, а также для сдерживания снижения валютных курсов и цен на активы

В-третьих, даже если крупные вливания ликвидности в резервные счета развивающихся стран имеют решающее значение для предотвращения финансового и экономического краха и последовательных суверенных дефолтов в развивающихся странах, важно будет обеспечить, чтобы среднесрочные и долгосрочные экономические последствия этого глобального кризиса здравоохранения также не привели к разрушительным и широко распространенным долговым кризисам развивающихся стран.

В-четвертых, в дополнение к временным остановкам в качестве своего рода чрезвычайного перерыва необходимо как можно скорее согласовать новые программы облегчения долгового бремени.

В-пятых, официальная помощь в целях развития (ОПР) должна быть реализована во всех странах-донорах.

Использованные источники:

1. Борьба с коронавирусом (COVID-19) - Обзор материалов ОЭСР. URL: <https://www.oecd.org/economic-outlook/>
2. Департамент ООН по экономическим и социальным вопросам (ДЭСВ) <https://economictimes.indiatimes.com/topic/UN-Department-of-Economic-and-Social-Affairs>
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РОЛЬ НАСЛЕДСТВЕННОСТИ И БЛИЗКОГОРОДСТВА В ПАТОГЕНЕЗЕ СЕМЕЙНОЙ ОЛИГОФРЕНИИ

Резюме: Роль наследственности при недифференцированных (идиопатических) формах слабоумия не выступает так четко, как при хромосомных заболеваниях и особенно при наследственных дефектах обмена.

В каждом конкретном случае бывает часто невозможно решить вопрос о принадлежности больного олигофренией к наследственно обусловленным или экзогенным формам.

Ключевые слова: наследственность, патогенез, семейная олигофрения.

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THE ROLE OF HEREDITARY AND CLOSE CITY IN THE PATHOGENESIS OF FAMILY OLIGOPHRENIA

Resume: The role of heredity in undifferentiated (idiopathic) forms of dementia does not appear as clearly as in chromosomal diseases and especially in hereditary metabolic defects.

In each specific case, it is often impossible to decide whether a patient with oligophrenia belongs to hereditary or exogenous forms.

Key words: heredity, pathogenesis, familial oligophrenia.

Актуальность. На протяжении текущего столетия роль наследственности в возникновении умственной отсталости оценивалась

по-разному. В начале XX в. почти все формы слабоумия считались наследственными[3].

В исследованиях 30—40-х годов было показано, что многие неблагоприятные факторы, действующие во внутриутробном, перинатальном и раннем постнатальном периодах развития плода и ребенка, могут явиться причиной слабоумия, в том числе и наиболее глубоких его степеней.

Среди вредных факторов следует отметить такие, как гипоксия, асфиксия, внутричерепная родовая травма, внутриутробные инфекции и интоксикации, нарушения деятельности эндокринных желез у беременной и т. д. В последние годы, наряду с изучением влияния на формирование психики средовых факторов, значительное место занимают исследования роли наследственности[5].

Разработка методов кариологического и биохимического анализа позволила в сравнительно короткое время получить много ценных данных по генетическим закономерностям некоторых форм умственной неполноценности, обозначаемых в отечественной литературе термином «олигофрении».

Расширение знаний по этиологии и патогенезу слабоумия еще более утвердило представление о том, что нельзя говорить о генетике олигофрении вообще.

Следует рассматривать роль наследственности при отдельных нозологических единицах, входящих в состав обширной группы олигофрений[2].

С этой точки зрения, целесообразно в настоящее время говорить о генетических закономерностях при следующих группах слабоумия:

- 1) при так называемых недифференцированных (идиопатических) формах умственного дефекта;
- 2) при олигофрениях, развивающихся при хромосомных заболеваниях, и
- 3) при поражениях интеллектуальной сферы при наследственных дефектах обмена.

По данным того же автора, увеличенная частота семейных случаев заболевания значительно выше при олигофрениях с нетяжелым поражением интеллекта[1]. Эта закономерность подтверждена и в других исследованиях. Помимо увеличенной частоты семейных случаев заболевания, при недифференцированных формах олигофрении отмечается повышение числа кровнородственных браков родителей[6].

В настоящее время считают, что недифференцированные формы олигофрении с нетяжелым поражением умственной сферы зависят от полигенной наследственности[3]. В то же время группа недифференцированных олигофрений с тяжелым поражением интеллекта состоит из трех групп:

- 1) генетически обусловленных;
- 2) обусловленных средовыми факторами;
- 3) обусловленных взаимодействием генетических и средовых факторов.

Цель исследования. Изучить роль наследственности и кровного брака в патогенезе семейной олигофрении.

Материалы и методы исследования. Для решения вопроса о соотносительной роли наследственности и среды в этиологии олигофрении исследователи часто обращаются к изучению близнецов и семей олигофренов. Существенный вклад в исследования о наследственности слабоумия внесло изучение близнецов.

Мы отобрали в общей сложности 122 группы близнецов с олигофренией, из которых 66 пар подходили для исследования. Согласно нашему опросу этих пар близнецов, в 80 процентах случаев у одной и той же пары оба близнеца были умственно отсталыми, в то время как среди пар братьев и сестер только 8 процентов близнецов были умственно отсталыми. Это говорит о важной роли генетических факторов в развитии олигофрении у близнецов.

Мы сравнили наши конкретные исследования с исследованиями других ученых и провели их сравнительный анализ, который мы представляем ниже.

Многие авторы отмечают, что олигофрения может наследоваться в качестве одного из проявлений более общих наследственных синдромов. В. П. Эфроимсон описал большое количество форм наследственного слабоумия, сочетающегося с другими дефектами: нарушение моторики, спастический синдром, миатрофия, катаракта, микрофтальм и анофтальм, аниридия, пигментный ретинит с врожденной глухотой и спино-церебелярной атаксией, ихтиоз, недоразвитие волос и зубов и т.д.

Представляют интерес данные E.W. Reed, S.C. Reed по изучению так называемой «неотобранной» популяции умственно отсталых. После исключения из общего числа обследованных: самих родителей, дедов – бабок и их родственников, - остались умственно отсталые дети, которых автор условно называет «неотобранными». Необходимо подчеркнуть, что в «неотобранной» группе умственно отсталых у 36,1% пациентов один или оба родителя оказались умственно отсталыми. Обращает на себя внимание высокая частота браков двух умственно отсталых (не менее 10%). На основе полученных данных эти авторы приходят к выводу, что умственная отсталость нередко прямо передается от родителей к детям.

Практическую важность представляют данные об эмпирическом риске умственно отсталых в потомстве, который составляет по данным E.W. Reed, S.C. Reed:

- в браке между двумя умственно отсталыми – 42,1%;
- в браке с умственно отсталым с нормальным – 19,9%.

Если в любом из перечисленных типов уже имеется один пораженный ребенок, то эмпирический риск для каждого последующего ребенка повышен.

К. Adachi обследовал 2396 детей школьного возраста. Умственно отсталые дети среди учащихся начальных школ составляют по его данным 5,06%, среди средних школ – 9,23%. Среди общего числа умственно отсталых детей (161 человек), у 111 (69%) он установил процесс эндогенного происхождения, а у 50 (31%) – экзогенного. К. Adachi утверждает, что у умственно отсталых родителей в 90% случаев рождаются дети с психическими дефектами; в семьях же, где один из родителей страдает олигофренией – в 40,5%.

С.В. Brugger приводит следующие данные о значении наследственного предрасположения для проявления олигофрении, которые представлены в таблице.

Таблица №1.

***Частота случаев олигофрении у sibсов при различных браках
среди родителей.***

Автор	Оба родителя нормальные		Один из родителей слабоумен		Оба родителя слабоумные	
	Братья сестры	Слабоумные %	Братья сестры	Слабоумные %	Братья Сестры	Слабоумные %
Lokay	123	13	36	33	5	100
Brugger	310	17,8	124	41,3	41	93,2
Windschouw	94	13,8	72	40,3	78	93,6
Kreylberg	753	15,9	280	33,9	23	82,5
Frede	278	17,3	82	48,8	81	90,1
Pleger	5	40,0	74	58,1	32	71,9
Hecker	75	20,0	42	33,3	37	45,9

На основании изучения семей были составлены родословные, в которых давалась подробная характеристика каждого члена семьи независимо от наличия у него какой-либо патологии. Генеалогия изучаемой семьи охватывала не менее трех поколений.

В зависимости от предполагаемой этиологии заболевания у родителя (пробанда) дети распределились на 3 группы.

1-ю группу составили дети из семей пробандов, в этиологии олигофрении которых большую роль играли экзогенные факторы (23 ребенка); 2-ю группу составили дети из семей пробандов, в этиологии

олигофрении которых имели место либо только наследственные факторы, либо последние в сочетании с экзогенными вредностями (49 детей); 3-я группа состояла из детей, этиологию олигофрении родителей которых установить не удалось (26 детей).

В процессе обследования пробандов и их семей была проведена оценка влияния различных вариантов браков (больной олигофренией — здоровый супруг; больной олигофренией — больной другим психическим заболеванием; больной олигофренией — больной олигофренией) на степень компенсации или декомпенсации дефекта у потомков. Принимались во внимание влияние микросреды прочность каждой семьи, наличие родственников с какими-либо отклонениями в психическом развитии.

Результаты обследования детей 1-й группы показали, что при олигофрении экзогенного происхождения в случаях, когда в брак вступают больной олигофренией и здоровый, рождаются преимущественно здоровые дети (из 13 детей 12 здоровых). Генеалогия такой семьи представлена на рис. 12.

Здоровые дети были и при других вариантах брака. Однако если второй родитель страдает либо олигофренией, либо каким-нибудь еще психическим заболеванием, то в этих семьях чаще появлялись дети с различными отклонениями в психическом развитии, в том числе и с олигофренией. В семье пробандов, в этиологии олигофрении которых преобладают наследственные факторы, при варианте брака олигофрен — здоровый относительно часто рождаются дети, больные олигофренией (из 20 детей 6).

Но наибольшим число таких детей было в семьях, где оба родители страдали олигофренией (из 12 детей 11). По структуре дефекта все выявленные дети с олигофренией были распределены на 2 подгруппы: 1-я подгруппа — дети, страдающие неосложненными формами олигофрении (11 человек) и 2-я — осложненными (14 детей).

У детей 1-й подгруппы была выявлена структура дефекта, сходная со структурой дефекта пробандов-родителей, страдающих неосложненной формой олигофрении. У этих детей отчетливо выявляется недоразвитие сложных форм познавательной деятельности, которое не сопровождается грубым поражением того или иного анализатора и первичным изменением со стороны эмоционально-волевой сферы. Отклонения биоэлектрической активности мозга у этих лиц выражены незначительно и проявляются в виде неустойчивости и неравномерности α -ритма.

Анализ анамнестических данных и лабораторных исследований не выявил каких-либо экзогенных вредностей во время беременности, родов и в раннем постнатальном периоде. Значительная наследственная отягощенность психическими заболеваниями, установленная при генеалогическом обследовании, позволяет высказать предположение о

генотипической обусловленности возникновения этой формы олигофрении.

В структуре дефекта детей 2-й подгруппы (осложненные формы олигофрении) отмечается большой полиморфизм симптоматики. Наряду с симптомами, характерными для олигофренического слабоумия (нарушение процессов осмысления, бедность суждений, отсутствие любознательности, инертность и конкретность мышления и т. Д.), у этих детей выявлены нетипичные для олигофрении симптомы, которые резко изменяют структуру олигофренического дефекта.

У одних детей на фоне общего недоразвития познавательной деятельности выступает крайняя заторможенность, замедленность, вялость и пассивность, у других — цереброастенический синдром. В этой же подгруппе имеются дети, у которых недоразвитие познавательной деятельности сочетается с психопатоподобным поведением.

При осложненных формах олигофрении отклонения биоэлектрической активности мозга носит более грубый характер и проявляются в дезорганизованности α -ритма, наличии θ -ритмов и билатеральных вспышек медленных колебаний, усилении вторичных ответов, иррадиации усвоения ритма световых мельканий в передние отделы коры. Анализ анамнестических данных и лабораторных исследований показывает, что в большинстве случаев (у 12 детей из 14) имели место различные экзогенные вредности во время беременности, в родах или в раннем постнатальном периоде. Значительная наследственная психопатологическая отягощенность, установленная при генеалогическом исследовании, позволяет высказать предположение о сочетании экзогенных и эндогенных вредностей в генезе олигофрении.

Во 2-й группе пробандов было 4 семьи (из 34), в которых олигофрения прослеживалась в нескольких поколениях: у детей, родителей, дедов и бабок.

В этих случаях олигофрения была отмечена у детей, родившихся от нескольких (2 или 3) браков умственно отсталого родителя. В этом случае имелось особенно отчетливое разграничение здоровых и больных родственников. Дефект у большинства детей из названных 4 семей по своей структуре относится к неосложненной (генотипической) форме олигофрении (по классификации М. С. Певзнер).

Результаты обследования детей из семей пробандов, у которых этиология олигофрении остается неясной (3-я группа), показывают, что и в этих семьях имеются дети с различными отклонениями в психическом развитии, в том числе и страдающие олигофренией. Число больных детей в этих семьях значительно увеличивается, если второй родитель страдает либо олигофренией, либо каким-то другим психическим заболеванием.

Вывод. Таким образом, имеется большая группа больных олигофренией, у которых интеллектуальный дефект не очень грубо

выражен, чаще всего это легкие степени дебильности, наследственную обусловленность которой подчеркивают многие авторы.

Выделяя этот особый вид слабоумия, исследователи называют его «идиопатическим», «эссенциальным», «генотипическим».

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ГОСУДАРСТВЕННАЯ ПОЛИТИКА СОДЕЙСТВИЯ РАЗВИТИЮ ИННОВАЦИОННОГО МЕНЕДЖМЕНТА ДЛЯ РАСШИРЕНИЯ ЭКСПОРТА

Аннотация: в статье выяснены особенности инновационного менеджмента для расширения экспорта. Для государства инновационная стратегия представляет собой набор приоритетов технологического развития, определяющих направления финансирования, создание интеллектуальной и информационной инфраструктуры для инновационных проектов, создание условий для развития инновационных направлений, позволяющих контролировать максимальное использование людских ресурсов в сфере инноваций, обновление правовой структуры инновационной сферы, изначально в сфере, а также реструктуризацию научной сферы с привлечением инновационного сектора и научных исследований.

Ключевые слова: инновация; инфраструктура; инновационный менеджмент; стратегия; международный рынок.

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STATE POLICY TO PROMOTE THE DEVELOPMENT OF INNOVATIVE MANAGEMENT TO EXPORT EXPORT

Annotation: the article clarifies the features of innovative management to expand exports. For the state, an innovation strategy is a set of technological development priorities that determine the directions of financing, the creation of intellectual and information infrastructure for innovative projects, the creation of conditions for the development of innovative areas that allow controlling the maximum use of human resources in the field of innovation, updating the legal structure of the innovation sphere, initially in the sphere, as well as the restructuring of the scientific sphere with the involvement of the innovation sector and scientific research.

Key words: innovation; infrastructure; innovation management; strategy; international market.

Сложность разработки инновационной стратегии на государственном уровне заключается в том, что сфера инноваций носит не только многомерный характер (она включает в себя элементы различных уровней и сфер многогранной экономики), но и систему направленности инновационного отношения к технологии⁶⁷. В инновационной деятельности участвуют не только представители различных специальностей, но и представители различных советов директоров, чтобы найти успешные решения в области инновационной стратегии, которая является инструментом управления метауровнем в отношении системы с точки зрения координации усилий, это сложная задача.

Положение компаний, не обращающих внимания на инновации, ухудшается на фоне обострения конкуренции на международных рынках. В настоящее время на рынке доминирует потребитель. Инновации могут не только обеспечить ценовые преимущества перед конкурентами, но и стимулировать возобновление запросов. Предлагая потребителям новую причину покупки, они являются важнейшим элементом промышленной конкурентоспособности. Компании-производители предполагают, что инновации не ограничиваются только товарами, но должны охватывать производственные процессы, организационные структуры, логистику и методы маркетинга. Однако каждая страна могла бы занять свое законное место на мировой арене, если бы инновации, особенно в производственных исследованиях и разработках, не ограничивались крупными компаниями, для которых необходимо развивать инновационный потенциал малых и средних предприятий, повышая глобальную конкурентоспособность⁶⁸.

Практика конкуренции на рынке показывает, что для развития инноваций на государственном уровне необходимо действовать в следующих направлениях:

Развивайте творческий дух сотрудников компании, разрабатывая корпоративную политику.

Освободите творчество, устраняя препятствия для развития, особенно многочисленные правила на корпоративном уровне, которые сводят на нет любую инициативу в этом драгоценном камне.

Улучшение передачи технологий и компетенций от науки к предприятиям малого и среднего бизнеса и помощь в привлечении квалифицированного персонала;

Переориентация общественных исследований в соответствии с четко определенными приоритетами поддержки крупных инновационных проектов, а также разделение подпрограмм государственных финансов на НИОКР, то есть создание конкретных продуктов и процессов;

⁶⁷ Огье М., Тис Д. Научные исследования, публикации и образование в области менеджмента // Российский журнал менеджмента. 2004. Т. 2. № 4. С. 3-18.

⁶⁸ Суркова С. Инновации, качество, совершенствование // Стандарты и качество. 2009. № 12. С. 26-28.

Предложите малым и средним предприятиям большие гарантии рисков, связанных с инновациями. Например, во Франции предлагается преобразовать текущий налоговый кредит на исследования в налоговый кредит на инновации, который будет способствовать развитию научно-технических исследований и сохранению свободы выбора компаний. предпринимательское развитие делового капитала; усиление защиты коммерческой собственности и борьба с имитацией; и содействие доступу малых и средних предприятий к европейским программам НИОКР большими средствами⁶⁹.

Государственное регулирование инноваций в Соединенных Штатах развитие в Соединенных Штатах, рыночной экономики, в основном регулируется тремя основными секторами, которые способствуют его прогрессивному развитию через органы власти, которые финансируют научно-технический прогресс. научно-технологический сектор (университеты, научно-исследовательские центры и федеральные лаборатории); и промышленность, которая финансирует свои программы R & D. Эти три области комплекса W & T граждан определяются однообразными, иногда противоречивыми целями. Однако страна превратилась в всеобъемлющий механизм, учитывающий гармоничное решение сложной экономической и триединой задачи, а именно⁷⁰:

- Определите области науки и техники, которые наиболее выгодны для любого бизнеса (как долгосрочного, так и краткосрочного).
- Объединение основных научных и проектных работ во всех отраслях экономики для обеспечения "эффекта масштаба" в координации усилий ученых, металлообработчиков и технического персонала;
- Распределение финансовых, трудовых и материальных ресурсов в области научно-технического прогресса, причем иногда в центре внимания несколько "ударных" направлений для достижения важных прорывов (Манхэттенский проект, программа Apollo, программы последнего компьютера, физика и биотехнология, критические и дублирующие технологии, методы создания технологий для будущих поколений).

Примерами технологической и научной политики в разных странах являются выбор приоритетов научно-технической направленности, стимулирование инноваций и отраслей, требующих знаний, экономические стимулы для научно-технического развития посредством налоговых стимулов и политических мер ускоренной амортизации, преимущества НИОКР, поддержка малого бизнеса и др. Таким образом, регулирующая роль государства в сфере инновационной деятельности воспринимается за счет прямой финансовой поддержки НИОКР в приоритетных областях в виде национальных научно-технических программ. централизованное

⁶⁹ Карпенко Е.М. Инновационное развитие региона: состояние и перспективы // Вестник Самарского муниципального института управления. 2012. № 2 (21). С. 74-84.

⁷⁰ Рябов А.К. Международная программа ВАТЕЛЬ-РМАТ // Вестник РМАТ. 2011. № 1. С. 19-25.

распределение ресурсов для финансирования фундаментальных исследований; государственные субсидии и пособия и т.

Государственная поддержка предприятий имеет большое значение для достижения конкурентных преимуществ на рынке. Эта поддержка распространяется на несколько рейсов и обычно ограничивается тем, что поощряет компании расширять свою деятельность на внешних рынках и помогает им конкурировать с иностранными конкурентами на внутреннем рынке.

В развитых странах общественная промышленная политика является результатом осуществления экономических программ различных политических партий, находящихся у власти в разных развитых странах, и поэтому в свете этой проблемы в разных странах многообразие подходов и инструментов для их осуществления.

Последнее предполагает сочетание санкций и субсидий в соответствии с принятой в настоящее время концепцией государственного регулирования - с акцентом на стимулирование рыночных отношений или на государственное вмешательство (с высоким или средним уровнем активности) в экономические процессы.

Среди развитых стран государство во Франции наиболее активно участвует в влиянии на экономические процессы. В этой стране влияние государства на промышленность развилось с 1945 года, был накоплен опыт и разработаны соответствующие инструменты вмешательства.

Институциональная структура и методы промышленной политики в последние десятилетия не претерпели существенных изменений, несмотря на многочисленные политические изменения. Эта преемственность связана прежде всего с тем, что традиционно централизованная исполнительная система играет большую роль в процессе принятия решений. Ограниченная роль парламента в этом процессе остается ограниченной. Государственное управление имеет хорошо обученный персонал, который отвечает за разработку и реализацию политики⁷¹.

В Великобритании индустриально-политический подход основан на сочетании рыночных концепций и отдельных элементов централизованных административных концепций. Анализ развития британской промышленной политики в 60-е годы показывает, что подходы последовательных политических партий непрерывны. Как консерваторы, так и лейбористы полностью отвернулись от принципов национального планирования, но их внимание было сосредоточено на государственном вмешательстве в экономику и повышении конкурентоспособности национальных предприятий на мировом рынке.

Основной целью государственной промышленной стратегии является повышение международной конкурентоспособности британских

⁷¹ V МЕЖДУНАРОДНЫЙ КОНКУРС ИННОВАЦИОННЫХ ПРОЕКТОВ В СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЙ СФЕРЕ "ИНИЦИАТИВЫ-2014" Инициативы XXI века. 2014. № 2. С. 117.

компаний. Однако для достижения этой цели правительство не стремится к проведению организационных реформ или выработке целостной и последовательной концепции рационализации всей экономики. Типичная реакция государства на кризис в этой стране-это специальный подход, при котором в случае необходимости анализируется каждая отдельная отрасль или предприятие и разрабатываются необходимые решения. Это очень дорогой метод регулирования. Определенное разграничение деятельности государственных органов препятствует разработке скоординированных инициатив как на отраслевом, так и на региональном уровнях

В Соединенных Штатах финансирование малых и средних инновационных предприятий неразрывно связано с инновациями в региональном пространстве, где развиваются малые и средние предприятия. Об этом свидетельствуют данные по географии распределения венчурного капитала в Соединенных Штатах: доминирующее положение занимают северо-восточные регионы (Нью-Йорк, Массачусетс), в которых сосредоточено 50% венчурного капитала, а также Калифорния (США) 30%). Другими словами, 80% венчурного капитала связано с исторически сложившимися технологическими сайтами, такими как Бостон (около маршрута 128) и Силиконовая долина.

И наоборот, без мощного отдела исследований и разработок (учредительных центров, технопарков) венчурный капитал будет лишен. Только структуры, созданные по программе SBIC, ослабляют дисбаланс венчурного капитала⁷².

В отличие от США, логика развития венчурного капитала в Западной Европе совершенно иная. Во-первых, здесь главную роль играют правительственные организации или учреждения, контролируемые другими организациями. Во-вторых, базирующаяся в Западной Европе (особенно во Франции) отрасль венчурного капитала была создана под влиянием активных действий правительства и усилий специальных подразделений банков и других финансовых учреждений. В Соединенных Штатах потребности компаний привели к более структурированному предоставлению венчурного капитала. В Западной Европе это предложение было сознательно создано в рамках промышленной политики по развитию малого и среднего бизнеса⁷³.

Основным источником венчурного капитала в Европе являются отделения банков. Особенно важна их роль в Австрии. В Швеции и Бельгии они, напротив, имеют незначительное значение, а в Великобритании, Дании, Нидерландах и Ирландии пенсионные фонды и страховые компании играют важную роль. В Австрии, Бельгии, Италии и

⁷² Палей Т.Ф. Инновационный менеджмент. Учебное пособие (2-е издание, переработанное и дополненное). Казань: Изд-во «Фолиант». 2011. – 162 с

⁷³ Грасмик К.И., Мезенин А.В. Коммерциализация инноваций – сфера тонкая // Аккредитация в образовании. 2013. № 6 (66). С. 26-28

Португалии их роль не имеет значения. Ни в одной другой стране пенсионные фонды не так важны, как в США.

Предлагаемые институциональные реформы в промышленной, научно-технической и комплекс финансовых, экономических и организационных мер позволят при поддержке стран СНГ создать интегральную, эффективно функционирующую систему инноваций между государствами, чтобы значительно увеличить число предприятий, активно выступающих против инноваций, обеспечить инновационное развитие структуры промышленного производства, которая отвечает растущим социально-экономическим потребностям населения стран СНГ.

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РОЛЬ ИННОВАЦИОННОГО МЕНЕДЖМЕНТА В РАЗВИТИИ МЕЖДУНАРОДНОГО БИЗНЕСА

Аннотация: в статье рассмотрены вопросы создания внутри фирмы климата, в котором могут зарождаться и осуществляться новые идеи. Отмечается, что инновационный процесс требует стратегического планирования и ориентированного на рынок управления. Выделены основные виды управленческой деятельности в рамках процесса стратегического планирования, а также подходы к проблемам инновационного менеджмента, такие как структурный, маркетинговый, функциональный.

Ключевые слова: инновации, инновационный менеджмент, структурный подход, маркетинговый подход, функциональный подход.

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ROLE OF INNOVATIVE MANAGEMENT IN DEVELOPMENT INTERNATIONAL BUSINESS

Annotation: The article deals with the creation of a climate within a company in which new ideas can arise and be implemented. It is noted that the innovation process requires strategic planning and market-oriented management. The main types of management activities within the framework of the strategic planning process, as well as approaches to the problems of innovation management, such as structural, marketing, and functional, are highlighted.

Key words: innovation, innovation management, structural approach, marketing approach, functional approach.

Развитие современной рыночной экономики тесно увязано с рыночным соперничеством агентов рынка — компаний, которые, стремясь выделиться из общей массы и привлечь внимание покупателей, постоянно осуществляют инновации. Инновации являются ключевым фактором развития предприятий в условиях рыночного хозяйства, основанного на принципах конкуренции. Успех инновационного менеджмента зависит от

способности предприятия создать для нововведений стимулирующие внутренние и внешние рамочные условия. Инновационный процесс требует стратегического планирования и ориентированного на рынок управления.

Создание внутри фирмы климата, в котором могут зарождаться и осуществляться новые идеи, намного важнее пунктуального вмешательства в инновационный процесс. Благоприятная для инноваций организация должна поддерживать творческие процессы и обеспечивать возможности для реализации позитивно оцененных идей вплоть до успешного внедрения на рынок новой продукции. Именно поле напряженности «генерация — реализация идей» порождает разноречивые требования к организационной области.

Концепции стратегического инновационного менеджмента, применяемые компаниями в рыночном хозяйстве.

Стратегическое планирование в фирме выступает средством достижения ее целей, оно представляет набор действий и решений, принятых руководством, которые обеспечивают разработку специфических стратегий, чтобы помочь организации достичь ее глобальных целей. Процесс стратегического планирования помогает в принятии правильных управленческих решений. Его задача обеспечить нововведения и изменения в организации в необходимой мере и в нужные периоды. Можно выделить четыре основных вида управленческой деятельности в рамках процесса стратегического планирования: распределение ресурсов, адаптация к внешней среде, внутренняя координация, организационное стратегическое предвидение.

Ключевая роль планирования определяется тем, что оно предшествует выполнению всех других управленческих функций, формулируя цели и задачи организации, пути и методы их достижения, а также определяет необходимые для этого средства.

В ряде работ утверждается, что для успеха не только инновационного менеджмента, но и в целом процессов корпоративного управления необходимо сформулировать «миссию» компании.

Определение миссии — важная маркетинговая задача — предполагает ответ на вопрос: «Какую пользу фирма несет потребителям?» Формулировка миссии должна быть яркой, лаконичной, динамичной конструкцией, удобной для восприятия. Часто она выражается в виде лозунга.

Структурный подход к проблемам инновационного менеджмента — это определение значимости приоритетов среди факторов, методов, принципов и других инструментов менеджмента в их совокупности с целью установления рационального соотношения (структуры) и повышения обоснованности распределения ресурсов.

Маркетинговый подход предусматривает ориентацию управляющей подсистемы системы менеджмента при решении любых задач на потребителя. Например, выбор стратегии фирмы должен осуществляться на основе анализа существующих и прогнозирования будущих стратегических потребностей в данном виде товара или услуг, стратегической сегментации рынка, прогнозировании жизненных циклов будущих товаров, анализе конкурентоспособности своих товаров и товаров конкурентов, прогнозировании их конкурентных преимуществ, прогнозировании механизма действия закона конкуренции. Выполнение перечисленных функций стратегического маркетинга является наисложнейшей проблемой стратегического менеджмента. Маркетинговый подход целесообразно применять при решении любой задачи в любом подразделении фирмы.

Сущность функционального подхода к инновационному менеджменту заключается в том, что потребность рассматривается как совокупность функций, которые нужно выполнить для удовлетворения потребности.

При применении функционального подхода происходит абстрагирование от существующих объектов, выполняющих подобные функции. Создатели новых объектов, удовлетворяющих требованиям потребителей, ищут совершенно новые технические решения для выполнения существующих или будущих (потенциальных) потребностей. Этот подход должен применяться в совокупности с другими подходами, прежде всего, с системным, воспроизводственным, маркетинговым. Ведущие фирмы мира, применяя функциональный подход, создают совершенно новые оригинальные изделия, максимально удовлетворяющие новые потребности.

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**СПОСОБ ПРОФИЛАКТИКИ ОСТАТОЧНОГО ДЕФЕКТА НА
УРОВНЕ АЛЬВЕОЛЯРНОГО ОТРОСТКА ПРИ ПЕРВИЧНОЙ
ХЕЙЛОПЛАСТИКЕ У ДЕТЕЙ С ВРОЖДЕННОЙ РАСЩЕЛИНОЙ
ВЕРХНЕЙ ГУБЫ И НЕБА**

Аннотация: Врождённая расщелина верхней губы и нёба (ВРГН) является одним из наиболее распространенных пороков развития лица и челюстей и, с точки зрения выраженности анатомических и функциональных нарушений, относится к наиболее тяжёлым порокам.

Мировой опыт лечения больных с ВРГН обусловил возможность появления хороших результатов хирургической коррекции как первичных и вторичных, так и остаточных дефектов и деформаций.

Ключевые слова: врождённая расщелина верхней губы и нёба, дети, хейлопластика, уранопластика.

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**METHOD FOR THE PREVENTION OF A RESIDUAL DEFECT AT
THE LEVEL OF THE ALVEOLAR BONE IN PRIMARY
CHEILOPLASTY IN CHILDREN WITH CONGENITAL CLEFT OF
THE UPPER LIP AND PALATE**

Abstract: Congenital cleft of the upper lip and palate (CRGN) is one of the most common malformations of the face and jaws and, in terms of the severity of anatomical and functional disorders, is one of the most severe defects.

The world experience in the treatment of patients with CRHN has led to the possibility of the appearance of good results of surgical correction of both primary and secondary, and residual defects and deformities.

Key words: congenital cleft of the upper lip and palate, children, cheiloplasty, uranoplasty.

Врождённая расщелина верхней губы и нёба (ВРГН) является одним из наиболее распространенных пороков развития лица и челюстей и, с точки зрения выраженности анатомических и функциональных нарушений, относится к наиболее тяжёлым порокам (1,2,4).

По данным разных авторов число лиц с послеоперационными осложнениями и неудовлетворительными отдалёнными результатами после хейло- и урнопластики колеблется от 16 до 52 %. В отечественной и зарубежной литературе вопросам первичной хейлопластики с выбором наиболее оптимальных методов, учитывающих степень и форму расщелины, уделяется недостаточное внимание. Высокий процент

неудовлетворительных результатов указывает на множество нерешённых вопросов и актуальность этой проблемы. (3,5,6).

Мировой опыт лечения больных с ВРГН обусловил возможность появления хороших результатов хирургической коррекции как первичных и вторичных, так и остаточных дефектов и деформаций. В то же время существование таких вопросов, как: выбор наиболее оптимального в функциональном отношении и наименее травматичного метода, - остаются спорными, и широко обсуждаются в отечественной и зарубежной литературе. Вместе с тем, очевидно, что именно своевременное и правильное выполнение первого этапа хирургического лечения определяет успех реабилитации пациентов с врождёнными расщелинами верхней губы и нёба (7,8).

Цель исследования. Повышение эффективности лечения детей с врожденной расщелиной верхней губы и неба, на основе анатомически обоснованного подхода к хирургическому лечению и укорочение этапов хирургической реабилитации детей с ВРГН.

Планирование и проведение первичной хейлоуранопластики по разработанному способу (Рис.1)

Оперативное вмешательство у всех больных проводилось под эндотрахеальным наркозом. При ушивании мышцы и слизистой полости рта предпочтение отдавали рассасывающемуся шовному материалу «VICRYL 5-0», «POLYSORB 5-0», на коже не рассасывающемуся «PROPILEN 6-0» или «SURGILENE 6-0». Перед проведением разрезов, в ткани верхней губы, носа и альвеолярного отростка вводили раствор новокаина 0,5% со следами адреналина, что значительно облегчало препарирование тканей и уменьшало кровотечение во время операции. Планирование операции начиналась с нахождения точек расщепления на фрагментах верхней губы - А,А1 и определения линии разрезов на коже по Millard - В,В1 (рис.1).

Затем от данной точки проводят разрез по намеченным линиям на фрагментах верхней губы. Разрез продолжают до основания уздечки верхней губы (С) и рассекают уздечку под углом 45° до 0,5см. (С, С1), вследствие этого удлиняется вестибулярное пространство и образуется дефект треугольной формы (Рис.2).

Затем на слизистой большого фрагмента выкраивается четырехугольной лоскут (С2) нужных размеров и переноса на область образованного дефекта (С, С1) и ушивается (Рис.3).

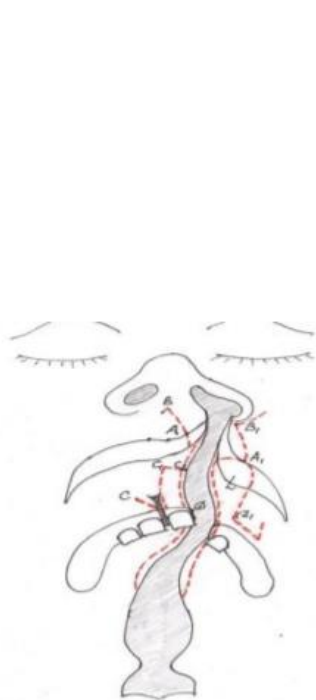


Рис.2.

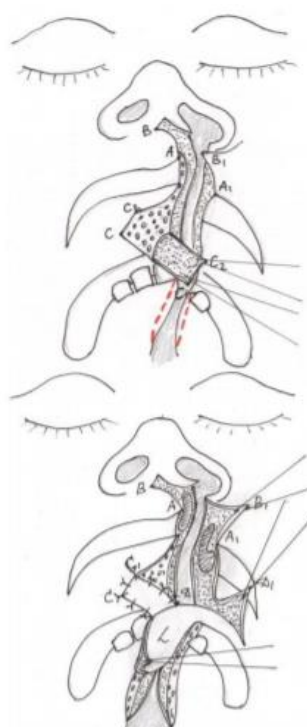


Рис.3.

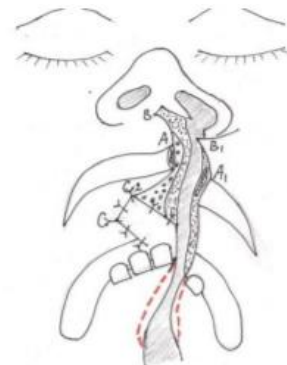


Рис.4.

На латеральном фрагменте верхней губы также находят точку расщепления путем откладывания равного расстояния на медиальном фрагменте до угла рта и эту длину переносят на латеральный фрагмент верхней губы (А₁). От этой точки проводят разрез в направлении слизистой крыла носа по намеченным линиям. Далее от расщепленной точки (А₁) проводят разрез вниз под углом в 90° по отношению к дуге Купидона в сторону дефекта и вниз параллельно по намеченным линиям до переходной складки не доходя до нее на 0,2-0,3 см. В результате получают слизисто-подслизистый лоскут- L (рис.5). Данный лоскут перемещают на медиальный фрагмент и проводят разрез «кочерга» по Лимбергу А.А. по переходной складке латерального фрагмента (Д₁) (Рис.4). Из проведенных разрезов выделяют круговую мышцу рта. Далее разрезы продолжают не твердое неба, отступя от края расщелины на 2-4 мм. до ½ твердого неба (Рис.5). При этом разрез может быть несколько увеличен или уменьшен в зависимости от длины лоскута L. После проводят отсепаровку носовой слизистой и накладываются выворотные швы (Рис.5).

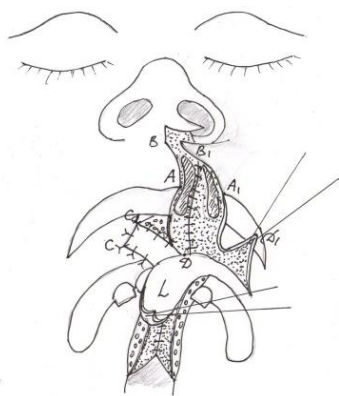


Рис.5.

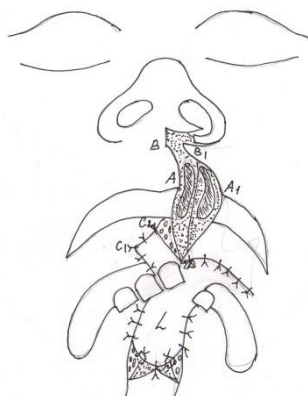


Рис.6.

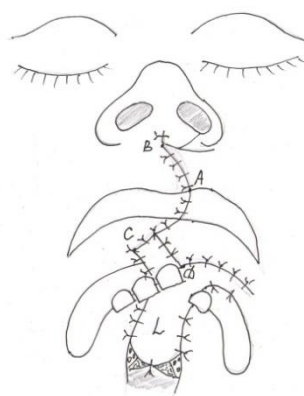


Рис.7.

Затем лоскут L опускают к переходной складке большого фрагмента (Рис.5). затем мобилизованную с помощью разреза «кочерги» слизистую перемещают в медиальном направлении ($D_1 \rightarrow D$) и ушивают, тем самым углубляют преддверие полости рта и закрывают ротоносовое соустье. Далее лоскут L накладывается на раневую поверхность слизистой в области твердого неба и ушивается к краям раны (Рис.6). Далее накладываются швы на слизистую верхней губы, мышцу и кожу (Рис.7).

В клинике детской челюстно-лицевой хирургии Ташкентского государственного стоматологического института нами проведено первичная хейлоуранопластики предложенным способом 12 детям с врожденной односторонней расщелиной верхней губы и неба в возрасте 6-10 месяцев.

Распределение больных в зависимости от пола и степени выраженности патологии

Таблица 1.

Степень укорочения уздечки в/губы степень ВРГН	I ст	II ст	III ст	ВСЕГО
ВРГН I ст		2	2	4
ВРГН II ст	1	3	1	5
ВРГН III ст	1	1	1	3
ИТОГО	2	6	4	12

Благодаря предложенному способу при первичной хейлопластике одномоментно было восстановлено преддверие рта, закрыто ротоносовое соустье и устранена расщелина в области переднего отдела твердого неба. Для оценки тяжести патологии использована классификация Л.Е.Фроловой (1974). Анализ литературы и наш клинический опыт показывает, что ВРГН почти всегда сопровождается укорочением уздечки верхней губы. Степень укорочения уздечки верхней губы определяли по классификации Хорошилкиной Ф.Я. (1982). Распределение больных в зависимости от пола и степени выраженности патологии представлено в таблице 1.

Для наглядности приводим пример (Рис.8):



Рис.8. Больная Г. 6 мес. № И.Б..... Диагноз: Врожденная сквозная расщелина верхней губы и неба слева II степени.

Проведена хейлоуранопластика предложенным способом:

А- до операции, Б-после операции

Таким образом, использование данного способа при врожденной односторонней расщелине верхней губы и неба позволяет одномоментно устранить расщелину верхней губы, ротоносное соустье, нормализовать вестибулярное пространство за счет удлинения уздечки верхней губы и закрыть расщелину переднего отдела твердого неба, что соответственно уменьшает этапность оперативного и ортодонтического вмешательства.

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СУЩНОСТЬ ПОДБОРА, ОТБОРА И НАЙМА ПЕРСОНАЛА

Аннотация: Данная статья посвящена вопросам подбора, отбора и найма персонала. А именно рассмотрены этапы подготовки к подбору, отбору и найма персонала. Рассмотрена важность оформления заявки на подбор. Этапы проведения собеседования, принципы отбора и вывод сотрудника на работу. Данная статья поможет разобраться в сущности подбора, отбора и найма персонала. И будет полезна не только студентам, но и начинающим специалистам.

Ключевые слова: подбор, отбор, найм, вакансии, кандидат, соискатель, собеседование, заявка.

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THE ESSENCE OF SELECTING, SELECTING AND HIRING STAFF

Abstract: This article is devoted to the selection, selection and recruitment of personnel. Namely, the stages of preparation for the selection, selection and

recruitment of personnel are considered. The importance of making an application for selection is considered. The stages of the interview, the principles of selection and the conclusion of the employee to work. This article will help you understand the essence of the selection, selection and recruitment of personnel. And it will be useful not only for students, but also for beginners.

Keywords: recruitment, selection, hiring, vacancies, candidate, applicant, interview, application.

Подбор, отбор и найм персонала – является главным элементом системы управления персоналом в организации. Высококвалифицированный персонал – это огромное конкурентное преимущество организации, ее капитал. В настоящее время любая организация хочет видеть в своих рядах персонал, отличающийся высокими знаниями и профессионализмом. Именно поэтому в настоящее время написано множество книг, статей и прочее на тему подбора, отбора и найма персонала. А в условиях кадрового голода – данная тема актуальна как никогда.

Открытие вакансии происходит по разным причинам: увольнение сотрудника, появление новой должности в компании, перевод действующего сотрудника на другую должность, расширение в определенном отделе компании или в нескольких отделах.

Самым важным и основным этапом организации поиска персонала является заявка. Именно заявка помогает выбрать источники поиска и инструменты оценки кандидатов, она также позволяет исключить ошибки при найме. Поэтому от качества данного документа зависит качество подбора. Кроме этого, заявка на подбор – хорошая основа для профиля должности – инструмента для оценки сотрудников. Поэтому грамотно составленная заявка упрощает работу не только специалиста по подбору, но и специалиста по оценке персонала. Все эти доводы можно использовать, чтобы убедить, заказчик вакансии, как правило, это руководители подразделений, что заявка на персонал является важным документом и их активное участие поможет составить ее грамотно и избежать ошибок при найме. Как правило, заявку на подбор персонала разрабатывает специалист по найму совместно с руководителем будущего сотрудника.

Заявка на подбор персонала разрабатывается самостоятельно, в произвольной форме, данную форму можно закрепить в локальных документах, например в Положении о службе персонала. Заявка может состоять из следующих разделов: название должности; цель, функционал и задачи должности; требования: к опыту работы; знаниям и навыкам; уровню образования; полу и возрасту; физическому состоянию и здоровью; личностным качествам; условия работы, порядок оплаты труда

и перспективы роста; критерии прохождения испытательного срока; другую информацию, которая может помочь в поиске персонала.

После того как заявка на подбор будет создана, определяют источники поиска. При определении источника учитывают некоторые факторы. К ним относят категорию сложности и насколько в данный момент организация нуждается в закрытии позиции, обязательно учитывается бюджет организации, выделенный на поиск персонала, учитывается срок закрытия вакансии, профессионализм специалиста по подбору, и немаловажно учитывать статистические данные по источникам, которые были использованы ранее.

После того как будет проведен анализ вышеприведенных факторов, определяют источник поиска. Соотнеся полученные данные, с возможностями организации и особенностями каждого источника поиска принимается решение, какие именно источники являются наиболее эффективными для конкретной ситуации и открытой вакансии.

Когда определились с источником размещения вакансии, составляют объявление.

Чтобы сделать объявление интересным для кандидата и эффективным для подбора, очень важно четко прописать требования, условия и привилегии к вакансии.

Каким бы ни было привлекательным объявление о вакансии, немаловажным фактором является и работа с кандидатом. После размещения объявления наступает этап собеседований. Собеседование является основным инструментом оценки кандидатов для большинства специалистов по подбору. Беседа с кандидатом при грамотной организации и проведении дает наиболее полную информацию о профессиональных и личностных качествах кандидата, его опыте, знаниях и компетенциях.

В зависимости от профессионализма интервьюера, целей собеседования и организации процесса беседы для оценки кандидатов используют разные типы собеседований. В зависимости от цели собеседования различают: отсеивающее собеседование; отборочное собеседование; серийное собеседование; финальное собеседование.

Отсеивающее собеседование помогает исключить случайных кандидатов, которые полностью не соответствуют заявленным критериям и ожиданиям работодателя. Цель такого собеседования – сэкономить время специалиста на подбор для работы с наиболее подходящими кандидатами. Данное собеседование может быть как отдельной процедурой, так и частью отборочного собеседования.

Отборочное собеседование – это следующий после отсеивающего собеседования этап оценки кандидата. Данное собеседование позволяет получить основную информацию о кандидате и

более глубоко оценить его опыт работы, личностные качества, основные мотиваторы, зарплатные ожидания, готовность к выходу на работу и т. п.

Нередко решение о приеме кандидата принимают несколько человек, например специалист по подбору, директор по персоналу и руководитель подразделения. В этом случае оценка кандидатов состоит из нескольких встреч с каждым из данных лиц. Именно такие отдельные встречи кандидата с ответственными за подбор называют серийными собеседованиями.

Для их организации определяют число ответственных за принятие решения о приеме, количество необходимых встреч, а также время, в которое всем участникам оценки удобно уделить на беседу с кандидатом. Финальное собеседование проводят после отборочного или серийного. Финальное собеседование организуют, чтобы принять окончательное решение об утверждении на должность одного из нескольких кандидатов, которые успешно прошли предыдущие этапы собеседований.

После проведения всех собеседований и утверждение кандидатуры, производят приглашение на работу. Даже после выхода кандидата на работу и после всех произведенных процедур трудоустройства, работа специалиста по найму на этом не заканчивается. Важным моментом данного этапа станет адаптация нового сотрудника. Таким образом, задача адаптации – влюбить новичка в организацию с первых дней, снять ненужный стресс и сократить риск того, что кандидат передумает устроиться в компанию или покинет ее в первые недели после выхода.

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ОСОБЕННОСТИ ПРОЦЕССА АДАПТАЦИИ ПЕРСОНАЛА В ОРГАНИЗАЦИИ

Аннотация: В статье рассматриваются особенности процесса адаптации персонала организации. Выделены этапы данного процесса, рассмотрено управление процессом трудовой адаптации руководителя, описаны технологии адаптации персонала, способствующие преодолению профессиональных и личностных проблем сотрудников.

Ключевые слова: адаптация персонала, управление персоналом, адаптационные возможности, отбор кадров, ротация.

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FEATURES OF THE PROCESS OF PERSONNEL ADAPTATION IN THE ORGANIZATION

Abstract: The article discusses the features of the process of adaptation of the organization's personnel. The stages of this process are highlighted, the management of the process of labor adaptation of the manager is considered,

the technologies of personnel adaptation that contribute to overcoming the professional and personal problems of employees are described.

Keywords: personnel adaptation, personnel management, adaptive capabilities, personnel selection, rotation.

Введение. Эффективность процесса адаптации производственного персонала на предприятии напрямую влияет на значимые для деятельности предприятия показатели, такие как финансовое положение и конкурентоспособность на рынке, поскольку персонал организации является его движущей силой. В любой компании вне зависимости от ее размера должен производиться процесс управления адаптацией сотрудниками, так как от этого напрямую будет зависеть качество работы всей организации. Поэтому адаптация должна выступать в качестве одной из главных функций управления персоналом организации.

Цель исследования – изучить особенности процесса адаптации персонала в организации.

Выводы (заключение). Процедура адаптации персонала призвана облегчить процесс преодоления новым работником служебных и межличностных проблем, ускорить его вхождение в коллектив, приобрести и закрепить на практике профессиональные знания и обеспечить в конечном итоге переход работника к самостоятельному выполнению должностных обязанностей, а также направлена на оценку уровня квалификации и потенциала работника [1, с. 440]. Таким образом, адаптация является четко регламентированным процессом приспособления сотрудника к работе в должности, протекающим под контролем кадровой службы, первоначальным звеном системного обучения и подготовки кадров.

Процесс адаптации способен оказывать существенное влияние на функционирование коллектива предприятия. Необходимо учитывать, что в процессе адаптации сотрудник проходит определенные этапы. Его способность адекватно реагировать на новые условия деятельности оказывает непосредственное влияние на качество адаптационного процесса. Графически этапы адаптации можно представить на рисунке 1.

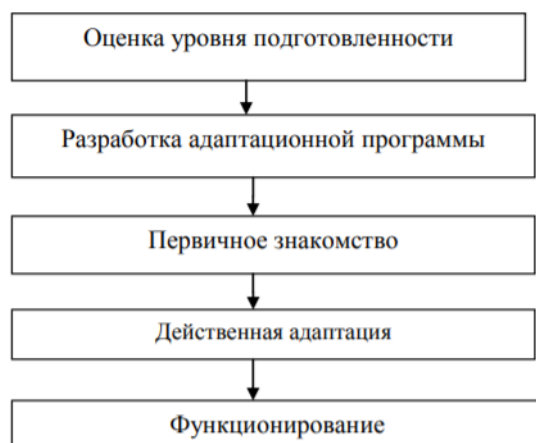


Рис. 1 – Этапы адаптации

А.С. Булычева считает, что приспособление к окружению подразумевает выстраивание отношений с коллективом [2, с. 230]. Переход к стабильной работе предполагает, что новичок выходит из стрессового состояния, разобравшись с основными производственными вопросами и наладив отношения в коллективе. Отметим, что процесс управления адаптацией руководителя может иметь определенные особенности, что отражено на рисунке 2.

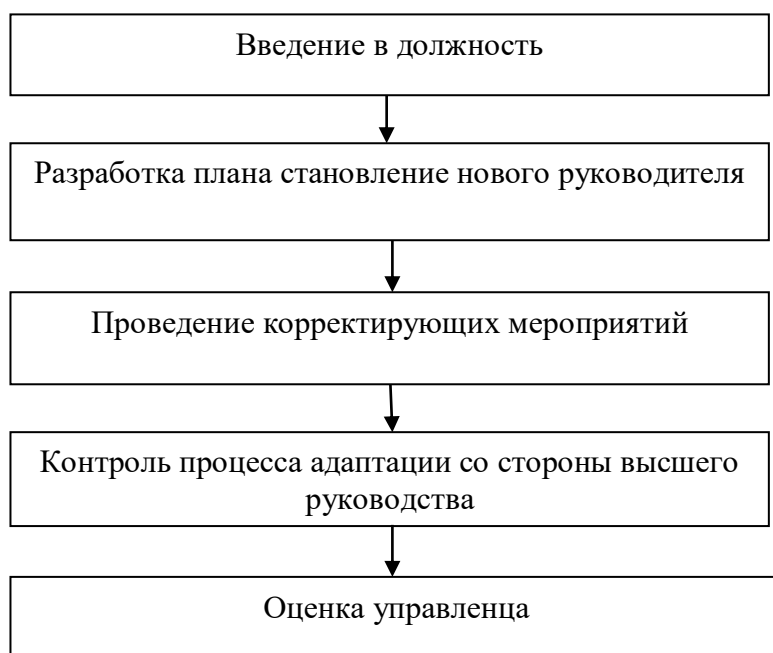


Рис. 2 – Управление процессом трудовой адаптации руководителя

К проблемам адаптации у новых сотрудников, которые затрудняют применение адаптационных технологии персонала можно отнести:

а) Профессиональные проблемы. К ним относятся отсутствие знаний о производственном процессе; нехватка особых навыков работы, которые необходимы по специфике производства; незнание алгоритмов работы; дефицит информации о стратегии развития организации и концепции работы отдела и другое;

б) Социально-психологические проблемы. Например, стресс, подавленность и нервозность сотрудника; незнание корпоративной культуры компании и традиций отдела; недостаток информации об условиях и организации труда, неофициально принятого режима рабочего дня; диссонанс личностных особенностей и корпоративных ценностей и другое [4, с. 65].

Для преодоления профессиональных и личностных проблем новичков в компании можно применить различные технологии адаптации персонала, которые отражены в рисунке 3.

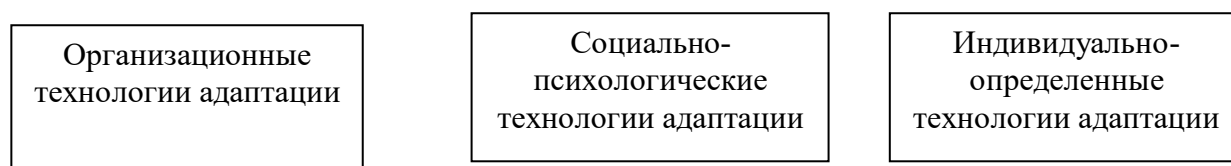


Рис. 3 - Технологии адаптации персонала, способствующие преодолению профессиональных и личностных проблем сотрудников

В организационные технологии адаптации входит разработка Положения об адаптации и наставничестве новых сотрудников компании, а также разработка типовой Программы адаптации и других необходимых документов, бланков и др.). Социально-психологические технологии адаптации включает в себя мероприятия, способствующие вовлечению нового работника в коллектив, а также налаживание обратной связи с менеджером по персоналу с помощью анкет, электронной переписки. Помимо этого, HR-менеджер оказывает помощь и психологическое сопровождение новому сотруднику по решению каких-либо проблем [3, с. 44].

Индивидуально-определенные технологии адаптации состоят из выбора наставников из числа специалистов высокой квалификации, разработки экскурсионных план-маршрутов по компании, проведение welcome-тренингов и курсов «Введение в подразделение», подготовки папок новичка, а также организацию курсов для обучения работе с внутренними компьютерными программами.

Адаптация новых работников является одним из ключевых звеньев системы управления персоналом, прямым продолжением процесса отбора персонала [6, с. 525]. Для получения успешного результата адаптации необходимо целенаправленное управление этим процессом с использованием организационных, технических, социально-психологических средств. Основная задача управления адаптацией персонала состоит в устранении причин и снижении негативных моментов, неизбежно возникающих при приспособлении работника к условиям новой внешней и внутренней среды.

Таким образом, каждый сотрудник является связующим звеном к успешной работе компании в целом. Управление адаптацией сотрудников – это одна из важнейших функций управления персоналом. В настоящее время существует большое количество современных методов и технологий адаптации человеческих ресурсов, которые активно используются за рубежом и заслуживают самого пристального внимания со стороны руководителей, менеджеров и специалистов отдела по работе с персоналом в российских компаниях.

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ФОРМИРОВАНИЕ НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ СРЕДСТВАМИ ИНФОРМАЦИОННЫХ И КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ

Аннотация: Современная педагогика, в частности, теории развивающего, проблемного, личностно - ориентированного обучения придают особое значение “деятельностному” аспекту педагогического процесса.

В педагогике процесс и содержание учебно-исследовательской деятельности описываются с использованием понятия об исследовательском методе (приеме, принципе) обучения, а также в составе дидактических принципов научности, системности, сознательности обучения и других.

Ключевые слова: ИКТ, методы, процесс обучения, образование, знания, навыки, деятельность, метод исследования, обучение.

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FORMATION OF RESEARCH ACTIVITIES OF STUDENTS BY MEANS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Annotation: Modern pedagogy, in particular, the theory of developmental, problem-based, student-centered learning, attach particular importance to the “activity” aspect of the pedagogical process.

In pedagogy, the process and content of educational and research activities are described using the concept of a research method (method, principle) of teaching, as well as part of the didactic principles of scientific character, consistency, conscientiousness of teaching and others.

Key words: ICT, methods, learning process, education, knowledge, skills, activity, research method, learning.

Современная педагогика, в частности, теории развивающего, проблемного, личностно - ориентированного обучения придают особое значение «деятельностному» аспекту педагогического процесса.

В педагогике процесс и содержание учебно-исследовательской деятельности описываются с использованием понятия об исследовательском методе (приеме, принципе) обучения, а также в составе дидактических принципов научности, системности, сознательности обучения и других.

Процессы информатизации современного общества и тесно связанные с ними процессы информатизации всех форм образовательной деятельности характеризуются процессами совершенствования и массового распространения современных информационных и коммуникационных технологий (ИКТ). Подобные технологии активно применяются для передачи информации и обеспечения взаимодействия преподавателя и обучаемого в современных системах открытого и дистанционного образования. Современный преподаватель должен не только обладать знаниями в области ИКТ, но и быть специалистом по их применению в своей профессиональной деятельности.

Современное понимание этого слова включает и применение научных и инженерных знаний для решения практических задач. В таком случае информационными и телекоммуникационными технологиями можно считать такие технологии, которые направлены на обработку и преобразование информации.

Информационные и коммуникационные технологии (ИКТ) - это обобщающее понятие, описывающее различные устройства, механизмы, способы, алгоритмы обработки информации. Важнейшим современным устройствами ИКТ являются компьютер, снабженный соответствующим программным обеспечением и средства телекоммуникаций вместе с размещенной на них информацией.

Основным средством ИКТ для информационной среды любой системы образования является персональный компьютер, возможности которого определяются установленным на нем программным обеспечением. Основными категориями программных средств являются системные программы, прикладные программы и инструментальные средства для разработки программного обеспечения. К системным программам, в первую очередь, относятся операционные системы, обеспечивающие взаимодействие всех других программ с оборудованием и взаимодействие пользователя персонального компьютера с программами. В эту категорию также включают служебные или сервисные программы. К прикладным программам относят программное обеспечение,

которое является инструментарием информационных технологий - технологий работы с текстами, графикой, табличными данными и т.д.

В современных системах образования широкое распространение получили универсальные офисные прикладные программы и средства ИКТ: текстовые процессоры, электронные таблицы, программы подготовки презентаций, системы управления базами данных, органайзеры, графические пакеты и т.п.

В сети доступны и другие распространенные средства ИКТ, к числу которых относятся электронная почта, списки рассылки, группы новостей, чат. Разработаны специальные программы для общения в реальном режиме времени, позволяющие после установления связи передавать текст, вводимый с клавиатуры, а также звук, изображение и любые файлы. Эти программы позволяют организовать совместную работу удаленных пользователей с программой, запущенной на локальном компьютере.

С появлением новых алгоритмов сжатия данных доступное для передачи по компьютерной сети качество звука существенно повысилось и стало приближаться к качеству звука в обычных телефонных сетях. Как следствие, весьма активно стало развиваться относительно новое средство ИКТ - Интернет-телефония. С помощью специального оборудования и программного обеспечения через Интернет можно проводить аудио и видеоконференции.

Для обеспечения эффективного поиска информации в телекоммуникационных сетях существуют автоматизированные поисковые средства, цель которых - собирать данные об информационных ресурсах глобальной компьютерной сети и предоставлять пользователям услугу быстрого поиска. С помощью поисковых систем можно искать документы всемирной паутины, мультимедийные файлы и программное обеспечение, адресную информацию об организациях и людях.

С помощью сетевых средств ИКТ становится возможным широкий доступ к учебно-методической и научной информации, организация оперативной консультационной помощи, моделирование научно-исследовательской деятельности, проведение виртуальных учебных занятий (семинаров, лекций) в реальном режиме времени.

Существует несколько основных классов информационных и телекоммуникационных технологий, значимых с точки зрения систем открытого и дистанционного образования. Одними из таких технологий являются видеозаписи и телевидение. Видео пленки и соответствующие средства ИКТ позволяют огромному числу студентов прослушивать лекции лучших преподавателей. Видеокассеты с лекциями могут быть использованы как в специальных видео классах, так и в домашних условиях. Примечательно, что в американских и европейских курсах обучения основной материал излагается в печатных изданиях и на видеокассетах.

Дидактические задачи, решаемые с помощью ИКТ:

- Повышение продуктивности самоподготовки учащихся;
- Индивидуализация работы самого учителя;
- Ускорение тиражирования и доступа к достижениям педагогической практики;

- Усиление мотивации к обучению;
- Активизация процесса обучения, возможность привлечения учащихся к исследовательской деятельности;

В самом деле, активный в речевом плане студент, надолго замолкает при работе со средствами ИКТ, что особенно характерно для студентов открытых и дистанционных форм образования. В течение всего срока обучения студент занимается, в основном, тем, что молча потребляет информацию. В целом орган объективизации мышления человека - речь оказывается выключенным, обездвиженным в течение многих лет обучения. Студент не имеет достаточной практики диалогического общения, формирования и формулирования мысли на профессиональном языке.

Разработка хороших мультимедиа учебно-методических пособий -- сложная профессиональная задача, требующая знания предмета, навыков учебного проектирования и близкого знакомства со специальным программным обеспечением. Мультимедиа учебные пособия могут быть представлены на CD-ROM -- для использования на автономном персональном компьютере или быть доступны через Web.

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ИСПОЛЬЗОВАНИЕ ПОДЗЕМНЫХ ВОД В СРЕДНЕЙ ЗЕРАФШАНСКОЙ ДОЛИНЕ И ВЛИЯЮЩИЕ ФАКТОРЫ НА ИХ КАЧЕСТВО

Аннотация: В этой статье описывается качество подземных и поверхностных вод в Средней Зерафшанской долине, их изменения, проблемы нехватки воды в регионе и их причины, защита подземных и поверхностных водных ресурсов от ущерба в развитии промышленности и сельского хозяйства, а также информация о роли родниковой воды в обеспечении населения чистой питьевой водой.

Ключевые слова: Средний Зерафшан, Самарканд, реки, горы и предгорья, подземные и поверхностные воды, артезиан, родники, грунт, промышленность и сельская хозяйства, водные ресурсы.

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USE OF UNDERGROUND WATER IN THE MIDDLE ZERAFSHAN VALLEY AND INFLUENCING FACTORS ON THEIR QUALITY

Abstract: This article describes the quality of ground and surface waters in the Middle Zarafshan Valley, their changes, the problems of water scarcity in the region and their causes, the protection of ground and surface water resources from damage in the development of industry and agriculture, as well as information on the role of spring water in providing the population with clean drinking water.

Key words: Middle Zarafshan, Samarkand, rivers, mountains and foothills, underground and surface waters, artesian, spring, soil, industry and agriculture, water resources.

Введение. На сегодняшний день в условиях глобального изменения климата, потребность в чистых и свежих поверхностных и грунтовых водах растет с каждым годом. Это связано с более эффективным и экономичным использованием водных ресурсов в будущем, а также с почти полным использованием сегодняшних возобновляемых ресурсов поверхностных вод, то есть речных стоков. Развитие сельского хозяйства и промышленности свидетельствует о том, что потребность в воде в нашем регионе будет увеличиваться из года в год. Это указывает на важность исследований по определению условий формирования ресурсов поверхностных и подземных вод, источников их насыщения. Свидетельство этого можно увидеть в увеличивающемся использовании как поверхностных, так и подземных вод.

Объект исследования: Подземные и поверхностные воды Средний Зерафшанской долины.

Цель исследования: научное изучение факторов, влияющих на качество подземных вод в Средний Зерафшанской долине в связи с их распределением, химическим составом и использованием.

Методы исследования. В работе использованы полевые исследования, сравнение, картографические, статистические, территориальные исследования, анализ факторов формирования водных ресурсов, лабораторный анализ качества воды, специальные гидрохимические оценки и расчеты.

Основная часть: Использование подземных вод водных ресурсов Среднего Зерафшана хорошо организовано. Более 80% деревень в районе используют артезианскую воду, 10% - родниковую воду и 10% - грунтовые воды (колодцы). В городах также широко используется артезианская вода. Например, в Самарканде артезианские колодцы используют для орошения фонтанов, бассейнов, цветников и садов. В Самаркандской области более 1000 артезианских скважин, которые используются в качестве питьевой воды. Более 500 колодцев в области используются для мониторинга уровня и качества воды. Около водораспределительного пункта Дамходжа имеется более 100 скважин, которые работают по очереди, а забранная

вода направляется в Навоийинскую и Бухарскую области. Часть воды направляется в Нурабадский район. [11]

Распределение питьевой воды в Среднем Зерафшане напрямую связано с геологическим строением и топографией региона. Палеозойские известняки, песчаники, сланцы, доломиты и гранитные породы обычны в горных районах, а источники, выходящие из их трещин и пресноводны. В хребтах Чакилкалан, Каратепа, Зирабулак, Гобдинтаг, Каратаг, Актаг, Северная Нурата более сотни больших и малых источников производят исключительно чистую воду. Содержание минеральных солей в этих водах не превышает 0,2-0,5 г/л. Среди этих источников водопотребление карстовых источников из известняка высокое, от 4-5 л/с до 70-80 л/с. Такие крупные карстовые источники, как Нурата, Чия, Знак, Чар-чинар, Мингбулак, Аксай, Охаликсай, Сазаган родники включены.

В горных районах из источников гранита многочисленны, они также встречаются на вершинах гор. Расход воды этих источников составляет от одной десятой метра до 2-3 л/с. В некоторых случаях встречаются и пружины с расходом 5-6 л/с. Гранитные источники также очень чистые и содержат такое же количество анионов и катионов, что придает воде прекрасный вкус.

Источники из сланцевых пород также немногочисленны, но их водопотребление выше, чем у гранитных источников, меньше, чем у известняковых, а средняя соленость воды составляет 0,2-3 л/с. Свойства водопроницаемости отличные. Обычно во всех горных пластах часть воды, которая поступает с гор выше и ниже земли, проникает между пролювиальными отложениями и образует грунтовые воды. Глубина залегания грунтовых вод в этом районе составляет 20-40 м, иногда 60-70 м. Из-за мощности четвертичных пролювиальных отложений под четвертичным периодом встречаются неогеновые и третичные отложения, поэтому глубина артезианских скважин превышает 200-400 метров. По мере удаления от гор в долину реки глубина грунта уменьшается, и вы можете набрать воду с 5-10 метров.

Вода в предгорьях тоже чистая, с соленостью менее 1,0 г/л. У горных склонов соленость воды менее 0,5 г/л. На равнинах у реки отложения сложены лёссом. Это порода богата карбонатами и сульфатными солями. Следовательно, солесодержание воды повышается с 1,0 до 1,5 г/л, а иногда и до 2,0 г/л.

В восточной части Центрального Зерафшана, от Раватхаджи до водного узла Ак-Карадарья, территория сложена песчаниками и крупным гравием, смешанным с песком, поэтому проникновение воды между этими породами происходит быстро, а соли грунтовых вод быстро вымываются. Солей в воде не превышает 0,4-0,6 г/л. При этом уклон реки от города Хатырчи до города Наваи уменьшается, в результате чего в Пахтачинском и Нарпайском районах Самаркандской области повышается засоление

почв, соленость грунтовых вод превышает 1,0-1,5 г/л. Вокруг гор Зирабулак и Зиявуддин обнажаются меловые, третичные и неогеновые отложения. Эти отложения содержат слои гипса, которые во многих местах залегают на глубине 0,8-1,5 метра над землей. Кальций и сульфаты в этом слое гипса растворяются в воде и перемещаются вверх и вниз по склону вместе с поверхностными и грунтовыми водами. Это ситуация также приводит к увеличению засоления почвы в Нарпае, Пахтачинского района. [14.6].

Территория вокруг Каттакурганского водохранилища в пустынях Улус и Джам также имеет полиогенные и неогеновые отложения, близкие к поверхности Земли. Гипс и поваренная соль (NaCl) также обычны в этих отложениях. В результате большинство колодцев производят соленую воду. Соленость грунтовых вод не используется в качестве питьевой воды. Пустыни Улус и Джам сложены пролювиальными и частично аллювиальными породами, верхняя часть которых перекрыта лиоссионовыми породами. Карбонаты составляют 20-30% лиоссивых пород. После развития орошаемого земледелия движение карбонатов в низовья ускорилось. Поверхность пустынь Улус и Джам имеет волнистый рельеф, чередующийся с крутыми холмами и неглубокими впадинами. [11].

Подземные воды в Зарафшанской долине. В частности, влияние деятельности человека на грунтовые воды является значительным. Из-за антропогенного воздействия в грунтовых водах увеличивается количество кальция из катионов и хлоридов из анионов. Это особенно характерно для центральной и нижней частей Центрального Зарафшана, где водохранилища с пресной водой были построены в селах Нурабадского района из-за повышенной солёности. Они наполнены чистой пресной водой, привезенной из других источников. Влияние деятельности человека на грунтовые воды также известно в более глубоких слоях. По данным В.Павленко, Н.И.Сабитовой (1998), соленость воды на берегах Акдарьи до глубины 100 метров выше нормы, что является влиянием гравия и песка на грунтовые воды в некоторых частях Центрального Зарафшана, что он достиг глубины 100 метров. Такие участки не занимают большой площади и характерны для отложений одинаковой толщины песка и гравия. Различные химические вещества, которые попадают в поверхностные воды и используются на почвах и растениях, увеличивают загрязнение грунтовых вод, особенно грунтовых вод. По этой причине артезианская вода в основном используется в качестве питьевой воды на большей части Зарафшанской долины. Только на берегу реки Зарафшан грунтовые воды шириной несколько сотен метров используются в качестве питьевой.

Человеческая деятельность сыграла значительную роль в ухудшении качества питьевой воды в Центральном Зарафшане. Ухудшение качества питьевой воды в нижних частях Самаркандского оазиса (Нурабадский и

Пастдаргамский, Иштиханские районы) связано с расширением орошаемых земель в последние годы прошлого века, развитием предгорий, несоблюдением агротехнических требований. Кроме того, этому способствовали загрязнение речной воды, сброс сточных вод в реки и каналы, чрезмерное использование минеральных удобрений и мутность дренажных канав, отсутствие рытья и другие факторы. [1].

Минеральные удобрения и пестициды, используемые при выращивании сельскохозяйственных культур, оказывают значительное влияние на качество поверхностных и грунтовых вод на орошаемых землях. По агротехническим правилам можно вносить от 450 кг до 500 кг азотных, фосфорных и калийных удобрений на гектар в год. Для получения высоких урожаев фермеры вносят от 1000 до 1500 кг удобрений на гектар (Рахматуллаев, 1999, 2002).

Как правило, грунтовые воды хорошо растворимы, что означает, что они сильно минерализованы. Поверхностные воды насыщены дождем, снегом и тающими ледниками. В результате они менее минерализованы. В целом, чем быстрее процесс обмена в поверхностных и грунтовых водах, тем они менее минерализованы. [12].

Гидрохимический режим поверхностных и подземных вод характеризуется количеством растворенных основных ионов - анионов NSO_3^- , CO_3^{2-} , SO_4^{2-} , Cl^- и катионов Ca^{2+} , Na^+ , Mg^{2+} , K^+ . О.А.Алёкин разделил все природные воды, включая поверхностные и подземные, на три класса в зависимости от количества содержащихся в них анионов:

1) углеводородные воды: в них больше анионов NSO_3^- и SO_3^{2-} , чем в других анионах;

2) сульфатные воды, богатые анионами SO_4^{2-} ;

3) Хлоридная вода богата анионами Cl^- .

Большая часть поверхностных вод мира, включая реки, относится к классу углеводородов, за ними следуют сульфатные воды и, наконец, хлорированные воды. Подземные воды часто относятся к двум последним классам.

Расход основных ионов (Q_U) определяется следующим выражением:

$$Q_U = Q \cdot \sum U$$

где - Q расход воды, $\text{m}^3/\text{с}$; $\sum U$ - скорость минерализации, $\text{мг} / \text{л}$.
Расход ионов выражается в $\text{кг}/\text{с}$.

Объем ионного потока (W_U) за период времени выражается в тоннах и рассчитывается следующим образом:

$$W_U = Q_U \cdot T$$

T - период расчета (месяц, год) в выражении, выраженный в секундах.

Мы изучим текущее качество воды реки Зарафшан и дадим следующие рекомендации по снижению загрязнения воды: Во-первых, необходимо резко сократить использование химикатов в сельском хозяйстве и вместо этого использовать биологические методы, как показывает популярный опыт. В настоящее время в сельском хозяйстве используется более 200 видов пестицидов, рассмотрим простой пример. Тонны различных токсичных химикатов также распыляются на дыни, семенной картофель, семена, пшеницу и многое другое. Содержащиеся в них ядовитые химические вещества проникают в почву, почву, воду и через них накапливаются в организме человека. Даже при внесении минеральных удобрений в почву агротехнические правила не соблюдаются. Некоторые фермеры вносят удобрения как из воздуха (взвесь), так и из почвы. Для сравнения: минеральные удобрения вносятся по воздуху, то есть через листья растений, по 25-30 кг азотных и фосфорных удобрений на гектар. В нашей стране через листья дается 25-30 кг азота, фосфора и калия, а по жилкам к нему добавляют 400-500 кг этих удобрений. Около 20-30% этих удобрений усваиваются растениями, остальные загрязняют воду, почву и сельскохозяйственную продукцию. 1) Итак, первый способ сохранить воду чистой - это резко сократить количество токсичных химикатов, используемых в сельском хозяйстве. Минеральные удобрения также следует вносить из листьев растений, а вместо минеральных удобрений следует использовать больше органических удобрений. 2) Второй способ поддерживать чистоту воды - резко сократить количество сточных вод, попадающих в реку из городов, канав и деревень. В настоящее время вода всех городов впадает в реку, иногда с обработкой или без нее. Например, городская вода Самарканда частично очищается на водоочистных сооружениях, и около 50% воды без очистки поступает в реку Зарафшан через Сиябский канал. Поэтому после присоединения реки Сияб загрязнение реки резко возрастет.

Заключение. В целом, подземные воды Средней Зарафшанской долины движутся сверху вниз, т. е. Из горной части в долину реки, или от начала долины в нижнюю часть, неся с собой растворенные в ней вещества. Уровень верхнего уровня грунтовых вод такой же, как и в описанном выше случае, в горной части котлована и в долине реки у поверхности.

Средний Зарафшан густонаселен, что, в свою очередь, требует развития промышленности и сельского хозяйства в регионе. Развитие этих секторов, конечно, связано с водными ресурсами и с этой целью, с качеством поверхностных и подземных вод на орошаемых землях. Влияние пестицидов используемые в посевах минеральные удобрения вносятся в почву очень крупно. Благодаря территориальной взаимосвязанности районов Среднего Зарафшана, наряду с комплексными мелиоративными мероприятиями по обеспечению чистоты поверхностных

и подземных вод, миграции солей в каждом оазисе, изучением их баланса доходов и расходов, а также сокращением миграции солей в для этого необходимо использовать современные передовые технологии полива, в том числе капельное.

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**ЧОР РОССИЯСИНИНГ ТУРКИСТОНДАГИ МИЛЛИЙ МАОРИФ
СОҲАСИДАГИ СИЁСАТИ**

Аннотация: Ушбу мақолада мустамлака шароитида Туркистон ўлкасидаги маориф тизими, мактаб-мадрасаларнинг аҳволи, чоризм маъмуриятининг миллий маориф тизимида бўлган муносабати, рус-тузем мактаблари уларни ташкил этилишидан кўзланган асл мақсадлар, вақф мулкларига подшо ҳукуматининг муносабати тўғрисида фикр юритилади.

Калит сўзлар: Мустамлака, маориф, мадраса, чоризм, вақф, таълим, ислоҳ, миллий, сиёсат, империя, маҳаллий халқ, бошланғич мактаб.

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**NATIONAL ENLIGHTENMENT OF TSARIST RUSSIA IN
TURKISTAN POLICY IN THE FIELD OF**

Annotation: in this article, an idea is made about the educational system in the Turkic countries in colonial conditions, the situation of school-madrasahs, the attitude of the chorism administration to the national educational system, the original objectives of the Russian-tuzem schools from their establishment, the attitude of the Tsarist government to the properties of the foundation.

Keywords: colonial, enlightenment, Madrasah, chorism, Foundation, education, reform, national, politics, Empire, local people, primary school.

Ўзбекистон Республикасининг мустақилликка эришуви тарихимизни холис ўрганиш ҳамда ёритиш имконини берди. Шу жиҳатдан Россия империясининг Туркистонни истило қилиши ва унинг ўлкадаги ижтимоий-иқтисодий, сиёсий ҳамда маънавий-маданий, маориф соҳасида пухта ўйланган мустамлакачилик сиёсатини ўрганиш ҳам тарих фани учун долзарб масалалардан ҳисобланади. Россия босқинига қадар ўлкада эски мактаб, масжид, қорихона ва мадрасалар кенг тарқалган эди. 1867 йилда Туркистон генерал-губернаторлиги ташкил этилишидан бошлаб бутун иқтисодий, сиёсий ҳаётда бўлганидек, туб халқ маънавий маданиятининг таянчлари бўлмиш мадраса, мактаблар устидан ҳам империя ҳукуматининг

назорати ўрнатилди. Чор ҳукумати маъмурлари мактаб - мадрасалар фаолиятининг ислоҳ қилиниши мустамлакачилик манфаатларига мутлақо зид эканлигини тушуниб етган эдилар. Империя раҳбариятининг туб жой аҳолисига бўлган муносабати масаласида асосий эътибор уларни илм-маърифатдан четда ушлаб туришга қаратилган эди. Ушбу ҳолатни ўз даврининг йирик мансабдор шахслари ҳам тан олган эдилар. Жумладан, «...Улкан руслаштириш режасини амалга оширишда мактаб катта аҳамият касб этиши лозим», деган фикр ҳам айнан шундай раҳбарлардан бири, Туркистон генерал-губернаторларидан бири Николай Оттонович Розенбах (1836—1901)га тааллуқли эди [7. 38 б.].

Туркистон генерал-губернатори, К. П. фон Кауфман (1867-1882) диний урф-одат, маросимларга аралашмаслик асосида миллий маорифга нисбатан руслаштириш сиёсатини қўллаб-қувватлади [9. 28 б.]. У мактаблардан ҳам кўра кўпроқ мадрасалар хавфли эканлигини қайд этди. Генерал-губернатор мадрасалар фаолиятига қуйидаги тарзда баҳо беради: “Мадрасалар мусулмон диний зодагонлари кучи ва имтиёзларини муҳофаза қилувчи муассасалар сифатидаги муҳим сиёсий вазифадан ташқари, бугунги кунда ҳам мусулмон тарғиботининг маркази ва ўчоғи сифатидаги бошқа асосий ролни бажариб келмоқда”. Кауфман ана шу сабабдан ҳам мадрасалар аҳамиятини ўлкада тез орада йўққа чиқариш керак”- деб, ҳисоблаган эди [9. 405 б.].

Туркистоннинг мустамлакачилик тузуми ўрнатилган ҳудудларида, хусусан, собиқ Қўқон хонлиги ерларида мусулмон ижтимоий ҳаётида катта ўрин эгаллаган, “шариати паноҳ” деб қаралган қозикалон ва шайх-ул-ислом, раис ҳамда мутаваллибоши лавозимлари Кауфман томонидан тугатилди [8. 12 б.]. Империя ҳукумати Туркистонда маҳаллий аҳолига нисбатан руслаштириш сиёсатини доимий равишда қўллаб келди. Шунингдек, анъанавий билим масканлари бўлмиш мадрасалар фаолиятига нисбатан ҳам ҳукумат амалдорлари томонидан турли хил тазйиқлар ўтказилди. Тошкент шаҳри 1865 йил 17 июнда империя қўшинлари томонидан босиб олинган, мадрасаларни мустамлакачиларнинг манфаатларига мос равишда қайта ташкил этиш масаласи ўртага қўйилди. 1870 йилда империя марказида маҳаллий аҳолини руслаштириш мақсадида “Россияда истиқомат қилувчи мусулмонларга таълим бериш чоратадбирлари тўғрисида” [9. 405 б.] қонун қабул қилинди. Маҳаллий ўқув юртларига муҳолиф тарзда ташкил этилган рус-тузем мактабларини аҳолининг катта қисми қўллаб-қувватламаган. Шу боис ҳам мазкур мактаблар ҳеч қачон оммавий бўла олмас эди. Буни подшо амалдорларининг ўзлари ҳам яхши англаб етар эдилар. Масалан, Фарғона ўқув юртларини инспектори Ф. Егоров бу борада “...фақат миллий мактабларгина оммавий бўлиши мумкин, рус-тузем мактаблари эса миллий бўлмай, аксинча, сунъий ўйлаб топилгандир” [4. 20 б.], деган эди.

Россия императорининг 1875 йил 17 майдаги қарорига асосан, Туркистон ўқув юртлари бошқармаси ва ўқув юртлари бош инспектори лавозими таъсис этилди [6. 2 с.]. Ушбу бошқарма ваколатига рус мактаблари билан бир қаторда маҳаллий мактаблар (мактаб, мадраса, қорихоналар) устидан ҳам назорат олиб бориш ҳуқуқи берилди. 1877 йили Россия империясидаги руслаштириш сиёсати намояндаларидан бири Н. П. Остроумов Туркистон халқ билим юртлари инспектори лавозимига тайинланди [1. 63 с.]. Генерал губернатор К. П. фон Кауфман диний мактаблар инқирозини тезлаштириш ва уларни тугатиш мақсадида кўплаб тадбирларни амалга ошира борди. Мадрасаларни тугатган ёшларнинг маълум лавозимларда фаолият кўрсатиши чеклаб қўйилди. Улар фақат энг қуйи мансабларгагина ишга олинадиган бўлди. Орадан кўп вақт ўтмай, 1880 йил феввалида Россия Империяси Давлат Кенгашида ўлка маҳаллий аҳолиси фарзандларини руслар билан биргаликда ўқитиш масаласи кўрилди. Кенгаш кўриб чиқилган иш юзасидан махсус қарор қабул қилди.

1880 йилнинг 4 мартада Туркистондаги диний ишлар Оренбург диний бошқармаси назоратидан тўлалигича ажратилди. Чунки, К. П. Кауфман Туркистонни махсус лойиҳа асосида бошқаришни маъқул, деб билди. Ана шу мақсадда “Туркистон ўлкасини бошқариш ҳақидаги Низом” ишлаб чиқилди. 1882 йил май ойида Кауфман вафотидан сўнг, подшо Александр III нинг “Туркистон ўлкасини тафтиш қилиш ҳақида”ги буйруғига биноан, ўлкани тафтиш қилиш мақсадида келган сенатор Ф.К.Гирсининг маълумотига қараганда, “Сирдарё, Фарғона областлари ҳамда Зарафшон ва Амударё бўлимларидаги 253 қозидан 25 таси бошланғич мактабларни тамомлаган, 3 таси эса умуман мактаб кўрмаган, яъни қозиларнинг 10 фоизи саводи пастлигига қарамай (қолганлари мадраса кўрган одамлар) уезд бошлиқлари томонидан тасдиқланган”.

Туркистон генерал-губернатори М.Г.Черняев (1882-1884) ҳам руслаштириш сиёсатининг тарафдори бўлиб, у ўз фаолияти давомида билим юртлари тизимини кенгайтириш ва ривожлантиришга ҳаракат қилди. Генерал Черняев: “Чимкент шаҳар билим юртини кенгайтириш учун 100 минг рубль ажратган ва ана шу билим юртида ўқишни истаган хотин-қизлар учун пул мукофоти таъсис этган”. 1884 йилда генерал-губернатор Черняев шариат масалаларига ҳам ўз ҳукмини ўтказди, яъни “маҳаллий аҳолининг суд қозилари ва бийларини янгидан қайта ташкил этишни” тақлиф қилди.

Империя Маориф министрлигининг маслаҳатчиси Н. И. Ильминский мадрасалар фаолиятига баҳо бериб, мадраса дастурларига дунёвий билимларнинг киритилиши аҳолида миллий онгнинг уйғонишига туртки беради, шу сабабдан ҳам “мадрасаларни ислоҳ этиш керак эмас, аксинча ҳеч қандай эътибор бермасдан ва уларга қарама-қарши ҳолда замонавий билим берадиган рус мактабларини очиш лозим”, -деб таъкидлайди [3. 67 б.].

Анъанавий мактаб-мадрасалар асосан диний тарбия бериш билан чекланган бўлиб, замонавий илм-фанларнинг ўқитилиши мазкур мактаблар учун ёт ҳодиса эди. Шу боис ҳам улар мустамлакачилар учун унчалик хавф туғдирмас эди [4. 21 б.]. Мустамлакачилар олдида маҳаллий халқ таълим тизимини издан чиқаришнинг 2 та муҳим шарт бор эди.

Шундан сўнг ушбу масала давлат сиёсати даражасига кўтарилди ва ўлкада рус-тузем мактаблари очила бошланди. Рус-тузем мактаблари ғоясига генерал-губернатор Н.О. Розенбах (1884-1889) асос солди. Биринчи рус-тузем мактаби 1884 йил 19 декабрда Тошкентнинг Эски шаҳар қисмида очилди [5. 74 б.]. Россия империяси амалдорлари айти пайтда мактаб, мадрасаларнинг иқтисодий асоси бўлган вақф мулкларини чеклашга ҳамда уларни тугатишга доир сиёсат ҳам олиб борди. Ана шу мақсадда Туркистонда вақф ислохотлари ўтказилиб, илохотлар асосан вақф мулкларини тугатишга қаратилган эди. Шу сабабдан ҳам мустамлака маъмурлари вақф мулкларини кучли назорат остига олдилар.

Туркистонда вақф мулклари билан боғлиқ масалалар 1886 йилда ҳукумат томонидан тасдиқланган “Туркистон ўлкасини бошқариш ҳақидаги Низом”да ўз ифодасини топди [2. 24 б.].

Хулоса қилиш мумкинки, Чоризмнинг маориф сиёсати ўлкадаги таълим тизимига салбий таъсир кўрсатди. Ҳукумат томонидан миллий маорифни ривожлантирилишига йўл қўймасликка қарши доимий равишда кураш олиб борилди. Бунинг натижасида анъанавий миллий мактаб ва мадрасалар камайиб кетишига олиб келди.

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КЕМПИНГ И ГЛЭМПИНГ – СОВРЕМЕННЫЕ ТЕНДЕНЦИИ РАЗВИТИЯ ТУРИСТСКОГО РЫНКА РОССИИ

Аннотация: статья посвящается развитию современных форм внутреннего туризма, как бизнеса в сфере гостеприимства отдельно взятого региона (Московский).

Ключевые слова: внутренний туризм; кемпинг; глэмпинг; Московская область глэмпинг; авто путешествия глэмпинг; отдых в Подмосковье.

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CAMPING AND GLAMPING – CURRENT TRENDS IN THE DEVELOPMENT OF THE RUSSIAN TOURIST MARKET

Annotation: the article is devoted to the development of modern forms of domestic tourism as a business in the field of hospitality in a particular region (Moscow).

Keywords: domestic tourism; camping; glamping; Moscow region glamping; auto travel glamping; vacation in the Moscow region.

Проанализировав современные тенденции развития туристского рынка за кемпингом и глэмпингом большое будущее, как развитие внутреннего туризма, как бизнеса в сфере гостеприимства. Из уже существующих девяти объектов Московской области нет ни одного объекта на: юго-западе, северо-западе, и севере относительно г.Москвы, который бы принимал гостей круглогодично.

Выезд на природу после трудовой недели на выходные дни или живописная остановка во время авто путешествия – отличный способ разнообразить привычные будни городского жителя, но не все согласны пожертвовать всеми современными благами цивилизации, даже если взамен будут дышать чистым воздухом и созерцать завораживающие своей красотой живописные пейзажи двадцать четыре часа в сутки. В нашей стране, как таковой культуры отдыха по методу кемпинга или глэмпинга

можно сказать еще нет. И все же, обязательно ли ставить палатку в необорудованном или не тронутом цивилизацией месте, и организовывать свой отдых в совершенно спартанских условиях? Оказывается вовсе нет – вполне достаточно арендовать место в кемпинге, а взамен получить полноценный отдых на природе, но с основными благами цивилизации. Если говорить в общих чертах, то кемпинг – это любой лагерь, в котором люди живут под открытым небом, и тем не менее в понимании большинства, кемпинг – это обустроенная площадка с местами под палатки, парковкой, электричеством, душем и туалетом. Современное понимание кемпинга принято относить к разновидности автотуризма. Зачастую кемпинг – это не просто место под стоянку с палаткой, а прежде всего, комфортная территория с развитой инфраструктурой для путешественников, предпочитающих отдыхать цивилизованно и на природе. Обустроенный кемпинг – это зарегистрированный объект размещения, с хорошо развитой инфраструктурой. Первенство кемпингов в мировой практике туризма держат такие страны как: Австралия, Норвегия, Исландия, Италия, Франция – в сезон, кемпинг наполняется тысячами туристами с палатками и авто домами, так как проживание в гостиницах или отелях, особенно в часто посещаемых туристических местах, всем желающим элементарно не хватает номеров. Обычно кемпинги располагают в живописных природных местах, часто даже национальных парках, на небольшом удалении от автомобильных трасс или в городском пригороде, а также в той местности, где запрещена застройка отелями и природоохранная зона. Сюда приезжают в авто домах, с жилыми трейлерами или палатками, чтобы переночевать, провести время на природе, пройти терренкур маршрут или просто отдохнуть от дороги. Главное же, что кемпинги, помимо места для стоянки, могут предоставлять путешественникам целый ряд услуг: туалеты, душ с горячей водой (реализация услуги платно с поминутным тарифом), питьевую воду, электричество, организованный вывоз мусора, канализацию для авто домов и трейлеров, прачечную, кухню с современной техникой, детские и спортивные площадки, Wi-fi и т.д. К преимуществам кемпингов относятся: во-первых, инфраструктура: любой палаточный городок имеет минимальную инфраструктуру: туалет и душ, электричество, интернет и кухонная зона для приготовления пищи. Это своего рода «золотая середина»: туристы отдыхают на свежем воздухе и наслаждаются красотами природы, но взамен им не приходится жертвовать комфортом. Во-вторых, безопасность: территория всех кемпингов обязательно охраняется, поэтому можно не опасаться, что ночью в лагерь забредут дикие животные или воры. В третьих, комфорт: отдых в кемпинге отлично подходит для неопытных туристов или семей с детьми. В таких кемпингах уже есть подготовленные площадки для установки палаток, а в некоторых даже выдают необходимое снаряжение напрокат. Недостатков у такого

вида отдыха совсем немного: абсолютно бесплатно отдохнуть в кемпинге не получится. Оплата кемпингом устанавливается самостоятельно, у каждого собственные правила: где-то взимают за количество мест под палатку, где-то оплата рассчитывается исходя из количества отдыхающих, где-то по количеству въезжающих автомобилей (или машино мест). Едино в расчетах оплаты аренды у каждого кемпинга плата взимается посуточно. Но, если сравнить суточные расходы на кемпинг и аренду номера в гостинице, такое проживание обойдется более бюджетно. [1]

Во всем мире такой вид отдых ценится за возможность покинуть городскую среду и побыть на природе. Но люди предпочитают палатку номеру в отеле не от безысходности или отсутствия средств - у такого отдыха есть ряд не всегда очевидных преимуществ:

1. экономичность - чаще всего проживание в гостевых домах, гостиницах и на базах отдыха обойдется существенно дороже, чем аренда места под палатку или авто дом. Особенно, если речь идет о популярном туристическом районе в высокий сезон. Если сравнить ценовую политику в странах Скандинавии, Центральной или Восточной Европе, то средняя цена ночевки в кемпинге составляет от 10 до 30 евро за палатку. При этом цены на 2-х местные номера эконом класса составят от 45 евро сутки. Например, на Алтае аренда места под палатку составляет от 300 до 500 рублей с человека за одни сутки. А цена 2-х местного номера эконом класса или небольшого летнего гостевого домика обычно начинается от 2500 рублей в сутки. Каждый объект кемпинга вправе устанавливать самостоятельно стоимость аренды места и благ цивилизации: например, санитарная зона - туалет и умывальник. Холодный душ, как правило, предоставляется бесплатно практически всегда, а вот горячий душ в некоторых странах и прачечная, уже будут за отдельную плату. Так в норвежских и европейских кемпингах установлены автоматические горячий души с оплатой: от 1 до 2 евро за 5 минут пользования. Экономия природных ресурсов является первоочередной целью некоторых стран, и кемпинги пропагандируют сохранение природы. Почти всегда можно бесплатно пополнить запасы питьевой воды. Электроэнергия - в кемпингах обычно дают возможность бесплатно подзарядить современные гаджеты. Электричество для более энергоемких потребителей таких как: электрической плитки, мини-холодильника, бытовой техники из авто домов или же подзарядка авто каравана и прочего оплачивается по отдельному счетчику, соответственно по отдельному тарифу. Они есть в крупных (от 400 машино мест) кемпингах, но персональная энерго точка встречается нечасто. На территории кемпингов есть оборудованные зоны для приготовления шашлыков, небольшие беседки и зона барбекю, которыми можно пользоваться бесплатно, иногда их арендуют за символическую плату. Оборудованные детские площадки на территории кемпинга обязательны и всегда бесплатные.

2. доступность отдыха - авто путешествия с ночевками в кемпингах не требуют специальных навыков и даже базовой физической подготовки. Все, что необходимо - это уметь ставить палатку. Кемпинг является идеальным вариантом для отдыха всей семьей. Организация лагеря и собственного быта на новом месте - это отличное приключение, а сама поездка дает возможность пообщаться с родными в совершенно не формальной обстановке. Безусловно, для детей кемпинг - источник сильных впечатлений, приобщиться к отдыху на природе и культуре кемпинга, самостоятельно, решить нетипичные для них бытовые задачи вроде заготовки дров, воды, разведения огня, готовки еды на плитке или костре, исследования окрестностей. Некоторые кемпинги разрешают размещение с любимыми домашними питомцами всех калибров и мастей.

3. мобильность - отдыхая в кемпингах, путешественник не привязывает себя к сети гостиниц и правилами. Отсутствует необходимость торопиться к ужину, к определенному времени заселения или выселения. Авто путешественник имеет свободу останавливаться там, где удобно и когда удобно: место для ночевки найдется практически всегда! При плохой погоде или некачественном кемпинге всегда можно сменить место дислокации и переехать в другой кемпинг. Как, правило нет ограничений для питомцев и детей. В густонаселенных районах много организованных кемпингов, а в малолюдных - масса мест для отдыха «дикарем». Высокая мобильность помогает сделать путешествие комфортнее и насыщеннее, но требует умения планировать отдых и самостоятельно организовывать быт.

В нашей стране кемпинги, по европейским стандартам, только начинают появляться. Как правило, располагаются у популярных туристических маршрутов или же на территории баз отдыха, соответственно работают сезонно. Инфраструктура оставляет желать лучшего, остается лишь надеется, что в ближайшее время количество кемпингов, а главное их качество на территории нашей страны увеличится и к нам хлынет туристский поток любителей такого вид отдыха и размещения.

Изнеженные благами цивилизации путешественники популизировали такой вид как Глэмпинг – это гибрид кемпинга и особого комфорта, в живописных местах с проживанием в шатрах или домиках с экзотическим архитектурным решением. Правда такое удовольствие по зачастую в ценовой политике не уступает крутому отелю с бассейном, спазоной, и достойным сервисом. Но ощущение единения с природой сохранится. Больше всего глэмпингов насчитывается в Московской области (9 объектов из 81 по РФ), но также есть в Ленинградской, Калужской, Тульской, Нижегородской областях, на Байкале и Алтае, в Карелии, на Камчатке и Урале. [2,4]

Одним из первых глэмпингов стал «Лес и море», который открылся в Тверской области летом 2015 года. У собственников не было опыта в гостиничной сфере, это было скорее увлечение, сначала размещение предусматривало узкий круг посетителей так сказать «для своих», через год «Лес и море» стал принимать постояльцев «с улицы». Первый проект «Лес и море» был реализован в 170 км от города Москвы, вблизи города Калязин, на острове посреди реки Волги поставили 10 брезентовых палаток с удобствами. На старте в глэмпинг было вложено 17 млн рублей калькуляция составила: возведение и меблирование палаток, санитарный блок, ресторан, подвод коммуникаций, персонал, обслуживающий проект. Конкуренции не было, посетители быстро вошли во вкус и новый вид отдыха, завоевал популярность среди молодоженов, в живописном месте часто организовывали свадьбы. Выручка от мероприятий составляла 50-60% дохода. Сейчас в глэмпинг «Лес и море» приезжают семьями, цена палатки на двоих в Калязине составляет около 17 000 рублей за ночь. Второй глэмпинг открыли на Алтае (состоит из 6 палаток) – но цена была дороже, 45 000 рублей за ночь. Причем свободных мест в алтайском глэмпинге уже нет до конца текущего сезона (2021 год). Выручка глэмпинга в Тверской области составляет 20 млн рублей за сезон, на Алтае - 25 млн рублей. Безусловно внесенные коррективы пандемией 2020 года не повлияли на популярность и заполняемость глэмпинга. [2,3]

Очевидные преимущества глэмпинга, как бизнеса по сравнению с классическим гостиничным предприятием – это небольшие стартовые инвестиции, гибкость в операционном управлении, быстрая окупаемость, кроме того, это возможность органического расширения номерного фонда. Таким образом, Старт-ап любого глэмпинга минимум 10 полноценных мест (например, шатры, домики, сферы, стеклянные кубы и т.д.), далее по мере роста спроса и узнаваемости расширятся территория и устанавливаются еще места. С другой стороны, деятельность таких объектов носит сезонный характер, часто они располагаются в труднодоступных местах, где сложно или запрещено капитальное строительство. В современных условиях развитие внутреннего туризма становится всё более и более популярным, учитывая статистику последних двух лет и введенные ограничения в связи с пандемией, такая форма предпринимательства в сфере гостеприимства кемпинг и глэмпинг наиболее ликвидна.

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ПИТАТЕЛЬНЫЕ ЭЛЕМЕНТЫ ПЕСКОВ

Аннотация: Содержание азота, фосфора и калия в почве за период вегетации подвергается изменению. Как правило, наибольшее количество их приходится на начало и середину вегетации, к концу ее оно уменьшается вследствие интенсивного использования растениями.

Ключевые слова: Влажности песка, эоловых песках, песок, долина, горизонт, плодородия почв, морской залив.

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NUTRITIONAL ELEMENTS OF THE SANDS

Abstract: The content of nitrogen, phosphorus and potassium in the soil undergoes changes during the growing season. As a rule, the largest number of them falls at the beginning and middle of the growing season, by the end of it it decreases due to intensive use by plants.

Keywords: Sand humidity, Aeolian sand, sand, valley, horizon, soil fertility, sea bay.

Большое влияние на закрепление, передвижение, удержание и доступность питательных элементов в почве оказывают ее водно-физические свойства. По мнению В.Б.Ильина и другие, эти потери в

среднем могут составлять 30,2-77,4 кг/га в год азота и калия. По их мнению, вертикальная миграция питательных элементов достигает 2-3 м.

R.Singh, C.S.Sekhonна основании своих исследований пришли к выводу о том, что высокие нормы полива с большими интервалами приводят к вымыванию значительного количества NO_3 за пределы корнеобитаемого слоя. При более частых и уменьшенных поливах миграция NO_3 замедляется, они дольше остаются в пределах достигаемости корней, что приводит к сокращению их потерь. При сбалансированном применении удобрений и поливов корни растений более эффективно поглощают питательные элементы, в почве их остается немного для вымывания.

Вымывание нитратов из 1,8 м слоя почвы больше, чем обнаружено их на глубине 1,8-6,2 м. Результаты исследований показывают, что потери азота в форме нитратов особенно велики на орошаемых полях и в значительной степени зависят от механического состава почвы и нормы, время полива.

Содержание азота, фосфора и калия в почве за период вегетации подвергается изменению. Как правило, наибольшее количество их приходится на начало и середину вегетации, к концу ее оно уменьшается вследствие интенсивного использования растениями. На нашем опытном участке с искусственным экраном наименьшее количество питательных элементов выявлено в контроле. С внесением мелкозема значительно увеличивается содержание питательных элементов по всему профилю. Увеличение это прямо пропорционально норме мелкозема. Наибольшее количество питательных элементов отмечено в варианте с внесением 1000 т/га мелкозема.

Следует отметить, что созданный экран явился как бы пленкой, способствующей задержанию питательных элементов. Наибольшее количество питательных элементов было сосредоточено в слое, где был создан искусственный экран. Было выявлено, что в варианте с внесением 400 т/га мелкозема с запашкой на 70 см на 3 день после полива содержание нитратного азота в слое 60-70 см составило 12,2 мг/кг, тогда как с увеличением нормы мелкозема до 1000 т/га этот показатель равнялся 24,4 мг/кг.

Миграция питательных элементов на опытном участке с естественным залеганием грунта аналогична. Минимум питательных элементов во все фазы развития хлопчатника выявлен в варианте с внесением N 250, P 150, K 170 кг/га и мощностью песка 0-110 (130) см. Внесение повышенных норм минеральных удобрений приводит к увеличению питательных элементов по всему профилю. Показатель возрастает и с уменьшением мощности песка. Максимум питательных элементов выявлен в варианте с внесением N 350, P 250 и K 170 кг/га и мощностью песка 0-50 (75) см. Содержание нитратного азота в этом варианте на 3 день после полива в фазу цветения (1984 г.) в слоях 0-30, 30-

40, 40-60, 60-70, 70-100 см составило 9,2; 7,9; 6,3; 7,7; 8,2 мг/кг. Минимум N – NO₃ наблюдается в контроле, т.е. там, где отсутствует экран. Такая закономерность сохраняется до конца вегетации хлопчатника и в последующие годы исследования. По набору коробочек на 1 сентября выделялся вариант с внесением 1000 т/га мелкозема на 70 см. Коробочек в этом варианте насчитывалось 5,8, при той же норме мелкозема, но с запашкой на 40 см число коробочек составило 5,7. Это, очевидно, связано с тем, что в ранние фазы развития растения в вариантах с глубиной экрана 40 см получали больше питательных элементов. Кроме того, влага, содержащаяся в этом слое, была более доступной, поскольку корневая система еще не разрослась. Но к концу вегетации, когда хлопчатник поглощает максимум питательных элементов, когда увеличиваются листовая поверхность и испаряемость, преимущество отмечено в вариантах с запашкой мелкозема на 70 см. Преимущество водно-физических свойств почвы, а также относительно большее содержание питательных элементов в течение вегетации обусловили лучший рост и развитие хлопчатника в этих вариантах к концу вегетации. Такая же закономерность наблюдалась в последующие годы исследований.

На опытном участке с естественным залеганием грунта во все годы исследований превосходство было в вариантах с повышенными нормами минеральных удобрений. Заметно отличались и варианты с высоким залеганием грунта. Оптимальным оказался вариант, где мы вносили N-350, P-250, K-170 кг/га при глубине залегания экрана 0-50 (75) см.

Если высота главного стебля на 1 августа в варианте с N 350, P 250, K 170 кг/га при глубине грунта 0-110(130) см составила 66,6 см, то при залегании грунта 0-50 (75) см при тех же нормах минеральных удобрений этот показатель увеличился до 74,2 см. Аналогичная закономерность наблюдалась при наборе коробочек на 1 сентября. Учет фактической густоты стояния на опытных участках проводили один раз в год в конце вегетации перед уборкой урожая.

Подытоживая результаты наблюдений за ростом и развитием хлопчатника, можно отметить, что внесение мелкозема способствует лучшему росту и развитию хлопчатника. Это связано с улучшением водного и питательного режима песков и хорошим развитием корневой системы.

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ПЕСКИ ЦЕНТРАЛЬНОЙ ФЕРГАНЫ

Аннотация: Последовательное освоение научно-обоснованных систем ведения хозяйства, расширение применения почвозащитных методов обработки земли и проведение противоэрозионных мероприятий обеспечат значительное повышение продуктивности и устойчивости земледелия, осуществление в этих целях комплекса мер по увеличению плодородия почв, внедрения интенсивных технологий возделывания сельскохозяйственных культур.

Ключевые слова: Влажности песка, золых песках, песок, долина, горизонт, плодородия почв, морской залив.

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THE SANDS OF CENTRAL FERGHANA

Abstract: The consistent development of science-based farming systems, the expansion of the use of soil protection methods of land cultivation and the implementation of anti-erosion measures will significantly increase the productivity and sustainability of agriculture, the implementation of a set of measures to increase soil fertility, the introduction of intensive technologies for the cultivation of agricultural crops.

Keywords: Sand humidity, Aeolian sand, sand, valley, horizon, soil fertility, sea bay.

Пески Ферганской долины, занимая площадь около 80 тыс.га, тянутся почти непрерывной, то расширяющейся, то суживающейся полосой отдельных участков, которая начинается с Ходжента (Ленинабадский вилоят Республики Таджикистан), а оканчивается между Балыкчи и Шахриханским туманом Андижанского вилаята. Общее магистральное направление этой полосы песчаных участков идет с З, ЮЗ на В, СВ, совпадая, как мы это увидим ниже, с направлением господствующих здесь юго-западных сильных ветров. Начинаясь на западе у Ходжента, южная граница песков идет далее мимо кишлаков: Катаган в настоящее время находятся под Кайракумским водохранилищем, далее они продолжают севернее Махрам, Шейд-Мазар, Шарворда, Кара-Куйли, Киали, Дултали, Дехкань-туда, Ён, Каламышь, Полван-Таш, Турт-Айгир, Таргава, Даучар, Алты-Куш, Кашгар, Кара-Курпа, Чанкент, Байвача, Султан-Баязит и Беговат; затем восточнее кишлаков Хановат, Карим-Баба, Караул-Тепе и Багдад (Севернее Каракалпакская степь), а отсюда частью по ломаной, частью по кривой линии мимо зимовок Таккали; у северного Таккали граница поворачивается на Язъяван, а отсюда, описывая неправильно изогнутую дугу, она направляется к Мингбулаку, а затем мимо Гуртепе, Дамкуля, Мазгиля, Гаузака, Куш-Тепе, Кундука, Абу-Самада идет на Чиль-Махрам; здесь граница песков переходит на правый берег реки и идет сначала на Камыш-Курган, гору Супа-Тау и Мазар, Ходжа-Ягана, а далее почти по прямой линии, вдоль подножия Ак-Беля до пересечения с Дарьей несколько восточнее меридиана кишлака Катаган.

Последовательное освоение научно-обоснованных систем ведения хозяйства, расширение применения почвозащитных методов обработки земли и проведение противоэрозионных мероприятий обеспечат значительное повышение продуктивности и устойчивости земледелия, осуществление в этих целях комплекса мер по увеличению плодородия почв, внедрения интенсивных технологий возделывания сельскохозяйственных культур.

В эти границы не входят:

а) пески, лежащие между кишлаками: Рапкан, Ахта, Ала-Тай, Дагестан, Кара-Янтак и Яр; б) полоса песчаных барханов, идущая от Абду-Самата к Ак-Джару и упирающаяся в левый берег Дарьи несколько восточнее последнего кишлака; в) те отдельные песчаные барханы, которые виднеются среди культурной местности по обеим сторонам дороги, между Беш-Арыком и г. Кокандом, в окрестностях кишлаков Тамаша и Янги-чека, Катта турк; г) и наконец небольшой песчаный участок около кишлака Зилха.

Происхождение этих песков связано с аллювием р. Сырдарьи, Исфары, Сеха, Шахимардана, Исфайрама и Ак-бура, к этому можно прибавить эолово- аккумулятивные материалы на территории орошаемой зоны. Внутритроазисные спланированные пески, в зависимости от глубины залегания водоупорного горизонта (горизонт с тяжелым механическим составом, имеющий шох и арзык), разделяет на четыре группы: глубокие пески, мощность их больше 1,5 м; пески, подстилаемые на водоупорном горизонте на глубине 1,0-1,5 м; пески, подстилаемые на водоупорном горизонте на глубине 0,5-1,0 м и пески, подстилаемые на водоупорном горизонте на глубине менее 0,5 м. Естественный экран зависит от этих водоупорных горизонтов и мощности песков, о чем пишется ниже. Подвижность песка сказывается как при передвижении его в водной среде во взвешенном и вековом состоянии в реках, морях и озерах, так и при насыщении водой в количествах, превышающих его пористость насыщенные водой тонкозернистые пески-зыбуны морских заливов и пески-пывуны, обильные грунтовыми водами. Вода в количествах меньших пористости песков, благодаря силе поверхностного натяжения, делает пески уплотненными. Однако совсем лишенные пленочной воды пески являются легкоподвижными в другой среде – в воздушной. Легкая плавучесть и сыпучесть песков неразрывно связанных высокой пористостью, колеблющейся в чистых песках от 26% до 87%, в среднем же в сыпучих равной 40,4%. Большая пористость песка порождает его высокую влагоемкость, способность жадно впитывать и удерживать в себе максимальные количества влаги (зависящие от механического состава песка). Высота капиллярного поднятия воды в тонкозернистых аллювиальных и эоловых песках колеблется от 0,7 до 1,5 м, в крупнозернистых песках уменьшается до 0,3 м.

Вещественный состав песков крайне разнообразен и зависит от характера процессов, формирующих песок из горных пород преобладание химического или механического выветривания, факторов и условий транспортировки; среды, в которой происходило отложение толщи; от географической среды и факторов вторичного пере отложения толщи и ее преобразования и стадии развития этого пере отложения. Выяснение связи с не перевеянными толщами может дать ответ о происхождении перевиваемых песков в случаях их сходства с этими толщами. Но пески могут мигрировать иногда за тысячи км от источников их питания при транспортировке реками и на сотни км при переносе их ветром. В этих случаях для выяснения генетических связей необходимо микроскопическое изучение песков.

Выяснение этих свойств песков необходимо для определения промышленной их пригодности и дает также возможность установить факторы переноса песков. Аллювиальные речные пески наименее сортированы и содержат резко колеблющиеся количества илистых и

глинистых фракций, иногда с постепенным переходом в песчаные глины. Пески золотые, наиболее хорошо отсортированы: в них до 99% объема приходится на фракцию 0,25 – 0,05 мм, и более мелкие и крупные фракции встречаются лишь в долях процентов. Пески пустынь наиболее разнообразны по своему минералогическому составу, т.к., образуясь в результате механического выветривания, они состоят часто из таких минералов, которые в более влажных условиях не могли бы сохраниться в виде песчинок. Таковы преобладающие в предгорных пустынях полевошпатовые пески, а также пески известковые из обломочков глины и гипсовые. Широко распространенное представление о том, что в подвижности песков, даже пустынь, виновен один лишь человек, неверно и приводит в одних случаях к недооценке сложных и разнообразных природных условий, а в других – к неоправданным опасениям использования песчаных пастбищ.

Задачи закрепления песков, обогащения их растительного покрова и правильного их использования (виноградарство, садоводство, лесопосадки, травосеяние, выпас) требуют тщательного выяснения условий перемещения песков ветром, применительно к конкретным обстоятельствам не только данной местности или угодия, но и каждого элемента их рельефа в отдельности (западины, склоны, гребни).

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РАЗВИТИЕ КОРНЕВОЙ СИСТЕМЫ ХЛОПЧАТНИКА

Аннотация: Деятельность корневой системы тесно связана с надземными органами, так как корень получает из них метаболиты и сам подают в надземные органы многочисленные жизненно важные соединения.

Ключевые слова: корень, почва, рост развития, вода, хлопчатник, влажности песка, эоловых песках.

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DEVELOPMENT OF THE COTTON ROOT SYSTEM

Annotation: The activity of the root system is closely related to the aboveground organs, since the root receives metabolites from them and itself supplies numerous vital compounds to the aboveground organs.

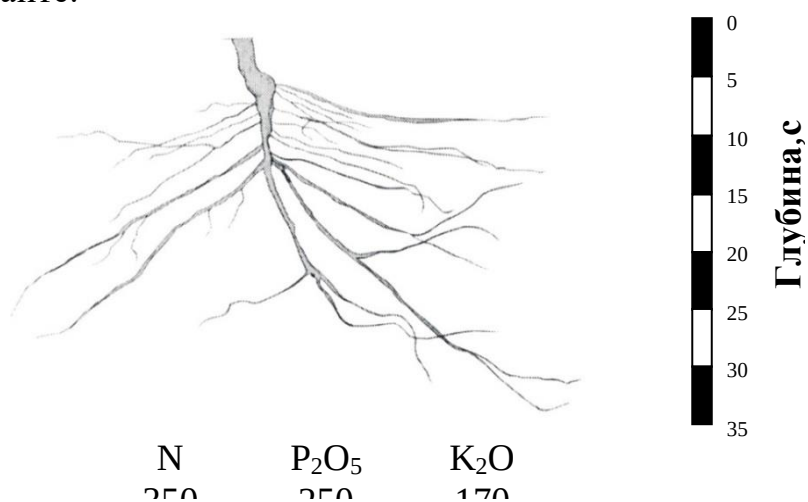
Keywords: root, soil, growth development, water, cotton, sand moisture, Aeolian sand.

Впервые углубленное изучение распространения корней хлопчатника в почве и описание его морфологических особенностей было предпринято Ф.М.Мауером, В.И.Цивинскими др. В последующие годы влияние

обработки почвы, минерального питания, густоты стояния и схем на формирование корневой системы изучали А.И.Шлейхер, Т.П.Пирахунов, М.Мухамеджанов.

Деятельность корневой системы тесно связана с надземными органами, так как корень получает из них метаболиты и сам подает в надземные органы многочисленные жизненно важные соединения. Следовательно, роль корней в жизни растения многогранна. В корневой системе частично или полностью перерабатываются поступившие ионы, которые восстанавливаются и включаются в различные органические соединения, транспортируются затем в надземные органы и используются на построение более сложных метаболитов (цитокинины, гиббереллины и ауксины), необходимых для нормального роста и развития растений.

Так, в контрольном варианте, где весь профиль песчаный, морфологическая структура корневой системы сильно изменена. Основные деятельные корни располагаются в слое 0-30 см, что влияет на формирование надземной части и в конечном итоге на продуктивность хлопчатника. Боковые корни первого и второго порядков располагаются в зависимости от светового режима поля. Искусственный экран, созданный в подпахотном слое (на глубине 40 см) внесением 400, 600, 800 и 1000 т/га мелкозема, изменяет не только морфологию почвенного профиля, но и физические, химические свойства его, что, в свою очередь, влияет на деятельность корневой системы хлопчатника. Корневая система хлопчатника, выращенного в варианте с искусственным экраном на глубине 40 см. Морфологическая структура корневой системы хлопчатника в этих вариантах отличается от таковой в контрольном варианте.

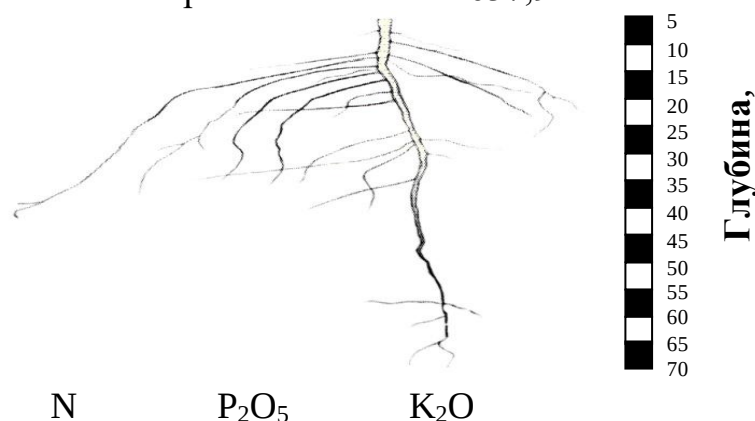


Корневая система хлопчатка при глубине искусственного экрана 40 см и норме мелкозема 600 т/га.

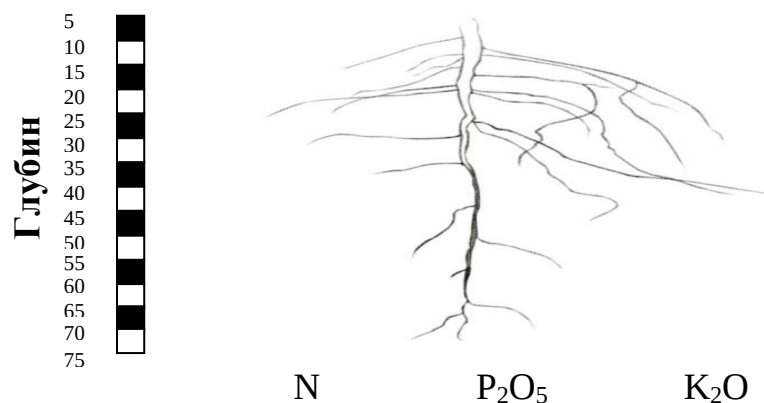
Особенно отчетливо видны боковые корни первого порядка. Это служит свидетельством тому, что созданный искусственный экран способствовал росту корней как в длину, так и в ширину. Основная масса

боковых корней формируется равномерно в области главного корня, ближе к гипокотилу, главный корень стремится проникнуть в слой экрана, но боковые корни по длине несколько превышают главный корень. Общая длина корневой системы хлопчатника в этих вариантах составила 460,8; 418,0 и 469,5 см.

Морфологическая структура корней искусственного экрана при глубине 70 см свидетельствует о том, что сформировавшиеся боковые корни направляются в большинстве случаев вертикально, т.е. в глубину. В этом случае доступные влага и питательные элементы располагаются выше искусственного экрана, который способствует их накоплению, предотвращает вымыв их за пределы корнеобитаемого слоя. С целью изучения корневой системы в условиях спланированных бугристо-барханных песков нами были отмыты корни с опытного участка с естественным залеганием экрана на глубине 0-50 (75) см. Морфологическая структура сформировавшихся боковых корней способствует повышению продуктивности хлопчатника. Общая длина корневой системы в этом варианте составила 637,9 см.



Корневая система хлопчатника при глубине искусственного экрана 70 см и норме мелкозема 600 т/га.



Корневая система хлопчатника при глубине искусственного экрана 70 см и норме мелкозема 800 т/га.

Таким образом, установлено, что создание искусственного экрана из мелкозема благоприятно действует на рост корневой системы хлопчатника, а это, в свою очередь, положительно сказывается на росте и развитии растений.

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ЎЗБЕКИСТОНДА УЗУМЧИЛИКНИ РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ

Аннотация: Мақолада узумчиликни ривожлантиришда мавжуд муаммолар баён этилган ҳамда уларнинг ечими бўйича илмий ва амалий аҳамиятга молик таклиф-тавсиялар берилган.

Калит сўзлар: узум, қайта ишлаш, экспорт, кластер, кооперация, самарадорлик, қиймат занжири.

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PROSPECTS FOR THE DEVELOPMENT OF VITICULTURE IN UZBEKISTAN

The article outlines the existing problems in the development of fruit and vegetable production, particularly viticulture, and prepared scientifically and practically sound proposals for their solution.

Keywords: grapes, processing, export, cluster, cooperation, efficiency, value chain.

Маълумки, Республикамиздаги мавжуд табиий-иқлим шароити қишлоқ хўжалиги маҳсулотларини, хусусан, мева-узумчиликни барқарор ривожлантириш имконини беради. Ўзбекистон Республикаси Президенти ва ҳукумати томонидан соҳани бозор муносабатларига ўтиш жараёнида мева-сабзавотчиликни ривожлантиришга устувор йўналишлар сифатида катта эътибор қаратилмоқда. Зеро, мева-узумчилик маҳсулотларини ташқи бозорларда сотиш ҳисобига мамлакат валюта тушумининг сезиларли қисми шаклланаётганлиги ҳам соҳани тубдан ислоҳ қилиш ва жадал ривожлантиришнинг устуворлигидан далolat беради.

2020 йилда 1 млн 246 минг тонна ҳажмда 822,1 млн долларлик мева-сабзавот маҳсулотлари 71 та давлатга экспорт қилинди. Жумладан сабзавотлар экспорти 508,8 минг тоннани, мевалар экспорти 293,6 минг тоннани, узум экспорти 147,1 минг тоннани ташкил қилди. Мева ва узум маҳсулотлари асосан Россия, Қозоғистон, Қирғизистон, Афғонистон, Покистон ва Хитой давлатларига экспорт қилинди. Айниқса, бу йил Германия, Литва ва Туркманистон давлатлари бозорларида мамлакат сарҳадларида етиштирилган узум маҳсулоти биринчи бор сотилди.

Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги "Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида"⁷⁴ 4947-сонли фармони билан тасдиқланган 2017 — 2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясининг "Иқтисодийни ривожлантириш ва либераллаштиришнинг устувор йўналишлари"да белгиланган вазифалар қаторига қишлоқ хўжалигида "... пахта ва бошоқли дон экиладиган майдонларни қисқартириш, бўшаган ерларга картошка, сабзавот, озуқа ва ёғ олинадиган экинларни экиш, шунингдек, янги интенсив боғ ва узумзорларни жойлаштириш ҳисобига экин майдонларини янада оптималлаштириш" вазифаси қўйилган. Хусусан, 2017 йилда замонавий агротехнологиялар асосида юқори ҳосилдорликка эга бўлган, эртапишар ҳамда ширин таъмга эга узумчиликни ривожлантириш ва дунё бозорларида харидоргир экспортбоп маҳсулотлар ишлаб чиқариш ҳажмларини ошириш, жумладан, 7,3 минг гектар тоқзорлар ташкил қилиш ҳамда 9 минг гектар тоқзорларни реконструкция қилиш, мавжуд паст рентабелли тоқзорларни босқичма-босқич, йилига 10 фоиздан ёки 14,1 минг тоқзорларни интенсив усулга ўтказиш, янги ташкил этилаётган ва мавжуд интенсив тоқзорларга босқичма-босқич томчилатиб суғориш тизимини жорий қилиш, тоқзорлар майдонларини кенгайтириш ва уларнинг эскирган ва яроқсиз майдонларини янгилаш, тоқзорлар майдонларини янгилаш натижасида ер унумдорлиги ошиши ҳисобига маҳсулот ишлаб чиқариш ҳажминини ошириш вазифалари белгиланган.

Республикамызда узумчилик ва мева-сабзавотчиликни ривожлантириш, мавжуд имкониятлардан янада самарали фойдаланиш, ички бозорни тўлдириш, экспорт салоҳиятини юксалтириш борасида давлатимиз раҳбари ҳамда ҳукуматимиз томонидан бир қатор қарор ва фармонлар қабул қилинди. Бу борада, айниқса, Президентимизнинг 2018 йил 29 мартдаги ПФ-5388 сонли "Ўзбекистон Республикасида мева-сабзавотчиликни жадал ривожлантиришга доир қўшимча чора-тадбирлар тўғрисида"ги Фармони, 2016 йил 12 апрелдаги "Мева-сабзавот, картошка ва полиз маҳсулотларини харид қилиш ва улардан фойдаланиш тизимини такомиллаштириш чора-тадбирлари тўғрисида"ги, 2019 йил 14 мартдаги ПҚ-4239 сонли "Мева-сабзавотчилик соҳасида қишлоқ хўжалиги кооперациясини ривожлантириш чора-тадбирлари тўғрисида", 2019 йил 11 декабрдаги "Мева-сабзавотчилик ва узумчилик тармоғини янада ривожлантириш, соҳада қўшилган қиймат занжирини яратишга доир қўшимча чора-тадбирлар тўғрисида" ги қарорлари тармоқни ривожлантиришда муҳим аҳамиятга эгадир.

⁷⁴ Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2017 й., 6-сон, 70-модда

“Мева-сабзавотчилик соҳасида қишлоқ хўжалиги кооперациясини ривожлантириш чора-тадбирлари тўғрисида”ги қарорга мувофиқ, мева-сабзавотчилик, хусусан, узумчилик соҳасида ҳам қўшилган қиймат занжирини яратишни рағбатлантириш, сифатли мева-сабзавот маҳсулотларини ишлаб чиқариш ва уларнинг экспорти барқарорлигини таъминлаш, бундай маҳсулотлар ишлаб чиқарувчиларнинг молиявий имкониятларини кенгайтириш, шунингдек, ишлаб чиқаришнинг рақобатбардошлигини ошириш мақсадида ихтиёрий ва пай асосида иштирок этиш тамойилларида мустақил ва ўзаро боғлиқ қишлоқ хўжалиги корхоналари, фермер ва деҳқон хўжаликлари ҳамда томорқа ер эгаларининг кооперацион бирлашиши негизида қишлоқ хўжалиги бирлашмалари институтини яратишга асос солинди. Ушбу қарор ижроси бўйича Жиззах, Самарқанд, Тошкент ва Фарғона вилоятларининг 8 та туманида жами 41 та мева-сабзавотчилик йўналишидаги қишлоқ хўжалик бирлашмалари ташкил этилди, 2020 йилда Фарғона, Андижон ва Наманган вилоятларининг 22 та туманида 31 та, 2021 йилда республика бўйича яна 100 та бирлашмалар ташкил этилади.

Президентимизнинг 2019 йил 11 декабрдаги “Мева-сабзавотчилик ва узумчилик тармоғини янада ривожлантириш, соҳада қўшилган қиймат занжирини яратишга доир қўшимча чора-тадбирлар тўғрисида” ги қарорида қишлоқ хўжалигида кластерлар ва кооперация тизимини янги қоидалар бўйича ривожлантириш белгиланди. Қарорга мувофиқ токзорлар барпо этиш, маҳсулотларни сақлаш ва қайта ишлаш объектларини яратиш учун 20 млрд сўмгача миқдордаги кредитлар бўйича фоиз ставкасининг МБнинг қайта молиялаштириш ставкасидан ошадиган, лекин 8 фоиз пунктдан кўп бўлмаган қисмига компенсация ёки кредит суммасининг 50 фоизи миқдорида кафиллик тақдим этилиши, интенсив боғ ва токзорлар ташкил этиш лойиҳаларини молиялаштиришда иштирок этадиган банкларга шбу лойиҳалар учун кредитлар ажратишда боғ ва токзорлар ҳосилга киргунга қадар асосий қарз бўйича имтиёзли давр белгилаш, маҳаллий шароитда етиштирилганг интенсив кўчатлар ҳамда пайвандтаглар сотиб олиш харажатларининг бир қисmini қоплаш учун субсидиялар ажратиш каби имтиёзлар белгиланди.

Узумчилик тармоғини ривожлантириш учун ҳуқуқий базанинг яратилиши, кўрилаётган ташкилий чора-тадбирлар, тармоқ учун берилаётган имтиёзлар билан бирликда тармоқ ривожи учун тўсиқ бўлаётган баъзи муаммолар ҳам мавжуд. Узум маҳсулотини сақлаш ва қайта ишлаш билан боғлиқ мавжуд муаммолар, узумчилик агротехникаси, тармоқни механизациялашдаги баъзи муаммолар, кўчат етиштиришнинг етарлича ривожланмаганлиги шулар жумласидандир. Бу муаммоларни илмий жиҳатдан чуқур ўрганиш, уларнинг ечимини топиш тармоқ ривожи учун бугунги куннинг долзарб вазифаларидан биридир.

Бизнинг фикримизча республикамізда узумчиликни янада ривожлантириш бўйича қуйидаги чора-тадбирларни ишлаб чиқиш ва амалга ошириш мақсадга мувофиқдир.

1. Узумчилик тармоғида бажариладиган агротехник тадбирларнинг механизациялаштириш даражасини ошириш. Узумчиликка ихтисослашган деҳқон ва фермер хўжаликларининг моддий-техник базасини мустаҳкамлаш, тармоқ агротехникаси учун мавжуд махсус техника воситаларини сотиб олишлари учун паст фоизли ва узоқ муддатли кредитлар ажратиш, техника воситаларини лизинг асосида етказиб бериш тизимини янада такомиллаштириш.

2. Узум етиштирувчилар манфаатдорлигини ошириш, улар етиштирган узум маҳсулотларини сотиб олиш, ички ва ташқи бозорга олиб чиқиш ҳамда қайта ишлаш ва экспорт қилишни ташкил этиш мақсадида кластер тизимини янада ривожлантириш. Экспорт қилувчига кредит ажратиш, суғурталаш, ташқи бозорларда ўрин эгаллаш, “географик, иқтисодий, молиявий ва сифат хавфлари”, транспорт-логистика, тегишли сертификатлар олиш, озиқ-овқат хавфсизлиги ва стандарт масалаларида ҳар томонлама амалий ёрдам бериш, халқаро кўргазма ва ярмаркаларда иштирокини таъминлашга кўмак бериш.

3. Турли мулкчилик шаклидаги узумни қайта ишлаш корхоналарини кўпайтириш, узумни қайта ишлаш соҳасида монополияга барҳам бериб, рақобатни кучайтириш. Республиканинг узум етиштирувчи ҳудудларида узумни қайта ишловчи саноат корхоналарининг ихчам ва кичик шохобчаларини ривожлантириш асосида етиштирилаётган узум маҳсулотларини сақлаш ва қайта ишлашни кўпайтириш, шунингдек, ички ва ташқи бозорга харидоргир, рақобатбардош тайёр маҳсулот ишлаб чиқаришга қаратилган тадбирларни рағбатлантириш (валюта ажратиш, солиқ имтиёзлари бериш, кредитлар ажратиш ва бошқалар).

4. Бевосита узум етиштирувчилар учун узумни сақлаш учун шароитлар яратиш. Ҳозирда етиштирилган мева-сабзавот ва узум маҳсулотларини ҳудудларда сақлаш учун совутгичлар билан таъминланганлик даражаси 3,7 фоизни ташкил этмоқда. Деҳқон ва фермер хўжаликлари, шахсий томорқа хўжаликлари эҳтиёжларига мос кичик ҳажмли узумни сақлаш омборлари қурилиши, совутиш ва бошқа сақлаш жиҳозлари сотиб олишлари учун имтиёзли кредитлар ажратиш.

5. Рақамли инновацион технологияларга асосланган “Агропарк” ва “Агросаноат” кўп тармоқли агрологистика мажмуаларини ҳар томонлама қулай жойларда ташкил этиш. Ушбу мажмуада маҳсулотни сақлаш, қайта ишлаш, қадоқлаш, сотиш, биологическая хизмати, стандартлаштириш ва экспортгача бўлган барча жараёнлар тизимини яратиш.

Мазкур чора-тадбирларнинг амалга оширилиши узумчилик тармоғининг ривожланиши, узумчилик маҳсулотлари етиштириш

ҳажмининг ошиши, маҳсулот экспорти географиясини кенгайтириш ва натижада тармоқ самарадорлигининг ўсишида муҳим омил бўлиб хизмат қилади.

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УЧЕТ ПРОИЗВОДСТВЕННЫХ ЗАТРАТ ОТРАСЛИ ВИНОГРАДАРСТВА

Аннотация: В этой статье освещены тенденции развития отрасли виноградарства, его место в сельском хозяйстве, роль в обеспечении безопасности продовольствия в стране и особенности учета затрат в отрасли виноградарства.

В результате исследований по совершенствованию учета затрат и снижению себестоимости продукции сформированы предложения и рекомендации по повышению эффективности отрасли виноградарства.

Ключевые слова: Фермерские хозяйства, производство, отрасль виноградарства, затраты, себестоимость продукции, эффективность.

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ACCOUNTING OF PRODUCTION COSTS OF THE VINEYARDS INDUSTRY

Abstract: This article highlights the development trends of the viticulture industry, its place in agriculture, the role in ensuring food safety in the country and the peculiarities of cost accounting in the viticulture industry.

As a result of research to improve cost accounting and reduce the cost of production, proposals and recommendations have been formulated to improve the efficiency of the viticulture industry.

Key words: Farms, production, viticulture, costs, production costs, efficiency.

Непрерывное обеспечение населения страны продуктами питания, в целях наполнения внутреннего рынка качественными фруктами - овощами и виноградной продукцией важно дальнейшее развитие плодовоовощеводства и виноградарства, которые являются одним из ведущих в агропромышленном комплексе. Поэтому эта отрасль позволит населению постоянно обеспечивать спрос на качественные продукты питания, а промышленные предприятия - на сырье. Кроме того, Узбекистан - страна с высоким потенциалом по выращиванию и экспорту садоводческой и виноградной продукции.

В 2020 году в 71-й стране мира экспортировано в объеме 1 миллион 246 тысяч тонн фруктов и овощей на 822,1 миллиона долларов. В

частности экспорт овощей составил 508,8 тыс. тонн, фруктов - 293,6 тыс. тонн, виноград - 147,1 тыс. тонн. Фрукты и виноград в основном экспортировались в Россию, Казахстан, Кыргызстан, Афганистан, Пакистан и Китай. Особенно в этом году впервые на рынках Германии, Литвы и Туркменистана был продан виноград, выращенный на территории страны. (6)

В ряду обоснованных задач в сельском хозяйстве в пункте 3.3. «Модернизация и интенсивное развитие сельского хозяйства». В Стратегии действий по пяти приоритетным направлениям развития Республики Узбекистан в 2017-2021 годах, утвержденной Указом Президента Республики Узбекистан от 7 февраля 2017 года № 4947 «О стратегии действий по дальнейшему развитию Республики Узбекистан, упоминалось:

- сельскохозяйственного производства, дальнейшее укрепление продовольственной безопасности страны, расширение производства экологически чистой продукции, значительное повышение экспортного потенциала аграрного сектора;

- дальнейшая оптимизация посевных площадей, направленная на сокращение посевных площадей под хлопчатник и зерновые колосовые культуры, с размещением на высвобождаемых землях картофеля, овощей, кормовых и масличных культур, а также новых интенсивных садов и виноградников.

Развитие высокоурожайных, раннеспелых и сладких на вкус виноградников и увеличение производства экспортно-ориентированной продукции, востребованной на мировых рынках, в том числе создание 7,3 тыс.га виноградников и 9 тыс. га., реконструкция виноградников, постепенное преобразование существующих низкоурожайных виноградников до 10% или 14,1 тыс.га., виноградников в год, внедрение системы капельного орошения на вновь созданных и существующих интенсивных виноградниках, расширить и обновить виноградные поля за счет устаревших и непригодных. Увеличить объем производства за счет увеличения продуктивности земель в результате обновления виноградников.

Как и все отрасли сельского хозяйства, в стране стремительно развивается виноградарство. В частности: «В 2013-2015 годах сельхозпредприятия и фермерских хозяйствах по всей стране посадили 23,5 тыс.га новых виноградников и реконструировали 17,4 тыс.га, старых, неэффективных виноградников. За последние годы площадь виноградников во всех категориях хозяйств увеличилась со 141,7 тыс.га до 148,6 тыс.га, а производство винограда увеличилось на 136 тыс.тонн. В 2016 году валовой сбор составил 1,7 млн. тонн, а в 2017 году - 1,9 млн. тонн »(6).

Постановлением Президента Республики Узбекистан от 28 февраля 2018 года № ПК-3573 «О мерах по коренному совершенствованию винодельческой отрасли и реализации алкогольной продукции» изложены меры по развитию виноделия в стране, на основе которых предусмотрено дальнейшее увеличение технических сортов винограда. В том числе:

- С 1 января 2019 года натуральные виноградные вина, произведенные из сырья виноградников, были включены в категорию сельскохозяйственной продукции, а лицензирование производственной деятельности было отменено;

- Обеспечение виноделов ГСМ, удобрениями и другими средствами защиты растений по льготным ценам в первые пять лет создания плантаций технических сортов винограда;

- Производители технических сортов винограда освобождены от уплаты земельного налога до 1 января 2025 года.

Эти льготы, предоставляемые отраслью виноградарства, позволят продолжить развитие отрасли, увеличить производство винограда в стране.

Известно, что основная часть выращиваемого сегодня винограда приходится на долю фермерского хозяйства.

Такой анализ был приведен на примере Самаркандской области (Таблица 1).

Таблица 1

Доля фермерских хозяйств в производстве винограда по Самаркандской области в 2019-2020 гг.

№/п	Категория хозяйств	2019 год		2020 год		Темп роста, %
		Валовой сбор, т.н.	Удельный вес, %	Валовой сбор, т.н.	Удельный вес, %	
1	Фермерские хозяйства	299020	53,0	315798	53,3	105,6
2	Дехканские (личные приусадебные) хозяйства	250635	44,4	261539	44,2	104,3
3	Организации, занимающиеся сельскохозяйственной деятельностью	14623	2,6	15154	2,5	103,6
	Итого по всем категориям хозяйств	564278	100,0	592491	100,0	105,0

Из данной таблицы 1 видно, что в 2020 году по Самаркандской области были выращены 592 491 тонн винограда, из них 315 798 тонн или 53,3% выращены фермерскими хозяйствами. Из 564278 тонн выращенных виноград в 2019 году 299020 тонны приходится в долю фермерского хозяйства, что составила 53,0% от общего объема производства.

Быстрое развитие отрасли виноградарства требует повышения эффективности производства не только за счет повышения качества, но и снижение стоимости производства, обеспечением конкурентоспособности продукции.

Правильная организация и ведение учета производственных затрат в отрасли играет важную роль в реализации этих задач. В настоящее время основная часть агротехнических мероприятий, проводимых в отрасли виноградарских хозяйств, т.е. обрезка, закапывание и вскрытие лоз, прополка, сбор винограда, осуществляется, в основном, вручную членами хозяйства. В результате затраты на социальное страхование на заработную плату, а также некоторые другие статьи расходов на выполнение этих агротехнических мероприятий не полностью отражаются в бухгалтерском учете.

Мы предлагаем рассчитывать затраты на виноградарство в хозяйствах в порядке, указанном в таблице 2, и строго учитывать в бухгалтерском учете.

Таблица 2

Порядок учета затрат на виноградарство в фермерских хозяйствах (5)

№/п	Статьи затрат	Порядок расчета	Документ, подлежащий оформлению
1.	Затраты на заработную плату (Открытие виноградных лоз, обработка виноградных лоз, полив, обрезка, обработка от болезней и вредителей, сбор урожая, обрезка)	Тарифная ставка для выполнения единицы определенной работы умножается на объем выполненных работ	Наряд, табель, расчетно-платежная ведомость
2.	Взносы на социальное страхование	Определяется умножением рассчитанной заработной платы на фиксированную ставку.	Специальный расчет
3.	Расходы минеральных и органических удобрений и химикатов	Определяется умножением площади виноградников на количество минеральных удобрений и химикатов, используемых на 1 га, и фактическую стоимость единицы площади.	Акт о расходах минеральных удобрений и химикатов
4.	Расходы топлива	Распределяется по видам сельскохозяйственных культур, имеющих в хозяйстве, в зависимости от времени (часы) или объема работы (норма / га) сельхозтехники по каждому виду сельскохозяйственных культур.	Наряды, расчетный лист тракториста-машиниста, путевой лист.
5.	Страховые выплаты	О страховой выплате,	Страховой полис,

		рассчитанной на площадь виноградника	договор
6.	Работы и услуги	Распределяется в порядке, указанном в учетной политике.	Специальный расчет распределения
7.	Расходы на амортизацию	Распределяется в соответствии с учетной политикой.	Специальный расчет амортизации
8.	Общепроизводственные расходы	Распределяется в порядке, указанном в учетной политике.	Специальный расчет распределения

Правильный расчет и точный учет производственных затрат позволяет точно определить себестоимость продукции и финансовые результаты.

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ДУХОВНЫЕ ФАКТОРЫ ПРЕВЕНТИВНОЙ ДИПЛОМАТИИ УЗБЕКИСТАНА В СОТРУДНИЧЕСТВЕ СО СТРАНАМИ ЦЕНТРАЛЬНОЙ АЗИИ

Аннотация: В данной статье на основе исторических и научных источников изучена концепция превентивной дипломатии, превентивная дипломатия в сотрудничестве Правительства Узбекистана со странами Центральной Азии, ее духовные факторы и влияние на сотрудничество Узбекистана.

Ключевые слова: Центральноазиатский регион, превентивная дипломатия, отношения сотрудничества, духовный фактор, стабильная среда, перспективные отношения.

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SPIRITUAL FACTORS OF PREVENTIVE DIPLOMACY OF UZBEKISTAN IN COOPERATION WITH CENTRAL ASIAN COUNTRIES

Annotation: In this article, based on historical and scientific sources, the concept of preventive diplomacy, preventive diplomacy in cooperation between

the Government of Uzbekistan and the countries of Central Asia, its spiritual factors and its impact on the cooperation of Uzbekistan are studied.

Keywords: Central Asian region, preventive diplomacy, cooperation relations, spiritual factor, stable environment, perspective relations.

Введение. После обретения Узбекистаном независимости перед главой страны встала задача выбора основного пути развития сотрудничества с мировым сообществом. Глубоко осознавая это, первый Президент И.А.Каримов принял решение развивать и укреплять отношения со странами Центральной Азии по взаимному согласию. «Сейчас наше общество находится в исторической стадии. Это сложная и ответственная схема. От этого будет зависеть не только судьба тех, кто живет сейчас, но и судьба их детей, внуков, судьба будущих поколений», - сказал И. А. Каримов. [1]

Отношения сотрудничества, установленные правительством Узбекистана, способствовали формированию духовно стабильной среды в Центральной Азии.

XXI век характеризуется тем, что по сей день эпицентр, определяющий все существование человечества, перешел от экономики, политики к духовности. Потому что та же духовность стала консенсусом, определяющим все параметры существования людей. [2]

Цель исследования. Нынешнее сотрудничество между государствами Центральной Азии направлено на обеспечение духовно стабильной среды между странами региона посредством взаимопонимания, согласия и примирения, то есть посредством превентивной дипломатии, чтобы углубить нашу богатую историю и духовные ценности и обогатить их взаимоприемлемые принципы.

Степень изученности проблемы. Основными источниками в изучении этой области являются труды Первого Президента Республики Узбекистан И.А. Каримова и действующего Президента Ш.М. Мирзиёева. Наши ученые Р.Алимов, Э.Юсупов, С.Отамуратов, А.Очильдиев, Ш.Патхутдинов, М.Каххорова, Ш.Хайдаралиев, Х.Туйчиева, З.Бжезинский, Э.Тоффлер, Ф.Фукуяма также изучали эту область. за рубежом., С.Хантингтон, А.Д.Тойнби, Э.Рахматуллаев, Р.Жээнбеков, Ч.Ю.Ким и другие изучили и высказали свои взгляды.

Методология исследования. В статье использованы такие методы, как научный, исторический, сравнительный, системный подход, философско-логическое мышление, философский анализ, логика и изучение экспертных мнений.

Анализ и результаты. На Международной конференции «Центральная Азия: одно прошлое и общее будущее, сотрудничество ради устойчивого развития и взаимного процветания», состоявшейся в Самарканде в 2017 году, [3] была подчеркнута возможность дальнейшего

укрепления безопасности и стабильности в Центральной Азии посредством «превентивной дипломатии». Президент Ш. Мирзиёев в своем выступлении на Генеральной Ассамблее ООН 19 сентября 2017 года заявил, что «Узбекистан, расположенный в самом сердце Центральной Азии, находится в прямой зависимости от превращения этого региона в регион стабильности, устойчивого развития и добрососедства». [4]

«Превентивная дипломатия» была озвучена в 1950 году третьим Генеральным секретарем ООН Дагом Ялмаром Агне Карлом Хаммаршельдом. После долгой двух полярной холодной войны седьмой Генеральный секретарь Организации Объединенных Наций Бутрос Бутрос-Гали в своей речи 2 июля 1992 года сформулировал концепцию превентивной дипломатии. По его словам, «превентивная дипломатия» — это дипломатические усилия, направленные на предотвращение возникновения разногласий между сторонами, предотвращение трансформации существующих разногласий в конфликт и ограничение распространения существующего конфликта. [5]

Штаб-квартира Регионального центра ООН по превентивной дипломатии для Центральной Азии была открыта в Ашхабаде 10 декабря 2007 года. Выдвигая предложение о создании Центра Превентивной Дипломатии, правительства стран региона приняли во внимание многочисленные угрозы, с которыми сталкивается Центральная Азия, включая международный терроризм и экстремизм, торговлю наркотиками, организованную преступность и ухудшение состояния окружающей среды. [6]

29 октября 2018 года в Ташкенте состоялось первое заседание Центральноазиатского экспертного форума, организованного Институтом стратегических и межрегиональных исследований при президенте Республики Узбекистан совместно с Региональным центром ООН по превентивной дипломатии для Центральной Азии.

Страны Центральной Азии стремятся к общей цели построения устойчивого будущего, заявил начальник отдела анализа внешней политики Центра стратегических исследований при президенте Республики Таджикистан Абдуллох Рахнамо. — Есть политическая воля сторон объединить возможности в этом направлении, поделиться опытом и идеями, объединиться вокруг единой идеи. Представители аналитических центров, научно-исследовательских институтов, участвующих в разработке политического пути своей страны, концепции интеграции, собрались сегодня с целью реализации общих интересов. Считаю, что встреча в новом формате займет важное место в проведении постоянных политических консультаций между нашими странами, выработке четкой стратегии и ее реализации. [7]

В статье под названием «Uzbekistan Comes in From the Cold», опубликованной на сайте Stratfor Worldview «...изоляционизм уже давно

установил отношения Узбекистана с внешним миром. Однако реформы в самой густонаселенной стране Центральной Азии находят свое отражение и в местах, удаленных от Ташкента. В результате политической эволюции Узбекистана с соседними странами в Центральной Азии становится все более привлекательным партнером России, Китая и США, а также укрепляется сотрудничество со странами, участвующими в стратегической конкуренции и инвестициях для влияния в регионе. Открытие Узбекистана создаст для него много возможностей для расширения своей деятельности в экономической сфере и сфере безопасности в своем регионе...» [8]

Превентивная дипломатия, проводимая президентом Узбекистана по отношению к странам Центральной Азии, дает свои положительные результаты. Можно только сказать, что в 2020 году в отношениях со соседними странами несколько раз применялась превентивная дипломатия, такая как близкое соседство, понимание друг друга, примирение и обращение. Например, во время пандемии коронавируса, которая впервые вошла в страны мира в 2020 году, Ш. М. Мирзиёев регулярно связывалась по телефону с главами государств региона и направляла им и другим государствам гуманитарную помощь.

Также, 1 мая 2020 года вместе с населением Сырдарьинской области население Республики Казахстан пострадало от стихийного бедствия в Сардобинской водохранилище Сырдарьинской области. Узбекистан оказал помощь своим жителям и гражданам Казахстана.

1 июня 2020 года ситуация стабилизировалась благодаря переговорам правительств Узбекистана и Кыргызстана, телефонному разговору глав двух стран, который состоялся ссоры между гражданами Узбекистана и Кыргызстана в Сохском районе Ферганской области.

Вышеприведенные факты свидетельствуют о том, что Узбекистан обеспечивает стабильность духовной среды в регионе посредством превентивной дипломатии со странами Центральной Азии.

Джон Макгрегор, координатор проектов ОБСЕ в Узбекистане, заявил, что «руководство Узбекистана использовало лучшую международную практику для предотвращения конфликтов. Это является прекрасным примером для региона ОБСЕ и всего мира».

Хелена Фрейзер, координатор ООН в Узбекистане, сказала: «Руководство Узбекистана и Кыргызстана сразу же заняло конструктивный подход к болезненному инциденту, произошедшему вчера в анклав Сох. Вот таким будет устойчивый мир». [9]

В взаимных связях и сотрудничествах все страны Центральной Азии осуществляют в первую очередь интересы своего государства. «Миром регулируют интересы», - сказал профессор С. Отамуродов в своей книге. [10] Общие интересы формируют отношения и поощряют совместные действия. В частности, Узбекистан занимает уникальное стратегическое положение в решении региональных проблем.

Это связано со следующими факторами:

- Узбекистан расположен в географически удобном месте и является геополитическим ядром региона;
- Государство независимое в отношении сырья и энергии, имеет много сырьевых ресурсов, необходимых для потребительского рынка;
- Узбекистан - стратегически важный военно-политический регион;
- Наличие сильных духовных центров, влияющих на весь регион;
- Культурные и исторические достижения, и они служат сближению народов региона.

Позиция Узбекистана как гаранта мира и стабильности в центральноазиатском регионе растет. [11]

Чтобы обеспечить духовно стабильную обстановку в Центральноазиатском регионе, развивая нашу политику в приоритетах, изложенных в нашей внешней политике, мы должны убедить наших соседей в том, что это должно быть приоритетом внешней политики всех стран.

В частности, следует заверить, что такой принцип, как жизненно важные признаки для государств, безопасность границ, безопасность территории, мир граждан, доверие во взаимных отношениях и взаимозависимость, необходим для стран региона. Об этом свидетельствуют предложения и инициативы главы нашей страны на мероприятиях нашего государства, региона и международного уровня и его одобрение международным сообществом.

Из вышесказанного можно сделать **вывод**, что проводимая Узбекистаном превентивная дипломатия в Центральной Азии эффективна для стран региона и оказывает положительное влияние на развитие региона.

По этой причине страны Центральной Азии должны работать только по согласованию с лидерами стран Центральной Азии с целью устранения проблем по взаимному согласию, а не проводить действия, противоречащие интересам соседних стран, для устранения существующих проблем.

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ПРИМЕНЕНИЕ ИНТЕЛЛЕКТУАЛЬНЫХ СИСТЕМ В АВТОМОБИЛЯХ

Аннотация: Непрерывная эволюция и развитие мира, в котором мы живем, по сравнению со всей транспортной отраслью, постоянно требуют бесконечного и быстрого улучшения характеристик и эффективности транспортных средств. Эта критическая и насущная потребность в нашей транспортной системе не только важна, но и чрезвычайно важна для настоящего и будущего дорожной сети, транспортных средств и жизнеобеспечения пользователей. Совершенствование технологий дорожного и автомобильного транспорта продолжало пересматривать текущие ожидания и, следовательно, будущие перспективы устойчивого управления транспортом и движением.

Ключевые слова: ИТС, ДСЦ, автомобиле, диагностик.

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APPLICATION OF INTELLIGENT SYSTEMS IN CARS

Abstract: The continuous evolution and development of the world in which we live, in comparison with the entire transport industry, constantly requires an endless and rapid improvement in the performance and efficiency of vehicles. This critical and urgent need for our transportation system is not only

important, but also extremely important for the present and future of the road network, vehicles and the lives of users. Improvements in road and road transport technologies have continued to redefine current expectations and therefore future prospects for sustainable management of transport and traffic.

Key words: Intelligent transport system, DSC, car, diagnostics.

Введение В современных условиях развития науки и техники применение новейших технологий и оборудования является очевидным конкурентным преимуществом. Поэтому использование современных систем и механизмов стало обычным в различных областях промышленности, особенно в таких сложных, как аэрокосмических и автомобилестроении. В последнее десятилетие быстрыми темпами идет развитие информатизации, охватывающее все стадии производственных процессов: создания, производства, продаж и обслуживания автомобилей. Все это позволяет говорить об информационной революции, где одним из основных направлений стало создание и внедрение телеметрических и интеллектуальных транспортных систем. ИТС – это интеллектуальная транспортная система, обеспечивающая реализацию функций по обработке информации и выработке оптимальных решений для управляющих воздействий, использующая, в том числе, средства тематики. Сейчас параметры уровня топлива в баке, скорости движения, обороты и температура двигателя могут передаваться в систему мониторинга прямо с бортового компьютера автомобиля. Интеллектуальные системы помощи водителю включают в себя, например, электронную систему управления двигателем, систему удаленной диагностики автомобилей, системы безопасности и ряд других. Данные системы предназначены для повышения безопасности и удобства управления автомобилем [2].

Качество и эффективность ремонта и обслуживания во многом зависит от наличия запасных частей, свободных постов и рабочих, а также от степени эффективности логистических процессов. В этих условиях большое значение приобретает разработка концепции и научно обоснованных подходов к созданию и внедрению интеллектуальной системы планирования сервисного обслуживания на основании данных о состоянии транспортного средства, полученных с датчиков автомобиля. Для этого, помимо сбора и передачи данных, необходимо осуществлять их обработку, на основании чего прогнозировать отказы. На сегодняшний день многие ведущие автопроизводители внедряют интеллектуальную систему помощи водителю при производстве нового модельного ряда. У каждой компании есть свои преимущества в данном направлении. Были рассмотрены системы таких производителей как: DAF [3], Scania [4], MAN [5], Mercedes-Benz [6], КАМАЗ [7]. Все эти системы стремятся снизить затраты владельцев автопарка на обслуживание.

1. Концептуальная схема предлагаемой Интеллектуальной Системы

Для повышения надежности транспортных средств, необходимо своевременно выявлять временными потерями для клиента. Это невозможно без четкого взаимодействия сервисной системы с логистической и производственной. В первую очередь данные о вероятном отказе поступают в единую базу данных (ЕБД), которая служит для хранения и анализа информации. После этого информация поступает в дилерское-сервисный центр (ДСЦ). На основании полученных данных ДСЦ принимает решение о необходимом количестве запасных частей, на основании чего направляет заявку в логистический центр. Затем ДСЦ информирует владельца транспортного средства о необходимости ТО и договаривается об удобном времени его прохождения. Интеллектуальная Система для Планирования Сервисного Обслуживания хранит, обновляет и обрабатывает информацию в режиме реального времени о текущем техническом состоянии каждого узла или агрегата. Благодаря данной системе владельцы автопарка могут получать статистические данные о его техническом состоянии и на основании чего принимать решения о повышении качества и эффективности работы своего предприятия и работоспособности автопарка. Все данные структурируются в единой базе данных и отправляется на завод изготовитель для дальнейшего совершенствования конструкции автомобиля и увеличения срока его безотказной работы



Рис. 1. Концептуальная схема Интеллектуальной Системы для Планирования Сервисного Обслуживания

Подробнее о предлагаемой Интегрированной Информационной Среде – в нашей предыдущей работе [8].

2. Планирование Сервисного Обслуживания

На сегодняшний день обслуживаемые автомобили могут быть двух типов с бортовой системой диагностики и без нее. Все возможные организационные схемы диагностики автомобилей, с их достоинствами и недостатками, рассмотрены в нашей предыдущей статье [9]. Планирование обслуживания обычных автомобилей, не имеющих бортовой системы

диагностики, происходит на основании статистики отказов: строятся графики распределения отказов, что позволяет предположить примерную дату выхода из строя того или иного агрегата автомобиля. При этом автомобиль поступает в ДСЦ в уже неисправном состоянии, и в зависимости от того, имеются свободные посты и работники, владелец автомобиля будет вынужден ждать определенное время. После поступления автомобиля на пост, высококвалифицированные специалисты проводят диагностику автомобиля. В случае отсутствия на складе необходимости запасных частей автовладельцу приходится ждать пока доставят деталь и только затем завершать ремонт.

В случае отсутствия на складе необходимости запасных частей автовладельцу приходится ждать пока доставят деталь и только затем завершать ремонт. В случае если автомобиль имеет бортовую систему диагностики, после поступления данных с датчиков, электронный блок управления фиксирует их. Подробнее процесс бортовой диагностики и расчета остаточного ресурса каждого транспортного средства до неисправности описан в нашей статье [10]. Затем система отправляет сообщение в ДСЦ. Система проверяет наличие запасных частей в базе данных. Если необходимой детали не имеется на складе, то формируется заказ, который отправляется в Логистический центр. После того как деталь придет на склад, владельца автомобиля информируют о предстоящем ремонте и обговаривают с ним сроки технического обслуживания. Благодаря данному алгоритму (Рис. 2) минимизируются простои при техническом обслуживании.

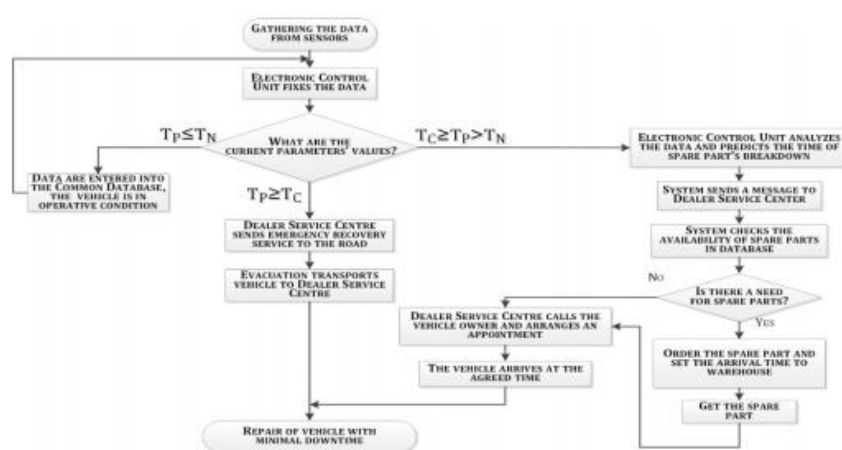


Рис. 2. Алгоритм технического обслуживания автомобиля с бортовой системой диагностики

3. Заключение

Владельцами грузовых автомобилей являются в основном транспортные компании, доходы которых напрямую зависят от надежности и эксплуатационных характеристик автомобиля. Поскольку длительный простой из-за технической неисправности автомобиля

приводит к финансовым потерям, конкурентоспособными на рынке могут быть только те автопроизводители, которые могут гарантировать своим клиентам длительное время до отказа, а также эффективную систему обслуживания. Внедрение Интеллектуальной Системы Планирования Обслуживания Это позволит: (1) автопроизводителям снизить количество отказов за счет совершенствования своей продукции на этапах проектирования и производства; (2) DSCS – планирование технического обслуживания и ремонта транспортных средств, прогнозирование загрузки станций технического обслуживания и планирование поставок запасных частей.

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УЧАСТИЕ ОБЩЕСТВЕННОСТИ В ОБЕСПЕЧЕНИИ БЕЗОПАСНОСТИ ДВИЖЕНИЯ

Аннотация: Статья посвящена решению вопросов участие общественности в обеспечении безопасности движения.

Ключевые слова: Дорожно-транспортные происшествия, ДТП, транспорт, мероприятий.

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PUBLIC PARTICIPATION IN TRAFFIC SAFETY

Abstract.: The article is devoted to solving the issues of public participation in ensuring traffic safety.

Key words: Road traffic accidents, road accidents, transport, events.

Введение. Как известно, в последние годы количество автомобилей по всему миру увеличилось. Высокотехнологичные транспортные средства на современных автомагистралях не снижают количество дорожно-

транспортных происшествий, количество погибших на них, количество пострадавших или ущерб экономике страны. Рост количества автомобилей влечет увеличение количества дорожно-транспортных происшествий. По данным Всемирной организации здравоохранения, каждый год во всем мире происходит 1 миллион дорожно-транспортных происшествий. Почти 300 000 человек погибают. Кроме того, важно помнить, что за безопасность дорожного движения отвечают не только органы власти, но и все участники.

В соответствии с Постановлением Кабинета Министров Республики Узбекистан от 24 декабря 2015 года № 370 были внесены изменения и дополнения в правила дорожного движения, в части ужесточения наказания за нарушение правил дорожного движения и реализация этого решения была осуществлена на практике.

Дорожно-транспортные происшествия, наряду с угрозой человеческой жизни, негативно влияют и на экономическое развитие, в частности, стоимость работ по устранению последствий составляет от 350 до 400 миллионов долларов США. Ежегодно в стране совершается более 10 тысяч дорожно-транспортных происшествий, в результате которых более 2000 человек погибает и более 11 000 получают травмы. Анализ данных по городу Ташкент показывает, что средняя стоимость ущерба от дорожно-транспортных происшествий в течение года составляет 2670, средняя стоимость компенсации погибшим в результате дорожно-транспортных происшествий составляет 237, а получившим травмы - 3291.

В последние годы были предприняты меры по обеспечению безопасности дорожного движения в нашей стране. В частности, регулярно ведется пропаганда в учебных заведениях, средствах массовой информации: телевидение, радио, газеты. Во многих организациях, общественных объединениях и учебных заведениях проводятся дни безопасности дорожного движения. Ежегодно Министерство транспорта проводит месячники безопасности движения (с 1 по 30 апреля). 2021 год объявлен Годом безопасности дорожного движения.

По данным Государственного управления безопасности дорожного движения Министерства внутренних дел Республики Узбекистан, в 2018 году были организованы круглосуточные дежурства по районам, школам и другим общественным местам, охватывающим 27487 объекта концентрации нарушений.

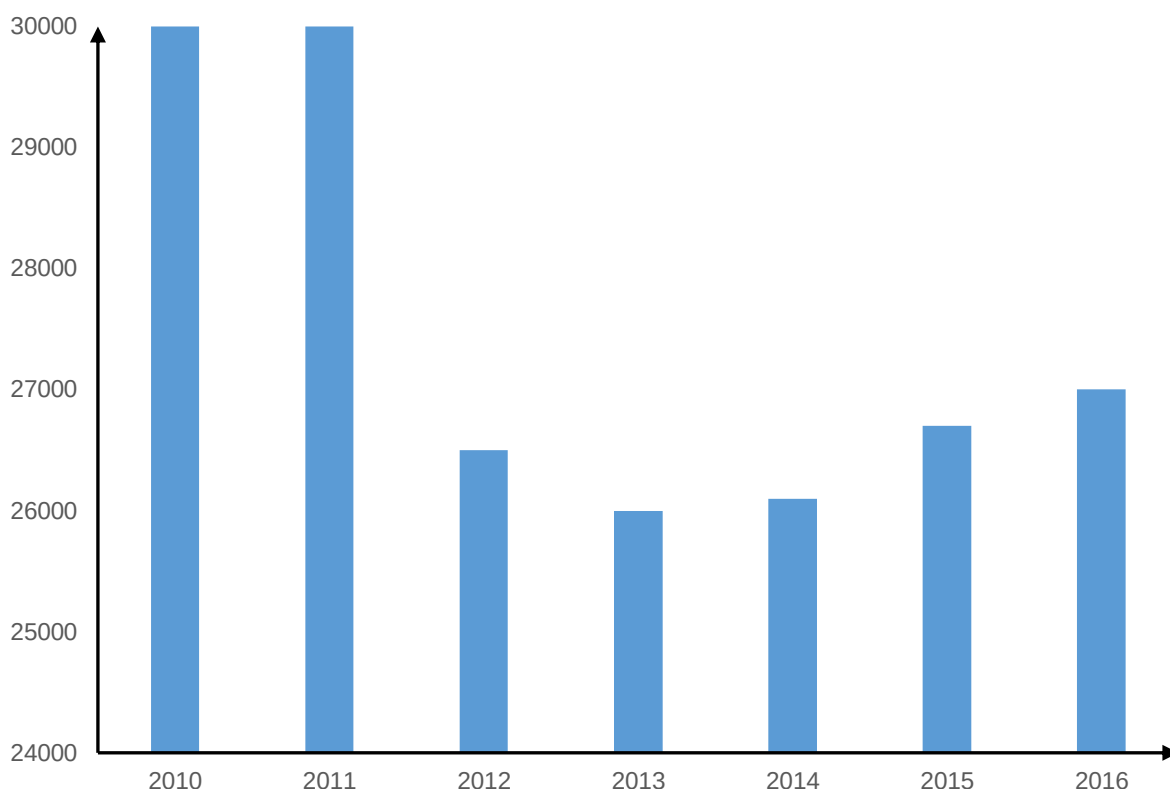


Рисунок 1. Динамика общественных мероприятий

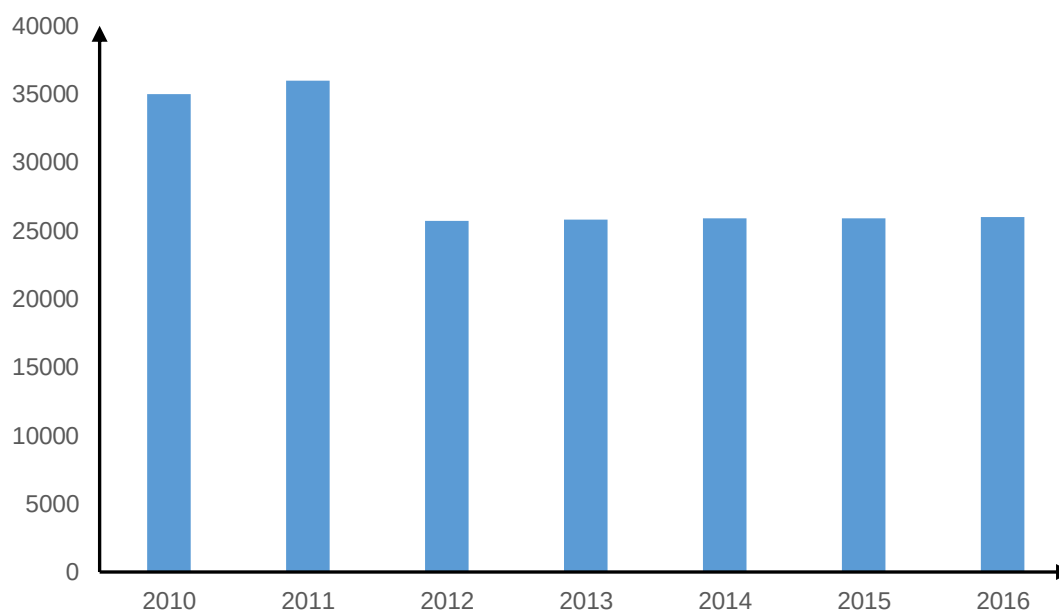


Рисунок 2. Динамика мероприятий в социальных объектах

Как видно из рисунка 2, количество нарушений в микрорайонах и школах за последние годы сократилось. Из анализа общедоступных мер безопасности на дорогах можно сделать вывод, что политика безопасности дорожного движения работает на государственном уровне.

Работа по усилению надзора за соблюдением правил дорожного движения, техническим состоянием транспортных средств, обустройством автомобильных дорог, по которым осуществляется регулярное движение

транспорта, также повышения эффективности проводимых мероприятий по укреплению дисциплины водителей позволили в последние годы несколько уменьшить тяжесть последствий дорожно-транспортных происшествий с особо тяжкими последствиями. Однако положение с такими ДТП не теряет своей остроты. Из сказанного следует, что для снижения уровня аварийности необходимо разработать комплекс мероприятий, направленных на предотвращение ДТП. Повышение уровня безопасности невозможно добиться без комплексного подхода.

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НОВЫЕ ВОЗМОЖНОСТИ РАННЕЙ ДИАГНОСТИКИ И ПРОФИЛАКТИКИ ВПЧ-АССОЦИИРОВАННЫХ ПОРАЖЕНИЙ ШЕЙКИ МАТКИ

Резюме: В данной работе рассматривается взаимосвязь вируса папилломы человека и его роль в развитии цервикальных интраэпителиальных неоплазий (CIN) и рака шейки матки.

Представлены данные о наиболее информативных методах диагностики (иммуногистохимические, молекулярно-генетические и др.) и лечения ВПЧ-ассоциированных поражений шейки матки.

Ключевые слова: рак шейки матки, диагностика, профилактика, лечения, поражения.

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NEW OPPORTUNITIES FOR EARLY DIAGNOSIS AND PREVENTION OF HPV-ASSOCIATED LESIONS OF THE UTERINE CERVIX

Resume: This paper examines the relationship of the human papillomavirus and its role in the development of cervical intraepithelial neoplasia (CIN) and cervical cancer.

The data on the most informative diagnostic methods (immunohistochemical, molecular genetic, etc.) and treatment of HPV-associated lesions of the cervix are presented.

Key words: cervical cancer, diagnostics, prevention, treatment, lesions.

Актуальность. Рак шейки матки (РШМ) занимает первое место в структуре онкологических заболеваний женских половых органов и четвертое место среди всей онкопатологии (после рака молочной железы, колоректального рака и рака легкого)[2,5]. Ежегодно во всем мире регистрируется более 470 000 новых случаев рака шейки матки и более 270 000 случаев заканчиваются летальным исходом.

В последние годы РШМ все чаще встречается в молодом возрасте. По данным ВОЗ, заболеваемость РШМ в возрастной группе 15-39 лет в мире составила 111 503 случая, в Мире - 3 954, в группе 40-44 года - 66 308 и 1 564 случая соответственно[1,4]. По данным ряда исследований, РШМ у

женщин в возрасте 30-39 лет составляет 78%, в возрасте 20-29 лет - 21% и только в 1% случаев диагностирован в возрасте моложе 20 лет.

Эпидемиологические и молекулярно-биологические данные указывают на важную роль вируса папилломы человека в возникновении цервикальных интраэпителиальных неоплазий и рака шейки матки. Почти в 100% случаев у больных РШМ, подтвержденным гистологическим методом исследования, выявляется вирус папилломы человека (ВПЧ) высоко-онкогенных типов[3,6].

В настоящее время общепризнанным считается, что ВПЧ является одним из ведущих факторов развития РШМ.

Вирус папилломы человека - ДНК- содержащий вирус, в состав которого входят два структурных гена (L1 и L2) и семь функциональных генов (E17). Известно более 200 типов ВПЧ, более 40 из них способны поражать слизистые оболочки половых органов. ВПЧ подразделяются на высокоонкогенные и низко-онкогенные типы вируса.

Цель исследования. Улучшить результаты диагностики и лечения ВПЧ ассоциированной патологии шейки матки, путем усовершенствованием скрининговых исследований и алгоритма врачебных действий.

Материалы и методы исследования. Проведено комплексное обследование и лечение 221 женщины с заболеваниями ассоциированных с папилломавирусной инфекцией.

Результаты исследования. Эффективность действующего цитологического скрининга рака шейки матки на территории Андиганской области является низкой на протяжении ряда лет и составляет от 9% до 47,7%. Это обусловлено нарушением техники забора материала для цитологического исследования, загрязнённостью материала элементами воспаления (60-80%) и не зависит от методики окраски мазков.

У пациенток с ВПЧ - ассоциированной патологией шейки матки выявляются дисбиотические и неспецифические воспалительные процессы влагалища и шейки матки (70,4%), инфекции, передающиеся половым путём (63,3 %), лечение которых способствует элиминации ВПЧ.

Информативность цитологического исследования зависит от квалификации специалиста, осуществляющего забор материала. Использование цитощёток и цервикс-щёток, по сравнению с поролоновыми[^] кубиками, повышает чувствительность до 68,7%, специфичность до 84,0% и прогностическую ценность до 90,0%.

ВПЧ - тестирование по специфичности($p<0,001$) и прогностической ценности положительного результата ($p<0,05$) уступает цитологическому методу. Низкие количественные нагрузки ВПЧ коррелируют с отсутствием цитологических изменений ($p<0,001$), а высокие - с интраэпителиальными поражениями высокой степени (Н8ГБ) ($p<0,01$).

Применение иммуномодулирующих препаратов при комплексной терапии ВПЧ - ассоциированной патологии шейки матки, не влияет на результативность мероприятий у пациенток с цервикальными интраэпителиальными поражениями при наблюдении в течение года ($p>0,05$), но при этом обеспечивает ускорение процессов элиминации папилломавирусной инфекции с оценкой результата в течение 6 месяцев.

Дифференцированный подход к ранней диагностике и лечению ВПЧ -ассоциированной патологии шейки матки повышает эффективность лечебно-диагностических мероприятий и даёт выраженный медико-экономический эффект.

Создание новых методов диагностики и лечения ПВИ является приоритетным направлением в гинекологии. Успех новых диагностических методик приведет к раннему выявлению атипической трансформации клеток эпителия шейки матки и оценке факторов риска опухолевой трансформации, появлению эффективных скрининговых программ и в результате к существенному снижению заболеваемости раком шейки матки.

Вывод. Появление новых методов лечения позволит уменьшить количество хирургических манипуляций на шейке матки и объем операций, что в свою очередь позволит сохранить фертильность в женской популяции и снизить акушерские осложнения в родах.

Появление современных методов диагностики и лечения ПВИ откроет новые возможности для понимания и борьбы со злокачественной патологией репродуктивной системы у женщин, обусловленной ПВИ.

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ҲАЁТНИ СУҒУРТАЛАШДА ЯХЛИТЛАНГАН ҲАЁТ МУДДАТИ

Аннотация: Ушбу мақолада инсонларнинг ҳаёт давомийлиги тасодифий миқдор сифатида қаралган бўлиб, яхлитланган ҳаёт муддати ва унинг тақсимооти, ўртача яхлитланган ҳаёт муддати ва унинг сонли характеристикалари ўрганилган.

Калит сўзлар: Ҳаётни суғурталаш, ҳаёт давомийлиги, яхлитланган ҳаёт муддати, яшаш функцияси, математик кутилиш, дисперсия, тақсимоот.

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LIFE INCREASED IN LIFE INSURANCE

Annotation: In this article, human life expectancy is considered as a random quantity and the rounded life expectancy and its distribution, average rounded life expectancy and its numerical characteristics are studied.

Keywords: Life insurance, life expectancy, rounded life expectancy, survival function, mathematical expectation, variance, distribution.

Суғурта - фуқаролар, ташкилотлар ва давлатнинг мулк манфаатларини ҳимоя системаси сифатида ҳозирги жамиятнинг зарур элементи ҳисобланади. У ижтимоий фаолиятнинг барча турларини узлуксизлигини ҳамда маълум ҳодисалар натижасида суғурта ҳолатлари содир бўлганда кишилар ҳаёт даражасини, даромадларини сақлашни таъминлайди. Актуар ҳисоблар - бу статистика фанининг усуллари ва формулаларига, макро ва микроиқтисодий кўрсаткичларнинг молиявий-иқтисодий таҳлилига асосланган мураккаб математик ҳисоблардир. Актуар ҳисоб - китоблар демографик вазиятга, иқтисодиётнинг ҳолати ва унинг ривожланишининг узоқ муддатли прогнозларига, сиёсий вазиятга ва жамиятнинг тахминларини баҳолашга асосланган. Актуар ҳисобларда

эҳтимоллик назарияси кенг қўлланилади. Актуар таҳлил эса суғурта компаниялари ва банклар фаолиятининг муҳим ва ажралмас қисмига айланган. Ҳозирги вақтда инсонлар ҳаётини суғурта қилиш оммалашиб бормоқда. Инсон ҳаётини суғурталашда ҳаёт давомийлиги, яхлитланган ҳаёт муддати ва ўртача яхлитланган ҳаёт муддати каби муҳим миқдорлардан фойдаланилади.

Одатда кишилар яшаган йиллар бутун сонлар билан ифодаланади. Суғурта компаниялари эса ҳаётни суғурта қилиш шартномаларини бутун ёшдаги йиллар учун тузадилар. Шунинг учун, одатдаги ҳаёт давомийлиги T_x билан бир қаторда унинг бутун қисмини ифодаловчи $K_x = [T_x]$ ифодани қараш мумкин. Шундай қилиб, агар масалан, $T_x = 19$ ёш 6 ойлик $= 19.5$ ёш бўлса, у ҳолда $K_x = 19$ ёш. K_x миқдор яхлитланган (кесилган) қолдиқ ҳаёт давомийлиги деб аталади. Яхлитлаш яқин бутун сонгача эмас, ҳамма вақт ками билан олинади (яъни берилган каср сондан кичик энг яқин бутун сонгача).

Яхлитланган ҳаёт муддати тақсимоми

K_x тасодифий миқдор фақат бутун қийматларни қабул қилади, унинг стохастик табиати (эҳтимоллар назариясида қабул қилинганидек) тақсимот функция билан эмас, тақсимот билан, яъни $P(K_x = k)$, $k = 0, 1, 2, \dots$ эҳтимоллар мажмуаси билан характерланади.

$\{K_x = k\}$ ҳодисалар $\{k \leq T_x < k+1\}$ га тенг кучли бўлгани учун

$$P(K_x = k) = P(k \leq T_x < k+1)$$

тенглик ўринли бўлади. $P(k \leq T_x < k+1)$ эҳтимол T_x тасодифий миқдор узлуксизлигига кўра $P(k < T_x \leq k+1)$ эҳтимолга тенг, у ${}_k|q_x$ каби белгиланади. K_x тасодифий миқдорнинг тақсимоми яшаб қолиш функцияси атамаларида қуйидаги кўринишда ифодаланади:

$$P(K_x = k) = \frac{s(x+k) - s(x+k+1)}{s(x)} = \frac{l_{x+k} - l_{x+k+1}}{l_x} = \frac{d_{x+k}}{l_x},$$

бу ерда $s(x)$ - яшаб қолиш функцияси, l_x - x ёшгача яшаган инсонлар сони.

K_x тасодифий миқдорнинг тақсимоми оламдан ўтиш атамаларида эса қуйидаги кўринишда ифодаланади:

$$P(K_x = k) = \exp\left(-\int_x^{x+k} \mu_u du\right) - \exp\left(-\int_x^{x+k+1} \mu_u du\right),$$

бу ерда μ_x ҳаётдан кўз юмиш интенсивлиги.

Яхлитланган ҳаёт муддати K_x тақсимот функцияси T_x ҳаёт аниқ муддати функция тақсимоми билан етарлича содда боғланган. $t = n + \tau$ бўлсин, бу ерда $0 \leq \tau < 1$ (шунинг учун $n = [t]$).

У ҳолда

$$P(K_x \leq t) = P(K_x \leq n) = P(T_x < n+1) = P(T_x < [t]+1).$$

Аввал T_x қолдиқ вақти ва суғурта назариясини бошланғич тасодифий миқдори T ҳаёт давомийлиги қаралган эди. Лекин $T = T_0$ бўлгани учун у ҳолда, хусусан, $K_0 = [T]$ яхлитланган ҳаёт муддати тақсимоти

$$P(K_0 = k) = s(k) - s(k+1) = \frac{l_k - l_{k+1}}{l_0} = \frac{d_k}{l_0}$$

ёки

$$P(K_0 = k) = \exp\left(-\int_0^k \mu_u du\right) - \exp\left(-\int_0^{k+1} \mu_u du\right)$$

формула бўйича аниқланиши мумкин. $P(K_0 = k)$ нинг k га боғланиши тақрибан $f(k)$ ёрдамида тавсифланиши мумкин, бу ерда $f(x) - T$ тасодифий миқдор тақсимот зичлиги. Шундай қилиб, оламдан ўтиш эгри чизиғи яхлитланган ҳаёт муддати тақсимоти ҳақида ҳам тасаввур беради.

Ўртача яхлитланган ҳаёт муддати ва унинг дисперсияси

K_x тасодифий миқдорнинг математик кутилиши ўртача яхлитланган ҳаёт муддати деб аталади ва e_x деб белгиланади

$$e_x \equiv EK_x.$$

Тасодифий миқдор учун умумий формулага кўра

$$e_x = \sum_{k=1}^{\infty} kP(K_x = k).$$

У ҳолда e_x яшаб қолиш атамаларида:

$$e_x = EK_x = \frac{1}{s(x)} \sum_{k=1}^{\infty} s(x+k).$$

Шунга ўхшаш DK_x ни ҳисоблаш учун зарур иккинчи $E(K_x)^2$ момент учун:

$$E[K_x]^2 = \sum_{k=0}^{\infty} k^2 P(K_x = k) = \frac{1}{s(x)} \sum_{k=1}^{\infty} (2k-1)s(x+k) = \frac{2}{s(x)} \sum_{k=1}^{\infty} ks(x+k) - e_x.$$

Янада кизикроқ рекуррент формула ўринли

$$e_x = p_x \cdot (1 + e_{x+1}),$$

Ундан ўртача яхлитланган ҳаёт муддатини ва яқин йил давомида оламдан ўтиш эҳтимолини боғловчи қуйидаги муносабат келиб чиқади:

$$q_x = \frac{1 + e_{x+1} - e_x}{1 + e_{x+1}}.$$

Бу муносабатни исботлаш учун аввало

$$e_x \equiv EK_x = \sum_{n=1}^{\infty} P(K_x \geq n) = \sum_{n=1}^{\infty} P(T_x \geq n)$$

еканлигини таъкидлаймиз. Лекин

$$P(T_x \geq n) \equiv {}_n p_x = p_x \cdot {}_{n-1} p_{x+1}.$$

Шунинг учун

$$e_x = p_x \sum_{n=1}^{\infty} {}_{n-1} p_{x+1} = p_x \sum_{n=0}^{\infty} {}_n p_{x+1} = p_x \cdot (1 + \sum_{n=1}^{\infty} {}_n p_{x+1}).$$

$\sum_{n=1}^{\infty} {}_n p_{x+1}$ йиғинди e_{x+1} га тенг.

Демак,

$$e_x = p_x \cdot (1 + e_{x+1}),$$

бундан:

$$p_x = \frac{e_x}{1 + e_{x+1}}.$$

Бу эса исботланаётган муносабатга тенг кучли.

Фойдаланилган адабиётлар рўйхати:

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ПРИМЕНЕНИЕ ИННОВАЦИОННОГО ИНТЕЛЛЕКТА И АНАЛИТИКА В БИЗНЕСЕ В ХОЗЯЙСТВЕННЫХ СУБЪЕКТАХ

Аннотация. В статье рассматривается влияние инновационного интеллекта и инновационной аналитики на хозяйствующих субъектов. Бизнес состоит из данных, бизнес-среды, инфраструктуры, набора инструментов, пользователей и методов управления, платформ бизнес-аналитики, а также доставки (MIS, DSS) и интерфейса. Объем производства хозяйствующих субъектов измеряется большим объемом информации, получаемой из базы данных системной платформы.

Ключевые слова: бизнес, инновация, бизнес-аналитика (БА), анализ, аналитика, мониторинг, информационные системы, бизнес-интеллект.

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APPLICATION OF INNOVATIVE INTELLIGENCE AND ANALYTICS IN BUSINESS IN BUSINESS ENTITIES

Annotation. The article examines the impact of innovative intelligence and innovative analytics on business entities. A business consists of data, business environment, infrastructure, toolbox, users and management practices, business intelligence platforms, as well as delivery (MIS, DSS) and interface. The volume of production of economic entities is measured by a large amount of information obtained from the database of the system platform.

Key words: business, innovation, business intelligence (BA), analysis, analytics, monitoring, information systems, business intelligence.

"Бизнес-интеллект (BI)", применяемый аппаратным также программным предоставлением с целью отображения инфраструктуры с целью сохранения, интеграции, формирования сведений также рассмотрения сведений с предпринимательство-сферы консультантами согласно информативным технологиям. Актив инфраструктуры составляет, чистит также дает надлежащую сведения главам компаний.

Инновационный бизнес и аналитика - это моделирование всех информационных потоков, производимых компанией, объединение их в единый набор данных с использованием методов статистического анализа: например, нормального распределения, корреляционного и регрессионного анализа, прогнозирования и кластерного анализа, а также интеллектуального анализа данных. менеджеры могут принимать более обширные решения и планы.

Существует несколько инновационных аналитических систем и структур для функциональных возможностей, предлагаемых BI: процесс разработки, производственные результаты, отчеты о параметрах, панели управления и электронные таблицы, возможности управления сценариями. Существуют несколько параметров в среде инновационном бизнесе-интеллекта:

- Инновационные бизнес-потоки между учреждениями, занимающимися инновациями. Эти параметры представляют собой нелинейный элемент, отражающий взаимодействие между компанией, поставщиками, конкурентами и потребителями. Как уже упоминалось ранее, одно из определений инновационного процесса гласит, что это процесс взаимодействия автора инновации, организации и элементов внешней среды интеллекта.

- Инновационный аналитик в бизнес-инфраструктуре: Основы бизнес-анализа предоставляют информацию о данных сильной системы базы данных, которая поддерживает информацию, необходимую для эффективности бизнеса. Операции с данными были консолидированы или объединены с данными базы данных и могут быть размещены в базе данных предприятий и организаций.

- Инструмент для анализа бизнеса используется для анализа информации, ответственной за решения, а также сборов отчетов, ответственных за менеджеров, а также для осуществления развития бизнеса с использованием основных показателей работы.

- Управляющие пользователи и методы: аппаратный аналитик и программное обеспечение было похоже на людей, которые их используют. Руководство Используйте различные методы управления в анализе информации, которая определяет стратегический бизнес и показывает, как развиваться. К ним относятся эффективность бизнеса и сбалансированные подходы.

Программное обеспечение ВА добавляет возможность отправлять сообщения в Twitter, Facebook, внутренние социальные сети для поддержки принятия решений в реальном времени.

Важным навыком инновационным бизнес-аналитики является способность моделировать будущие события и поведение, например, вероятность того, что клиент ответит на предложение о покупке.

Прогнозный анализ теперь включен во многие программы бизнес-аналитики для выявления продаж, маркетинга, финансов и мошенничества. Одна из самых популярных программ - это кредитный счет, используемый во всей сфере финансовых услуг.

При подаче заявки на новую кредитную карту, модели оценки вашей кредитной истории помогут программе кредитования определить вашу способность платить в установленные сроки. Используя прогнозный анализ, телекоммуникационные компании определяют, какие клиенты наиболее прибыльны, какие из них могут уйти, а также какие новые услуги и планы наиболее удобны и выгодны.

Прогностическая аналитика начинает использовать большие данные из частных и государственных секторов, в том числе данные из социальных сетей, клиентских операций, а также техническую информацию.

В сфере электронной коммерции многие интернет-магазины имеют возможность создавать персонализированные рекомендации для онлайн-продуктов и своих веб-сайтов для увеличения продаж и контролирование состояния товара.

Государственный сектор - это двойная сила по отношению к аналитическим и умным городам, которые интенсивно используют цифровые технологии для улучшения городской инфраструктуры. Объявление содержит информацию в архиве: налоговые отчеты, проверки, экологический мониторинг, проверки ресторанов, отчеты о техническом обслуживании, оценки общественного транспорта, информацию о статусе граждан.

Муниципалитеты обновляют данные с мобильных телефонов и левых дополнений для смартфонов. Программы прогнозирования и моделирования позволяют государственным органам управлять муниципальными и транспортными операциями, оказывать медицинскую помощь, обеспечивать общественную безопасность, оценивать изменения, решать комплексные задачи.

Большую помощь в принятии эффективных решений в организации оказывают информационные системы, которые являются наиболее полезными для ручных драйверов, которые помогают в распределении информации, обеспечивают связи между организационными уровнями и распределением ресурсов. Осуществление мониторинга эффективности

деятельности фирм осуществляется с оперативным и средним звеном, принимающим наибольшее количество решений.

Системы управления информацией, которые генерируют традиционные производственные отчеты (MIS), обычно используются для поддержки таких решений. Для принятия неструктурированных решений менеджеры среднего звена и аналитики используют системы поддержки принятия решений (СПО с мощной аналитикой и средствами моделирования, включающими электронные таблицы и сводные таблицы). Используя интерфейсы, он отображает данные о производительности, которые влияют на общую прибыльность, успех и стратегию фирмы.

Информационные технологии предоставляют новый инструмент для менеджеров, чтобы использовать их в традиционных и новых ролях, позволяя им контролировать, планировать и прогнозировать с большей точностью и скоростью в бизнес-среде.

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ПЕДАГОГИЧЕСКАЯ ОСНОВА ДВУХГОЛОСНЫХ ПЕСН НА УРОКАХ МУЗЫКАЛЬНОЙ КУЛЬТУРЫ

Аннотация: В статье приведены сведения и рекомендации по педагогическим основам и методам исполнения двуголосных песен на уроках музыкальной культуры. В нем также приведены необходимые рекомендации по технике пения в один и два голоса.

Ключевые слова: музыкальная культура, пение, вокал, хоровой, метод, педагогика, психология, упражнения, методы.

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PEDAGOGICAL BASIS OF TWO-VOICE SINGING IN MUSIC CULTURE CLASSES

Annotation: This article provides information and recommendations on the pedagogical basis and methods of singing two-voice songs in music culture classes. It also outlines the necessary recommendations about their technique of singing in one voice and two voices.

Keywords: music culture, singing, vocal, choral, method, pedagogy, psychology, exercises, methods.

San'at o'z tabiati bilan - go'zallik, o'z tabiati bilan - ma'naviyat, yuksak ma'naviyat tomon kishilarni yetaklovchi tarbiya qurolidir «So'z tugaganda qo'shiq boshlanadi» - deydi xalqimiz. Zero musiqa o'zining dilbar ohanglari bilan har qanday durdona so'zdan ham kuchli va ta'sirchan. Musiqa ayrim kishilar aytganidek dam olish, hordiq chiqarish vositasi emas. San'at bu insonda fikr uyg'otuvchi, his – hayajonlarini bir maqsad tomon yo'naltiruvchi, kishilarni yaxshi ulug'vor ishga safarbar etuvchi, ona – Vatanimizni so'z va ohanglarda tarannum etib yoshlarda Vatan tuyg'usini uyg'otuvchi, uni o'stiruvchi ajoyib – g'aroyib mo'jiza! Buyuk Betxoven musiqani donishmandlik va falsafadan yuksakroq dil izhori – degani bejiz emas.

Maktabda o'quvchilar musiqa, uning inson hayotida tutgan o'rni, musiqa asarlarini tinglash madaniyati, musiqa tarixi, buyuk kompozitorlar, bastakorlar hayoti bilan tanishish, musiqa savodxonligini oshirish kabi bir qator musiqiy bilim va axborotlar ko'lamini o'rganadilar va tanishadilar. Boshlang'ich

sinflarning 1-2 sinflarida asosan o'rganiladigan qo'shiqlar bir ovozli qo'shiqlardan iborat bo'ladi. Uchinchi va undan yuqori sinflarda esa o'quvchilar astasekin ikki ovozli va ayrim uch ovozli qo'shiqlarni o'rganib borishlari fan dasturida ko'rsatilgan.

Umumta'lim maktablarining «Musika madaniyati» fanini o'qitishida o'quvchilarni jamoaviy ijrochilik faoliyati muhim o'rin tutadi. Jamoaviy ijrochilik esa butun bir sinf o'quvchilarini yaxlit bir organizmga birlashtirib, o'ziga xos vokal-xor malakalarini egallash, kuylashda sof unisonga erishishi, soz, ansambllik hosil qilish va asta-sekinlik bilan taqozo etadi. Respublikamizda musiqa pedagogikasi bo'yicha qilingan ko'pgina ilmiytadqiqot, ilmiy-uslubiy ishlarda o'quvchilarni ko'p ovozli kuylashga o'rgatish, uning tashkiliy – uslubiy asoslari, ish yuritish usul – shakllari, bu jarayonda o'qituvchi faoliyatining ayrim qirralari yoritilgan. Bunga A.Sh.Hasanov, R.Qodirov, D.Solnova, Q.Mamirov I.Qudratovlarni ishlarini ko'rsatish mumkin. Biroq bu ishlarda o'quvchilarni ko'p ovozli kuylashga o'rgatishni ilk bosqichi hisoblanmay ikki ovozli kuylashga o'rgatish masalasi alohida tadqiqot muammosi sifatida o'rganilmagan. Bu esa bugungi kunda musiqa ta'limi-tarbiyasi oldida o'z yechimini kutayotgan dolzarb muammo sifatida bizning tadqiqotimiz mavzusini « O'quvchilarda ikki ovozli qo'shiq kuylash malakalarini shakllantirish» deb nomlashimizga sabab bo'ldi.

Ko'p ovozli musiqa asarlarini qo'llamay turib o'quvchilarga musiqa tarbiyasi berish qiyin bo'ladi. Bolalarning musiqa o'quvi ularning ilk yoshlik davridan tarbiyalab boriladi. Radio, kino, televideniya orqali olinadigan ko'pdan – ko'p musiqa axboroti bolalar o'quvini jonajon xalq musiqasi va turli – tuman shaklda nomoyon bo'ladigan ko'p ovozli musiqa sadolari bilan boyitib boradi. Ammo bularning hammasi sust – passiv tarbiya hisoblanadi. Musiqaviy taassurotlarning bunday turlari bolalarda ko'p ovozli musiqaning go'zalligini chinakam his etish va idrok qilish ko'nikmasini tobora o'stirishga qodir emas. Ko'p ovozli asarlarni ijro etishda bolalarning o'zlarini bevosita qatnishtirish yo'li bilangina aktiv ko'nikma hosil qilinadi. Umumiy ta'lim maktabida bolalar, asosan, musiqa tarbiyasi darslari va xor to'garaklarida qo'shiq aytishida ishtirok qilib, musiqa ijro etishni va qo'shiq aytishini o'rganadilar. Ikki ovozli qo'shiqlarni o'rganishga kirishidan oldin tayyorgarlik ishlari olib boriladi. Bu davrda ikki ovozli qo'shiq aytishga zamin hozirlanadi. Bir ovoz unisonda qo'shiq aytish va bu ish jarayonida hosil qilinadigan malakalar xudi shu zaminning o'zidir. Unisonda qo'shiq aytishga xos o'zaro bog'liq malakalar quyidagilardan: musiqani zehn qo'yib tinglay bilish, uni his etish, tavush baland pastligini tahlil qila bilish, eshitib nazorat qilish, musiqa xotirasi va uning turlaridan biri – tovush baland – pastligini bilib eslab qolishdan iborat.

Ikkinchi sinfda esa bu tasvirlar o'rnini nota yozuvlari egalay boshlaydi. Uchinchi sinf o'quvchilari esa asarni oldin solfedjio qilib qo'ylaydilar, so'ngra qo'shiq so'zlari bilan ijro etadilar. Turli tasverlar va nota yozuvlariga qarob kuylash birinchi sinfdan boshlab sistemali ravishda olib borilsa, yanada

maqsadga muvofiq bo'ladi. birinchi sinfdan boshlab o'quvchilarning ovoz diapazonini aniqlash va uni kengaytirib borishga alohida e'tibor berish lozim. Boshlang'ich sinflarda ko'pchilik o'quvchilarning ovoz diapazoni I aktava «lya»dan yuqoriga o'tmaydi. Zero dasturdagi qo'shiqlarning diapazoni I aktava «do»dan II aktava «do»gacha ko'tariladi. Natijada, o'quvchilar 39 qo'shiqning bu pardalarida mutloqo noto'g'ri ijro etadilar, yoki umuman ayta ayta olmaydilar. Shu tufayli o'quvchilarni ikki ovozga ajratish, ya'ni ovoz yuqori pardalarga ko'tarilmaydigan o'quvchilar jim eshitishlari, qolganlar kuylashi talab qilinadi. Shuningdek, ovozga ajratish o'quvchilarga qo'shiq o'rgatishda, ularni guruhlariga bo'lishda ham qo'l keladi. Har bir ovoz guruhining alohida kuylanishi o'quvchilarni ko'p ovozlikka tayyorlab boradi va ularda mustakillik hisini tarbiyalaydi. O'quvchilarni xor ijrochiligiga o'rgatishda «a'kapella» (jo'rsiz) asarlarini musiqa asboblari jo'rligisiz ijro etish muhim ahamiyatga ega. Jo'rsiz kuylash musiqa tinglash qobilyatining to'g'ri shakillantirishga, tovushlarni to'g'ri talaffuz qilishga, ritm va ovoz tembirining ijobiy rivojlanishiga yordam beradi.

O'quvchilarning qo'shiqlarini «a'kopella» usulida kuylashi bir – birlarini yaxshi eshitishini, tovushlar intonasiyasidagi taniqlikni ta'minlaydi, ularning mustaqil kuylash malakalari takomillasha boradi. Shu tufayli musiqa asbobi jo'rligida ijro etiladigan asarlarni ham ayrim hollarda «a'kapella» tarzida o'rganish va ijro etish foydalidir. Boshlang'ich sinf o'quvchilari o'z diqqat – e'tiborini uzoq vaqt bir narsaga qaratib tura olmaydilar, tezda charchab qoladilar. Shuning uchun bu sinflarda fizkul pauza daqiqalaridan foydalaniladi. Musiqa darslarida fizkul pauza daqiqalari o'rnida ijroga ritm berib borish, chapak chalish, bir joyda turgan holda qadam tashlash takt xissalarini sanash, dirijyorlik elementlarini qo'llash kabi xilma – xil xaroakatlardan foydalanish zarur. Ayniqsa bolalar musiqa asboblari chalish va raqs xarakatlarini bajarish ularni darsga faol jalb qilishga qo'l keladi. Bu xarakatlar o'quvchilarning fikrlarini faollashtiradi, dars qiziqarli o'tadi. Boshlang'ich sinf o'quvchilari har bir sinfdan, har bir o'quv yilida 12-14 ta qo'shiq o'rganadilar. Shu davrda ular asosan bir ovozli qo'shiqlarni (unisonda) kuylash malakalarini puxta o'zlashtiradilar va ayni paytda ko'p ovozlikka o'tishga tayyorgarlik ko'radilar. III sinfnin III choragidan boshlab dasturga ikki ovozli elementlari bor qo'shiqlari ham kiritiladi. Shuningdek, o'quvchilarni ko'p ovozlikka o'rgatish bo'yicha olib borilgan ilmiy izlanishlar bu ishni birinchi 40 sinfdan boshlab mumkinligini ko'rsatdi. Buni amalga oshirish uchun dasturdagi qo'shiqlardan o'qituvchining o'zi o'quvchilarning qobilyatini va imkoniyatlarini hisobga olgan holda tanlab oladi. O'quv yili davomid yangi qo'shiqlar to'plamlaridan, turli jurnallarda berilgan qo'shiqlardan, radio va televidiniya eshittirishlarida ijro etilayotgan yoki mualliflarning o'zlaridan olingan qo'shiqlardan o'qituvchilarning yoshi va saviyasiga mos keladigan eng yaxshi bolalar qo'shiqlarini tanlab o'rganish mumkin. O'qituvchga qo'shimcha manbaalardan

foydalanish imkoniyati berilgan. Dasturda o'qituvchilarga sistemali ravishda vokal va xor malakalarini singdirib borish masalasi ham qo'yilgan.

Qattiq gapirish, baqirish va ichimliklarni juda issiq yoki sovuq holda istemol qilish ovoz pardalarini xastalantirishi haqida o'quvchilarni har doim ogohlantirib borish lozim. Ovozida hastalik alomati borligi aniqlangan o'quvchilar muolaja davrida kuylashdan ozod qilinadi. Bular o'z vaqtida muolaja uchun lor yoki tomoq og'riqni davolaydigan shifokorlarga yuborilishi lozim. O'quvchilar ovozinu asrash ustida muntazam ish olib borish ovoz apparatlarining sog'lom rivojlanishini ta'minlashda muhim rol o'ynaydi. Dasturda o'quvchilarga musiqa savodi bo'yicha ma'lum hajmda bilim berish, nota bilan kuylash malakalarini hosil qilishga ham alohida e'tibor berilgan. Darsning bu turida tovush qator bosqichlarining boland – pastligi, nota chiziqlariga joylashuvi, pauzalarining uzun – qisqaliga, o'lchov, major va minor ladlari, dinamik tuslar kabi musiqaning nazariy elementlari bilan tanishadilar. Musiqa savodidan berilayotgan bevosita tovushlarning tabiiy jarangi bilan bog'lab berish muhim ahamiyatga ega. Bosqichlarning aniq balandligi va notalarning cho'zishini his etishda, kuylash malakasini takomillashtirishda nota bilan kuylashga alohida e'tibor beriladi.

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METHODS OF SEMANTIZATION OF LEXICO ON THE EXAMPLE OF THE LEXICO-SEMANTIC GROUP OF SUBSTANTS WITH THE VALUE “HOUSE” IN RUSSIAN AS A FOREIGN LANGUAGE

Abstract: The article analyzes various ways of vocabulary semantization at the initial stage. In this case, both the positive and negative aspects of each of them are considered. Examples of using the methods of semantization are given.

Key words: semantization, methods of semantization, the initial stage of education, Russian as a foreign language, innovations in education.

Learning vocabulary is one of the most important things to start with. Moreover, it is this aspect that seems to be a difficult methodological task. This complexity is noted by BV Belyaev: “Of all the main aspects of a foreign language that must be practically assimilated by students in the learning process, vocabulary should be considered the most important and essential from a psychological point of view, because without a vocabulary, even insignificant, language is impossible. Meanwhile, the practice of teaching shows that it is with vocabulary that the situation is most deplorable ”

These difficulties are due to a number of reasons:

- psychological characteristics of information perception;
- cognitive abilities;
- the influence of the native language;
- the level of language training.

SEMANTIZATION is the process of discovering the meaning of a word.

Semantization methods:

1. Use precision.

Helps to avoid translation. Helps memorize words. It is advisable to use it as an aid. Helps establish a link between speech and presentation.

2. Semantization using synonyms / antonyms.

The method is one language. Helps to establish the semantic nest of words. The time-saving method is not always appropriate because complete synonyms and antonyms are not available. It takes on the knowledge of words, so it's not convenient at first.

3. Semantization using known word formation methods.

- 1) word-formation suffix-prefix method;
- 2) accumulation.

3) conversion - this method allows you to insert a word into a specific paradigm, which helps to establish stronger paradigmatic connections of the given word, as well as to repeat the already learned words included in this category.

4. Translation.

5. Explanation.

Recommended by BV Belyaev as global, single acceptable. Used to reveal concepts that do not exist in students' native language. VN Nikolaev - the main criterion for the process of semantization is the comparative volume of meanings of words and phrases in the native language.

6. Develop linguistic assumption through context.

In the medium and large stage, all the difficulties are never overcome when the text is given, there is always a percentage of new words. Therefore, students guess the meaning of some words from context. It excludes translation and provides a certain degree of accuracy in understanding the meaning of a word, if the context is clear. Displays the word in the phrase, in the speech. Develops guessing, helps to make connections between words. Requires a level of language proficiency to a lesser extent than the definition.

7. Working with a dictionary.

Visibility, as you know, can be different: subject, image, visual action, sound, and context. The criteria for choosing a particular look are: availability, simplicity, and appropriateness. When using visual acuity (pictures, photographs), the accuracy of the interpretation must be clear. To semantize the word "building" with a picture, it does not have to describe a hospital or a school. The building in the photo should be collective, without individual characters. Using visual clarity, the teacher should make sure that the proposed picture is clearly visible to all students, that it is aesthetically pleasing. Today, video visualization is widely used in training, where movement and sound are combined, lens and situational clarity, where using a frozen frame to visualize the emotions, object, expression that needs to be semantized can be emphasized.

The choice of semantization method in each individual case is determined by the nature of the word, the stage of the lesson, and the level of preparation of the students.

Skill Development Sequence:

1. Perception of the word in the process of working in speech.
2. Be aware of the meaning of the word.
3. Imitation.
4. Definition (ability to name object, object, action, quality).
5. Combination (the ability to combine a new word with those previously learned).
6. Use (based on independent choice of word and combination with others according to the speech situation).

When perceiving new information, students can use to a greater extent different analyzers: visual, auditory, kinesthetic, as well as various types of their mixing. Based on the knowledge of the specifics of each type of perception, the teacher must use different ways to explain new information. In this case, all students have the opportunity to better understand the information and remember it. At the same time, it should be remembered that each student has a certain inclination towards learning and cognition. It is these cognitive abilities that help some students learn new material easily and quickly, while others - to resort to repeated repetition. When learning a new language, we are faced with an additional difficulty - the influence of the native language. It is unambiguously difficult to assess the role of this factor. If the student's language has common features with the studied grammatical structure, similar lexical groups of words, the student will be able to quickly understand the new language and speak it.

In this case, the opposite situation is also possible, in which similar phenomena will only be misleading. For example, words similar in sound or spelling may have different lexical or grammatical meanings, sometimes even opposite ones. Therefore, the teacher should carefully think over the explanation of the new material, draw parallels of the studied language with the native one (especially in monolingual groups), but not reduce all training only to comparing the general and the different. In addition, when explaining new material, you need to remember the level of knowledge of the language. If the student is just starting to learn a new foreign language, the explanation will be simpler, with frequent repetitions and retrospection. Subject to knowledge of the language at a higher level, the teacher can use other techniques. All of the above features have a great influence on the teaching of vocabulary, including such a significant part of it as semantization. Semantization of vocabulary is the explanation of the meaning of new, unknown words to students in various ways.

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МОДЕЛИ ОРГАНИЗАЦИИ НАЛОГОВОГО УЧЁТА

Аннотация: В статье детально рассматриваются вопросы связанные с выбором конкретной модели организации налогового учёта на предприятии. Раскрываются особенности и отличия различных моделей друг от друга и специфика каждой из них в зависимости от вида деятельности организации. Заключены основные моменты по поводу выбора модели.

Ключевые слова: модель, организация, налоговый учёт, система, выбор, налоговые регистры, налогообложение.

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TAX ACCOUNTING ORGANIZATION MODELS

Abstract: The article discusses in detail the issues related to the choice of a specific model for organizing tax accounting at an enterprise. The features and differences of various models from each other and the specificity of each of them, depending on the type of activity of the organization, are revealed. Concludes the main points about the choice of the model.

Keywords: model, organization, tax accounting, system, choice, tax registers, taxation.

Налоговый учёт должен быть организован таким образом, чтобы иметь возможность хронологически непрерывно отражать порядок фактов

хозяйственной деятельности, систематизировать учет доходов и расходов, а также формировать показатели налоговых деклараций по налогу на прибыль. Статья 313 Налогового кодекса Российской Федерации предусматривает, что налогоплательщик вправе самостоятельно дополнить бухгалтерский учет, если сведений, содержащихся в бухгалтерском учете, недостаточно для определения налоговой базы в соответствии с требованиями 25 главы Налогового кодекса Российской Федерации. Кроме того, налоговые и иные органы не вправе устанавливать обязательную форму документов налогового учета налогоплательщика.

В результате законодатели предлагают различные варианты обобщения информации для целей налогового учета. Для систематизации и накопления информации, например, о доходах и расходах, составляющих налоговую базу организации, можно использовать:

- ❖ регистры бухгалтерского учёта;
- ❖ регистры бухгалтерского учёта, дополненные необходимыми реквизитами (если информации недостаточно для определения налоговой базы);
- ❖ аналитические регистры налогового учета.

Из этого выходит что налогоплательщик может выбрать одну из трех моделей налогового учета с учетом степени его автономности по отношению к системе бухгалтерского учета:

- ▶ обособленный–налоговый учет ведется полностью независимо от бухгалтерского;
- ▶ объединенный–ведение бухгалтерского учета по требованиям налогового;
- ▶ смешанный–часть учетной работы производится в традиционных регистрах бух. учета, а регистры налогового учета используются для перегруппировки данных бухучета.

Обособленная модель предусматривает использование независимого аналитического регистра налогового учета, который ведется параллельно с бухгалтерским учетом. Реестр анализа налогового учета составляется на основе данных основных документов, сгруппированных в порядке, установленном налоговым законодательством, и представляет собой систематизированную и комплексную форму данных налогового учета за отчетный (налоговый) период. Регистр налогового учета формируется путем учета всех операций для целей налогообложения. Налогоплательщик самостоятельно определяет объект учета, он должен разработать и утвердить форму реестра налогового учета, которая должна содержать все данные, необходимые для правильного определения показателей налоговых деклараций.

Преимущество данной модели заключается в том, что она предоставляет реальную возможность получать данные, формирующие налоговую базу, непосредственно из налогового реестра.

Объединённая модель основана на данных, генерируемых в системе бухгалтерского учета. В то же время регистр бухгалтерского учета дополняет сведения, необходимые для определения налоговой базы. Эта модель учета позволяет снизить нагрузку на сотрудников бухгалтерской службы, поскольку в бухгалтерском и налоговом учете используются одни и те же регистры.

Но комбинированные регистры могут использоваться в налоговом учете только в том случае, если порядок, в котором объекты и хозяйственные операции группируются и учитываются для целей налогообложения, не отличается от порядка, определенного правилами бухгалтерского учета. Например, при наличии дополнительных сведений можно использовать регистр бухгалтерского учета, отражающий расходы, связанные с производством и продажей, в налоговом учете, включая расходы, которые не принимаются для целей налогообложения.

Однако практически невозможно использовать комбинированные регистры, если необходимо определить стоимость приобретенных запасов или основных средств в соответствии с правилами бухгалтерского учета и налоговым законодательством с учетом убытков от продажи основных средств или передачи требований, или если организация выбирает различные методы расчета амортизации основных средств и нематериальных активов для целей бухгалтерского учета и налогообложения.

Смешанная модель тут используются как регистры бухгалтерского, так и налогового учета. Если порядок, в котором объекты и хозяйственные операции группируются и учитываются для целей налогообложения, не отличается от порядка, определенного правилами бухгалтерского учета, рекомендуется использовать регистр бухгалтерского учета. Например, для налогового учета операций по продаже продукции собственного производства можно использовать данные в регистре бухгалтерского учета, поскольку порядок группировки выручки от реализации практически одинаков в бухгалтерском и налоговом учете. Если вам необходимо внести незначительные коррективы в данные бухгалтерского учета для целей налогообложения, вы можете использовать бухгалтерские документы.

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**ПРОГРАММНЫЙ КОМПЛЕКС «ИНФО-БУХГАЛТЕР».
СРАВНИТЕЛЬНЫЙ АНАЛИЗ, ДОСТОИНСТВА И НЕДОСТАТКИ**

Аннотация: В данной статье рассмотрены наиболее распространенные программы, с помощью которых осуществляется автоматизированный учет на предприятиях, организациях или иных хозяйствующих субъектах. Приведена сравнительная характеристика программных продуктов.

Ключевые слова: автоматизированный учет, автоматизированные программы, компьютеризация, эффективность управления.

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**SOFTWARE PACKAGE "INFO-ACCOUNTING DEPARTMENT".
COMPARATIVE ANALYSIS, ADVANTAGES AND DISADVANTAGES**

Abstract: In this article, the most common programs are considered, with the help of which automated accounting is carried out at enterprises, organizations or other economic entities. The comparative characteristics of software products are given.

Keywords: automated accounting, automated programs, computerization, management efficiency.

12 октября 1992 года у клиента в Москве был установлен первый экземпляр программы "Инфо-Бухгалтер". На протяжении почти 30 лет проект "Инфо-Бухгалтер" развивался и успешно выпускался, завоевав широкое признание профессиональных бухгалтеров. Разработчики создали десятки новых версий программы.

Программа предназначена для ведения бухгалтерского и налогового учета, при этом автоматически формирует все отчетные документы, разработанные в строгом соответствии с требованиями ФНС.

Программа очень удобна в работе и не потребует много времени на обучение.

Инфо-Бухгалтер - это автоматизация предприятий: автоматизация бухгалтерского учета, автоматизация налогового учета, автоматизация кадрового учета, автоматизация складского учета. Это бухгалтерская программа для организаций, использующих: общий режим налогообложения, упрощенную систему налогообложения.

Это полная автоматизация жилищно-коммунальных расчетов, любых расчетов квартплаты. Инфо-Бухгалтер - это автоматизации расчета заработной платы любой сложности, ведение кадрового учета на любых предприятиях, программа расчета зарплаты, программа учета кадров, программа автоматизации склада, это удобная программа автоматизации для предпринимателей.

Программа регулярно обновляется бесплатно, с учетом изменений в законодательстве.

Разработана система удаленной поддержки пользователей, постоянно обновляется база знаний.

Полное соответствие всем требованиям Министерства финансов и Налоговой службы Российской Федерации.

Обмен данными с любой бухгалтерской программой.

Надежное хранение данных и возможность записи действий пользователя.

Совместим с любой системой отчетности через Интернет, клиентской банковской системой.

Бухгалтерский учет и отчетность в программе "Информационный бухгалтер"

Пользователь программы "Инфо-Бухгалтер" вводит данные для основного документа. На основе этой информации автоматически составляется бухгалтерская (финансовая) отчетность, формируются и представляются в электронном виде документы налоговой отчетности (отчеты).

Особенности бухгалтерского учета в программе Info-Accountant:

Факты хозяйственной жизни (хозяйственные операции) автоматически отражаются в реестре (ЖКХ, КУДиР) и формируются отчеты, в том числе в электронном виде.

Легко искать информацию и быстро перемещаться между соответствующими транзакциями и документами.

Автоматическая подготовка оборотных ведомостей, карт движения денежных средств и т. Д. В любом разделе анализа детализируются показатели, установленные пользователем.

Учетная Политика. Финансовый анализ бухгалтерской отчетности.

Параллельное ведение регистров корректировки учетных показателей для целей налогообложения: ОРН, УСН, ЕНВД, ЕСН, ПСН (патент).

Таблицы оборачиваемости и другие регистры учета автоматически генерируются в любом разделе анализа, указанном пользователем.

Создание отдельных форм для основного документа на основе единого шаблона документа.

Создайте свой собственный набор документов, типовых операций и сделок с учетом специфики деятельности хозяйствующих субъектов.

Программа "Информационный бухгалтер" полностью соответствует Федеральному закону № 402-ФЗ "О бухгалтерском учете", а также российские и международные стандарты бухгалтерского учета.

Прием и выдача электронных документов: счетов-фактур, накладных, актов и т. д., а также представление всех бухгалтерских документов в электронном виде.

Встроенная система финансового анализа позволяет получить полную картину финансового положения хозяйствующего субъекта.

Разработка систем (методов и приемов) внутреннего контроля, а также анализ и устранение ошибочных ситуаций.

Гибкая фильтрация данных LCO для легкого доступа к соответствующим действиям и документам.

Подача отчетов через Интернет

Астральная Система

Налоговый учет в программе "Информационный бухгалтер"

Программа "Инфо-Бухгалтер" позволяет вести налоговый учет параллельно с учетом налогообложения прибыли организации (доходов предпринимателей). Налоговый учет ведется в аналитическом регистре, созданном в соответствии с действующим законодательством. Данные реестры обеспечивают накопление и систематизацию информации о субъекте налогообложения. Данные, отраженные в регистре бухгалтерского и налогового учета в программе "Информационный бухгалтер" (версия УСН), являются основой для автоматического формирования книг доходов и расходов, а также налоговых деклараций, связанных с использованием УСН.

Инфо-Бухгалтер автоматически рассчитывает все виды начислений, вычетов, отчислений, платежей, налогов и премий на основе данных, полученных из лицевых счетов, карточек сотрудников, штатных расписаний (штатных единиц), кадрового учета и других кадровых документов.

Программа предусматривает подачу информации в ПФР в форме CV-TD, которая необходима для ведения электронной трудовой книжки работника.

Программа позволяет создавать внутренние отчетные документы, в том числе отчеты о начислении заработной платы, отчеты о выдаче заработной платы и межрасчетных выплатах, сводные отчеты о начислении и удержании, журналы (реестры) по лицевым счетам.

Достоинства данной программы:

- быстродействие;
- нетребовательность к ресурсам компьютера;
- привычность для старых клиентов.

Преимущество этого программного обеспечения в легкости установки, удобстве использования, в надежности системы и простоте освоения.

Недостатки программы:

- однозадачность;
- отсутствие в стандартной постановке DOS сетевых средств и многих других встроенных возможностей.

Использованные источники:

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ЛИМФОТРОПНАЯ РЕГИОНАРНАЯ ТЕРАПИЯ БОЛЬНЫХ С ОТКРЫТОУГОЛЬНОЙ ГЛАУКОМОЙ

Резюме: Глаукома является важной причиной слабости зрения и потери зрения во всем мире. В нашей стране глаукома занимает 1-е место в структуре первичной инвалидности и составляет от 16 до 37 % по разным регионам, а в среднем по стране - 29 %.

Слепота при глаукоме развивается от атрофии зрительного нерва, к которой приводит повышение внутриглазного давления (ВГД) выше толерантного уровня.

Однако нормализация ВГД не всегда стабилизирует зрительные функции у больных глаукомой, отмечается прогрессирование глаукомной оптической нейропатии (ГОН) с вовлечением в патологический процесс клеток сетчатки.

Для снижения скорости прогрессирования ГОН используют нейротропные препараты.

В настоящий момент более пристальное внимание обращено к нейротропным препаратам прямого действия, непосредственно влияющим на нейроны сетчатки и волокна зрительного нерва путем блокирования основных факторов повреждения клеток, обусловленных ишемией.

Ключевые слова: лимфотропная терапия, открытоугольная глаукома, глазные болезни.

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LYMPHOTROPIC REGIONAL THERAPY OF PATIENTS WITH OPEN-ANGLE GLAUCOMA

Resume: Glaucoma is an important cause of low vision and vision loss worldwide. In our country, glaucoma ranks 1st in the structure of primary disability and ranges from 16 to 37% in different regions, and the national average is 29%.

Blindness in glaucoma develops from atrophy of the optic nerve, which leads to an increase in intraocular pressure (IOP) above the tolerant level.

However, normalization of IOP does not always stabilize visual functions in patients with glaucoma; there is a progression of glaucomatous optic neuropathy (GON) with the involvement of retinal cells in the pathological process.

To reduce the rate of progression of GON, neuroprotective agents are used.

At the moment, more attention is paid to direct-acting neuroprotective drugs that directly affect 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.

Актуальность. Заболевания заднего отдела глаза — офтальмологическая патология, занимающая ведущее место среди причин слепоты и слабовидения[3,6]. Необходимо своевременно и правильно выбрать тактику медикаментозного лечения[7].

Давно известен способ лечения дистрофических заболеваний заднего отдела глаза, при котором лекарственные вещества вводятся в пространство между глазницей и тканями глаза (парабульбарно)[2,4].

Однако данный способ имеет ряд существенных недостатков: длительные сроки лечения, опасность повреждения тканей глаза и проникающего ранения глаза инъекционной иглой, низкая скорость всасывания лекарственного вещества из парабульбарного пространства, достаточно длинный (неоптимальный) путь доставки лекарственного средства к очагу поражения, невозможность создания выгодной концентрации препарата в очаге поражения, большая разовая суточная курсовая доза, большой объем и концентрация вводимого вещества[1,5].

Цель исследования. Изучить эффективность лимфотропной регионарной терапии у больных с глаукомной оптической нейропатией (ГОН), на разных стадия глаукомного процесса.

Материал и методы исследования. Лимфотропную терапию использовали при лечении 32 пациентов (58 глаз) с глаукомной оптической нейропатией, на разных стадия глаукомного процесса: начальная глаукома — 8 пациентов (16 глаз), развитая глаукома — 14 пациентов (24 глаз), далекозашедшая глаукома — 10 пациентов (18 глаз). У всех пациентов отмечалось сужение полей зрения, снижение остроты зрения, изменения в структуре диска зрительного нерва (уменьшение толщины слоя нервных волокон, расширение экскавации диска зрительного нерва) по данным оптической когерентной томографии (ОКТ). Внутриглазное давление было медикаментозно компенсировано у всех пациентов.

Результаты исследования. Анализ состояния периферического зрения после лимфотропной терапии выявил у больных основной группы достоверное повышение показателя суммарного поля зрения на $59,43 \pm 6,72^\circ$ у 87,34% пациентов. Расширение периферических границ зрения

наблюдалось в контрольной группе на меньшую величину ($35,01 \pm 5,35^\circ$) и у меньшего числа больных ($70,25\%$, $p < 0,05$). Во всех четырех подгруппах преимущество по улучшению поля зрения сохранялось за лимфотропным введением препаратов.

По влиянию на сосудистое русло бульбарной конъюнктивы результаты в основной и контрольной группах были приблизительно одинаковыми. Расширение исходно суженных артериол конъюнктивы склеры после лимфотропной терапии отмечены у $18,18\%$ глаз, в контроле - у $17,80\%$ глаз (рис. 4). Увеличение калибра суженных артерий на диске зрительного нерва определено у больных основной группы в $27,03\%$ случаев, что встречалось в 2,14 раза чаще, чем в

Результаты лимфотропной терапии в области сосцевидного отростка гепарином и эмоксипином у больных открытоугольной глаукомой с нормализованным ВГД

У больных II основной группы после лечения определено повышение остроты зрения на $0,14 \pm 0,01$ у $83,05\%$ глаз, в контрольной группе - на $0,04 \pm 0,02$ у $33,00\%$ глаз ($p < 0,05$)

Исследованиями установлено, что после лимфотропной терапии в области сосцевидного отростка суммарное поле зрения увеличилось на $65,91 \pm 4,45^\circ$ у $88,06\%$ больных, в контроле на $19,81 \pm 4,87^\circ$ у $60,00\%$ больных ($p < 0,001$).

При анализе периферического зрения по стадиям глаукомы выявлено, что влияние лимфотропной терапии на больных со II стадией заболевания более существенное (улучшение на $78,10 \pm 6,87^\circ$ в $94,90\%$), чем на больных с III стадией (улучшение на $74,47 \pm 3,17^\circ$ в $80,49\%$). В контроле показатель суммарного поля зрения увеличился у больных со II стадией глаукомы на $24,24 \pm 3,13^\circ$ в $60,70\%$, с III стадией - на $28,71 \pm 5,13^\circ$ в $65,52\%$.

Таким образом, результаты лимфотропной терапии в области сосцевидного отростка по сравнению с контролем продемонстрировали качественно новый уровень лечения по восстановлению и периферического, и центрального зрения не только у больных с развитой стадией глаукомы, но и с остаточными функциями зрения.

После проведения лимфотропного лечения у пациентов с начальной стадией глаукомы, отмечено повышение остроты зрения на 0.1-0.2, уменьшение количества относительных скотом на 26 %, отмечается стабильность толщины слоя нервных волокон и экскавации диска зрительного нерва.

После проведения лимфотропного лечения у пациентов с развитой стадией глаукомы, отмечено повышение остроты зрения в среднем на 0.2, уменьшение количества абсолютных скотом на 7 % и относительных скотом на 21 %, стабильность толщины слоя нервных волокон и экскавации диска зрительного нерва.

После проведения лимфотропного лечения у пациентов с далекозашедшей стадией глаукомы, отмечено повышение остроты зрения на 0.2-0.3, уменьшение количества абсолютных скотом на 3 % и относительных скотом на 16 %, на 2х глазах отмечено увеличение толщины слоя нервных волокон на 10% и уменьшение экскавации диска зрительного нерва на 5%.

Вывод. Клинически подтверждено положительное влияние на зрительные функции метода лимфотропной терапии у больных с глаукомной оптической нейропатией. При регулярном проведении курсов лечения (2-3 курса в год) стабильное внутриглазное давление у пациентов с ГОН отмечается в 98,4 % случаев, повышение остроты зрения наблюдается в 68,3% случаев, стабильность полей зрения в 81,5% случаев, стабильная картина ДНЗ по данным ОКТ наблюдается 67,7% случаев.

Использование лимфотропной терапии позволяет улучшить трофику и микроциркуляцию в сосудах зрительного нерва, уменьшает степень выраженности патологических реакций, вызванных этиологическим фактором, происходит быстрое достижение терапевтической концентрации лекарственного вещества, уменьшается травмоопасность манипуляции, уменьшаются объемы и концентрации вводимых веществ.

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ЛЕКСИКО-СЕМАНТИЧЕСКОЕ ПОЛЕ В ЛИНГВИСТИКЕ

Аннотация: Лексико-семантическое поле в лингвистике. Смысловое поле также образовано разными значениями. В лексико-семантическом поле акцент делается на микрофайлы. Под внутренней структурой поля понимается совокупность соотношений. Поле характеризуется взаимным обозначением элементов. Лексико-семантические поля не отделены друг от друга. Одно семантическое поле может быть вставлено в другое поле более высокого уровня. Также лексико-семантическое поле представляет собой объединяющую связь элементов.

Ключевые слова: Лексика, семантика, лексико - семантическое поле, родовая сема, гиперсема, периферия поля, архилексема, гиперлексема, микрополя, корреляции.

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LEXICO-SEMANTIC FIELD IN LINGUISTICS

Annotation : Lexico - semantic field in linguistics. The semantic field is formed by many values. Microfields are highlighted in the lexical - semantic field. The internal structure of the field is understood as a set of correlations. The field is characterized by mutual determinability. Lexical – semantic fields are not isolated from each other. One semantic field can be included in another higher level field. That way, the lexico - semantic field is the connecting link of the elements.

Key words: Lexik, semantic, leksik - semantic field, generic seme, hypersema, field periphery, archilexeme, hyperlexeme, microfields, correlations.

Семантическое поле является самой объемной ономастологической и иерархической организацией слов, которая объединена одним родовым значением и представляет в языке определенную семантическую сферу.

Ономастологическим свойством семантического поля является то, что в его основе находится родовая сема, или гиперсема, которая обозначает класс объектов. Семасиологическая характеристика поля состоит в том, что члены поля соотносятся друг с другом по интегрально-дифференциальным признакам в своих значениях, что позволяет их, по мнению Е. И. Дибровой, объединять и различать в пределах одного поля.

Собственно семантическая структура поля включает в себя следующие части:

Ядро поля, представленное родовой семой, или гиперсемой . Гиперсема поля является семантическим компонентом высшего порядка, организующим вокруг себя семантическое разворачивание поля.

Центр поля состоит из единиц, имеющих интегральное, общее рядом с ядром и рядом с расположенными единицами значение.

Периферия поля включает единицы, наиболее удаленные в своем значении от ядра, общее родовое понятие здесь оттеснено в разряд потенциальной, или вероятностной, семантики . Периферийные единицы могут иметь контекстуальное значение, если поле строится по определенному тексту произведения . Обычно периферийные единицы поля вступают в контакт с другими семантическими полями, образуя лексико-семантическую непрерывность языковой системы.

Наиболее полно свойства лексико-семантического поля рассмотрены И.И.Чумак:

Семантическое поле образуется множеством значений, которые имеют хотя бы один общий компонент, как правило, выражается архилексемой, или гиперлексемой, по сути своей представляющую собой лексему с наиболее обобщенным значением.

В лексико - семантическом поле выделяются микрополя – семантические объединения, члены которых связаны интегральным признаком, выражаемым обычно доминантой микрополя составляет ядро и несколько областей, один из которых может располагаться в непосредственной близости к ядру (ближняя периферия), а другие – на периферии микрополя (дальняя периферия).

Внутренняя структура поля понимается как набор корреляций, связывающие семантические единицы.

Для поля характерна взаимоопределяемость элементов, выступающая иногда в виде взаимозаменяемости этих элементов.

Лексико-семантические поля не изолированы друг от друга. Каждое слово языка входит в определенное лексико - семантическое поле, причем, вследствие своей многозначности, может входить не только в одно, а в несколько лексико - семантических полей.

Одно семантическое поле может включаться в другое поле более высокого уровня.

Таким образом, лексико - семантическое поле является связующим звеном элементов, имеющих общий признак.

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НАРОДНЫЕ МУЗЫКАЛЬНЫЕ ИНСТРУМЕНТЫ В РУССКОЙ ЛИНГВОКУЛЬТУРЕ: ОПИСАНИЕ И ПРОИСХОЖДЕНИЕ

Аннотация: Народные музыкальные инструменты в русской лингвокультуре.

Балалайка - символ русской культуры. Классическая балалайка произошла от восточнославянской домры. Статус народного инструмента ей присвоили неспроста.

Гусли - один из самых известных струнных народных щипковых инструментов.

Домра - традиционный славянский щипковый струнный инструмент.

Деревянные ложки - еще один символ русской культуры.

Таким образом, русская культура достижима для музыкальных инструментов.

Ключевые слова: Символ, русская культура, классическая балалайка, гусли, кифары, лексем, рожок, домра, скоморохи, баян, хроматическая гармонь, бубен, дрова, свирель, сопель, цевница, свистулька, трещотка, деревянные ложки, обычаи, традиции.

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FOLK MUSICAL INSTRUMENTS IN RUSSIAN LINGUOCULTURE: DESCRIPTION AND ORIGIN

Annotation: Folk musical instruments in Russian linguoculture.

Balalaika – a symbol of Russian culture. Classical balalaika originated from the East Slavic domra . The status of a folk instrument was assigned to her for a reason.

Gusli is one of the famous stringed folk plucked instruments.

Domra is a traditional Slavic plucked string instrument.

Wooden spoons are another symbol of Russian culture.

That way, Russian culture is reach of musical instruments.

Key words: Symbol, Russian culture, classical balalaika, gusli, cithara, lexeme, horn, domra, buffoons, button accordion, chromatic accordion,

tambourine, firewood, flute, nozzle, yarn, whistle, ratchet, wooden spoons, customs, traditions.

Обилие духовых, струнных и ударных инструментов говорит о культурном богатстве древнего русского народа. Впитывая звуки природы, народ создавал из подручных материалов нехитрые трещотки и свистульки. Каждый ребенок на Руси обладал навыками изготовления и игры на простых музыкальных инструментах. Это было неотъемлемой частью народной культуры и быта со времен Древней Руси. Многие из них используются и на современном этапе в неизменном виде, некоторые инструменты были усовершенствованы и легли в основу народных оркестров.

Балалайка – символ русской культуры. Первые упоминания инструмента датируются 17 в., но массовое распространение инструмент получил только спустя сто лет. Классическая балалайка произошла от восточнославянской домры с двумя струнами и округлой декой.

Статус народного инструмента был присвоен ей неспроста. И по происхождению данная лексема является собственно русской, предполагается, что она представляет собой переоформление деликатного – балабайка, образованного сложением слов балы – лясы, рассказы, шутки и байка – сказка, рассказ, можно сравнить с диалектным баить – говорить, играть. Корень слова балалайка такой же, как в словах балакать, или балаболить, которые означают бессодержательный, ненавязчивый разговор. Так и инструмент чаще всего выступал аккомпанементом для досуга русских крестьян.

Гусли – один из известных струнных народных щипковых инструментов, но гораздо старше балалайки. Первые исторические свидетельства использования гуслей относятся к 5 веку. Предок инструмента точно не установлен, но, согласно наиболее распространенной гипотезе, гусли произошли от древнегреческой кифары. Лексема гусли общеславянского происхождения, образовано с помощью суффикса сл от основы гуд (гудеть – от звукоподражательного гу).

Рожок – небольшой мундштуковый духовой инструмент с раструбом на конце ствола и шестью игровыми отверстиями (одновременно название группы духовых инструментов). Традиционный рожок вырезался из можжевельника, березы или клена. Ансамблевая и танцевальная разновидность инструмента произошли от сигнальных рожков пастухов и воинов, которые аккомпанировали и досугу, и работе.

Первые сведения о рожках, зафиксированные на бумаге, датируются 17 веком, но фактически их начали использовать гораздо раньше. С 18 века появляются упоминания о рожковых ансамблях.

Домра – традиционный славянский щипковый струнный инструмент – прародитель балалайки. Принципиальные отличия первой от последней

заключается в конфигурации деки (овальной и треугольной соответственно). Широкое распространение получила в 16 веке, предположительно эволюционировав из монгольских двухструнных щипковых инструментов. Домра считалась инструментом путешествующих скоморохов, а людей, играющих на домре, называли домрачами.

Баян – русский народный музыкальный инструмент с баварскими корнями. Конструктивной основой для него послужила гармоника. Первый инструмент был создан мастером Мирвальдом в 1891 году, а уже в следующем баяны появились в России. Однако название инструмента впервые упоминается в 1903 году, до этого он назывался хроматической гармонью. Он аккомпанирует и народному досугу на общественных гуляниях или семейных праздниках. По происхождению лексема баян собственно русское, музыкальный инструмент назван именем древнерусского поэта Бояна, использование имени собственного в роли нарицательного было введено известным русским гармонистом А.Ф. Орланским - Титаренко.

Ручная гармонь пришла в русскую музыкальную культуру вместе с нашествием монголо – татар. Ее прародителем стал китайский инструмент шен, но массовую народную любовь гармоника получила после 1830-х годов, после открытия первого производства. Но все же большую часть инструментов изготавливали народные мастера, что способствовало широкому конструктивному разнообразию.

Бубен – установить время и место появления бубна как музыкального инструмента практически невозможно – он использовался в различных обрядах многих народов. Обрядовые бубны чаще всего представляют собой кожаную мембрану на круглом деревянном каркасе – обечайке. На обечайку русских музыкальных бубнов часто подвешивались бубенцы или круглые металлические пластины. На Руси бубном назывался любой ударный музыкальный инструмент, выделялся ратный и обрядовый бубен. Именно они послужили основой для бубнов музыкальных, используемых во время выступлений скоморохов и других народных увеселительных мероприятий.

Дрова – ударный инструмент с говорящим названием дрова - вырос из обычной вязанки дров. По принципу действия он схож с ксилофоном. Звук извлекается специальной колотушкой из деревянных пластин. В нижней части каждой пластины выбирается углубление, от глубины которого зависит высота звука. После настройки пластины лакируются и собираются в связку. Для изготовления дров используется высушенная береза, ель и клен. Кленовые дрова считаются самыми благозвучными.

Свирель – древний русский духовой деревянный музыкальный инструмент типа продольной флейты. Русская свирель еще недостаточно изучена. Специалисты давно пытаются соотнести бытующие свистковые

инструменты с древнерусскими названиями. Наиболее часто летописцы употребляют три названия инструментов такого типа – свирель, сопель и цевница. По преданию, на свирели играл сын славянской богини любви Лады – Лель, он делал себе весной свирель из прутьев березы.

Слово свирель более древнее, чем сопель, поскольку оно встречается в общеславянском языке и, следовательно, существовало еще в эпоху, предшествовавшую разделению этого языка на восточную, западную и южную ветви. Однако относилось ли такое название к инструменту определенного вида сказать трудно: в древней Руси свирцом, свирянином называли исполнителя на любом духовом инструменте, кроме рога и трубы – трубача. Н.И. Привалов закрепил название свирель за парной флейтой, потому что так назывался этот инструмент на Смоленщине – основном районе его бытования. Одинарную свирель в таком случае называют сопелью. Изготавливается инструмент из крушины, орешника, клена, ясеня или черемухи.

Свистулька – небольшой керамический духовой инструмент – свистулька – часто снабжался декоративными элементами. Особо популярны были свистульки в виде птиц с декоративной росписью. Предпочитаемые существа и орнаменты часто указывают на регион изготовления инструмента. В некоторые виды свистулек заливается вода и тогда трели получаются с переливами. Создавались свистульки как детские игрушки.

Трещотка – ряд деревянных пластинок, скрепленных шнурком, это и есть славянская трещотка. Встряхивание такой связки создает резкие хлопающие звуки. Трещотки изготавливаются из прочных пород древесины – дуба, к примеру. Использовался инструмент на ярмарках и народных гуляниях для привлечения внимания к тому или иному выступлению.

Деревянные ложки – еще один символ русской культуры – это единственный ударный инструмент, которым можно есть. Древние русские использовали ложки для извлечения ритмических звуков не меньше, чем для еды. Ложки из разных пород древесины с характерной росписью используются в комплектах от двух до пяти. Наиболее распространен вариант с тремя – две зажаты в левой руке ложкаря, а третьей он ударяет по нижним сторонам черпаков.

Таким образом, русская культура богата музыкальными инструментами, которые сопровождали все народные обряды, обычаи, традиции.

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СУИЦИДАЛЬНЫЕ ПОПЫТКИ И НЕЗАВЕРШЕННЫЕ СУИЦИДЫ: ТЕРАПИИ, ПРОФИЛАКТИКА ПОВТОРНЫХ СУИЦИДАЛЬНЫХ ДЕЙСТВИЙ

Резюме: Суицидальное поведение, в силу тяжести медицинских, социально-психологических и экономических последствий причисляют к категории не только общемедицинских, но и глобальных проблем человечества.

По данным ВОЗ уровень самоубийств в мире за последние 45 лет вырос на 60 %. Наиболее высоким суицидальным риском характеризуется население Восточной Европы (ВОЗ, 2002, 2003), где уровень самоубийств варьируется от 3,8 до 40 на 100 000 населения.

Согласно современным представлениям, в генезе суицидального поведения участвует совокупность различных факторов - биологических, личностно-психологических, социально-средовых, этнокультуральных, стрессовых, психопатологических, что позволяет считать суицидологию мультидисциплинарной областью знаний

Ключевые слова: незавершенный суицид, изменения личности, суицидальные действия, профилактика.

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SUICIDAL ATTEMPTS AND INCOMPLETE SUICIDES: THERAPIES, PREVENTION OF REPEATED SUICIDAL ACTIONS

Resume: Suicidal behavior, due to the severity of the medical, socio-psychological and economic consequences, is ranked as not only general medical, but also global problems of mankind.

According to the WHO, the global suicide rate has increased by 60% over the past 45 years. The highest suicide risk is in the population of Eastern Europe (WHO, 2002, 2003), where the suicide rate ranges from 3.8 to 40 per 100,000 population.

According to modern concepts, a combination of various factors - biological, personality-psychological, social-environmental, ethnocultural, stressful, psychopathological - is involved in the genesis of suicidal behavior, which makes it possible to consider suicidology as a multidisciplinary field of knowledge.

Key words: incomplete suicide, personality changes, suicidal actions, prevention.

Актуальность. Профилактика суицидального поведения является одним из самых сложных видов медико–психологической и социальной помощи [2,6]. Высокая частота самоубийств в Море (23,1 случая на 100 000 населения в 2011 г.) определяет высокую потребность в разработке эффективных методов превенции суицидов.

Многолетние исследования данной проблемы позволили нам разработать модель дифференцированной профилактики суицидального поведения[4,8]. При ее создании мы базировались на современной концепции медицинской профилактики[4,5] Всемирной Организации Здравоохранения, выделяющей три ее основные формы — универсальную, селективную и индикативную[1,7]. С учетом особенностей суицидального поведения нами были определены четыре уровня профилактики: универсальный, селективный, антикризисный и индикативный.

Таким образом, на сегодняшний день предупреждение самоубийств является одной из наименее разработанных проблем психиатрии и суицидологии.

Цель исследования. Целью настоящего исследования является изучение закономерностей формирования и динамики развития суицидального поведения, обусловленного психическими расстройствами, анализ особенностей оказания суицидологической помощи и разработка эффективных лечебно-профилактических и психосоциальных мероприятий для предупреждения самоубийств.

Материалы и методы исследования. Материалом данного исследования послужили 500 человек, совершивших суицидальные попытки, и госпитализированных по этому поводу в крупный психиатрический стационар г. Андижана.

Для решения поставленных задач будут обследованы лица, находившиеся после суицидальной попытки в токсикологическом, нейро-реанимационном и ожоговом отделениях Андижанского филиала РЦЭМ, а

также по данным архивные данные судебно-медицинских освидетельствований.

Результаты исследования. Изучение характеристик суицидальных попыток позволяет оценить серьезность суицидального акта, степень суицидального риска, прогнозировать динамику течения суицидального поведения.

Среди способов СП преобладали само-ранения (39,1%), характерные для мужчин и самоотравления (33,4%), типичные для женщин. Реже встречались само-повешения (19,9%), падения с высоты (5,1%), само-утопления (1,9%).

Самоотравления чаще встречались в 26-30 лет (23,6%), само-повешения - в 31-35 лет (23,8%), само-ранения в 16-20 лет (17,7%) и 21-25 лет (25,7%), падения с высоты - в 56-60 (38,9%) и 16-20 лет (27,8%), само-утопления в равных долях представлены в 16-20 и 56-60 лет.

У больных с органическим поражением головного мозга и расстройствах личности преобладали само-ранения (81,8 и 47,3%), при аффективных и невротических расстройствах - самоотравления (44,4 и 43,1%, соответственно). При шизофрении обнаруживался весь спектр изучаемых способов СП, с преобладанием само-ранений (25,0%) и самоотравлений (21,7%).

В группе ГСП преобладали само-ранения (47,3%). Вдвое реже встречались самоотравления (24,6%) и само-повешения (21,1%). В группе ГНС превалировали самоотравления (43,3%) и само-ранения (30,0%), нередко проникающего и огнестрельного характера (9,7%). При само-повешениях (18,7%), у большей части пациентов, требовалось проведение реанимационных мероприятий.

Изучение особенностей пре-суицидального периода у лиц, страдающих психическими расстройствами, показало:

Пре-суицидальный период преимущественно носил аффективно напряженный характер (90,2%) и чаще встречался у пациентов с невротическими и личностными расстройствами, органическим поражением головного мозга. Аффективно-редуцированный вариант пре-суицида (9,8%) регистрировался у суицидентов с эндогенной психической патологией.

Выявленное преобладание хронического пре-суицидального периода (58,4%>), против острого (38,5%) и подострого (3,1%) течения свидетельствует о недостаточной профилактике суицидального поведения, тем более что 34,3% суицидентов обращались за помощью к психиатру в течение года накануне совершения СП.

В пре-суицидальном периоде у всех суицидентов отмечались анти-витальные переживания, осознанное желание совершить СП и утрата роли анти-суицидальных факторов.

В отличие от группы ГСП, в группе ГНС преобладали: нежелание жить (40,6% против 10,5%>), принятие мер к сохранению жизни (47,8% и 15,8%), выраженное желание совершить СП (92,1% и 59,6%), неотступное желание смерти (36,3% и 19,3%»), охваченность суицидальными идеями (53,6% и 19,3%), желание положить конец своим страданиям (53,6% и 15,8%).

В группе ГСП чаще не прогнозировался исход суицидальных действий (11,2%, против 47,8%) в группе ГНС), сохранялся контроль над суицидальными мыслями (40,4% и 72,5%), преобладали избегание и манипуляция (78,9% и 46,4%), отмечалось восприятие сдерживающих от СП обстоятельств (15,9%, и 84,1%).

При низком суицидальном риске предпочтительно назначение атипичных антипсихотиков, селективных антидепрессантов с умеренным тимоаналептическим действием, минимальным количеством нежелательных лекарственных явлений, не требующие титрации доз, без выраженного седативного и анксиолитического эффектов.

Вывод. Полученные данные доказали важность учета комплекса анамнестических сведений, социальных условий, личностных характеристик, что позволяет наряду с клиническими особенностями определять риск развития суицидального поведения у лиц, страдающих психическими расстройствами.

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ПРОБЛЕМЫ СОВРЕМЕННОЙ ДЕМОГРАФИЧЕСКОЙ СИТУАЦИИ В РОССИИ

Аннотация: В статье дан анализ состояния и проблем, вызванных последствиями коронавируса в стране, предложены рекомендации по совершенствованию демографической политики в РФ по вопросам развития института семьи, стимулированию роста рождаемости.

Ключевые слова: численность населения, естественный прирост, миграция, демографическая ситуация, смертность, COVID-19.

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PROBLEMS OF THE CURRENT DEMOGRAPHIC SITUATION IN RUSSIA

Annotation: The article provides an analysis of the state and problems caused by the consequences of coronavirus in the country, proposed recommendations for improving the demographic policy in the Russian Federation on the development of the institution of the family, stimulating the growth of fertility.

Keywords: population size, natural growth, migration, demographic situation, mortality, COVID-19.

В современной России все сильнее осложняется демографическая ситуация. Более ощутимыми становятся вопросы естественного и

Серьезной угрозой демографии России стала смертность, вызванная Covid-19. За 2020 год показатели смертности выросли на 325 тысяч человек, что в процентном соотношении составило 18%. Такие цифры стали рекордными за существование России и превзошли уровень смертности 1993 года.

Статистика рождаемости первых месяцев 2021 года показывает демографические последствия коронавируса. По данным, предоставленным на конец февраля 2021 года, число детей, зачатых в начале локдаунов, то есть закрытия границ, и родившихся в первые два месяца года, меньше в среднем на 12 %, чем годом ранее. Нежелание становиться родителями можно связать с ухудшением экономической обстановки, населению не хватает средств для нормального воспитания ребенка. Таким образом, показатели свидетельствуют о снижении естественного прироста в целом, что видно на рисунке 1.



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Все эти данные сводятся к тому, в 2020 году резко выросла смертность и снизилась рождаемость. Чистая убыль населения достигла почти 600 тысяч человек, что говорит о масштабах критичности демографической ситуации в России.

Следует отметить, что также снизилась продолжительность жизни, которая упала с примерно 73 лет до 71. По прогнозам Росстата, население России будет сокращаться ближайшие 10 лет. По данным Минэкономразвития в 2021 численность населения уменьшится на 0,54 млн. человек, в следующем году еще на 0,5 млн. человек, а к 2024 году показатель снизится на 1,7 млн. человек по сравнению с уровнем прошлого года.⁷⁶

Далее поговорим об изменениях в миграции. Как мы знаем, границы были закрыты в марте 2020, и некоторые из них закрыты до сих пор. Все это способствует снижению темпов миграции. Так, миграционный прирост за последние 12 месяцев составил 90,2 тыс. человек.

То есть, возникла демографическая яма, как это было в 90-е годы. Поэтому вопросам демографии сейчас необходимо уделять особо важное внимание.

В нынешней ситуации заманчивой идеей для власти становится использование репрессивных мер, потому как на позитивные меры поддержки семей не хватает ресурсов. На данный момент действует 5 федеральных проектов в рамках государственной программы «Демография».

1. Финансовая поддержка семей при рождении детей;
2. Содействие занятости женщин;
3. Старшее поколение;
4. Укрепление общественного здоровья;
5. Спорт – это норма жизни.

Но данных мер недостаточно для разрешения сложившейся демографической ситуации. Следует проводить дополнительные мероприятия, способные сгладить обстановку.

У многих женщин вызывают страх роды, особенно первые. Поэтому необходимо улучшить медицинские условия и облегчить протекание родов еще на этапе схваток. Например, строительство современных перинатальных центров может решить сразу ряд проблем, таких как избавление от страха, помощь в вынашивании и рождении ребенка женщинам.

Следует пересмотреть и принцип выплаты пособий, чтобы их получали только те, кто действительно в них нуждается, ввести дополнительные пособия тем женщинам, которые родят до 30.

⁷⁶ Сценарные условия, основные параметры социально-экономического развития России до 2024 (электронный ресурс)// URL: <https://ekonomri.ru/sites/default/files/09042019.pdf>

Кроме того, нужно поработать и над популяризацией многодетности. В этом может помочь социальная реклама, где примут участие многодетные семьи, ток-шоу, соцсети. Поддержка должна стать реальной, а не осуществляться только на словах. Должны устраиваться какие-то праздники для таких семей и предоставляться дополнительные льготы.

Следует отметить, что проблему может также решить создание новых мест в детских садах, что обеспечит комфортную среду родителям, расширение сети дошкольных учреждений, чтобы женщины могли выходить на работу.

Для увеличения числа мигрантов необходимо улучшение перспектив будущего в России. Для этого следует уменьшить число жилых помещений в аварийном состоянии, расширить работы по строительству многоквартирных домов, создать новые рабочие места с более благоприятными условиями труда, повысить доступность медицинской помощи, качество и доступность продуктов питания, информационную доступность, борьбу с преступностью и т.д.

Демографические итоги 2020 года в России оказались худшими за последние 15 лет. Произошел скачок уровня смертности, снизились темпы рождаемости, уменьшилась продолжительность жизни, сократился приток внешних мигрантов. По прогнозам экспертов, самый оптимистичный сценарий предполагает увеличение численности населения страны до 150,1 млн. человек к началу 2036 года. Самый пессимистичный - снижение численности населения до 134,3 млн. человек. Наиболее реальный вариант - к 2036 году в стране будет проживать 143 млн. человек.⁷⁷ Для преодоления демографического кризиса российской власти необходимо расширить спектр проводимых мероприятий.

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ГЕОГРАФИЧЕСКОЕ УКАЗАНИЕ КАК НОВОЕ СРЕДСТВО ИНДИВИДУАЛИЗАЦИИ

Аннотация: В данной статье рассмотрено новое средство индивидуализации, такое как географическое указание, его введение в часть IV Гражданского кодекса РФ. Выявлены схожие и отличительные черты с наименованием места происхождения товара. Проанализированы перспективы правоприменения данного средства индивидуализации, влияние на интеллектуальную собственность в целом.

Ключевые слова: Интеллектуальная собственность/ средства индивидуализации товаров/ географическое указание/ наименование места происхождения товара/ географическая территория

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GEOGRAPHICAL INDICATION AS A NEW MEANS OF INDIVIDUALIZATION

Annotation: This article discusses a new means of individualization, such as a geographical indication, its introduction into Part IV of the Civil Code of the Russian Federation. Identified similarities and distinctive features with the appellation of origin. The prospects for the enforcement of this means of individualization, the impact on intellectual property in general are analyzed.

Keywords: Intellectual property / means of individualization of goods / geographical indication / appellation of origin of goods / geographical area

Введение

В настоящее время статья 1225 Гражданского кодекса Российской Федерации закрепляет перечень охраняемых результатов интеллектуальной деятельности и средства индивидуализации.

Так, в июле 2020 г. были внесены изменения в ГК РФ. В соответствии с Федеральным законом от 26.07.2020 № 230-ФЗ «О внесении изменений в часть четвертую Гражданского кодекса Российской Федерации и статьи 1, в российское законодательство было введено новое средство индивидуализации товаров — географическое указание.

На первый взгляд, можно сказать, что рассматриваемое нами средство индивидуализации схоже с указываемом в статье «наименованием места происхождения товара», однако, включение географического указания в список статьи 1225 ГК РФ обусловлено во многом отличительными особенностями и характеристиками данного средства индивидуализации, которые будут рассмотрены в данной статье.

Актуальность рассматриваемой темы заключается в необходимости выявления данного средства индивидуализации законодателем в целом. Влияния данного нововведения, включенного в законодательство на институт интеллектуальной собственности.

Согласно п.1. ст. 1516 ГК РФ в новой редакции под географическим указанием следует понимать обозначение, используемое на товарах, которые имеют определенное географическое происхождение и обладают свойствами, репутацией или характерными особенностями, обусловленными преимущественно местом своего происхождения. Географическому указанию предоставляется правовая охрана при условии, что на территории соответствующего географического объекта осуществляется хотя бы одна из стадий производства товара, оказывающая существенное влияние на формирование его характеристик.

Таким образом, из вышеуказанного определения мы видим, что важной отличительной особенностью является именно осуществление хотя бы одной из стадий производства товара на определенной территории, что и позволит его идентифицировать.

Также стоит отметить, что хоть и в законодательстве Российской Федерации понятие «географическое указание» является довольно таки новым, для многих стран в том числе в международных соглашениях (например, в Женевском акте Лиссабонского соглашения о наименованиях мест происхождения и географических указаниях от 20.05.2015), заключенных между ними данное определение существовало еще и раньше.

Глава 1. Общая характеристика географического указания как средства индивидуализации. Как его появление в законе отразится на институте интеллектуальной собственности в целом

Географическое указание является объектом интеллектуальных прав, средством индивидуализации.

Определение географического указания закреплено в Гражданском кодексе Российской Федерации.

Так, географическое указание представляет собой обозначение, идентифицирующее происходящий с территории географического объекта товар, определенное качество, репутация или другие характеристики которого в значительной степени связаны с его географическим происхождением (характеристики товара).

Географическое указание нашло свое отражение в законодательстве достаточно недавно. Закон №230-ФЗ вводит в ГК РФ в качестве самостоятельного, защищенного средства индивидуализации товара его как новый объект интеллектуальных прав. В повседневной жизни географическое указание чаще называют региональными брендами.

Закон имеет достаточно большое значение для регионов, так большинство из них имеют свою историческую, культурную и природную уникальность, особые традиции. Принятие решения на государственном уровне по введению правовой охраны географических указаний является важным, необходимым и своевременным шагом на пути к импортозамещению, развитию региональных брендов, экономической поддержки регионов.

Необходимость в принятии поправок о включении географических указаний в средства индивидуализации заключается в потребности правовой охраны и продвижения региональных брендов, а также производителей уникальной продукции, не имеющей аналогов. Таким образом, данная законодательная мера может помочь региональным производителям успешнее продвигать производимую ими продукцию на внутреннем и внешнем рынках, а в случае возникновения спорных ситуаций ссылаться на наличие географического указания.

В России действует исключительное право на географическое указание или наименование места происхождения товара. Государственная регистрация является основанием для признания и охраны.

Введение нового средства индивидуализации товаров не могло не вызвать споров в экспертном сообществе относительно влияния и полезности данного средства на российский бизнес в целом.

Так, можно выделить следующие основные положительные моменты введения понятия «географическое указание», а именно: процесс регистрации данного средства индивидуализации товаров заметно проще, чем процесс регистрации наименования места происхождения товаров. Следует отметить, что многие начинающие предприниматели заинтересованы в более упрощенном процессе регистрации средств индивидуализации товара, что является особым преимуществом.

Для того чтобы зарегистрировать географическое указание, потребуется меньшее количество документов, а также важным и самым ключевым моментом будет являть то, что нет строгой привязки к региону во всем производственном цикле. Достаточно только того, чтобы лишь один из этапов производства осуществлялся в конкретном регионе (в пример можно привести производство морса, на основе воды из источников конкретной республики края, области.) Регистрация географического указания окажет положительное влияние на повышение узнаваемости производимого товара. Это способствует формированию новых брендов, в том числе и региональных, а, следовательно, и улучшает общую экономическую ситуацию в регионах, где будут регистрироваться географические указания. Так многие региональные производители перейдут к регистрации географических указаний и тем самым повысят известность своих брендов на внутреннем и внешнем рынках.

Нужно отметить позитивные последствия повышения популярности и востребованности товаров таких региональных производителей. Во-первых, в регионах появятся новые рабочие места, что решит многие социальные проблемы. Во-вторых, повышение узнаваемости региона скажется на уровне и качестве привлечения внешних и внутренних инвестиций в данный регион. В-третьих, узнаваемость товара будет способствовать росту спроса на него среди российских и зарубежных покупателей. В-четвертых, спрос на продукцию из определенных регионов косвенно повлияет и на усиление туристического интереса к данным регионам, что позволит увеличить потоки российских и иностранных туристов. В-пятых, само собой, популяризация товаров посредством регистрации географического указания станет стимулом для роста предпринимательской активности населения, в первую очередь — для появления новых субъектов малого и среднего предпринимательства в российских регионах.

Но следует также отметить и отрицательные моменты нововведения, с которыми могут столкнуться как предприниматели, так и потребители.

Как уже было указано, географическое указание является регистрируемым средством индивидуализации товара, как и наименование места происхождения товара. Однако если в случае наименования места происхождения товара требуется, чтобы весь цикл проходил на одной определенной территории, то применительно к географическим указаниям таких требований нет. Таким образом, на рынке могут конкурировать товары с географическими указаниями и с наименованием места происхождения товаров, и производители товаров с зарегистрированными наименованиями мест происхождения товаров окажутся не в очень выгодном положении. Регистрацию наименования места происхождения товара пройти сложнее, и товар производителя с зарегистрированным наименованием места происхождения товара может быть намного

качественнее. Но потребитель в таких нюансах не разбирающийся может отдать предпочтение товару с географическим указанием.

Также сами потребители начнут заблуждаться в товарах, не различая географическое указание и наименование места происхождения товара. При этом они могут быть разочарованы качеством товара с географическим указанием, и тогда сам факт его наличия сыграет скорее отрицательную роль для рекламы конкретного бренда. Однако такое предположение справедливо лишь в отношении недобросовестных предпринимателей, заведомо производящих товары низкого качества.

Глава 2. Отличие географического указания от наименования места происхождения товара

Рассматривая такие средства индивидуализации как географическое указание и наименование места происхождения товара на первый взгляд можно сделать вывод, что данные обозначения по своей природе являются идентичными и имеют общие критерии, такие как:

- наличие связи обозначения с территорией определенного географического объекта;
- возможность предоставления исключительного права на уже зарегистрированное обозначение любому лицу, выполняющему соответствующие требования;
- закрепление права на подачу заявки на регистрацию обозначения за одним или несколькими гражданами, юридическими лицами, а также ассоциацией (союзом) или иным объединением лиц;
- недопустимость распоряжения исключительным правом, в том числе путем его отчуждения или предоставления другому лицу права использования НМПТ или географического указания, а также перехода исключительного права без заключения договора;
- действие исключительного права в течение 10 лет со дня подачи заявки на регистрацию с возможностью продления;
- особая маркировка (по образцу стран, в которых существует аналогичная практика охраны географического указания или наименования места происхождения товара).

Данные два средства индивидуализации имеют следующие отличительные черты:

1. Наименование места происхождения товара представляет собой словесное обозначение, оно обязательно включает наименование географического (территориального) субъекта, который стал широко известен благодаря товару, а его природные или людские характеристики обуславливают особые свойства продукции.

Географическое указание – представляет собой любое обозначение, позволяющее идентифицировать товар как происходящий из определенной территории, (словесное, изобразительное, эмблема, маркировка), которое

должно связывать товар и регион происхождения (географический субъект)

2. Одним из ключевых требований к наименованию места происхождения товара является известность обозначения, которая возникла задолго до подачи заявки на государственную регистрацию такого обозначения в качестве наименования места происхождения товара в результате его использования в отношении конкретного товара.

Отсутствие известности обозначения в отношении товара не является препятствием для регистрации географического указания.

3. Наименование места происхождения товара регистрируется в отношении товара, обладающего особыми свойствами, которые исключительно определяются характерными для данного географического объекта природными условиями и (или) людскими факторами. Сопровождаемый товар является своего рода единственным, неповторимым, не имеющим себе подобного.

Географическое указание регистрируется в отношении товара, обладающего определенным качеством, репутацией или другими характеристиками, которые в значительной степени связаны с его географическим происхождением. Наличие особых свойств подтверждать не требуется.

4. В случае географического указания на территории географического объекта должна осуществляться хотя бы одна из стадий производства товара, оказывающая существенное влияние на формирование характеристик товара.

Что касается наименования места происхождения товара, то на территории географического объекта должны осуществляться все стадии производства товара, оказывающие существенное влияние на формирование особых свойств товара.

5. Для регистрации наименования места происхождения товара требуется заключение уполномоченного федерального или регионального органа о том, что в границах данного географического объекта заявитель производит товар, отвечающий требованиям абзаца 1 второго пункта 1 статьи 1516 Гражданского кодекса Российской Федерации.

Для регистрации географического указания заявитель сам собирает и представляет в Роспатент документы, подтверждающие, что он производит товар, обладающий определенным качеством, репутацией или другими характеристиками товара, которые в значительной степени определяются его географическим происхождением.

Заключение

Рассмотрев в данной статье такое нововведение как «географическое указание», проанализировав его характеристики, влияние на рынок, сходство и различие с таким средством индивидуализации как наименование места происхождения товара, следует отметить, что

географическое указание составляет некоторую конкуренцию наименованию места происхождения товара. Ключевым отличием будет являться то, что процедура его регистрации гораздо легче и проще.

Потребители все чаще обращают внимание на географическое происхождение продуктов, и многим из них важны особые характеристики продуктов, которые они приобретают.

Таким образом, географическое указание выполняет роль отличительного фактора продукта на рынке, что позволяет потребителям различать продукты, имеющие определенные характеристики, обусловленные географическим местом происхождения и остальные продукты, которые не обладают такими характеристиками. Из этого можно сделать вывод, что географическое указание может служить ключевым элементом при формировании коллективных брендов продуктов, качество которых определяется их местом происхождения.

Также следует отметить, что принятие данного нововведения позволит производителям в более упрощенной форме получить право на использование средства индивидуализации товара, происходящего на определенной территории, в связи с тем, что будет отсутствовать необходимость предоставления заключения компетентного органа, подтверждающего наличие у производимого товара особых свойств. Так, как уже было ранее отмечено, достаточно того, чтобы производимый товар обладал определенным качеством, репутацией и хотя бы одна из стадий его производства осуществлялась в границах географического объекта, с территории которого будет происходить товар.

Возможность предоставления правовой охраны географического указания будет способствовать привлечению в регион товаропроизводителей (у них будет возможность получить исключительное право, подтвержденное свидетельством как следствие, на законном основании использовать указанное географическое указание).

Следует отметить тот факт, что введение географического указания в перечень охраняемых средств индивидуализации не следует рассматривать как основание для исключения наименования места происхождения товара из охраняемых объектов интеллектуальных прав, поскольку данный объект, как справедливо отмечают разработчики анализируемого законопроекта в пояснительной записке, является востребованным для производителей традиционных товаров, в том числе народных художественных промыслов. Кроме того, введение охраны географического указания наряду с охраной наименования места происхождения товара соответствует современным мировым тенденциям. В частности, потребность в охране двух видов объектов интеллектуальной собственности, географического указания и наименования места происхождения товара, уже давно предусмотрена многими международными документами, включая Парижскую конвенцию по

охране промышленной собственности (1883 г.), Женевский акт Лиссабонского соглашения о наименованиях мест происхождения и географических указаниях (1958 г.)

В целом же можно предположить, что географическое указание со временем станет более популярным, нежели наименование места происхождения товара, средством индивидуализации товара, причем его популярность возрастет как среди отечественных, так и среди иностранных производителей товаров. Следовательно, можно предсказать позитивную роль нового средства индивидуализации товаров в развитии отечественного предпринимательства и российской экономики в целом.

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ВОСПИТАНИЕ МОЛОДЕЖИ В НАЦИОНАЛЬНЫХ ТРАДИЦИЯХ

Аннотация: В данной статье были высказаны мнения о роли национальных ценностей в воспитании молодежи и рассматриваются педагогические условия воспитания молодежи на традициях национальной культуры

Ключевые слова: Достоинства, традиция, семья, приветствие, гостеприимство, праздник, религия, народ

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EDUCATION OF YOUTH IN NATIONAL TRADITIONS

Annotation: In this article, opinions were expressed on the role of national values in the education of young people and the pedagogical conditions for the education of young people on the traditions of national culture are considered.

Key words: Dignity, tradition, family, greeting, hospitality, holiday, religion, people

Национальные ценности узбекского народа, переходящие из веков в века, также формировались в длительном историческом процессе. В частности, уважение к родной земле, на которой родился, его собственной судьбе невозможно представить без страны, верность памяти прошлых предков, постоянное уважение к взрослым, многие качества, такие как сохранение “хаё” и “андиша”, особое внимание к чистоте в жизни, составляют основу наших национальных ценностей.

Известный узбекский просветитель Абдулла Авлани говорит: «Либо жизнь для нас в воспитании, либо разрушение, либо спасение - либо катастрофа, либо блаженство - либо катастрофа». С этих позиций понимается, что воспитание человека — это не личное дело, а социальная, национальная работа. Ведь прогресс каждой нации, мощное существование государств во многом зависит от воспитания поколений

Важнейшей функцией любого общества и непременным условием его развития является социальное воспитание подрастающего поколения,

социальное воспроизводство в нем таких ценностей, которые будут способствовать самосохранению нации. В современных условиях актуализация социального воспитания молодежи обусловлена ценностным кризисом современной молодежи и необходимостью использования в социальной работе и социальной педагогике инновационных концепций воспитательной работы с молодыми людьми, в том числе через традиции народной педагогики – носителя главных духовно-нравственных устоев человеческого сознания.

Воспитание молодежи в традициях национальной культуры формирует определенное мировоззрение каждого члена общества. Это позволяет человеку существовать в природно-географических и конкретно сложившихся социальных условиях с использованием накопленного багажа своих предков.

Анализ практики убеждает и в том, что в условиях обострения межнациональных противоречий в современном Узбекистане на первый план в работе культурных учреждений выходит проблема воспитания молодежи в духе национальных традиций и мирного сотрудничества с представителями других национальностей. Исследование этнопедагогических и этнопсихологических аспектов проблемы показало, что межкультурный диалог невозможен без глубинного познания национальных традиций культуры своего народа, а также подтвердило мысль о том, что сегодня работникам культуры для педагогическом актуализации традиций остро не хватает знаний по этнической педагогике и психологии.

Педагогические условия — это преобразующая составляющая воспитательного процесса, которая обеспечивается глубоким пониманием современных требований к достижению продуктивных результатов «возделывания» общественных интересов в учреждениях культуры. Организационно-педагогические условия содержат в себе педагогическую цель, адекватную содержанию и способам учебно-творческой деятельности для её достижения. Помимо отдельных процессов предметной деятельности относительно конкретных педагогических целей и задач необходимо иметь в виду и их интегративное проявление относительно каждой личности молодого человека.

В совершенствовании педагогических условий воспитания молодежи на национальных традициях в учреждениях культуры мы исходим из того, что все педагогические условия взаимосвязаны и составляют потенциальные возможности личности, ее побудительно-мотивационные сущностные характеристики.

Совершенствование педагогических условий предполагает разработку педагогической системы, которая обеспечивается совместной деятельностью, общими интересами субъекта и объекта, предоставлением

последнему личностной свободы, уважительным, демократическим стилем общения.

Поскольку в широком педагогическом смысле воспитание понимается как целенаправленное формирование у воспитанников нравственных качеств, отвечающих требованиям общественной морали через систематическое воздействие на их сознание, чувства и поведение, то педагогическая роль народных традиций видится нами в передаче накопленных и подкрепленных временем ценностей, в том числе духовных и нравственных, старшими поколениями младшим.

Процесс формирования на основе традиционного воспитания личности включает четыре последовательные ступени, по которым поднимается каждое новое поколение.

I-я ступень – подражание. Экономический строй общества новое поколение воспринимает отраженным в системе идеологических отношений и в качестве людей старшего поколения.

II-я ступень – это осознание требований, которые предъявляются к личности, и усвоение правил, норм и принципов морали, принятие различных уровней взглядов, т.е. того идейного содержания, в котором отражена существующая в данное время система ценностей.

III-я ступень – это усвоение действий и поступков, требуемых определенной системой экономических отношений, через которые раскрываются такие качества личности, как убеждения (в том числе политические, религиозные и нравственные), интересы и потребности, эмоции и чувства (религиозные, нравственные, интеллектуальные, эстетические), а также личностные привычки.

IV-я ступень – формирование у молодых людей нравственно-эстетических и духовных качеств в практике реализации социальных связей и отношений.

Таким образом, усвоение народных традиций и обычаев происходит через целенаправленное воспитательное воздействие на молодежь со стороны семьи, ближайшего окружения, социальных и образовательных учреждений, что обуславливает необходимость реформирования имеющегося процесса воспитания просветительской направленности и включения в учебные программы учреждений среднего и профессионального образования обязательного курса, освещающего, наряду с другими нормами, сущность традиций и обычаев.

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СТАНОВЛЕНИЕ СИСТЕМЫ КОРПОРАТИВНОГО ОБУЧЕНИЯ

Аннотация: вопросы эффективного развития российских организаций и их персонала являются одними из важнейших научных задач и диктуют изменения требований к подготовке высококвалифицированных и конкурентоспособных сотрудников. В России расширяются действия в области профессионального развития человеческих ресурсов не только на всех уровнях системы профессионального образования, но и в рамках частных инициатив отдельных коммерческих компаний, которые активно внедряют и развивают программы внутрикорпоративного обучения своих сотрудников.

Ключевые слова: обучение персонала, корпоративное обучение, конкурентоспособность организации, система обучения персонала, стратегические цели организации.

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Abstract: the issues of the effective development of Russian organizations and their personnel are among the most important scientific tasks and dictate changes in the requirements for the training of highly qualified and competitive employees.

In Russia, actions in the field of professional development of human resources are expanding not only at all levels of the vocational education system, but also within the framework of private initiatives of individual commercial companies that are actively introducing and developing programs for internal corporate training of their employees.

Key words: personnel training, corporate training, competitiveness of the organization, personnel training system, strategic goals of the organization.

В связи с быстрым ростом конкуренции и стремительным развитием бизнеса, в задачи любого современного производства теперь входит не только выжить, но и оставаться конкурентоспособной продолжительное

время. Поэтому краткосрочное бизнес-обучение персонала получило широкое распространение в XXI веке, ведь успех компании напрямую связан с эффективностью и результативностью работы ее сотрудников. Кадры - наиболее ценная и важная часть производительных сил общества. Уровень развития компании определяется компетентностью персонала, следовательно, его обучение обретает особое значение. Сегодня развитие и обучение персонала – это проблема, с которой может столкнуться любая организация в период своего существования и развития.

Данное направление в настоящее время становится все более популярным и востребованным, так как корпоративное обучение является одним из самых обоснованных способов увеличения профессиональной эффективности персонала. Сейчас для компании важно не только повышение квалификации своих сотрудников, но также и наличие высокого уровня знаний, умений и навыков, постоянного освоения новых компетентностных моделей и отдельных профессиональных компетенций для осуществления и достижения поставленных целей фирмы ⁷⁸. Это связано с тем, что происходит быстрая смена внешних и внутренних условий работы бизнеса, что ставит большинство организаций перед необходимостью подготовленности персонала к работе в совершенно новых условиях.

Корпоративное обучение является комплексом обучающих структур и различных учебных программ корпораций, формирующих производственные потребности в высокопрофессиональных сотрудниках, компетентной управленческой команде, нужных для эффективного функционирования и развития финансово-промышленных компонентов организации.

В системе развития персонала внутрифирменное обучение занимает особое место, так как оно позволяет организации целенаправленно формировать систему знаний и умений сотрудников и управлять ими.

На практике, в какой-либо форме внутрифирменное обучение применяется практически в каждой организации, так как не существует двух абсолютно одинаковых компаний, что порождает необходимость передачи уникальных знаний о бизнес-процессах и особенностях деятельности, присущих только данному экономическому субъекту.

Обучение персонала должно носить систематический, непрерывный характер в течение всей трудовой деятельности сотрудника⁷⁹. Отсутствие системы обучения персонала является одной из причин высокого уровня текучести кадров, поскольку сотрудники организации не имеют возможности профессионально развиваться. Все это может обеспечить система корпоративного обучения. Система обучение персонала является

⁷⁸ Аверин А.Н., Управление персоналом, кадровая и социальная политика в организации Учебное пособие - 2-е изд. - М: РАГС, 2015.

⁷⁹ Артемов О.Ю. и др., Теория и практика работы с кадрами - М: РГГУ, 2017.

трудоемким процессом и требует бдительного внимания, она должна быть строго систематизирована. Гарантия правильно организованной системы заключается в гибкости реагирования на изменения рыночной экономики, использования полученных знаний и навыков в процессе производства и внедрения инновационных технологий.

Для создания и построения системы обучения, организация должна быть готова к финансовым затратам. Несмотря на достаточно сложное финансовое положение многих организаций, расходы на обучение своего персонала, компании рассматривают как приоритетные и необходимые. В настоящее время, компетенции работников являются одним из главных ресурсов выживания бизнеса, поэтому увеличение бюджета на подготовку сотрудников обеспечивает повышение эффективности работы всей организации.

На данный момент сформировалось большое количество форм и методов обучения персонала, а также множество исследовательских подходов к его изучению⁸⁰. Самым важным фактором при выборе вида и методов обучения для фирмы является деятельность самой организации. Наряду с этим, перед компанией стоят вопросы необходимой финансовой поддержки на обучение и цель данного обучения. Стоит помнить, что глобальной целью развития и обучения персонала является повышение трудовой компетенции сотрудников для решения задач и стратегических целей организации в области функционирования производственного процесса.

Как уже было сказано ранее, обучение персонала всегда несет за собой некоторые затраты. Из чего следует, что стоимость обучения это один из факторов, который влияет на выбор обучения. Текущая ситуация в мире показала, что низкая цена нередко становится основной причиной принятия решения в пользу тех или иных учебных программ. Наиболее удобным и предпочтительным вариантом обучения на сегодняшний день является дистанционный формат, который выбирают все большее количество организаций. В этом есть своя логика – нет затрат на логистику и помещение, а также это позволяет обучаться любому количеству людей из вашей компании. Если компания базируется и ведет свою работу не в одном городе, это дает шанс сотрудникам из других городов и стран также проходить обучение независимо от территориального положения. Кроме того, современные технологии обеспечивают высокий уровень интерактивности различных онлайн-программ и качественную обратную связь.

Пандемия также спровоцировала большой рост количества онлайн курсов, качество которых зачастую не соответствует минимальным требованиям к методической проработке и подаче материала. Выбор

⁸⁰ Каганов В. Ш. Корпоративное обучение как фактор обеспечения конкурентоспособности российских предпринимательских структур: Автореф. докт. дис. М., 2012.

обучения не только осложнился, но и стал гораздо более критичным – от него зависит продуктивность и эффективность работы сотрудников после прохождения курсов и, как результат, отдача на инвестиции в обучение кадров.

Оценка эффективности системы является важнейшим этапом в процессе ее создания, разработки, внедрения и развития в организации. Основное значение заключается в анализе того, какая из методик обучения является более эффективной, и какую пользу приносит система в процесс производства организации.

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СОВРЕМЕННЫЕ МЕТОДЫ ОРГАНИЗАЦИИ КОРПОРАТИВНОГО ОБУЧЕНИЯ

Аннотация: в статье исследуются вопросы формирования корпоративных систем профессионального обучения, организации взаимодействия корпоративных университетов. Дан краткий анализ современной системы профессионального обучения, опыта формирования отечественных корпоративных систем профессионального обучения. В статье раскрываются формы реализации системы корпоративного обучения, методы обучения сотрудников компании.

Ключевые слова: обучение персонала, корпоративное обучение, современные методы обучения персонала, активные методы обучения.

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Abstract: The article examines the issues of the formation of corporate systems of professional training, the organization of interaction between corporate universities. A brief analysis of the modern system of vocational training, the experience of the formation of domestic corporate systems of vocational training is given. The article reveals the forms of implementation of the corporate training system, methods of training company employees.

Key words: personnel training, corporate training, modern methods of personnel training, active training methods.

В современных условиях наблюдается значительное увеличение динамичности внешней среды, что закономерно приводит к усложнению бизнес-процессов и повышению требований к управленческой деятельности и грамотному использованию человеческих ресурсов организаций. Высокообразованный, компетентный, мотивированный и способный к обучению и развитию персонал становится в настоящее время основным конкурентным преимуществом компаний. В силу этого значимость систем корпоративного обучения с каждым годом только

возрастает, а руководители компаний стремятся к формированию грамотной, мобильной и эффективной команды.

На данный момент сформировалось большое количество форм и методов обучения персонала, а также множество исследовательских подходов к его изучению⁸¹. Традиционный подход «пройти обучение – проверить результаты» во многих компаниях трансформируется в более демократичный «дать возможности – смотреть на продуктивность».

Рассмотрим основные методы и технологии обучения в компании и определим значение процесса корпоративного обучения и развития в системе управления персоналом. Процессы обучения и развития персонала современных организаций могут проходить в двух основных направлениях – с отрывом от рабочего места и непосредственно на рабочем месте.

Так, метод обучения без отрыва от работы крайне необходим с целью получить теоретические знания и навыки по умению соответствовать требованиям компании⁸².

Значение данного метода обучения и развития состоит в том, что в последнее время имеется тенденция к росту различных методик по повышению компетенций сотрудников, где работники, встречаясь в рабочей атмосфере обсуждают различные рабочие ситуации и все вместе определяют пути для разрешения возникающих при этом проблем.

Необходимо отметить, что обучение и развитие персонала на рабочем месте происходит в процессе непосредственной работы. Данная форма обучения представляется многим практикам в сфере управления персоналом более дешевой и оперативной, которая характеризуется существенной связью с повседневной работой и облегчает вхождение в обучающий процесс.

Обучение на рабочем месте, как правило, определяет наблюдение за более опытным наставником или коллегой, когда они выполняют некоторую работу или решают какую-то задачу. То есть работник получает опыт непосредственно из рук в руки с учетом специфики данной организации.

Существуют ряд методов без отрыва от работы, которые могут использовать фирмы при реализации корпоративного обучения для своих сотрудников. При использовании метода, где направленно приобретается опыт, регулярно планируется обучение непосредственно на рабочем месте, где в качестве основы является составление индивидуального плана обучения. Под методом проведения производственного инструктажа подразумевается, что сотрудник, проходящий обучение, информируется, вводится в специальность, ведется работа по адаптации, работник знакомится с непосредственной обстановкой на рабочем месте,

⁸¹ Иванцевич Дж. М., Лобанов А.А. Человеческие ресурсы управления. М.: Гардарики, 2017

⁸² Каганов В. III. Корпоративное обучение как фактор обеспечения конкурентоспособности российских предпринимательских структур: Автореф. докт. дис. М., 2012.

разъясняются и демонстрируются различные приемы работы более опытными работниками. Метод ротации рабочих мест дает шанс получения умений и приобретение опыта в ходе регулярной смены места работы. За определенный промежуток времени развивается представление об аспектах деятельности и производственных вопросах. Не мало важную роль играет широко распространенный метод самообразования, где изучение профессиональной литературы происходит непосредственно по заранее утвержденному плану обучения и развития персонала.

Компании также могут прибегнуть к методу обучения, при котором сотрудники используются в роли стажеров, то есть идет обучение и ознакомление сотрудника с проблемами высшего и качественно другого порядка задач при одновременном принятии на себя определенной ответственности.

Стоит упомянуть о таком методе, как наставническая работа, в процессе которого идет передача знаний и навыков от опытного и компетентного сотрудника менее опытному в ходе их взаимодействия. Заключительный метод, используемый без отрыва от работы называется «Shadowing» (пер. с английского «тень»). При реализации данного метода к работнику, который проходит обучение прикрепляют так называемую «тень» - сотрудник, который проработал в компании какое-то и время и хочет перейти в другое подразделение.

Современные эксперты в сфере обучения уже пришли к единому выводу, что в настоящее время нет одного унифицированного метода обучения, при этом каждый имеет свои достоинства и недостатки. Поэтому важно понимать, где и с какой целью применять тот или иной метод или технологию обучения. По этой причине подавляющее большинство современных программ представляет собой комплекс различных приемов подачи учебного материала.

Говоря про метод обучения вне рабочего места, он дает сотруднику возможность абстрагироваться от нынешней ситуации в рамках своей должности и выйти за стереотипные рамки своего привычного стандартного поведения.

Способы профессиональной квалификации вне рабочего места ориентированы, прежде всего, для приобретения теоретических знаний и для получения навыка решения повседневных рабочих проблем, а также принятию решений и согласованному поведению на рабочем месте⁸³

Можно заключить, что основным критерием при выборе определенного метода представляется его практическая результативность для достижения целей процесса обучения каждого конкретного сотрудника, а также стратегических целей компании.

⁸³ Иванцевич Дж. М., Лобанов А.А. Человеческие ресурсы управления. М.: Гардарики, 2017.

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ОРГАНИЗАЦИЯ КОРПОРАТИВНОГО ОБУЧЕНИЯ В ПАО «СБЕРБАНК»

Аннотация: в данной статье рассматривается корпоративное обучение в банках, его значимость, сущность и подход к осуществлению. Корпоративный университет и методология гибкого управления Agile дают ПАО Сбербанк невероятный скачок и преимущества к развитию. В статье указаны все программы обучения в корпоративном университете и расписана технология обучения по системе Agile.

Ключевые слова: обучение персонала, корпоративное обучение, ПАО «Сбербанк», формы обучения персонала, система организации обучения, менеджмент персонала.

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Abstract: This article looks at corporate training in banks, its importance, essence and approach to implementation. The Corporate University and Agile's agile management methodology give Sberbank an incredible leap and development advantages. The article lists all training programs at the corporate university and outlines the technology of training on the Agile system.

Keywords: staff training, corporate training, Sberbank, staff training forms, training system, staff management.

Корпоративное обучение стало широко применяться различными компаниями в настоящее время. На примере организации ПАО «Сбербанк» будет рассмотрен анализ системы корпоративного обучения и показатели эффективности работы персонала. Прежде чем проводить анализ финансово-экономической деятельности ПАО «Сбербанк», необходимо дать характеристику самой организации. Официально банк был основан в 1841 году, когда император России Николай I собственным указом велел учредить сберегательные кассы при Московской и Петербургской сохранных казнах. В момент распада СССР именно «Сбербанк» сохранил

все свои функции и был единственным банком, который успешно функционировал⁸⁴.

На настоящий день ПАО «Сбербанк» представляется одним из динамично развивающихся банков России и имеет лидирующие позиции банковского рейтинга страны. ПАО «Сбербанк» осуществляет весь спектр банковских услуг по обслуживанию корпоративных и частных клиентов в соответствии с международными стандартами.

С клиентами банка работает команда профессиональных специалистов, которые несут полную ответственность за обеспечение качества обслуживания, а также оперативное и максимально точное удовлетворение потребностей каждого клиента⁸⁵.

Сегодня филиальная сеть ПАО «Сбербанк» по мнению ведущих экспертов банковской сферы, считается уникальной; она имеет в своем составе около 20 тысяч филиалов и отделений по всей стране и за рубежом.

Сбербанк сегодня представляет собой современный универсальный банк, предлагающий довольно широкий спектр услуг для всех групп клиентов, активно участвующий в социально-экономической жизни России.

По своей организационной структуре ПАО «Сбербанк» является многоуровневой системой, которая не имеет подобных аналогов среди остальных акционерных банков. Она включает в свой состав территориальные банки, а также низовые учреждения в виде отделений и филиалов. В общем, ПАО «Сбербанк» показывает довольно высокие результаты своей работы.

По данным информации, которая была предоставлена HR-службой банка, корпоративные ценности и нормы ПАО «Сбербанк», по мнению консультантов по управлению и корпоративной культуре, включают в себя следующие компоненты:

1) предназначение организации и ее имидж (сюда можно отнести высокий уровень технологий; высокое качество обслуживания; лидерство в своей отрасли; преданность духу профессии; новаторство);

2) старшинство и власть, куда включены такие понятия как должностные полномочия, уважение старшинства и власти;

3) значение руководящих должностей и должностных функций (важность руководящих постов, роли и полномочия отделов и подразделений);

4) общение с персоналом, которое состоит в заботе о людях и их нуждах, уважении к индивидуальным правам, а также обучении и возможности повышения квалификации, справедливости при оплате труда;

⁸⁴ «Сбербанк» – История территориального Банка // [Электронный ресурс]

⁸⁵ Кузьмина Н. М. Менеджмент персонала корпорации[Текст]. — М.: Инфра-М. 2016. - 248 с.

5) критерии выбора на руководящие и контролирующие должности, которое предполагает старшинство или эффективность работы, приоритеты при внутреннем выборе;

6) стиль лидерства и управления (стили авторитарный, консультативный или сотрудничества; применение целевых групп и личного примера;

7) процессы принятия решений, кто конкретно принимает решения, с кем именно проводятся консультации;

8) распространение и обмен информацией (информированность сотрудников и легкость информационных потоков).

Корпоративный кодекс поведения в данной организации и ориентиры для принятия решений базируются на следующих «трех китах»⁸⁶:

1. Опережение;
2. Эффективность;
3. Клиентоориентированность.

Следует отметить, что развитие и формирование корпоративной культуры ПАО «Сбербанк» ведется уже не один год, изначально формулировались и закладывались корпоративные ценности и стандарты поведения, регламентирование различных рабочих ситуаций.

Итак, коллектив ПАО "Сбербанк" – это единый коллектив, в котором царит атмосфера добра и открытости, где все вопросы решаются без интриг и сплетен. И это не только объясненные слова, это реальные действия всех сотрудников, которые реализуются на практике на всех уровнях работы организации.

Профессиональное развитие персонала в ПАО «Сбербанк» является особой системой обучения, которая ориентирована на сотрудников, и формируется она для решения специфических проблем компании. Обучение сотрудников в данной организации выступает как технология развития трудового потенциала компании, а также как элемент её корпоративной культуры.

В ПАО «Сбербанк» самым распространенным методом обучения является обучение на рабочем месте, при этом опытный сотрудник обучает новичков и на реальных примерах может показать им, как необходимо реализовывать ту или иную деятельность.

Эта форма профессионального развития на данный момент имеет множество различных преимуществ, среди них главное преимущество - незначительные затраты на обучение и подручные материалы, и также стоит отметить простоту передачи знаний о непосредственном процессе труда.

К иным наиболее часто применяемым методам развития в ПАО «Сбербанк» относятся:

⁸⁶ «Сбербанк» – Миссия и ценности // [Электронный ресурс]

1) программированное обучение с применением компьютера, при этом сотрудник самостоятельно изучает необходимый материал, выполняет упражнения, решает учебные задачи;

2) обучение в классе, которое включает в себя просмотр фильмов, чтение лекций, моделирование конкретных рабочих моментов;

3) семинары и конференции, где их участники при помощи инструктора исследуют конкретные ситуации, обсуждают различные профессиональные темы.

Выбор метода обучения персонала также во многом зависит от такого фактора, как наличие необходимых ресурсов (преподавателей, материалов, помещений и т.д.).

ПАО «Сбербанк» стремится привлекать и удерживать профессионалов, нацеленных на достижение высоких результатов и развитие вместе с Компанией. ПАО «Сбербанк» рассматривает своих сотрудников как стратегических партнеров, а инвестиции в обучение персонала – как вложение в будущее Компании.

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ОСОБЕННОСТИ ДИСТАНЦИОННОГО ФОРМАТА ПРИ КОРПОРАТИВНОМ ОБУЧЕНИИ

Аннотация: в статье рассматривается одна из технологий корпоративного образования дистанционное обучение. Дистанционное обучение рассматривается в соотношении с идеями программированного обучения и теорией поэтапного формирования умственных действий.

Ключевые слова: корпоративное обучение, информационные технологии обучения, дистанционное обучение.

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Abstract: The article examines one of the technologies of corporate education distance learning. Distance learning is considered in relation to the ideas of programmatic training and the theory of the gradual formation of mental actions. Keywords: corporate training, learning information technology, distance learning.

В связи с текущей ситуацией в мире E-learning, оно же дистанционное обучение, сейчас набирает обороты, занимая все большую часть в структуре обучения сотрудников.

Применение дистанционных технологий делает возможным создание корпоративной системы накопления знаний, которые могут быть переданы дистанционно и за счет средств мульти-медиа воспроизведены неограниченное количество раз без потери качества. Доработка таких курсов с учетом имени информационной базы также не представляет труда. Из плюсов дистанционного формата можно выделить тот факт, что данный формат позволяет синхронно обучать работников организации, подбирая для каждого индивидуальную программу и график занятий.

Это также позволяет серьезно снизить затраты на освоение типичной информации в расчете на одного сотрудника.

В системах дистанционного обучения в компании применяют следующие формы взаимодействия сотрудников, преподавателей и организаторов дистанционного обучения.

По форме организации:

- 1) традиционная почта;
- 2) факсимильная связь;
- 3) различные компьютерные технологии;
- 4) видеоконференции с применением одной из форм телевещания;
- 5) аудио-и видеоконференции на основе телефонных технологий.

По виду активности:

- 1) не интерактивные;
- 2) интерактивные (программное обучение за компьютером);
- 3) видео (вебинары, видеоконференции и т.д.).

Для примера возьмем компанию «Росгосстрах». На этапе внедрения системы дистанционного обучения на практике использовались следующие методики вовлечения человеческого ресурса в дистанционное обучение:

1. Легкость изложения. Это значит, что текст дистанционной программы не перегружен терминами, фразы короткие либо средние, сложные моменты разделены на довольно компактные и понятные блоки и (или) даются в виде наглядных схем, графиков и рисунков.

2. Наличие интересного сюжета. Если дистанционный курс выполнен в форме истории с участием определенных персонажей либо гига, то такая история должна вызывать интерес и желание у обучающегося сотрудника пройти ее до конца. При этом диалоги должны быть правдоподобными, а прохождение в целом всего обучения – познавательным и не напрягающим.

3. Азарт. Эта группа методик довольно характерна для обучающих игр и курсов с игровыми компонентами, которые порождает соревновательный дух в сотруднике и поощряет его проходить курс внимательно и увлеченно, с конструктивной внутренней мотивацией.

Учитывая ограничения в сфере традиционного обучения, возникшие в связи с пандемией коронавируса, мы можем представить следующие дистанционные формы обучения, применяемые на сегодняшний день компаниями⁸⁷.

В первую очередь стоит сказать о таком методе как видеообучение, сущность которого заключается в показе учебных материалов и фильмов. Преимущества данного метода – это наличие наглядности, а также возможность многократного применения. Недостатками являются пассивность обучающихся сотрудников, и отсутствие учета индивидуальных особенностей.

Модульное обучение, как один из методов дистанционной формы обучения заключается в формировании из отдельных тематик. Из преимуществ можно выделить изобретательность, гибкость и возможность

⁸⁷ Инновационное обучение: стратегия и практика. Материалы первого научно-практического семинара психологов и организаторов школьного образования / Под ред. В.Я. Ляудис. М., 2016.

наполнения всевозможными средствами. Однако этот метод требует довольно высокой квалификации преподавателя и успешного формирования.

Перейдем к методу тренинга. В нем происходит освоение моделей поведения и практическая отработка умений. Преимущества: Активность обучающихся и повышение мотивации. Недостатки: Сложность самоанализа для сотрудников.

Такой современный метод подготовки персонала компаний как баскет-метод предполагает обучение на базе имитационных ситуаций, которые встречаются в практике работы. Преимущества этого метода состоят в повышенной мотивации и вовлеченности сотрудников.

Метод сторителлинга (storytelling), в переводе с английского – рассказывание историй. Метод определения историй, который ориентирован на новых сотрудников. Данная практика облегчает процесс адаптации сотрудников и помогает повышению лояльности сотрудников. При этом присутствует пассивность участников и узкая сфера использования метода.

Наконец, метод кейс-стади (Case study) – это система обучения, базирующаяся на анализе, решении и обсуждении ситуаций, как смоделированных, так и реальных, то есть происходит обучение на практических примерах⁸⁸. Кейс-метод дает знакомство с реальной жизнью и заставляет углубиться в процесс принятия решений. Недостатки кейс-стади, как стратегии исследования состоят в субъективности и поверхностности исследовательского подхода, а также неизбежная избыточность информации⁸⁹.

Таким образом, рассмотрев основные особенности эффективности системы внедрения дистанционного обучения, можно сказать, что данная система приобретает все большую популярность во всем мире и доступна в применении, экономически целесообразна и оптимальна, а также вполне способна формировать у сотрудников высокую степень вовлеченности в процесс обучения и в последующую работу.

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НЕОБХОДИМОСТЬ АНТИКРИЗИСНОГО УПРАВЛЕНИЯ НА СОВРЕМЕННЫХ ПРЕДПРИЯТИЯХ

Аннотация: статья посвящена необходимости антикризисного управления на современных предприятиях.

Ключевые слова: кризис, антикризисное управление, технологии антикризисного управления, современные направления антикризисного управления на предприятии.

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THE NEED FOR ANTI-CRISIS MANAGEMENT IN MODERN ENTERPRISES

Resume: the article is devoted to the need for anti-crisis management in modern enterprises.

Key words: crisis, anti-crisis management, anti-crisis management technologies, modern directions of anti-crisis management at the enterprise.

Одним из направлений создания для предприятий предпосылок для экономического выживания в условиях рыночных отношений является выявление и нейтрализация угроз экономической стабильности предприятия, что и является сутью антикризисной деятельности [1].

Любое предприятие, которое на сегодняшний день функционирует на рынке, не застраховано от наступления кризиса. Специфика рыночной экономики заключается в том, что различные кризисные явления могут возникнуть в любое время на любой стадии жизненного цикла предприятия. Если такие явления на рынке носят краткосрочный характер, то они не меняют сущности предприятия как производителя прибыли и устраняются посредством специальных оперативных мероприятий. Если такие явления для предприятия носят долгосрочный характер, то для предприятия это чревато наступлением банкротства [3]. Однако острый кризис можно миновать посредством учета специфики деятельности

предприятия, а также имея на такой случай иную стратегию поведения предприятия на рынке в условиях кризиса. Если предприятию не удалось избежать кризиса, то необходимо принять все меры по выходу предприятия из такого состояния. Выходом может послужить поиск причин, которые привели предприятие к данному кризисному положению. В этом случае необходимость исследования все факторов внутренней и внешней среды предприятия, которые могли оказать влияние на наступление столь неблагоприятных событий, вполне обоснованно и необходимо.

Стратегический подход в данном случае позволит предприятию нейтрализовать или снизить тот негативный эффект, который оказали те или иные факторы на появление кризисных явлений в процессе деятельности предприятия. Однако необходимо сказать, что разработка стратегии предотвращения несостоятельности предприятия является сложным процессом, включающим в себя множество различных аспектов [2].

Антикризисное развитие – это управляемый процесс предотвращения или преодоления кризиса, отвечающий целям организации и соответствующий объективным тенденциям ее развития [3].

Причинами возникновения различных кризисных явлений могут послужить самые разнообразные факторы, которые имеют как внутреннее происхождение, так и внешнее.

Под внешними причинами появления таких явлений следует понимать те угрозы, которые предприятие получает из вне в силу того, что в процессе своей деятельности сталкивается с разными субъектами и процессами. Причины же внутреннего характера кроются в политике управления предприятием, в ходе не продуманной производственной стратегии предприятия, в различные рода воздействующих на предприятие факторов рыночного происхождения [1].

Если один из факторов имеет место быть на предприятии, то можно говорить о предкризисном состоянии предприятия. Уже на данной стадии необходимо принять все меры по ликвидации негативного воздействия таких факторов на деятельности предприятия. Кризисные явления оказывают негативное влияние и на систему управления предприятием, что является одной из самых сложных проблем для современных предприятий [4].

В основе управления предприятием лежит определённая стратегия управления, которая должна быть адаптирована к отраслевым особенностям самого предприятия и его функционированию на рынке.

Любая управленческая деятельность, которая сегодня осуществляется на предприятиях, должна быть в первую очередь антикризисной, т.е. учитывать возможность наступления неблагоприятных событий и при этом гибко отреагировать на такие события с

минимальными потерями для себя. В этом случае на крупных предприятиях создаются целые отделы по антикризисному регулированию и управлению [1].

В любой кризисной ситуации необходимо принимать те решения, которые позволят предприятию выйти из кризиса и не допустить своей несостоятельности. В этом случае предприятию не обойтись без специально продуманной и разработанной антикризисной стратегии. Такая стратегия для предприятия – гарант стабильности его развития. Хотя в данном случае необходимо отметить, что и тщательно продуманная антикризисная стратегия не способна защитить предприятие полностью от последствий таких кризисных процессов. Однако она позволяет предприятию более безболезненно пережить кризис. Помимо этого, при наличии такой стратегии на предприятии значительно сокращается время на преодоление трудностей, что также является важным аспектом при наступлении кризисных явлений [4].

Разработка стратегического плана развития предприятия всегда сопряжена с решением ряда вопросов, среди которых вопросы о том, каким именно способом будет достигнута главная цель предприятия, каким именно способом можно достичь конкурентного преимущества среди предприятий, выпускающих аналогичную продукцию на рынке, как усилить свои позиции на рынке и т.д.

Как правило, частой причиной возникновения кризисных явлений на предприятия выступают нестабильные условия той среды, в которой предприятия функционируют. Как только происходят изменения в такой среде, они тем или иным способом начинают оказывать влияние на предприятие, что побуждает предприятия менять некоторые направления своей деятельности посредством разработанной стратегии антикризисного развития.

Многие исследователи кризисных явлений на рынке и их влияния на предприятия, указывают на то обстоятельство, что и в кризисных ситуациях есть положительное влияние, которое заключается в том, что предприятие в период своего кризиса может активизировать свой потенциал, в том числе и инновационного характера. Как отмечал Шумпетер, именно в кризисы на рынке появляются инновации [2].

В любом случае при наступлении кризиса или создании угрозы для предприятия в аспекте его возможной несостоятельности под воздействием ряда обстоятельств, стратегия антикризисного развития является необходимым элементом и механизмом управления предприятием.

Стратегия развития предприятия – динамична, т.е. она вполне подлежит изменению и постоянно должна развиваться и совершенствоваться.

Тактика антикризисного управления – мероприятия, направленные

на реализацию выбранной антикризисной стратегии.

Тактическое планирование должно осуществляться в рамках выбранной стратегии. Если оперативные мероприятия по выходу из экономического кризиса осуществляются в отрыве от стратегических целей, это может привести к кратковременному улучшению финансового положения, но не позволит устранить глубинные причины кризисных явлений.

Таким образом, в любой кризисной ситуации необходимо принимать те решения, которые позволят предприятию выйти из кризиса и не допустить своей несостоятельности. В этом случае предприятию не обойтись без специально продуманной и разработанной антикризисной стратегии. Такая стратегия для предприятия – гарант стабильности его развития. Оздоровление финансового положения предприятия как составная часть управления кризисными состояниями и банкротством предполагает целевой выбор наиболее эффективных средств стратегии и тактики.

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ПОНЯТИЕ, ПРИНЦИПЫ И ВИДЫ СОЦИАЛЬНОГО ОБЕСПЕЧЕНИЯ В РОССИИ

Аннотация: Конституция декларирует, что у каждого гражданина России есть неотъемлемые социальные права. Однако правовое основание социального обеспечения граждан России охватывает не только конституционные, но и международные и федеральные правовые нормы национального законодательства. Каждый уровень регулирования правоотношений в сфере социального обеспечения граждан РФ имеет не только теоретический базис правовых норм, но и практический механизм их защиты – в соответствующих судах: международном, конституционном и федеральных судах общей практики. Возможность судебной защиты права на социальное обеспечение у граждан России особенно актуальна в виду того, что законодательство в сфере социального обеспечения постоянно совершенствуется, дописывается и переписывается, уточняется. Как следствие – ошибки правоприменительной практики, из-за которых граждане России часто обращаются как в ЕСПЧ, так и в национальные суды по вопросам нарушенных прав на социальное обеспечение. Тем самым формируется дополнительная нагрузка на суды всех уровней. Таким образом, необходим поиск путей по устранению недостатков регулирования правоотношений в сфере социального обеспечения граждан РФ. В предложенной статье произведен поиск таких недостатков и предложены пути их ликвидации.

Ключевые слова: принципы, классификация, сущность, право, социальное обеспечение, пенсии, выплаты, компенсации, защита.

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CONCEPT, PRINCIPLES AND TYPES OF SOCIAL SECURITY IN RUSSIA

Resume: The Constitution declares that every citizen of Russia has inalienable social rights. However, the legal basis for social security of Russian citizens covers not only constitutional, but also international and federal legal

norms of national legislation. Each level of regulation of legal relations in the field of social security of citizens of the Russian Federation has not only a theoretical basis for legal norms, but also a practical mechanism for their protection - in the relevant courts: international, constitutional and federal courts of general practice. The possibility of judicial protection of the right to social security among Russian citizens is especially relevant in view of the fact that legislation in the field of social security is constantly being improved, supplemented and rewritten, and specified. As a result, there are mistakes in law enforcement practice, due to which Russian citizens often turn to both the ECHR and the national courts on issues of violated rights to social security. This creates an additional burden on courts of all levels. Thus, it is necessary to search for ways to eliminate the shortcomings of regulation of legal relations in the field of social security of citizens of the Russian Federation. The proposed article searches for such shortcomings and suggests ways to eliminate them.

Key words: principles, classification, essence, law, social security, pensions, payments, compensation, protection.

Статья 7 Конституции России закрепила право, которое неизменно на протяжении почти 30 лет, на социальное обеспечение [1]. При этом организационным элементом реализации выступает институт социальной защиты [2]. Целью государства является обеспечения благополучия граждан, создания таких условий, которые бы гарантировали и организовывали бы жизнь человека на высоком уровне [3]. Действительно, помощь государства в форме различных выплат или социальных услуг получает значительная часть населения России. Например, даже относительно пенсионного обеспечения, которое также является видом социального, можно говорить о более чем 40 млн. получателей в нашей стране [4].

Тем не менее, отечественная законодательная база о социальном обеспечении, что единодушно поддерживается учеными [2, 3], является еще развивающимся. Нормативно-правовые акты об обеспечении и реализации социальных прав граждан РФ продолжают совершенствоваться и ошибки применения правовых норм о социальном обеспечении неизбежны, что влечет за собой поток жалоб граждан.

Поэтому актуальной становится **цель** - выявить, насколько правовые нормы разного уровня обуславливают существование и защиту прав на социальное обеспечение российских граждан, согласуются ли эти правовые нормы с возможностью защиты прав на социальное обеспечение в различных судах; выявить, возможны ли пути облегчения обращений в суд для граждан России и пути снижения нагрузки на суды по вопросам социального обеспечения.

Методами анализа выступили общие и специальные методы исследования: анализ и синтез информации по теме, а также анализ

судебной практики международного (ЕСПЧ), конституционного (КС РФ) и федерального (суды общей юрисдикции) уровня.

Наша страна реализует внутреннюю политику, направленную на полное удовлетворение социальных прав граждан. Это стало возможным благодаря присоединению России к действующей системе международного права в сфере социального обеспечения. То есть международные нормы имплементированы, вплетены Россией в собственную систему законодательства путем ратификации международных НПА. К ратифицированным НПА относятся, в первую очередь, Всеобщая декларация прав и свобод человека и гражданина [5], а также Международный пакт об экономических, социальных и культурных правах человека и гражданина [6]. Например, статья 9 вышеуказанного пакта гласит, что государства признают право каждого человека на социальное обеспечение [6]. А статья 22 Всеобщей декларации прав и свобод человека и гражданина [5] прямо указывает, что гражданин любой страны, как часть социума, может претендовать на социальную помощь со стороны государства. Оба вышеупомянутых НПА [5, 6] – это декларативные меморандумы, принятые Организацией Объединенных Наций (ООН). В ООН существует Международный суд, но граждане отдельных стран не могут в него обратиться. Тогда как государства могут. Это означает, что при нарушении социального права гражданина нашей страны он не может обратиться за защитой в Международный суд. Однако, в связи с невозможностью защиты гражданами, например, России защищать свое социальное право в Международном суде, стоит отметить, что у них есть другая возможность. Она основана на ратификации Россией Конвенции о защите прав человека и основных свобод [7]. Хотя в тексте Конвенции не выделено отдельно «социальное обеспечение», тем не менее социальные выплаты признаются имуществом граждан, право на которое они могут защищать в Европейском суде по правам человека (ЕСПЧ). Мнение ЕСПЧ и его практика стоит на том, пенсии, пособия и прочие, как собственность граждан, – являются их имуществом. Поэтому социальные выплаты защищаются статьей 1 Протокола № 1 Конвенции, где говорится, что существует примат частной собственности, и никто не может законным путем отнять ее [7]. Если же имущество гражданина было отнято, например, пособие не выплачено, то гражданин может обратиться в ЕСПЧ и быть заявителем, а государство в таком случае будет ответчиком. Это отражается в названии дела ЕСПЧ. Например, «Иванов против России», в оригинале - «Ivanov v. Russia».

Подкрепить сказанное помогают два примера - конкретные дела из судебной практики ЕСПЧ - Дело «Носов и другие против России» от 20 февраля 2014 [8] и Дело «Солодюк против России» от 12 июля 2005 [9].

В Деле «Носов и другие против России» [8] заявителями являлись бывшие сотрудники МВД, которые в 1992 году участвовали в операциях

осетино-ингушского конфликта. Как участники операций они приобрели право на социальные выплаты. Заявители подали в суд на РОВД Северная Осетия-Алания в связи с задолженностью по социальным выплатам. Суд удовлетворил их иски. Заявители подали исполнительные листы в Министерство финансов РФ. Однако Министерство вернуло исполнительные листы. В деле «Носов и другие против России» [8] государство уклонилось от выплаты компенсации, присужденной заявителям по крайней мере в одном национальном решении более чем на два года. Основной причиной задержки исполнения был недостаток средств. Государственный орган ссылаясь на нехватку средств в качестве оправдания невыполнения судебного долга. ЕСПЧ счел, что если судебное решение вынесено против государства, государство должно взять на себя инициативу обеспечить его исполнение. Сложность внутренней исполнительной процедуры не может дать возможность государству не исполнить своего обязательства по приведению в исполнение обязательного судебного решения в разумный срок. Соответственно, имело место нарушение статьи 6 § 1 Конвенции и статьи 1 Протокола № 1 к каждому заявителю. ЕСПЧ встал на сторону заявителей и защитил их право на социальные выплаты. ЕСПЧ счел, что необоснованно длительная задержка исполнения обязательного судебного решения может нарушить Конвенцию. Все заявители требовали компенсации морального вреда. Некоторые из них не указали размер компенсации, а другие требовали суммы от 50 000 до 500 000 евро. Некоторые заявители также требовали различных сумм компенсации материального ущерба, представляющие социальные выплаты, якобы причитающиеся им в соответствии с национальным законодательством. Суд присудил каждому заявителю 2000 евро в качестве компенсации материального ущерба, плюс любые налоги, которые могут взиматься с этой суммы.

В Деле «Солодюк против России» [9] Заявители защищали свое право на своевременное получение пенсионных выплат. Пенсия им была выплачена с опозданием. ЕСПЧ счел, что, хотя право на пенсию по старости не включено как таковое в число прав и свобод, гарантированных Конвенцией, «требование» относительно пенсии может составлять «собственность» по смыслу статьи 1 Протокола № 1 к Конвенции. В настоящем деле Правительство РФ не оспаривало, что заявители имели право на выплату пенсии по старости. Это было установлено национальным законодательством, а именно статьей 120 Закона о государственных пенсиях 1990 года, и косвенно подтверждено постановлением Донецкого городского суда от 18 июля 2000 г. По мнению ЕСПЧ, заявители, следовательно, владели пенсией как имуществом для целей статьи 1 Протокола № 1 к Конвенции. Таким образом, это положение является применимо к настоящему делу. Выплата ежемесячной пенсии заявителям за одиннадцать месяцев, с июня 1998 г. по апрель 1999

г. задерживалась на срок до четырех месяцев. В то время месячная инфляция составляла от 2,7% до 37,3%. Инфляция повлияла на задержку пенсии заявителей в виде значительной потери покупательной способности. Суд согласен с Правительством РФ, что задержки с выплатой пенсий заявителям не повлекли за собой лишение собственности. Однако в результате очень высокой инфляции они привели к значительному снижению стоимости пенсий в период этих задержек. ЕСПЧ встал на сторону заявителей и защитил их право на социальные выплаты. Заявители требовали компенсации материального ущерба. Заявители также требовали компенсации морального вреда, понесенного в результате страданий и страданий, вызванных нарушением своих прав и чувства незащищенности от произвола государственные органы на сумму от 7 000 до 10 000 евро каждый. ЕСПЧ присудил 96 евро г-ну В.В. Солодюку и 90 евро г-же Е.Н. Солодюк как возмещение материального ущерба. Также ЕСПЧ счел, что заявители пострадали от страдания и разочарования в результате длительной невозможности своевременно получать пенсию по старости. Принимая во внимание обстоятельства дела и вынося решение на справедливой основе, ЕСПЧ присудил каждому заявителю по 1500 евро компенсации морального вреда.

Следовательно, граждане России, согласно международным НПА, не только имеют декларированные социальные права на обеспечение, но и имеют возможность защитить свое право в международном суде – ЕСПЧ.

В России основной (главный) закон – это Конституция. Статья 7 основного закона России закрепляет за гражданами право на социальное обеспечение [1]. Кроме того, также и статья 39 основного закона России гарантирует всем гражданам обеспечение их социальных прав в виде материальной поддержки, если они не могут трудиться и обеспечивать себя по причине пожилого возраста или наступления болезни. Кроме того уважительной причиной может быть потеря кормильца.

Поэтому можно говорить, что социальное обеспечение – это вид поддержки населения государством. Такая поддержка направлена на обеспечение социальных прав определенными денежными выплатами из государственного бюджета и внебюджетных фондов в случае наступления определенных обстоятельств, которые делают жизненную ситуацию гражданина трудной. Социальное обеспечение как бы уравнивает условия жизни для тех, кто в данный момент не способен трудиться сам и обеспечивать собственные элементарные нужды жизнедеятельности [10].

Для защиты своих прав на социальное обеспечение граждане России имеют право обратиться в суды общей юрисдикции с соответствующими исками, направляемыми к органам социального обеспечения, а также к внебюджетным фондам России. Если решение выносится судом против гражданина на основании какой-либо правовой нормы какого-либо Закона или Постановления Правительства РФ, которая противоречит статьям 7 и

39 Конституции, то гражданин приобретает право обратиться в Конституционный Суд (КС) РФ.

Анализ практики дел КС РФ по вопросам социального обеспечения показал, их огромное количество – 363 за все время существования КС РФ. Примером может послужить одно из последних дел (2021 года) - Постановление КС РФ по делу гражданки Г. [10], которая считала, что ее дочь - инвалид I группы по зрению - должна быть обеспечена жильем по социальному найму с учетом того, что родители проживают с ней и ухаживают за ней. Следовательно, метраж предоставляемой квартиры должен быть больше, чем в ином случае. Решением Кировского районного суда города Астрахани от 29 августа 2013 года удовлетворен иск прокурора, поданный в интересах К., гражданки Г. и ее мужа В., и указано на обязанность администрации города Астрахани предоставить семье из трех человек вне очереди благоустроенное жилое помещение по договору социального найма с учетом дополнительной жилой площади, предусмотренной для инвалидов. Апелляционным определением судебной коллегии по гражданским делам Астраханского областного суда от 30 октября 2013 года это решение отменено с вынесением нового решения, в соответствии с которым орган местного самоуправления обязан предоставить по договору социального найма благоустроенное жилое помещение общей площадью не ниже нормы предоставления только К. как лицу, страдающему тяжелой формой хронического заболевания, указанного в предусмотренном пунктом 4 части 1 статьи 51 Жилищного кодекса Российской Федерации перечне.

Гражданка Г. обратилась в КС РФ, и КС РФ признал, что вводимые социальные гарантии государства должны быть реальными и что правовые нормы ЖК РФ не должны препятствовать на практике реализации положений Конституции РФ также как они не противоречат им в буквальном тексте.

Следовательно, граждане России, согласно главному закону РФ – ее Конституции, не только имеют декларированные социальные права на обеспечение со стороны государства, но и имеют возможность защитить свое право в Конституционном Суде РФ.

Россия устанавливает правовые нормы, касающиеся социального обеспечения как в форме федеральных законов, так и подзаконных актов – Указов Президента РФ. Причем, по сравнению с международными НПА и Конституцией РФ, где декларируется право каждого на социальное обеспечение, в федеральных законах РФ, Указах Президента РФ говорится о праве на социальное обеспечение лишь в определенной форме и лишь конкретных групп (категорий) лиц (граждан). Так, специальный федеральный закон [11] определяет виды оказания государственной социальной помощи – денежную и натуральную. Кроме того, специальный

федеральный закон определяет общие основы социального обслуживания граждан в РФ [12].

Специальный федеральный закон характеризует дополнительные гарантии для некоторых групп населения [13]. Россия гарантирует своим гражданам, что при достижении пенсионного возраста им будет предоставляться специальная денежная выплата - пенсия. Это гарантирует Федеральный закон от 15.12.2001 № 166-ФЗ [14]. Каждому инвалиду, согласно закону от 24.11.1995 № 181-ФЗ [15], в РФ также гарантируется пенсия. Кроме этого, некоторые законы устанавливают дополнительные пенсии. Так, Федеральный закон от 10.05.2010 № 84-ФЗ [16] учредил пенсии для работников организаций угольной промышленности. Федеральный закон от 27.11.2001 № 155-ФЗ [17] учредил пенсии для членов летных экипажей воздушных судов. Федеральный закон от 17.01.1992 № 2202-1 [18] учредил пенсии для прокурорских работников. Федеральный закон от 28.12.2010 № 403-ФЗ [19] учредил пенсии для работников Следственного Комитета РФ. Федеральный закон от 05.04.2013 № 41-ФЗ [20] учредил пенсии для сотрудников Счетной палаты. В свою очередь, Указ Президента РФ от 22.11.2016 № 617 [21] устанавливает правила социального обеспечения судей.

Однако правоприменительная практика не избежала ошибок. Например, в ответ на запрос «социальное обеспечение» портал «СудАкт» выдает перечень из 594 судебных решения за 2020 год [22].

Следовательно, все граждане России при достижении пенсионного возраста или при обретении статуса инвалида имеют право на специальное социальное обеспечение. Однако некоторые категории граждан России, согласно федеральным законам РФ и Указам Президента РФ, имеют право на особые меры поддержки - дополнительное социальное обеспечение.

С января 2021 года произошли изменения в социальном обеспечении Российской Федерации. Рассмотрим более подробно основные изменения, среди которых главные заключаются в следующем:

1. Совершенствование, касающееся назначения страховых пенсий. Например, в 2021 году начала действовать пенсионная реформа, то есть пенсию стали получать не в 55 и 60 лет (женщины и мужчины соответственно), а женщины с возраста 56 лет 6 месяцев и мужчины с возраста 61 года 6 месяцев [23]. Кроме этого, новеллой законодательства стало требование, что для получения пенсии в 2021 году необходимо иметь от 12 лет трудового стажа и 21 балл специального пенсионного коэффициента.

2. Совершенствование, касающееся индексаций страховых пенсий. С самого начала 2021 года пенсии увеличены на 6,3%. Это касалось неработающих граждан. В феврале и в апреле 2021 года проиндексированы другие пенсии – социальные и специальные.

3. Совершенствование, касающееся индексаций материнского

капитала. В 2021 году он был увеличен на 3,7%.

4. Совершенствование, касающееся денежных выплат из материнского капитала. Ежемесячная денежная выплата из материнского капитала также проиндексирована в 2021 году, ее размер составляет 10 877 рублей.

5. Совершенствование, касающееся индексаций выплат, пособий и компенсаций. Согласно специальному Постановлению Правительства РФ [24] с 1 февраля 2021 года увеличены социальные выплаты на 4,9%, осуществляемые Пенсионным фондом России, в том числе ежемесячная денежная выплата (ЕДВ) и пособие на погребение.

Анализ научной литературы, многочисленных международных и национальных НПА, а также судебной практики ЕСПЧ, КС РФ и судов общей юрисдикции позволил сформулировать следующие **выводы**:

1. В Российской Федерации социальное обеспечение имеет солидное правовое основание на нескольких уровнях: международном, конституционном и на уровне федерального законодательства. Это определяет конвергенцию (сужение) права на социальное обеспечение от всеобщности до конкретных групп или категорий населения.

2. На каждом уровне правового основания социального обеспечения граждан России предусмотрен механизм судебной защиты, который реализуется в ЕСПЧ, КС РФ и судах общей юрисдикции РФ.

3. В Российской Федерации социальное обеспечение постоянно совершенствуется. При этом происходят многочисленные изменения национального законодательства, касающегося вопросов социального обеспечения. Это влечет нарастание количества ошибок в правоприменительной практике, что не может не вызывать недовольство населения, их обращение в суды и перегруженность судов подобными делами. Только за один год количество решений судов по спорам о социальном обеспечении в России превышает 500.

Анализ научной литературы, нормативно-правовых актов, а также конкретных примеров дел из имеющейся и доступной судебной практики разрешает выдвинуть некоторые **предложения**:

1. В Конвенцию о защите прав человека и основных свобод [7] должна быть внесена статья о защите права человека на «социальное обеспечение».

2. В законодательстве РФ работники правоохранительных органов должны иметь общее право социального обеспечения, а не особенное.

3. За ошибки правоприменительной практики по социальному обеспечению должен быть предусмотрен административный штраф для должностных лиц — чиновников, так количество ошибок необходимо снизить.

Использованные источники:

1. Конституция РФ (принята всенародным голосованием 12.12.1993): Информационно-правовой портал «Консультант плюс» [Электронный ресурс]. Режим доступа: <http://www.consultant.ru>. (Дата обращения: 28.05.2021).
2. Алиев Б.Х. Роль государственных финансов в регулировании социальных процессов в РФ // Экономика и управление: проблемы, решения. 2020. Т. 1. № 7. – С. 42–46.
3. Демина Э.Н., Радута В.И., Бочарова О.С. Правовое регулирование социальной реабилитации инвалидов // Вестник Всероссийского общества специалистов по медико-социальной экспертизе, реабилитации и реабилитационной индустрии. 2017. № 4. – С. 3–10.
4. Юрченко В.И. Социальная политика современной России: проблемы и тенденции развития. В сборнике: Теоретические и прикладные проблемы современной науки и образования. Материалы Международной научно-практической конференции. 2019. – С. 442–449.
5. Всеобщая декларация прав и свобод человека и гражданина (1948): Информационно-правовой портал «Консультант плюс» [Электронный ресурс]. Режим доступа: <http://www.consultant.ru>. (Дата обращения: 28.05.2021).
6. Международный пакт об экономических, социальных и культурных правах человека и гражданина (1973): «Консультант плюс» [Электронный ресурс]. Режим доступа: <http://www.consultant.ru>. (Дата обращения: 28.05.2021).
7. Конвенция о защите прав человека и основных свобод (Заключена в г. Риме 04.11.1950): «Консультант плюс» [Электронный ресурс]. Режим доступа: <http://www.consultant.ru>. (Дата обращения: 28.05.2021).
8. Дело «Case of Nosov and others v. Russia» (20 February 2014): Официальный портал «Европейского суда по правам человека» [Электронный ресурс]. Режим доступа: <http://hudoc.echr.coe.int/eng?i=001-140910>. (Дата обращения: 28.05.2021).
9. Дело «Case of SOLODYUK v. Russia» (12 July 2005): Официальный портал «Европейского суда по правам человека» [Электронный ресурс]. Режим доступа: <http://hudoc.echr.coe.int/eng?i=001-69674>. (Дата обращения: 28.05.2021).
10. Постановление КС РФ по делу о проверке конституционности пункта 3 части 2 статьи 57 Жилищного кодекса РФ и части третьей статьи 17 Федерального закона «О социальной защите инвалидов в РФ» в связи с жалобой гражданки Г.: Официальный портал «Конституционного Суда РФ» [Электронный ресурс]. Режим доступа: <http://doc.ksrf.ru/decision/KSRFDecision512793.pdf>. (Дата обращения: 28.05.2021).

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