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ARTICLES

- **HISTORICAL AND SOCIAL BASIS FOR THE SPREAD OF ISLAM IN KOREA**

Odiljon Ernazarov

1-4

◦ [PDF](#)

- **THE ROLE OF INNOVATIVE TECHNOLOGIES AND CLUSTERS IN EFFECTIVE TEACHING**

Azimov Jumanazar Turgunovich, Mamasaidov Ulugbek Egamberdiyevich

5-8

◦ [PDF](#)

- **COMPARATIVE STUDY OF METHODS FOR THE DETERMINATION OF ANTIBIOTICS IN MILK AND DAIRY PRODUCTS**

Sakieva Z.Zh, Muratbekova K.M, Boranbaeva T.K, Akhlan T.B, Ametova M.M

9-14

◦ [PDF](#)

- **SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP AS AN EFFECTIVE MEANS OF PROVIDING EMPLOYMENT FOR THE POPULATION**

Kasimova Saida Muminovna

15-17

◦ [PDF](#)

- **THE OBJECTIVE OF THE NECESSITY OF ATTRACTING FOREIGN INVESTMENT TO THE ECONOMY OF UZBEKISTAN**

Tugizova Malika Sokhib kizi

18-21

◦ [PDF](#)

• **HISTORY OF PRINTING IN TURKESTANT (UZBEKISTAN).**

Nilufar Namazova

22-25

◦ [PDF](#)

• **APPLICATION OF HYDROLYSIS PRODUCTS IN THE PRODUCTION OF ORGANIC BINDERS**

Makhammatov Muzaffar Safarovich

26-27

◦ [PDF](#)

• **INTERNATIONAL METHODS OF A MODERN APPROACH TO PRESCHOOL EDUCATION**

Karimova Shoiri Bakhtiyarovna

50-54

◦ [PDF](#)

• **ACCEPTABLE TECHNOLOGIES IN THE IMPROVEMENT OF THE FILLER AND MIXTURE CONTACT ZONE**

M.D. Saparboyev

27-28

◦ [PDF](#)

• **LANGUAGE AND CULTURE**

Azizova Moxinur Muzaffarjon kizi

29-31

◦ [PDF](#)

• **DIFFERENT STYLISTIC DEVICES USED IN RIDDLES IN UZBEK AND ENGLISH**

Nazarova Rano Rahimovna

32-36

◦ [PDF](#)

- [GLOBALIZATION PERIOD PROBLEMS IN THE FAMILY AND THEIR SOLUTIONS](#)

Aminova Manzura Mutalibovna , Muxammadjonova Madina

37-44

◦ [PDF](#)

- [ANALYSIS OF THE CONCEPT OF INNOVATIVE PEDAGOGY: PROBLEMS AND SOLUTIONS](#)

Ortiqova Nargiza Akramovna

45-47

◦ [PDF](#)

- [TECHNOLOGIES FOR THE DEVELOPMENT OF CREATIVITY OF STUDENTS OF HIGHER EDUCATION ORGANIZATIONS](#)

Usmonova Xurshida Aybekovna

48-49

◦ [PDF](#)

- [INNOVATIVE SKILLS OF AN EDUCATOR IN THE EDUCATION OF A PERFECT PERSON](#)

Aminova Manzura Mutalibovna, Xabibullayrva Muxlisa

55-57

◦ [PDF](#)

- [THE IMPORTANCE OF THE ENVIRONMENT THAT DEVELOPS CHILDREN IN THE PREPARATION FOR SCHOOL EDUCATION IN THE ORGANIZATION OF PRESCHOOL EDUCATION](#)

Ganieva Vazira Yusufvna

58-61

◦ [PDF](#)

- [PEDAGOGICAL SIGNIFICANCE OF THE ORGANIZATION OF 5 DEVELOPMENTAL CENTERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS](#)

Ganieva Vazira Yusufvna

62-64

◦ [PDF](#)

- [FORMATION OF A SPIRITUAL WORLDVIEW OF PRESCHOOL CHILDREN THROUGH THE MEANS OF GENRES OF FOLK ORAL CREATIVITY](#)

Azizova Ziroat Baxodirovna, Azizova Xonzodabegim Akmal qizi

65-69

◦ [PDF](#)

- [TECHNOLOGIES FOR THE DEVELOPMENT OF PHYSICAL QUALITIES OF PRESCHOOL CHILDREN](#)

Achilova Soxiba Xamidovna, Turgunboeva Qizlarxon

70-73

◦ [PDF](#)

- [THE CONCEPT OF DISCOURSE IN MODERN LINGUODIDACTICS](#)

Holdorova Gulzhakhon Shavkatjon kizi

74-85

◦ [PDF](#)

- [HYGIENIC FACTORS FOR THE DEVELOPMENT OF PHYSICAL QUALITIES OF CHILDREN IN PRESCHOOL EDUCATION](#)

Achilova Soxiba Xamidovna, Gulomova Dilgira

86-89

◦ [PDF](#)

- [PRACTICAL METHODOLOGICAL BASIS FOR TEACHING THE SCIENCE OF EDUCATION IN A SECONDARY SCHOOL](#)

Abdupattaev Hasanboy Abdurahmonovich

90-93

◦ [PDF](#)

- [ORGANIZATIONAL FOUNDATIONS OF THE PRACTICAL IMPLEMENTATION OF PEDAGOGICAL INNOVATIONS](#)

Ortiqova Nargiza Akramovna

94-99

◦ [PDF](#)

- [METHODOLOGY FOR PREPARING PRESCHOOL CHILDREN FOR SCHOOL IN SHORT-TERM GROUPS](#)

Ganiyeva Dildora Muqimovna

100-104

◦ [PDF](#)

- [PEDAGOGICAL FEATURES OF THE DEVELOPMENT OF THE EDUCATIONAL GOAL](#)

Ortiqova Nargiza Akramovna

105-108

◦ [PDF](#)

- [ANALYSIS AND METHODS OF THE PECULIARITIES OF PERCEPTION, MEMORIZATION AND COMPARISON OF THE AMOUNT OF OBJECTS IN PRESCHOOL CHILDREN](#)

Toshmatova Zamiraxon Jumanovna

109-112

◦ [PDF](#)

- [PRINCIPLES OF THE FORMATION OF MATHEMATICAL REPRESENTATIONS IN PRESCHOOL CHILDREN](#)

Toshmatova Zamiraxon Jumanovna

113-118

◦ [PDF](#)

- [FORMATION OF A HEALTHY LIFESTYLE IN STUDENT YOUTH](#)

Jurayev Vohidjon Muhammedovich, Kimsanov Oybek

118-121

◦ [PDF](#)

- [GENERAL DIRECTIONS OF DEVELOPMENT OF INNOVATIVE PROCESSES IN EDUCATION](#)

Ortiqova Nargiza Akramovna

122-126

◦ [PDF](#)

- [THE IMPORTANCE OF SOCIAL RELATIONS IN THE FORMATION OF THE SOCIAL CONSCIOUSNESS OF PRESCHOOL CHILDREN](#)

Ganiyeva Dildora Muqimovna, Xamidova Xumora

127-130

◦ [PDF](#)

- [THE DEVELOPMENT OF MUSICAL SCIENCE IN THE MIDDLE AGES IN CENTRAL ASIA](#)

Gofforov Ulmas Normatovich

131-136

◦ [PDF](#)

- [THE STUDY OF THE ART OF MUSIC IN THE DEVELOPMENT OF PERSONALITY MATURATION](#)

Xoliqnazarov Xurshid Holmatjon ugli

137-141

◦ [PDF](#)

- [IN THE PEDAGOGICAL ACTIVITY OF THE TEACHER PSYCHOLOGICAL BARRIERS AND METHODS OF THEIR ELIMINATION](#)

Ortiqova Nargiza Akramovna

142-147

◦ [PDF](#)

- [English words used in modern young people's speech](#)

Usarova Nilufar Yakubovna

148-150

◦ [PDF](#)

- [MYTHOLOGICAL METAPHORS OF ENGLISH USED TO EXPRESS INSULT](#)

Z. M. Tukhtasinova

151-153

◦ [PDF](#)

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Annotation: This article provides an overview of the socio-political and religious-spiritual atmosphere on the eve of the spread of Islam in Korea, the history and stages of the initial relationships between the Korean and Muslim peoples, the formation of Islamic communities in the country, and their assimilation into the local culture.

Key words: Unified Silla, Old Testament, Goryeo dynasty, chronicle of Goryeosa, Yuan dynasty, hui, Joseon dynasty, Neo-Confucianism.

The history of Korean statehood has its own characteristics and aspects that have had a decisive impact on the general landscape of the region's culture. In Korean sources, the relations between the Korean peninsula and the Muslim world began in the 11th century, and in Arabic sources, the relations of Muslims with this peninsula began during the period of the Unified Silla Kingdom (661-935 AD). Korean merchants who came to China for trade had business dealings with Muslims. In turn, Muslim merchants were able to expand their trade routes to the Korean Peninsula with the support of their Korean counterparts in China. Certainly, trade was the main factor in the relations between the two sides, but at the same time, some of the symbols of Islamic culture entered the Korean peninsula. Information about this period can be found in the works of Muslim scholars who lived in the 9th-16th centuries on history and geography. Ibn Khurdazbih, Abul Fazl and other scholars wrote about the geographical location and cultural environment of Silla [6:24].

In addition to reporting on the geographical location and structure of the Korean peninsula, Muslim scholars paid special attention to the history of the origin of the Korean people. Sources regarding the origin of the Korean race include the "Guide-book of China and India" written by Sulayman al-Tajir in 851 and Mas'udi's "Knowledge and General Observations". Both authors claimed that the Silla people belonged to the white race: "Silla people, along with those from China and from around China, belong to the seventh community. They are descendants of Noah's son Japhet and Japhet's son Amur. They all serve one king and use one tongue" [5:24]. Mas'udi, influenced by the opinions of his predecessors, mentions the Korean nation as Amur descendants. Amur is the equivalent of the name Homer in European languages, and according to the Old Testament he was the firstborn son of Noah's son Japhet. Mas'udi divides the peoples of the world into seven groups and includes the Silla people together with the Chinese in the seventh group.

Mas'udi recorded in detail and clearly what he heard from some Muslim foreigners living in Silla, particularly Iraqis, about the description of the place: "A group of islands known as Silla can be seen off the coast of China. Iraqis and other foreigners settled there and accepted it as their homeland. They did not think of leaving Silla because of its clean air, clear water, fertile soil, rich in minerals and precious stones. Except for some, most of them lived there permanently" [4:155-156].

In addition to the works written by scholars who flourished in the Islamic world, Sino-Korean historical chronicles are also counted among the ancient sources reporting the entry of Muslims into the Korean Peninsula. The first collection of official documents reflecting the past relations between Koreans and Muslims on the Korean Peninsula was the Koryosa Chronicle of the Koryo Dynasty

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(936-1392). It provides information about the arrival of Muslims in the country and their trade activities in the following years: "1024, Ar-Razi and about a hundred people visited Korea from the state of Tashi (the name of the Muslim-Arab caliphate in medieval Chinese sources) and presented the king with the products they brought with them. In September 1025, Hasan and Razi and a hundred other people came from the state of Tashi and weighed the products they brought with them to the king" [3].

After the Mongols established complete control over Korea in 1270, many Muslims who served the government of the Yuan-Mongol Empire in China, demonstrated their potential and skill in administrative affairs and rose to high positions in this regard entered Korea together with the Mongols. These Muslims included representatives of various peoples, especially Central Asians. One of them was the helper of a Mongolian princess who was given to King Chungnyool of Koryo. His original name was Samga, and when he decided to settle in Korea, the king gave him the Korean name Jang Sunnyong. Jang married a Korean woman and became the founder of the Deoksu Jang clan. His descendants held many official government positions and were respected by Confucians in Korea for centuries [1:195].

In the middle of the 13th century, due to the transformation of Koryo into an autonomous state under the Mongol Empire, the concept of "hui" (in the form of "huihui" in China) was used for the Muslims of the Korean Peninsula, as in China. The emphasis on changing the relationship between Koreans and Muslims over the years, as exemplified by this term, shows that the status of Muslims in the Yuan-Mongol Empire was stable and significant, and that they actively participated in local life. So, in the first stage, relations between Muslims and Koreans began on the basis of trade, and Muslims were accordingly called "daesik". At the next stage, the term "hoehoe" was used in relation to Muslims, and this name expressed the general content of foreign peoples who live in a single geographical area, cooperate with the local population in the way of personal development and, in turn, enter into competition.

The conquest of various lands by the Mongol Empire shows that local knowledge and cultural signs were also the basis for spreading to wide areas. Since Koryo became a colonial territory of the Yuan-Mongol Empire, some Muslims in the Korean peninsula performed the role of "darugachi"¹ as the official representative of the Mongols in the conquered lands.

During the Koryo era, Muslims took an active part in the life of society and adapted to local traditions, which is also visible on their tombstones. In 1985, as a result of construction work on Muslim cemeteries located in one of the districts of Guangzhou, tombstones with a unique construction were found. Although their shape and structure are reminiscent of the East Asian style, they are distinguished by their calligraphic inscriptions in Arabic and Chinese languages. In Arabic script, verse 255 of Surah "Baqara" of the Holy Qur'an was written on the tombstone, while Chinese script served as a pattern on the edge of the tombstone, and it recorded the name "Ramadan", which was popular among Korean Muslims during the Koryo period. It was also written on his tombstone that he worked as a "druggist" in Guangxi province².

The fact that Muslims acted as representatives of different social strata during the Koryo period indicates that there was an interaction and historical connection between the two cultures. At the same time, this atmosphere of solidarity, which lasted until the early years of the Joseon dynasty, became the first stage for the formation of Korean Muslim identity. The second stage was relatively

¹ "Daruga", "darugabek", "darugachi" is the name of the official position controlling the personal property of the khan in the medieval Central Asian khanates. His main task was to manage tax affairs in the territory of the khanate. "Darugachi" had a great influence in Bukhara and Khiva khanates and even participated in the control of military operations.

² For the first time, Korean scientist Park Hyun-gyu conducted research on this tomb during his 2003 scientific trip to southern China.

intense, and under the assimilation policy of the Joseon Empire (1392-1910)³, Muslims with a high social and economic status in Korea were forced to abandon their previously observed national clothes, customs and ceremonies.

During the Joseon Empire, Confucianism served as the ideological basis for society, and the Korean people tried to understand existence and religion through the concepts and views related to this philosophical doctrine. In fact, Koreans have had some knowledge of Confucianism since the 4th century. By the time of the Joseon Empire, these doctrines had gained a dominant position in Korean society. Two factors played a fundamental role in this: First, Confucianism was officially declared the state religion. Second, the new form of Confucianism, which was formed in China during the Song dynasty (960-1279), spread widely in Korea in the early years of the Choson period [7]. Called "Neo-Confucianism"⁴, this doctrine, in addition to providing moral guidance and advice on government administration, defined the scope of other religions, including the rites that could be performed and who could participate in them.

In 1427, King Sejong (King Sejong, 1397-1450/1418-1450) signed the Decree "Regulating the Customs of Religious Minority Groups in the Joseon Territory" drafted by the Ministry of Rituals (Yejo), creating a more unfavorable environment for Muslims in Korea. In this decision, the difference in the way Muslims dress from that of the local population was condemned as a factor that hinders the establishment of mutual marriage ties with representatives of other nationalities, and it was noted that they should eliminate this difference by switching to the traditional way of dressing and stop performing prayers related to their faith [8]. On the other hand, it can be assumed that Muslims gained their place and influence in the country through this decision on religious minority. Because requiring Muslims to intermarry with the local population means that they are recognized as "permanent citizens" and not "temporary community" on the Korean Peninsula. Also, during this period, as a result of the adaptation of Muslims to the lifestyle of the indigenous people, a characteristic feature of the Islamic religion in the region, the tradition of translating religious concepts according to the local language was spread. For example, among Muslims, scholars with mature religious knowledge were called "hui-samun", that is, "Muslim imam" and "daro" meaning the leader in performing prayers.

In the face of the policy directed against cultural identity, Muslims adopted the Confucian views and knowledge spread among the native population, lived a life based on the Joseon lifestyle, changed their names and started the process of assimilation and became a full member of the Korean society. Civilizations influencing each other, undergoing changes and mutual synthesis of cultures is a normal historical process. In this sense, Islam also served as a kind of bridge between Eastern and Western civilizations. For example, the celestial globe, water clock, sundial, astronomical clock, and rainfall gauge devices discovered during this period, as well as Islamic art, medicine, and literature, were introduced to the peoples of East Asia [2:57-75].

Therefore, cultural relations between the Islamic world and the Korean peninsula, which date back more than a thousand years, did not encounter serious conflicts and wars, except for the policy of religious acculturation during the reign of the Joseon Empire. The process of the spread of Islam to the peninsula took place in the conditions of peaceful, open and tolerant dialogue with the local population.

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³ The Joseon Kingdom was established in 1392 by Yi Seongge and lasted until approximately 1897. In October 1897, it was officially named the Korean Empire.

⁴ Although Neo-Confucians believed in the existence of supernatural entities such as ancestral spirits, they did not accept the belief in an "Absolute Power" - God. Also, in this teaching there is no belief in the "Creator" who created all existence. According to Neo-Confucianism, the world not only creates itself, but also creates its own moral codes in the process.

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Annotation: Today, the cluster is an extremely important factor in the education system. This article analyzes the cluster of pedagogical education in higher education institutions. In addition, the characteristics and conditions of pedagogical education cluster in Uzbekistan were discussed.

Keywords: globalization, pedagogical education cluster, system, cluster subjects, integration, cluster directions, cluster principles.

INTRODUCTION

As a result of the rapid development of science and technology, the goal of innovations introduced in all areas is ultimately aimed at increasing the economic and social potential of the country.

Innovating industries requires new approaches to existing ways of working. There are general aspects and natural laws in the laws of development of society, and in this regard, rather than searching for unique new ways, sometimes taking ready-made models from developed countries and using them creatively gives better results. Based on this, today serious attention is being paid to the application of innovative experiences tested in international experience and gaining great importance in the development of production sectors of the country's economy. One such innovation is the "cluster model", which today is widely used in the agricultural, textile and light industrial sectors of Uzbekistan. In a short period of time, the cluster model was recognized as a promising innovative direction in the economy, and experiments using this model in other areas are being carried out.

Today, in the conditions of Uzbekistan, the creation of such a new mechanism in the higher education system has become a vital necessity, in which mutual control, competition, and satisfaction of interests should be ensured between the types of education. Due to the high social importance of higher education in the sustainable development of the society, modern requirements, problems in the system and the disparity between education, science and production sectors in solving them today make it necessary to transfer continuous pedagogic education to the cluster development model.

MATERIALS AND METHODS

The study and analysis of studies on the cluster approach to education allowed us to summarize several views on this matter. So the cluster approach is:

- a mechanism for strengthening the organizational forms of unification of industries that are a separate field (education, economy, etc.) and are interested in achieving competitive efficiency; [1; 25]

- an innovative and effective method of organizing the formation of personnel potential for the future economy of the organization; [4; 3]

The study of the theoretical foundations of the formation and development of educational clusters by Russian scientists was carried out in the following directions:

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- a) cluster approach to professional education (B. Pugacheva, A. V. Leontiev);
 b) activity and pedagogical design theory (V.V. Davydov, V.P. Bepalko, G.I. Ibragimov, B.Ts. Lednev, M.I. Makhmutov, A.A. Slasterin);
 v) the concept of continuous education (B.S. Gershunsky, G.V. Mukhametzyanova, A.M. Novikov);
 g) studies revealing social partnership and management problems of education in vocational schools (P.F. Anisimov, G.V. Mukhametzyanova, G.I. Ibragimov, E.A. Korchagin, V.P. Panasyuk, A.S. Subetto). [6; 75]

Researchers such as N.N.Davydova, B.M.Igoshev noted the presence of geographical, horizontal, vertical, lateral, technological, - focal and quality strategies of the cluster. [6; 75]

RESULTS AND DISCUSSION

All state and non-governmental organizations that serve to increase the quality of educational, scientific and methodological activities of institutions as subjects of the pedagogical education cluster in the conditions of Uzbekistan can be understood as subjects of the pedagogical education cluster. The cluster model unites entities that are each operating separately around a common goal, and at the same time, each entity works in private interest based on a common goal. Subjects of the cluster model support and control each other, each creates the spiritual and intellectual space of a separate cluster, expands the social influence and importance of each other.

In the literature, the subjects included in the cluster are classified according to the characteristics of the products, information and knowledge they produce as follows:

- according to the form of communications;
- on the structure of mutual cooperation;
- according to the nature of the participants' activities;
- according to the nature of occurrence;
- according to the type of main resource;
- according to the level of guarantee;
- on the presence of a geographical component. [4; 12]

Such a classification is general for the cluster, and some of them may not be observed when looking at network clusters. Approaching from this point of view, it is correct to classify the cluster of pedagogical education as follows:

In order to determine the specific goals and tasks of the pedagogical education cluster, to foresee the horizons of its activities, it is necessary to come to a clear conclusion about the principles on which it is based. Based on the principles of education policy and existing conditions in Uzbekistan, it is appropriate to propose the following principles of pedagogical education cluster:

- ▶ natural connection: cooperation between cluster subjects, the naturalness of the issue of connection, that is, the objectivity of the issue of connection in terms of territory, sector or task.
- ▶ coherence and continuity, cluster entities form a chain in mutual dependence, each link forming the chain has its own specific tasks, gaps are not allowed in the chain of continuity.
- ▶ consistency is the location of cluster subjects in a single vertical line, following the trend of step-by-step movement from the bottom up, from simple to complex.
- ▶ succession, the role of the cluster in the exchange of generations, tutoring activities, as a result of the clustering of pedagogical education is to achieve regular satisfaction of the subjects' need for qualified pedagogical staff.
- ▶ modernity, introduction of modern science achievements related to the field into the system, assimilation of advanced foreign experiences, rational use of information and communication technologies.
- ▶ focus is the fact that each type of activity carried out within the cluster is oriented towards a specific goal, the possibility of predicting and evaluating the expected results in advance.

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► the commonality of the goal is the unification of the cluster subjects around a single goal in a global aspect, apart from their private goals.

► specificity of interests is the legal, social, and economic interests of each subject in the pedagogical education cluster model.

► mutual control is the formation of a unified system of educational subjects united within the framework of the cluster model, and the fact that each subject is interested in the flawless operation of this system, the error or deficiency made in a certain subject affects the efficiency of other subjects, the establishment of a system of mutual evaluation of the subjects' activities.

A number of important conditions are required for the formation of a pedagogical education cluster. Based on the results of our research, we offer the following in this regard:

- establishing mutual cooperation between educational institutions using the competitive advantages of the region;

- identification of leaders determining long-term innovations and other strategies of the entire system;

- designation of scientific organizations that allow to increase the qualification level of the employees of the educational institution, which ensures internal and external competitiveness;

- atmosphere of confidence and creativity;

- it is possible to include such things as the existence of private interest arising from the common goal of educational institutions in one region.

- the importance of the pedagogical education cluster in the following areas can be seen in the following areas: in the economic area: it helps to form an efficient educational services market; in the social sphere: help provide employment to graduates of pedagogical educational institutions;

- in the field of marketing: popularizes innovative educational technologies, new opportunities in the educational work of educational institutions; in the legal field: it provides an opportunity to establish mutual cooperation within the cluster, as well as to create regulatory and legal bases related to the transition to new forms of management of educational institutions; in the field of pedagogy: continuous education creates an opportunity for collaborative design of teacher training in the system.

CONCLUSION

In general, the pedagogic education cluster implies the achievement of efficiency as a result of the application of economic models to the field of pedagogy. Researching its implementation mechanisms, directions, principles, goals and tasks on a scientific basis is one of the urgent problems facing specialists in the field at the moment. In this regard, we offer the following:

1. To attract the attention of the scientific community to the topic "Pedagogical Education Innovation Cluster".

2. Research of strategic directions and principles of pedagogical education clustering.

3. Amendments and additions to the existing regulatory documents related to the clustering of pedagogical education.

4. Creative assimilation of advanced foreign experiences regarding educational clusters.

5. Development of rational mechanisms of implementation of innovative clusters of pedagogical education.

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COMPARATIVE STUDY OF METHODS FOR THE DETERMINATION OF ANTIBIOTICS IN MILK AND DAIRY PRODUCTS

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Annotation: *In this work, a comparative study of methods for determining antibiotics in milk and dairy products, ensuring the uniformity of measurements and characteristics and measurement errors was carried out.*

Key words: *antibiotic, milk, delvotest.*

Russian standard and proprietary methods proposed by Russia for the determination of antibiotic residues in accordance with domestic and European standards, based on the standards ISJ 13969:2003 International Dairy Federation - 183 "Milk and dairy products". Established adequate solutions to the diagnostic level of the limits of detection of the maximum permissible concentration in raw milk.

The content of residual amounts of antibiotics in raw milk poses, on the one hand, a threat to the health of the consumer, and on the other hand, it is a technological risk in the production of dairy products. The control of antibiotic residues in raw milk is prescribed in the health legislation of most countries. European legislation is the strictest in this regard: for the vast majority of antibiotics actually used in animal husbandry, maximum permissible concentrations are established, and control procedures are standardized.

According to EU Directive 92/46, the procedure for setting maximum permissible concentrations must be carried out by "tested, scientifically sound methods, regulated, in particular, at EU or international level". As regards arbitration methods, reference is made in the directive to Commission Decision No. 91/180, in which they are described in detail. Arbitration methods are divided into a qualitative method for the determination of antibiotics and methods for determining the presence and concentration of antibiotics of the penicillin group. The sensitivity requirements of the methods are also given.

As international standards in the EU, proprietary methods approved by AOAC international are recognized, in particular Delvotest (DSM, the Netherlands), SNAP (Idexx Inc., USA), Charm II (Charm Sciences Inc., USA), as well as some national standards, such as German LMBG standards for chromatographic methods for the determination of antibiotics in food products, including milk. The International Organization for Standardization and the International Dairy Federation, in turn, do not standardize a detailed procedure for the determination of antibiotics, but a description of the method, on the basis of which a reasonable conclusion can be drawn about the compliance of the method with normalized characteristics [1].

Russian SanPiN 2.3.2.1078-01 establishes the complete exclusion of residual amounts of penicillin, streptomycin, chloramphenicol and tetracycline group antibiotics in raw milk, indicating in the note the concentration, obviously, as the required detection limit for the methods used. As methods of analysis, SanPiN 2.3.2.1078-01 allows "metrologically certified methods that meet the requirements for ensuring the uniformity of measurements and the characteristics of measurement

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errors, methods of using product samples in testing and controlling their parameters, as well as methods that meet the specified requirements and approved in the prescribed manner, without giving direct references to the documents establishing the procedure for certification and approval. On the other hand, the reference appendix to the SanPiN contains several guidelines for the determination of residual amounts of antibiotics in food products, including milk, and GOST 23454-79 on methods for determining inhibitors in milk (indicated in GOST R 52054-2003 "Natural milk cow-raw materials. Technical conditions"). In addition, there is GOST 51600-2000 "Milk. Method for the determination of antibiotics", approximately corresponding to the EU arbitration method. In general, the Russian nomination of the content of residual amounts of antibiotics and methods of their control is similar to the European one, but it is written much less clearly and completely[2].

The processes of Russia's integration into the world economy objectively require the harmonization of approaches to product quality assessment. The new technical regulatory framework that is emerging in our country, in particular the Technical Regulations for Milk and Dairy Products, is largely oriented towards European legislation. The purpose of our study was to evaluate Russian standard and proposed Russian branded methods of determination in terms of their adequacy to responsible and European standards based on ISO 13969 (MMF 183) Milk and dairy products. Guidelines for Standards for the Description of Bacterial Growth Inhibition Tests, ISO 18330: (MMF 188) "Milk and dairy products. Guidelines for a standardized description of immunological bacterial receptor methods for the determination of antimicrobial residues" [3].

Materials and methods

As milk free from inhibitors, we used raw milk from one of the suburban farms of the Almaty region, tested for the absence of inhibitors according to GOST-23454-79, antibiotics according to GOST 51600-2000, and t as well as the Charm II method.

For the study, in addition to the title antibiotics of the group (penicillin and tetracycline), the most widely used in the treatment of mastitis amoxicillin, cloxacillin, chlorriooxytetracyclol at concentrations from 4 to 0.25 MPC EU were selected.

Dilutions of antibiotic standards penicillin, tetracycline (manufactured in Russia) and commercial preparations of amoxicillin, cloxacillin, oxytetracycline, chlortetracycline (Krka, Slovenia) were introduced into milk. Dilutions were prepared according to the method MU3049-84 "Methodological guidelines for the determination of residual amounts of antibiotics in animal products" and successively diluted to working concentrations of 0.016; 0.008; 0.004; 0.002; 0.1;0.05; 0.025; 0.012; 0.006 µg/cm³ (u/g) – cloxacillin; 0.5; 0.25; 0.12; 0.06; 0.03 µg/cm³ (u/g) - for antibiotics of the tetracycline group. In addition, when determining the number of positive results, the SKIV preparation (according to GOST 23454-79) manufactured by Biocompass LLC was used as a negative control along with raw native milk.

Each concentration of all antibiotics and negative controls were determined in five replicates by each test method. The study used the following methods and a test kit for determining residual amounts of antibiotics: MU 3049-84 "Guidelines for the determination of residual amounts of antibiotics in animal products" (hereinafter MU-84): MUK 4.2.026-95 "Express - method for determining antibiotics in food."

- GOST 51600 - 2000 "Milk. Methods for the determination of antibiotics". Cup method with *Bacillus stearothermophilus* (hereinafter Bac.stear.);

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- GOST 51600-2000. Bromocresol purple indicator method (hereinafter Delvotest);
- Draft Amendment No. 1 to GOST 51600-2000. Method with 3,3,5,5-trimethylbenzidine and dimethyl sulfoxide (hereinafter SNAP);
- Test kit "Blue-Yellow" manufactured by Charm Sciences Inc., USA (hereinafter Charm BY);
- Test kit "Charm MRL" manufactured by Charm Sciences Inc., USA;
- Charm II test kit manufactured by Charm Sciences Inc., USA.

MUK-95, Bac.stear., Delvotest and Charm BY are qualitative methods based on the inhibition of bacterial growth and do not distinguish between the type of inhibitor. MU-84, also based on inhibition of bacterial growth, is a quantitative method for determining the type of antibiotic. SNAP, Charm MRL and Charm II are immune (bacterial) receptor antibiotic-specific methods, of some SNAP and Charm MRL are qualitative, and Charm II is a semi-quantitative method.

Since five of the eight methods studied are braking tests, the ISO 13969:2003 standard (MMF 183) was taken as the basis for reporting the results.

The following indicators were determined:

1. Limit of detection with a probability of 95% (DL 95%) - the concentration of the antibiotic at which this method gives 95% of positive results. Doubtful results were always regarded as negative. 95% OL was determined by a graphical method: points on the graph showing the percentage of positive results (Y-axis) at a given antibiotic concentration (X-axis) were connected by a line. The projection onto the X-axis of the point of intersection of this curve with the 95% line was considered the value of 95% OL.

2. The ratio of software 95% to MPC. This ratio shows how the method corresponds to the established MPCs: overly sensitive methods will give positive reactions at acceptable concentrations of TCA, insufficiently sensitive methods will not detect TCA at unacceptable concentrations.

3. Number (%) of false positives.

Results and discussion.

All methods, with the exception of MUK-95, demonstrated the linearity of the results and a direct dependence of the number of positive results on the concentration of the antibiotic. MUK-95 did not give either 100% positive or 100% negative results at any of the determined concentrations of any of the studied antibiotics, including negative controls. Therefore, MUK-95 was excluded from further study and thus the usefulness of antibiotic residues in raw milk is questioned. Figures 1 and 2 show graphs for the determination of 95% OR for amoxicillin and oxytetracycline, the table shows 95% OR for seven methods for six tested antibiotics.

Table 1.

Antibiotic, mcg/kg	Limits of Antibiotics Detection by Investigated Methods						
	MU-84	Bac.stear.	SNAP	Charm MRL	Charm II	Delvotest	Charm BY
Penicillin	6	7	3	3	1,7	3,5	3,7
Amoxicillin	7,4	6,8	6	3,5	1,6	6	6,8
Cloxacillin	94	96	42	24	22	45	48
Tetracycline	95	200	30	95	28	420	225
Oxytetracycline	95	225	30	95	28	420	230

Chlortetracycline	90	185	30	94	28	215	175
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Specific methods demonstrated the lowest detection limits: SNAP, Charm MRL and Charm II, with Charm MRL and Charm II being more sensitive to beta-lactam antibiotics, and tetracycline groups - SNAP and Charm II. Among the methods of inhibition of bacterial growth, the most sensitive to beta-lactams were Delvotest and Charm. BY, and tetracyclines - MU-84. It should be noted that none of the test methods corresponds to the required limits for the determination of tetracycline specified in SanPiN 2.3.2.1078-01 (10 times lower than the EU MPC).

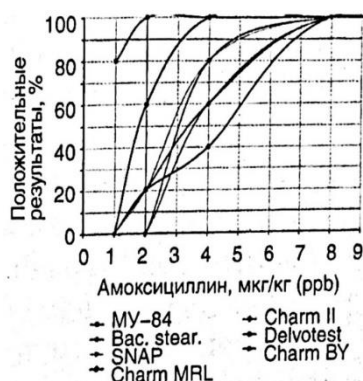


Рис. 1. График зависимости положительных результатов семи исследованных тестов от концентрации амоксициллина [1 мкг/кг (ppb) = 0,001 мкг/см³ (ед/г)] в сыром молоке. Проекция точки пересечения графика с линией 95 % дает величину ПО 95 % (см. таблицу).

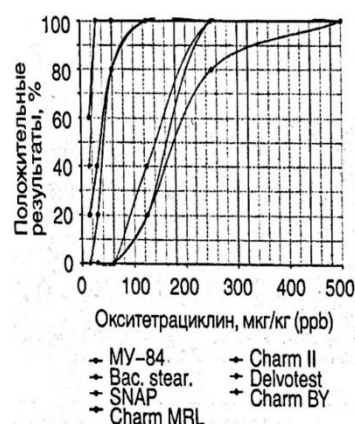


Рис. 2. График зависимости положительных результатов семи исследованных тестов от концентрации окситетрациклина [1 мкг/кг (ppb) = 0,001 мкг/см³ (ед/г)] в сыром молоке

Conclusion.

All the methods studied (with the exception of MUK-95) were able to reliably determine the presence of penicillin at the detection level required according to SanPiN2.3.2.1078-01, none of the methods was able to stably and reliably determine the presence of tetracyclines at the level specified in this document.

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SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP AS AN EFFECTIVE MEANS OF PROVIDING EMPLOYMENT FOR THE POPULATION

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***Abstract :** This article talks about the role and importance of small business and private business entities in ensuring the employment of the population, as well as the measures that should be taken to increase the level of employment.*

***Keywords.** Globalization, employment, small business, strategy, living conditions, problem, world economy.*

In the conditions of the globalization of the current economy, the living conditions of the people of all the countries of the world, especially the Republic of Uzbekistan, are directly related to their employment issues. The higher the level of employment of the population, the more it affects the income of the population. Providing employment to the population is one of the biggest problems in all countries, as well as in Uzbekistan.

The COVID-19 pandemic, which began in 2019, has had its effect on making this problem even worse. A lot of work has been done to support production by the state, in particular, to ensure the continuous operation of small business entities, and relevant decisions and decrees have been adopted.

On July 14, 2018, the Decision of the President of the Republic of Uzbekistan No. PQ-3856 "On measures to improve and increase the efficiency of work to ensure the employment of the population" was adopted. According to it, it is an effective measure to implement the programs approved annually in the Republic to ensure the employment of the population, to improve the employment mechanisms for vacant and quota jobs, and to develop effective forms of self-employment - actions are being taken.

A number of regulatory legal documents aimed at encouraging the population's work activity and entrepreneurial initiatives, ensuring the employment of socially vulnerable groups, and increasing the access, quality and speed of public services to ensure the employment of the population have been adopted.

Nevertheless, there is still a high level of tension in the labor market in the regions, the establishment of permanent jobs, the provision of employment for young people, women, members of low-income families, especially in rural areas, as well as foreign issues of regulation of labor migration processes are not being resolved.

In the field of employment, the level of credit, financial, consulting and other necessary services for the population and business entities remains low.

Production personnel are often trained and retrained without taking into account the current and future needs of economic sectors, their capabilities and resources. As a result, there is a shortage of qualified personnel in some specialties in the labor market.

Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan, increasing the efficiency of the work of state bodies to ensure the employment of the population, creating favorable conditions for attracting the population to work, as well as new "Roadmap" on improving and increasing the efficiency of work on ensuring employment of the population, developed by the Ministry of Employment and Labor Relations of the Republic of Uzbekistan and the Ministry of Finance in order to stimulate the activities of business entities that create jobs approved and based on this work is being organized.

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It is known that the importance of small business and private entrepreneurship in ensuring the employment of the population in the current conditions is very great. The influence of small business on employment and its characteristics, issues of development of small business and private entrepreneurship in ensuring employment of the population remain one of the urgent issues of today.

Ensuring effective employment of the population and supporting the strata in need of social protection form the basis of social and economic reforms implemented in our country. The reason is that by ensuring the employment of the population, social and economic development of our country, increase of income and standard of living of the population is achieved.

A number of reforms should be implemented in order to provide employment to the unemployed population and increase the income of the population. The issue of ensuring the employment of the population today is one of the global problems not only in Uzbekistan but also in the world. It showed that the unemployment rate in Uzbekistan was 13.2% of the economically active population. The indicator was equal to 9.1% in the same period last year, that is, there is an increase of about 4% compared to the previous year.

The total number of people in need of work is 1,944,000. By the end of 2019, the number of unemployed people worldwide reached 188 million. In 2020, this indicator increased by 2.5 million.

The International Labor Organization's report on employment states:

- 165 million people receive low wages for their work, 120 million people are not officially considered unemployed.
- In total, 370 million people will be affected by the crisis in the labor market. 630 million workers, i.e. every fifth working person lives in poverty. The number of unemployed between the ages of 15 and 24 is 267 million.

In order to provide employment to the unemployed population, the following activities should be carried out:

- First in place the work the right stage - stage go beyond it is necessary

Worker power, worker potential increase need of this for unqualified medium special knowledge level the unemployed knowledge potential increase them more profession - trade guidance, knowledge skills formation need

- The population entrepreneurship potential but has experience, knowledge, skills enough didn't happen layers again preparation courses or profession - craft to colleges to practice attachment known lifetime himself interested in the field information, to the experience and knowledge skills, practice have to be and in the future own business - entrepreneurship to the road to put it is necessary

By developing small business and private entrepreneurship in our country:

- a class of middle owners is formed;
- economic problems such as macroeconomic instability, unemployment and deficit will disappear;
- through the creation of a healthy competitive environment, GDP growth will be observed in terms of quantity and quality;
- the domestic market will be saturated with necessary goods (services) and their quality will increase;
- and ultimately, the population's standard of living will increase.

The development of small business and private entrepreneurship is important not only in the development of the state and society, but also in meeting the growing vital needs of every person, that is, this activity is clearly manifested in such areas as service provision, retail trade, and the production of food products.

Because business and private entrepreneurship are considered the foundation of our country's economy. To create new jobs at the country level, it is necessary to build new factories. The

establishment of factories in our country leads to the creation of new jobs and plays a very important role in providing employment to the population. There is no reason for citizens of our country to leave for work in foreign countries. They live a carefree life in their country with their families.

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**THE OBJECTIVE OF THE NECESSITY OF ATTRACTING FOREIGN INVESTMENT
TO THE ECONOMY OF UZBEKISTAN**

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Abstract: As it is known, in the case of any state, separated from the outside world, the world of science, science and technology from the field in the achievements of the economy of developed countries may not develop the effective use of experience. In the way of this goal is the active involvement of foreign investment to the national economy and plays an important role to increase the effectiveness of their use. However, the distribution of doing such a task, first and foremost, "foreign investment" the essence of the concept, characteristics, types and the means of obtaining clear and obvious role in the development of the economy, the necessity will arise.

Keywords: economy, foreign investment, foreign capital, financial, intellectual investment.

Prof. D. theoretical look outlined on foreign investment G'ozibekovning the following thoughts: "foreign capital to the economy is bound to a particular term investment entities besides, if the difference is based on the width of domestic investment from the risks in the case of the legal conditions, the investment environment is characterized by change and as a result, moved the capital across countries and regions will be away"¹. So it is possible to conclude from this idea, the absolute state of the economy to the economy of a country other foreign investment capital if it is within the width of the internal investment risk is different.

Doctor of economic sciences N. Qo'ziev technique on the significance of foreign investment in scientific work: "the export of capital in the future in order to get the benefits of the foreign state, legal and physical entities of the receiver to different countries see wholesale capital riches (real, real property, intellectual and other riches.) and the income from them (profit, interest, dividends, license and commission awards, royalty, and other technical awards), and foreign investment is called"² the definition quotes. In the opinion of scientists, based on the distinctive character of their economic significance of foreign investment increases, it becomes more apparent without classification.

In scientific work, candidate of economic sciences, K. Xoshimov: "foreign investments foreign capital from owners by a certain economy in various sectors of the economy, with the law uncertain and certain other countries absolute taking risks to achieve their own interests, in order to get a result at a relatively high level to a certain period, who will mobilize all property, financial, intellectual rich"³ given the definition in that content.

"On foreign investments" in article 3 of the law of the republic of uzbekistan: "foreign investors mainly income (profit) in order to get the business and not prohibited by law which is added to the business object types and other types of intangible riches, all of the material intellectual property rights, including rights on them concerning any income from foreign investment foreign investments in the territory of the republic of uzbekistan"⁴, as was recognized.

1 G'ozibekov D. G'. Investitsiyalarni moliyalashtirish masalalari. – T.: «Moliya», 2003. – B. 45.

2 Qo'zиеva N.R. Xorijiy investitsiya ishtirokidagi korxonalar faoliyatini rag'batlantirishning moliya-kredit mexanizmini takomillashtirish yo'nalishlari. Iqt. fan. dok. ilm. dar. olish uchun yoz. diss. avtor. – T.: BMA, 2008. – B. 11.

3 Xoshimov Q.B. Chet el investitsiyalari ishtirokidagi korxonalarini soliqqa tortish va uni takomillashtirish yo'llari. Iqt. fan. nom. ilm. dar. ol. uch. yoz. dis. avtor. – T.: BMA, 2004. – B. 7.

4 O'zbekiston Respublikasining 1998 yil 30 apreldagi «Chet el investitsiyalari to'g'risida»gi Qonuni. // «Xalq so'zi», 1999 yil 12 yanvar, – №7. – B. 1.

Foreign investment, according to the form of ownership-private, state, and mixed classification, it is desirable to foreign investment. Depending on the object the direction of foreign investment, financial and real investment can also be arranged. The main role in the structure of financial investments in developed countries consists of the investment of private property owners.

The economic significance of foreign investment in properties, it is important to know its mean. Of foreign investment following features can be noted:

- a man had two sons from two economy, foreign investment capital;
- the purpose of placing the country besides the capital to make it more convenient;
- established for a relatively long period before coming back up to the owner investment high profit view;
- to be able to additional risk;
- clear goals aspiration (to get high income, to master new markets, gain self-confidence);
- from the legislation of other countries, the use of opportunities on the basis of the cultivation of productive time using his own capital;
- stimulate the system, guarantees, benefits, reliable and mutually beneficial relations be required to be established;
- production (service), with the product aside and get out of the way, to master new markets, high income, get more riches placing more useful;
- besides the national capital of their own national legal conditions and investment climate of the country, the national legal conditions to the receiver, the other change to the investment environment.

In the world practice through practical cooperation with foreign investors on the basis of the use of the opportunities that are available, you can achieve the following effects:

- to have the most modern technology of production (service) put out of business;
- new technologies, modern equipment, highly efficient equipment drawings;
- the organization of the new workplace and employment;
- compact, which cover the costs of implementation, which give a high effect with a fast pace of construction enterprises;
- time to achieve the high level of labor productivity, lowering the cost price of the product, achieve their interests;
- drafting joint ventures, to be able to experience advanced, governance, competition, put on the right path;
- products that satisfy the requirements of the market (services) to grow;
- the requirements of the product produced to convey the quality and competitiveness of the world market;make
- the creation of effective business and further expand its capabilities won;
- his solid position in the world market;
- the increase of income, the higher to achieve the effect, and how quick to lose talofat cover a period spent no funds;
- expand the export capacity of the country and the world market in "hard" currency to find work study.
- treasure the filling of the country;
- internal, external products which are out in the market (works, services)to satisfy the requirements;
- increase the prosperity of national and world economy and the welfare of the society.

The importance of foreign investment in the development of the economy of uzbekistan can be expressed by the following figures. You almost foreign investment in the country in 1990, the investment portfolio, if available, and 23.2 percent in the year 2000, the share of loans and investment, including foreign investment and loans with the guarantee of the government involved 19,8 percent,

at 3.4 percent foreign direct investment. A favorable business environment for foreign investors, extensive legal guarantees and benefits system, a whole complex of measures aimed at enterprises with foreign investment to stimulate the flow of direct foreign investments into the economy of the country gave me the opportunity to radically increase. "At the expense of all sources of funding for this purpose in the year 2020, those 800 million investment in the amount of usd 15 billion and will attract utilized. This implies a lot of 9.5 percent compared to the year 2021. More than 3 billion or 21 percent of the total investment of 300 million dollars of foreign investment, so 73% are direct foreign investments"⁵.

There are many forms of foreign investments to the national economy. Foreign investors can carry out investments in the territory of the republic of uzbekistan in the following ways:

1. Legal entities of the republic of Kazakhstan and (or) together with the established economic society of individuals and companies, banks, insurance organizations, and other enterprises in the fund's share in the charter and other property adding to participate. In this example (at least 30 percent of the authorized capital should be relevant to foreign investors) is the most popular form that can bring you to attract foreign investment through joint ventures.

2. The full economic and society to foreign investors owned company, the banks, insurance organizations, and other enterprises in the construction and development, that is, to attract foreign investment through net foreign ventures. Thus, the total (100 %) will be relevant to the investor of foreign capital

3. Property, shares and other securities, including the purchase of debt obligations of the republic of uzbekistan on the basis of the emission of made by residents to attract foreign investment.

Intellectual property, including copyright, patents, and trademarks, useful models, industrial samples, the name of the firm and know-how, as well as the prestige of constructivism (gudvil methods) to attract foreign investment through the introduction of rights.

5. Including the search of natural resources, development, extraction, or the use of them to attract foreign investment on the basis.

6. To the object of trade and the service sector, the residential building is located together with the plots of their land, property rights, as well as the possession and use of the ground (including use on a rental basis) and to attract foreign investments through the purchase of ownership and use rights to natural resources.

7. Through the establishment of free economic zones to attract foreign investment.

8. To attract foreign investment through the development of international leasing practices.

I am the foreign investment with the index"the accuracy of that we have included. Foreign investment enterprises, it is said that why? How can you give a description of him? Because we have what it means to fully realize such a stand, it is not possible to express the sense thinking about it.

National entsiklopediya "in the Directory which has the right of independent business entities legal entities. The products, services, the organization of work is to complete deals with diverse types of economic activity. State munitsipial, collective, joint, individual (family, private), there are companies"⁶, says the definition. From the aspect of this definition is that the enterprise of "joint venture" are acknowledged to be organized in the form of. Because the definition of the joint venture given to the majority of the rest of this issue is overlooked. The Russian economist-scientists from Makarevich L.: "Directory are independent business entities, in order to get the satisfaction of consumer demand and the benefit is organized on the basis of the legislation, is engaged in the

5. Karimov I.A. Bosh maqsadimiz – mavjud qiyinchiliklarga qaramasdan, olib borayotgan islohotlarni, iqtisodiyotimizda tarkibiy o'zgarishlarni izchil davom ettirish, xususiy mulkchilik, kichik biznes va tadbirkorlikka yanada keng yo'l ochib berish hisobidan oldinga yurishdir. – T.: O'zbekiston, 2016 y., 12-bet
6 O'zbekiston milliy entsiklopediyasi. – T.: «O'ME» Davlat ilmiy nashriyoti, 2003. – B. 48.

production of goods and services"⁷that gives you the definition. In this recipe, the author of the joint venture is seen remain overlooked.

Summarize are pleasing two or more entities and the production of local goods and services with foreign countries, show, created as a legal entity in order to get the benefits, the legislative requirements of the country on the basis of a structured business entities to the joint venture is called.

We will have the right to from the moment of state registration of a legal entity. The procedure of state registration of the organization xii them by the cabinet of ministers of the republic of uzbekistan shall be determined.

2-table
Foreign investment with enterprises
causes of the organization

Internal reasons	of the investment environment from the use of the column
	and the distribution of Risks
	at the level of production savings
	to learn new methods of management of
	foreign markets to accelerate
external reasons	contract costs will reduce
	out to the world market
	that may impact the political tensions of
	the national government, the requirements of
Strategic reasons for	effective competition to some of the
	solid raw material base to be able to
	transfert the technology of
	production diversifikatsiyasi
	the opportunity to work in the country for a long time

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Abstract. The article covers the history of the first publishing houses and printing works established in Turkestan (Uzbekistan).

Key words: publishing house, newspaper, printer, modern, Soviet, book.

The history of literature begins with mankind's attempts to perfect its thinking. Since ancient times, people have been trying to create a book, "one of the great miracles" (M.Gorky) in order to leave the masterpieces of knowledge they have acquired to the generations. After the advent of writing, scientists, philosophers, and rulers left their knowledge and experience for posterity on stone inscriptions, ceramic fragments, palm leaves, papyrus, parchment scrolls, and printed pages. Libraries were established in order to preserve books created with difficulty. The ancient Sumerian library - archives, the knowledge houses of the Arab caliphates, the libraries of the ancient city of the Tanguts - Kharohoto, the library of Alexandria, the ancient Russian book chambers, the library of Mirzo Ulugbek... these have remained in history as the "memory of humanity" (as Bernard Shaw called it).

Book publishing started in Turkestan in the 1960s. Until this period, mainly lithographic books were brought to the country from abroad. The first printing house established in Turkestan in 1868 published books in the Russian language. In particular, I.A. Seversov's book entitled "Chu and Norin mountain regions and reports about the road from them to Chinese Turkestan" was published. Since the 70s of the 19th century, books in Uzbek have been published. The first of them was the book "Calendar" by Shohimardon Ibrahimov, published in 1872 in 500 copies. The boom in publishing led to the expansion of printing and lithography industries. In particular, in 1872, a printing press was opened in the office of the Governor General of Turkestan. The first national printing house in Central Asia was established in 1874 at the initiative of Khan of Khiva, poet Muhammad Rahim Khan II (Feruz). At the beginning of the 20th century, private typographies were increasing in the country. Including I. I. The Geyer printing house operated from 1903 to 1910, and mainly printed newspapers were produced here. At the beginning of the 1910s, five more typographies and two lithographies were working in Tashkent. In 1906, Ghulam Hasan Orifjanov opened a lithography shop in the Chachichman neighborhood of Kokcha, in the "old" part of Tashkent, and quickly gained a reputation among the people. This lithography was active until the establishment of Soviet power.

H. Shamsi writes that printing in Samarkand started after Tashkent [1]. The first printing house of Samarkand started with the initiative of Colonel Poltaranov, who moved his printing house from Ashgabat to Samarkand. According to one of the workers who served in the printing house, Nematkhon Hajiev, the printing house did not print books, but printed office notebooks and documents of enterprises. In the printing house, workers worked for 10-12 hours. In 1905, Nematkhon Hojiev took part in a strike and demanded that the working hours be reduced to 8 hours. At that time, 2 people worked in the typesetting department of the printing house, and 50-60 people worked in lithography. The reason is that many religious books were printed.

The second half of the 19th century and at the beginning of the 20th century, there were 19 large and small printing houses in Samarkand. K.M.Fyodorov printing house was founded in 1989 [2]. The first product of this printing house was "Announcement and telegram sheet of Samarkand". In 1899, Georgy Ivanovia Demurov from Baku started lithography. This printing house would later

become the largest typo-lithography in the city. In 1903, after the merger of Demurov lithography and Naim Abramoviya Kugel stamp-engraver printing house, this printing house was called "Demurov typo-lithography" until 1908.

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In addition to these, there was a printing house of the Vasiliev brothers and Sliyanov type-lithography. In 1907, the Ignatov brothers' printing house merged with the Sliyanov and Gazarov printing houses. This printing house also joined the Demurov typo-lithography and became a large polygraph base. Demurov, who was first engaged in printing tea labels in his own lithography, published the Russian newspaper "Samarkand" in 1904. The owner of the printing house, Georgy Ivanovich, lived in Tiflis. Its printing works were carried out by Karapet Khristoforovich Sliyanov. About one hundred and fifty workers worked in typo-lithography.

In 1910, Mahmudkhoja Behbudi opened his own publishing house called "Nashriyoti Behbudiya". In 1913, he translated Fitrat's "Bayonoti sayyohi Hindi" into Russian and published it. Created and printed a map of Turkestan. [3]

The number of printing houses in the Fergana Valley was 30, of which fourteen were in Kokand, four in New Margilon, four in Andijan, and ten in Namangan. [2]

In addition to printing houses in six regions, there were established "Matbayi Is'hoqiya" and M.N..Abdusattorboev printing houses in Namangan.

Lithography, established in 1908 by one of the jadids Is'hoqkhan Ibrat, occupies a special place among the printing houses opened by representatives of the local nation. Is'hoqkhan Ibrat was in Ufa and Orenburg in 1908 and bought a lithographic machine manufactured in 1901 from a printer from Orenburg on the condition that he would pay for it within ten years. He brings the lithography tools with great difficulty from Orenburg to Kogan by train, from Kogan to Torakorgan on camels. "On the place of the hammam he built (the hammam was built in 1905, the reactionary priests declared it "haram", the people did not go to the hammam) he established a printing house and "Matbayi Is'hoqiya" [4] writes U. Dolimov in the article.

Husayn Makaev, well-versed in printing works, helped him in this work. The printing house was put into operation in April 1908, and for the first time the booklet "san'ati Ibrat kalami Mirrajab Bandi" dedicated to the writing and husnikhat of "Savodi Ibrat" was published. Various books, pamphlets, textbooks, posters and postcards on literacy were regularly published. Orders for their preparation served to financially support the printing house. Announcements about accepting orders for printing houses were placed at the end of published works. Is'hoqkhan created an image of the shining sun and wrote the word "science" inside the sun. In this way, Ibrat compares knowledge to the sun that gives light. This logo is present in almost all the books published by Is'hoqkhan.

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As a result of the expansion of the needs of the printing press, lithography was moved to the city of Namangan in 1910 and converted into type-lithography. The day-by-day growth of the Namangan printing house led to the increase of book stores in cities and villages. "Since 1910, thirteen bookstores had been opened in Namangan, two in Pop, two in Chust, and one in Yangikurgan. Books printed by "Matbayi Is'haqiya" were sold at low prices in these stores.

The second printing house in Namangan is the Husayn Makaev's printing house, where religious and literary books are printed. After October, newspapers, announcements, propaganda papers, works of Soviet offices were printed in this printing house [1]. Husayn Makaev (1875-1937) was born in the Saratov province of Russia. He came to Fergana in 1903 and worked as a teacher until 1904. However, according to Article 26 of the Turkestan Constitution, his school was closed (according to this article, Tatars were forbidden to teach in Central Asia), and he was arrested. In 1910, he started working as a proofreader and manager in the printing house of Is'hoqkhan. In 1917, the newspaper "Fergana Nidosi" was published under his editorship. In 1918, this newspaper served as a propagandist of the new regime under the name "Workers' Shield". H.Makaev was imprisoned in 1937 and sent to a correctional labor camp for 10 years by the decision of the NKVD tripartite meeting [5].

According to H.Shamsi, there was also a lithograph of Azim Khoja in Kokon. Azim Khoja from Margilon, returning from a pilgrimage, enters one of the lithography shops in Bombay and learns book publishing art. In 1887, he brought with him the tools necessary for lithography. As he brought them without the permission of the gubernator, he and his sons secretly produce religious books and sell them at a low price. But soon a fire broke out in the printing house and the equipment burned down. The rest equipment was confiscated by the gubernator.

In the first decree "On State Publishing", which was adopted by the Soviet government on January 11, 1918, it was indicated that it is necessary to immediately start wide publishing activities in the country. According to the decree, the Party and Soviet bodies of Turkestan attached great importance to the organization of publishing in the country. At the first meeting of the Communist Party of Turkestan, a special resolution "On Publishing" was adopted.

In March 1918, the USSR adopted a decree "On the nationalization of printing and lithography". By May 1918, 20 printing enterprises were nationalized. The People's Commissariat for National Affairs published brochures, leaflets, and invitations, in which the policy of the Communist Party was explained, and government decrees and decisions were propagated.

In 1918, a school for training typists from the national population was opened at the Turkestan People's University. At the end of this year, a polygraphy department was established under the National Economy Council to manage printing houses in the country.

At the beginning of 1919, the head of the Central Agency for Press Supply and Press Distribution (Tsentropechat) under the All-Union Central Executive Committee submitted to the autonomous representative of the Turkestan Republic in Moscow the plan to establish the Turkestan department (Turktsentropechat) of this institution. The scope of activities of Turktsentropechat includes the distribution of press products - organization of newspaper-magazine expedition, timed press releases in the center and places, sales of books and their propaganda. Turktsentropechat also had to deal with publishing. It is headed by MK Troyanovsky from Moscow.

On May 21, 1919, the Central Executive Committee of the All-Union approved the decision "On State Publishing". From then on, management of publishing houses and publishing of books by private individuals was entrusted to a single state body. In October 1919, on the basis of this regulation, the Council of Culture and Education of the Republic of Turkestan adopted a decision "On the establishment of the State Publishing House". It was approved as a State Publishing House in March 1920. In 1920-1921, Turkestan State Publishing House published 5373 thousand copies of books with more than 1100 titles.

The State Publishing House of Turkestan had been given broad authority to organize the work of publishing houses in the republic. Its composition also included Turktssenropechat.

At the end of 1920, the collegium of the People's Commissariat of Education decided to speed up the reorganization of the publishing house. In order to establish a strict order in the publication, the Turkestan State Publishing House was assigned the task of reviewing the list of all materials to be printed. After that, from large books to small orders, they went through the State Publishing House, not the printing department as before.

According to the instructions of the agitation and propaganda department of the Central Committee of the Communist Party of Turkestan, no publication would be published until the State Publishing House gives permission.

Publishing educational and pedagogical literature was considered the main task of publishing. School education was held back by the lack of textbooks in the local language. In the early years, mainly translated works were published. Gruber's "Elementary Geography", Valishev's "Textbook of Arithmetic", T.N. Kori-Niyazi's "Tabiyot Parchasi" were the first published works.

In 1921, the activities of the Turkestan State Publishing House expanded, and it began to supply books and brochures to the People's Republics of Bukhara and Khorezm. In the middle of 1923, Turkestan State Publishing House was reorganized and named Central Asia State Publishing House. Due to the demarcation of the nation-state and the establishment of new republics in the country, the Central Asian state publishing house was restructured. The Central Asia Bureau of the Central Asian Committee of the RKP(b) issued a decision that "The state publishing house should be divided equally according to the number of newly established republics."

On February 3, 1925, the charter of "Uzdavnashr" was approved. This day was the day of establishment of the publishing house. The first book published in the publishing house was the "Manifesto of the Communists" translated by Abdulla Awlani. In 1925-1935, Uzdavnashr mainly published books in six directions: educational literature, socio-economic, artistic, agricultural, children's and juvenile literature, and pictorial printed products.

After that, until the mid-1930s, Uzdavnashr remained the only state publishing house in the republic.

In 1938-1939, the Children's and Adolescent Publishing House, the State Technical Publishing House, the Musical Literature Publishing House, the State Literary Publishing House (Ozadabiynashr), the Visual and Photographic Products Publishing House, and several departmental publishing houses were established in the republic. All these publications were created on the basis of the respective departments of Uzdavnashr.

In 1964, Uzdavnashr was named "Uzbekistan" publishing house.

At the end of the 50s, the number of publishing houses in the Republic increased from 7 to 10 in the 70s and 80s. As a result, "Uzdavnashr" was left with the task of publishing mainly socio-political literature, partly on production, technology and agriculture.

By 1989–1990, there was a shortage of paper, cardboard, and similar materials imported from Russia. In the years of independence, it became more acute. The structural system of the publishing house changed during the transition to the market economy. Instead of eight editorial offices, just two editorial offices were established. Also there were new directions in the field of book sales.

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APPLICATION OF HYDROLYSIS PRODUCTS IN
THE PRODUCTION OF ORGANIC BINDERS

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Annotation: *With increasing volumes of road construction, it is necessary to expand the range of organic binders, which provide a significant economic effect through the use of cheap raw materials, improving working conditions, and in some cases, even for the use of local stone materials instead of crushed ones.*

Keywords: *lignin, cracking, natural polymer, hydrolysis production, coal tar, tar.*

With increasing volumes of road construction, it is necessary to expand the nomenclature of organic binders. The use of lignin provides a significant economic effect due to the use of cheap raw materials, increasing the service life of coatings, as well as improving working conditions.

Lignin is a mixture of aromatic natural polymers of a related structure that are part of the cellular structure of most terrestrial plants, including trees.

Lignin is the main structural component responsible for binding plant cells to each other, so lignin can be used to make adhesives and surface coatings.

Large quantities of lignin are produced all over the world, which is a by-product of the processing of wood material in the production of paper on an industrial scale.

Lignin is one of the most mechanically and chemically resistant natural polymers and has very interesting properties.

Hydrolytic lignin, as well as shale resins, liquid tar and other products of thermal processing of oil shale, oil and tar are used for the production of lignin binders. At temperatures of 400 ...600 °C, it decays to form resin, liquid and gaseous products. Lignin has the ability to transition into a viscous plastic state, is rich in nitrogen (0.5 kg of free nitrogen per ton).

The standard of lignin formation is 0.3-0.4 t/t of hydrolysis production.

The lignin binder consists of two components: a liquid hydrocarbon fraction and a cracking product of hydrolyzed lignin in a liquid hydrocarbon fraction. Thermal decomposition of lignin is produced at a certain ratio between the components at temperatures up to 305-320 °C.

The technology of lignin binder includes the following operations: dehydration of a part of coal tar (25-30%) in a special boiler when heated to 240 °C; resin supply to the reactor, heating it to 300-310 °C; loading lignin into the reactor and heating the mixture to 310 °C while stirring; cracking lignin at 310-320 °C for 1 hour; product dispersion cracking by pumping with a pump for 15-20 minutes; feeding the rest of the coal tar heated to 90-110 °C into the reactor and mixing it with the cracking product; pumping the binder into the boiler and mixing it with condensate collected during resin heating and lignin cracking.

There are three main types of road materials that can be used to produce lignin in road construction: asphalt, asphalt concrete mix and roadbed soil. In asphalt, lignin can be used as a modifier, filler, emulsifier, antioxidant and binder. In asphalt concrete mixtures, lignin can be used as an additive. In the soils of the road base, lignin can be used as a soil stabilizer. In addition, the article analyzes the effects of the use of lignin based on the life cycle assessment. The findings show that asphalt modified with lignin has a higher viscosity and hardness, and its resistance to high temperatures and ruts can be significantly improved compared to conventional asphalt.

Conclusion. Some asphalt concrete binders modified with lignin have reduced cracking resistance at low temperatures and fatigue resistance, which can be adjusted and selected in accordance with climate change in different regions. The effectiveness of lignin as an additive to asphalt concrete mixture and asphalt filler has been proven. Lignin can also provide good mechanical properties as well as environmental benefits as a soil stabilizer. In general, lignin plays an important role in asphalt concrete pavements and the ground of the roadway, and probably in the future it will become a development trend due to its environmental friendliness and low cost.

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The scientists of our country and abroad pay the main attention to the composition and structure of the contact zone of the filler and the mixture and the properties between them when forming the properties of concrete. Concrete strength, frost resistance, waterproofing property, gas permeability, and many other properties directly depend on the characteristics of the contact zones of the mixture with the filler.

To further improve the quality of concrete and reinforced concrete products and structures, the authors studied the factors and methods of reducing the pores of the contact zone, including further increasing the strength characteristics of the contact zone:

- the shape of filler grains and surface relief;
- cement type, mineralogical composition, and cement surface area;
- mixture composition and water-cement ratio;
- hardening time and conditions of the hardening process;
- compaction parameters, compaction under load, and early loading;
- activation;
- layer thickness between fillers;
- use of chemical additives and polymers;
- treatment with mineral and organic materials, etc.

The analysis of the research carried out on the type and type of aggregate shows that the strength of concrete made with carbonate rock aggregates with a strength of 65 MPa is much higher than the strength of concrete made based on granite crushed stone with a strength of 180 MPa. When testing the contact zone of cement stone with limestone and granite, the defects appear in the contact zone of granite and cement stone, and when testing limestone and cement stone, the nature of the defects occurs through limestone. Filler surface relief and grain shape affect the properties of the filler-mixing contact zones.

Experiments conducted with original, sawn, sanded, and polished surfaces show that when using fillers with a polished surface, the adhesion of the contact zone with the mixture is 22 and 31% smaller than with sawn and original (broken) surfaces, respectively. In granite itself, the transition from 729 μm relief to 41 μm relief leads to a decrease in contact zone viscosity of up to 60%. However, the results of extensive experiments indicate that the pores of the contact zone are up to 1.5 times denser when sanded than when sawn. While the maximum radii of capillaries in both cases are 0.23×10^{-4} cm, the amount of capillaries close to this is more common when sawing. Even with the filler, the adhesion of cement stone and mixture contact zones can be increased up to 4 times when moving from "Z" granularity to "G" granularity.

When studying the effects of different cement and its mineralogical composition on the adhesion of filler and cement stone, it was widely studied by foreign and domestic scientists that the contact zone viscosity of Portland cement, NTS, GZ - cement stones with fillers used in concrete works is much higher than that of JG, JSh, and JS - cement stones. developed.

Compaction under load, when the optimal value of the load is $6 \div 8 \times 10^3$ Pa, the viscosity of the filler and the mixture contact zone increases by $2 \div 2.5$ times and, in turn, leads to an increase in concrete strength.

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Early hardening under load also causes an increase in contact zone viscosity.

Experiments have shown that fast-hardening cement stone with granite 14; After 18 and 24 hours, when a load of 50 g/cm² is placed on the surface and hardened under normal humidity conditions, 2, respectively, compared to samples hardened under these conditions without load; causes a 1.9 and 1.5-fold increase. Without denying the existence of a relationship between the increase in the viscosity of the contact zone of the mixture with the filler, and the increase in tensile and compressive strength of concrete, we consider it appropriate to determine the parameters of one or another effect rationally using computer programs for the purposeful use of concrete and adaptation to the necessary properties of concrete.

Consideration should be given to: Types of aggregates and mix composition, use of chemical additives, compaction performance, compaction under load, and early loading.

We hope that in the research carried out by the authors, each of the technological indicators listed above will be useful in choosing the optimal production technologies for the improvement of the properties of the contact zone of the filler and the mixture, which will achieve excellent indicators in terms of viscosity, porosity, water permeability, and frost resistance.

We believe that the above information will be useful for construction industry engineer technicians and researchers in the future to improve the quality of concrete and reinforced concrete products and structures and their long service life.

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“If culture was a house, then language was the key to the front door, to all the rooms inside.” — Khaled Hosseini, Afghan-born American novelist and physician

Annotation: In article Language is one of the most important parts of any culture. Language is intrinsic to the expression of culture. As a means of communicating values, beliefs and customs, it has an important social function and fosters feelings of group identity and solidarity. It is the means by which culture and its traditions and shared values may be conveyed and preserved.

Key words: language, culture, communication, customs, beliefs.....

Language is one of the most important parts of any culture. It is the way by which people communicate with one another, build relationships, and create a sense of community. There are roughly 6,500 spoken languages in the world today, and each is unique in a number of ways.

Communication is a core component of any society, and language is an important aspect of that. As language began to develop, different cultural communities put together collective understandings through sounds. Over time, these sounds and their implied meanings became commonplace and language was formed. Intercultural communication is a symbolic process whereby social reality is constructed, maintained, repaired and transformed. As people with different cultural backgrounds interact, one of the most difficult barriers they face is that of language.

Language is intrinsic to the expression of culture. As a means of communicating values, beliefs and customs, it has an important social function and fosters feelings of group identity and solidarity. It is the means by which culture and its traditions and shared values may be conveyed and preserved. A particular language usually points out to a specific group of people. When you interact with another language, it means that you are also interacting with the culture that speaks the language. You cannot understand one's culture without accessing its language directly. Speaking, writing and reading are integral to everyday life, where language is the primary tool for expression and communication. Studying how people use language – what words and phrases they unconsciously choose and combine – can help us better understand ourselves and why we behave the way we do. Reasons why language is important: Language is the primary method for human communication, Language encompasses the range of humanity, Language and culture are closely linked, Language can be weaponized, Language can reveal significant differences in people, Learning another language can make you smarter.

Culture impacts our core traditions, values, and the way we interact with others in society. On the other hand, language makes those interactions easy. Simply put, language facilitates social interactions while culture helps us to learn how to behave and interact with others.

For most people looking to study another language, English remains the first choice – and for good reason. As the language of diplomacy, business and popular culture, currently spoken by an estimated 1.5 billion speakers (and with another billion in class right now), English really is the “world's language”

Language has immense power, and its impact depends entirely on how we wield it. Because words are so often used automatically and unconsciously, we have learned to treat them lightly. In daily conversation, we speak the majority of our words from habit, convenience and social obligation rather than from clear intent.

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Human culture and language are deeply intertwined. Anthropologists would have difficulty understanding a culture without becoming familiar with its language and vice versa. In fact, neither one can exist without the other. A distinguishing aspect of human communication is that it is symbolic.

Learning a language can be as easy or as difficult as you want it to be. Ask anyone with true language learning experience and they will tell you that the one thing that is more important than anything else is spoken practice.

An important question is what constitutes communicative competence in particular cultures and the notion of language, performance, and participation. There is a whistled language called el silbo in the Canary Islands, and smoke signals were once used to communicate over long distances. Language can be defined broadly to include all forms of speech, signing, writing, song, drumming, horn calling, gesturing, and so forth. In the case of signed languages, properties of a visual language modality include not only the manual sign system. Facial expression also conveys important grammatical, affective, and other information. Non-manual expressions such as head movement and eye movement convey important meanings. Some signers in the U.S. also use the mouth in certain conventionalized ways, including in some cases to form the shape of English words together with American Sign Language (ASL) as another resource for adding meaning. Although grammatical structures are often privileged in the formal study of language, intonation is a crucial feature in spoken languages influencing how people communicate emotion or affect and other meanings, such as enthusiasm or boredom. Intonation is a complex combination of rhythm, volume, and pitch overlaying entire utterances. It is heard by listeners as relative changes in prosodic features. There are important interfaces between verbal and visual codes, which are not yet well understood. So-called “non verbal behavior” or body language, for example, can be an important tool for indicating status as well as emotion and attitude. The role of space in communication can be very important, for example, who is allowed to be in what spaces and who sits where can affect rights and opportunities to talk. Gestures convey important information and can even replace words and serve as an entire communication, but can also be sanctioned in certain contexts, and vary considerable cross-culturally in form, expression, and appropriateness of use.

There are universal aspects of language and language use and aspects that are entirely culture specific. For example, some languages have a means for grammatically marking status relations, as in the well-known examples of the French tu/vous and German du/Sie as well as the far more complex Japanese honorific system, but all societies differentiate between specified roles and relations through language. This can take the form of address forms (titles) which delineate marital status, occupation, or gender, or can take other forms. In the case of grammatically marked status, speakers can indicate their own or others' status by choosing specific linguistic elements. A single utterance in Pohnpeian, a Micronesian language, can index two separate levels of status aimed at two separate individuals, and one participant's status can be differently constructed by two different speakers in the same interaction. Speakers often face difficulties in deciding which grammatical forms to use to convey relative social position, since a wrong choice can offend the addressee, or indicate incompetence on the part of the user. Even when grammatical forms for expressing social status are not present in a language, utterances can be designed to signal deference and hierarchy. As Dell Hymes pointed out any general theory of the interaction of language and social life must encompass the multiple relations between linguistic means and social meaning. The number of languages in the world is diminishing at a rapid rate with half of the current inventory of languages estimated in danger of extinction, as a result of culture contact, colonization, status and more recently globalization processes. When a language dies out there is a significant loss to the world community and to the next generations in knowledge and culture, since language is a primary means of cultural maintenance and transmission. An understanding of linguistic diversity serves the understanding of human linguistic processes. Most

of the endangered languages in the world have, unfortunately, not yet been well documented. Identity, race, class, education policies, and economic stratification all can influence processes of language extinction or preservation. When a language is adopted for trade, as in the case of Swahili, or is the language of the most powerful group in the case of colonization, this can have an effect on how speakers view the acquisition or maintenance of such a language. Language revitalization efforts encounter many complex challenges, including how a “speaker” of the language is defined, who is authorized to make decisions about language policies and goals for the community, the fact that no written texts may exist in some languages, orthographic issues, the views of the younger generation or younger speakers, and the perceived relationship between the native language and global linguistic markets. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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Annotation : analyze in details stylistic devices used in English and uzbek riddles , differences and similiarity of English and uzbek riddles. To understand more about the way English and uzbek riddles are created.

Key words: riddles, enigma, mystery, problem, puzzle, metaphor, simile, rhyme, pun

A riddle is a statement, question or phrase having a double or veiled meaning, put forth as a puzzle to be solved. Riddles are of two types: enigmas, which are problems generally expressed in metaphorical or allegorical language that require ingenuity and careful thinking for their solution, and conundra, which are questions relying for their effects on punning in either the question or the answer. Simple meaning of riddle - a mystifying, misleading, or puzzling question posed as a problem to be solved or guessed: conundrum, enigma: something or someone difficult to understand. Some common synonyms of riddle are enigma, mystery, problem, and puzzle. Riddle speaking: to say things that are confusing and difficult to understand. Stop talking in riddles and explain what's going on

Definition of riddle (out) as in to solve. to find an answer for through reasoning with the discovery of the Rosetta stone, archaeologists at long last were able to riddle out the mystery of Egyptian hieroglyphics. Riddles are short pieces the basis of which is witty metaphorical question that provides the answer. To find the answer — solution of a riddle, one should know how to compare life phenomena on the base of their affinity or similarity due to signs, traits, or characteristics. Riddles became an important element of art expression development, the formation part of observation, quick-wittedness and systemic views on the world. Riddles are irreplaceable in the development of thinking. A riddle is a conditional dialogue in which one of the participants has to guess and name the word or the sentence asked by other participant but named not directly but as a hint or as an allegory [1, p. 81]. A riddle consists of five elements: the given term (the core of the riddle image), the constant premises, the hidden variable, the given variable, the hidden term (the answer). There are two main types of riddle:

Conundrum: A conundrum is a riddle that relies on the use of puns in order to achieve its desired effect.

Enigmas are types of riddles that employ the use of allegorical or metaphorical devices. These riddles involve critical thinking and ingenuity on the solver's behalf in order to devise a solution. Enigma something that is mysterious and seems impossible to understand completely

Example: Riddle: I'm tall when I'm young, and I'm short when I'm old.

What am I?

Answer: A candle

Riddle: What gets wet while drying?

Answer: A towel

Riddle: What can you keep after giving to someone?

Answer: Your word

Riddle: I shave every day, but my beard stays the same. What am I?

Answer: A barber

Riddle: You see a boat filled with people, yet there isn't a single person on board. How is that possible?

Answer: All the people on the boat are married.

Riddle: I'm light as a feather, yet the strongest person can't hold me for five minutes. What am I?

Answer: Your breath

Riddle: I'm found in [socks](#), scarves and mittens; and often in the paws of playful kittens. What am I?

Answer: Yarn

Riddle: Where does today come before yesterday?

Answer: The dictionary

Riddle: What invention lets you look right through a wall?

Answer: A window

Riddle: If you've got me, you want to share me; if you share me, you haven't kept me. What am I?

Answer: A secret

Riddle: What can't be put in a saucepan?

Answer: It's lid

Riddle: What goes up and down but doesn't move?

Answer: A staircase

Riddle: If two's company, and three's a crowd, what are four and five?

Answer: Nine

Riddle: What three numbers, none of which is zero, give the same result whether they're added or multiplied?

Answer: One, two and three

Riddle: Mary has four daughters, and each of her daughters has a brother. How many children does Mary have?

Answer: Five—each daughter has the same brother.

Riddle: Which is heavier: a ton of bricks or a ton of feathers?

Answer: Neither—they both weigh a ton.

Riddle: Three doctors said that Bill was their brother. Bill says he has no brothers. How many brothers does Bill actually have?

Answer: None. He has three sisters.

Riddle: Two fathers and two sons are in a car, yet there are only three people in the car. How?

Answer: They are a [grandfather](#), father and son.

Specificity of riddles is that in their concealed allegorical form an object or phenomenon is encrypted and one should find its original meaning. An efficient solving of riddles promotes understanding of their linguistic and semantic structure. Researchers mention that “any riddle is a kind of logical task because it contains evident or hidden form, a question that you need to answer”

A stylistic use of a language unit acquires what we call a stylistic meaning, and a stylistic device is the realization of an already well-known abstract scheme designed to achieve a particular artistic effect. Stylistic devices are used in writing to make it more effective and persuasive. Three main levels of stylistic devices are distinguished: phonetic, lexical and syntactical stylistic devices. 1. Phonetic Stylistic Devices Commonly Used in English Riddles. There are two common cases of rhyme in English riddles. They are full rhyme and incomplete rhyme. Rhyme is the use of words which end with the same sounds, usually at the end of lines.

Full rhyme. Rhyme can appear in different lines and in a line as well.

English riddles	Uzbek riddles
As soft as silk, as white as milk,	Kelib ketar bir yilda, To'rt og'ayni bir xilda
As bitter as gall, a thick green wall, And a green coat covers me all.	Hech ham tinim bilmaydi Lekin joyidan jilmaydi

What's a glove for a small cat? — A kitten mitten	O'rtog'im- ruchka, qalam Bir chiziq, katak - dalam
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Incomplete rhyme

What is the difference between a coat and a baby? - One you wear, one you were

Rhyme is wonderful way to show art and riddle forming in English although not paying any role in the meaning of riddles. Specially, full rhyme in language is found in verse, and rhyme is formed within a sentence or a set of sentences.

Lexical Stylistic Devices Commonly Used In English Riddles: pun, metaphor, personification, simile, decomposition of set phrases and paradox.

Pun in English Riddles. Puns are a form of word play which takes advantage of words, or similar sounding words, with multiple meanings, often to create a humorous situation or joke. Puns can sometimes be created unintentionally, in which case the saying 'no pun intended' is used. So pun is an idea or expression which has two meanings implied at the same time. Homophones as Pun.

English riddles	Uzbek riddles
What kind of trees come in two's? Pear trees.	Uzoqdan boqdim: bir qora tosh Yoniga borsam, to'rt oyoq, bir bosh
Where do medieval soldiers study? At knight school.	Nimaga odam orqasiga o'girilib qaraydi? - chunki orqasida ko'zi yo'q

Metaphor is two different things compared in a figurative sense. What has teeth but cannot eat? — A saw. Many eyes and never a nose, one tongue, and about it goes. — A shoe. I'm in heaven, I'm in the sea, also in the turquoises and the peacock. The answer is the blue color.

The very common style of a riddle is personification, i.e. giving the subject of the riddle the qualities of a person, and then having it describe itself poetically. Personification is a figure of speech in which a thing – an idea or an animal — is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings. For example, when we say, "The sky weeps," we are giving the sky the ability to cry, which is a human quality. Riddles often contain persofinication and provide an interesting means.

English riddles	Uzbek riddles
Voiceless it cries, Wingless flutters, Toothless bites, Mouthless mutters. Answer: Wind.	Qo'lsiz oyoqsiz eshik ochar – shamol Ketayotib kuylaydi Qaytayotib yig'laydi -paqir

Simile in English Riddles Simile is an explicit comparison between two things using words such as like or as.

English	Uzbek
When put on skin, it dries up, and looks like a sunburn a few days later. What am I? Answer: Glue!	dumi bor-u, ot emas, qanoti bor qush emas? - baliq

A riddle is typically used to improve soil quality by allowing the gardener to sieve through soil and remove stones, twigs, large lumps of clay. Riddles are intended to exercise your brain. Crossword puzzles, riddles, word searches and logic problems can all activate different parts of your

brain, helping you to hone your critical and analytical thinking skills. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

A riddle is an aphoristic work which consists of brief poetic, often rhymed expression, in which a certain object or phenomenon is represented by its metaphorical equivalent. Asking and answering is one of a wonderful way to communicate, especially riddles which are real nice serious questions, and the answers can be funny and make not much serious sense, yet they sound right. The riddle employs quite ordinary language in conventional ways to satisfy the demands placed upon it as the art form; that is the reason why riddles conform to a model of communication which is made up of a code and an encoded message that is first transmitted and then decoded. The theoretical and practical value of the research is that riddles are analysed from the point of view of the linguistic picture of the world reflection in their text and distinguishing different types of riddles based on their stylistic interpretation. Three main kinds of stylistic devices (phonetic, lexical, and syntactical stylistic devices) help to make riddle more attracting and appealing. Of three kinds, lexical stylistic devices are the most popular one, with pun, metaphor, simile, decompositions of set phrases. Today riddles aren't used as much as they were in ancient times, but they remain a definite way to get our mind working. Today riddles are almost completely developed into children's folklore. Containing an element of the game, which stimulates the imagination of those who are guessing, riddles impress children and perform cognitive and developmental functions. In many nations this genre has always been the means of formation and development of mental abilities of young people, development the analysis ability and comparison of phenomena.

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GLOBALIZATION PERIOD PROBLEMS IN THE FAMILY AND THEIR SOLUTIONS

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Annotation

In the article, the author, on the basis of factual data, revealed that the causes of the crisis in modern Uzbek families, the increase in family divorce are domestic violence, the oppression of women and their discrimination. In the article, the author identified the reasons that in many cases cause divorce, this is the lack of a woman's place in the family, as well as the passivity and lack of literacy of a woman who, even those who are subjected to domestic violence, hide and very rarely complain. The facts show that the majority of women, being afraid of the threat of their husbands and because of the reproaches of their parents, according to the mentality of the Uzbeks, divorce is considered a disgrace to the woman's family, they hide domestic violence. These days, this situation sometimes leads to husbands killing their wives. In the article, the author believes that the reason for this situation is the lack of literacy of women, the early marriage of girls, the choice of husbands by parents and outdated relationships, that is, complete subordination to husbands. In conclusion, the author offers his conclusions and suggestions for eliminating this situation.

Keywords: society, family, woman, Renaissance scholars, Jadids, family relations, nationality and modernity, domestic violence, oppression, suicide, gender equality.

RELEVANCE OF THE TOPIC

From the beginning of human society, people began to live together. The way and forms of living people together have been changing and murakakabilized over the years. The family, which is considered a small branch of society, maintains its place in society from its inception to its present. Thus the family is the smallest, most complex and the most ancient Union of the Society of man. But by the time of globalization, the role of values in the attitude towards the family is increasingly decreasing, which is reflected in the escalation of family conflicts.

The peace of the state is associated with its sustainable development, economic growth, the health of its citizens, their correct lifestyle, the smoothness of the family and the proper upbringing of children in it in ideological terms. When the community is made to look like a mustachamite building, the family consists of its bricks, if the brick of the building is fragile, barren, the castle quickly shines, just as society is in a society when families are unstable, society is also in decline.

METHODS AND LEVEL OF STUDY

In our national values, in the activities of great gods and sages, from time immemorial, issues about the relationship between the family and its members, about the child and his maturation have been central issues. the focus has been on key issues.

The family and its importance in the individual and in society are also cited in the works of Renaissance allomas. Particular attention was paid to family and family relations in the philosophical worldview of Abu Nasr Farabi, Abu Rayhan Beruniy, Abu Ali Ibn Sina, Yusuf Khos Khojib, Mahmud Koshgariy, Kaykovus, Alisher Navoi, Zahiriddin Muhammad Babur, who are considered great allomas of the East.

Also many scholars and writers such as Rizouddin Ibn Fakhridin, Muqimi, Furqat, Hazi, Uwaysiy, Nodira, Abdurauf Fitrat, Abdullah Avlani have left their pioneering views on these issues in history. They maintain their importance in the organization and management of the Modern Family

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of philosophical thoughts.

One of the allomas of the eastern Renaissance, Abu Nasr Forabi's philosophical views on human perfection, happiness, education and upbringing in the family, morality, attitude to religion in his works "city of fertile people" and "treatise on the achievement of happiness" enriched the place of the family in society with new thoughts. The scientist believes that achieving true happiness is only when enthusiasm, oppression among people is lost, and in the family, with the respect of each other, sincere relationships, kindness of their members, constitutes the happiness of people in this family.

Farabi believes that abandoning unnecessary customs is important in achieving happiness. "Leaders should also change the past that embodies bad habits. Otherwise, there will also be no lightness, change and growth in marriage, if the past follows the student and keeps his mood." [2] at the same time, " whatever helps in the path of achieving happiness, it is necessary to preserve it, preserve it, whatever is harmful, to make it a useful alloma in their works, which is the primary mentor, guide for each parent's own children, and it is they who gave the child raw conclusions about the influence of basic education and the formation

In the works of the great figure of the Renaissance, the qomusi scholar Abu Rayhon Beruniy, unique opinions are given on human etiquette and morality in family relations. As a connoisseur of the human psyche, the scientist in his works described such concepts as the human personality, its perfection, intelligence, salvation and pleasure, patience and humility, beauty and taste, purity and selfishness. He writes: "a person is obliged to unite with his relatives in society, the purpose of which is to support each other and to do things in order to support each other, both himself and others."

Abu Rayhon argues that Beruniy should be "the core of tidiness and orastal nobility"; talking about the connection between a person's external pleasant appearance and his moral image, "to brush the tooth, to keep the eyes and eyelids clean, to put a surma on them, and to dye the hair as needed, to remove and smooth the nails." [3] argues that it is the foundation of human health and mental purity. These thoughts have not lost their relevance even in modern times, because the fact that family members, spouses follow ushu instructions, is one of the grounds for family harmony.

The idea that a person with moral etiquette should first of all be an example of his own behavior, in the culture of treatment, in living life, in the stability of the family is an example of the scientist's instructive views on family ethics. In the work, a person is able to transform his passions into those that praise his soul and body, treat it with spiritual medicine, and gradually, through the methods indicated in the books on morality, eliminate vices, being able to transform them into those that praise negative aspects, being shown as a kind.

Thus, Berunius, following in the footsteps of his teachers, made a worthy contribution to the psychology of the family with his humanistic universal views. He has advocated for mutual understanding, equality, and justice in governance among humans-that these views have not lost their relevance in our time either.

One of the Eastern thinkers, Abu Ali Ibn Sina, in the system of family relations and views on this area. As a great scientist, he tried to reveal the scientific essence of all phenomena. The works created by Alloma became the property of the peoples of the world. The fact that his treatise event" address "("treatise on the measure of achieving family happiness") and a number of other works have attracted the attention of specialists in various fields over the centuries is also evidence of our opinion.

Behavior with science, the mutual unity of efforts elites to the level of human wisdom, perfect man. In matters of moral education, alloma singled out the place of the family. While illuminating various aspects of family relations, Ibn Sina makes a series of demands to the head of the family, who had previously. The head of the family, he writes, should perfectly master the issues of upbringing in the family, both theoretically and practically. If the head of the family is inexperienced, he will not be able to raise his members well, in the end he will not be able to achieve good positive results, bad

upbringing can badly affect not only this family, but also Neighbors, neighborhood. Raising a child in the family is a primary function of the parents, regardless of the position they occupy in society, according to Ibn Sina. It also gives a big place to the issue of women's hulks in the family. In the "Afsafiy bekhtarin zankho" (on the good qualities of women) section of the same book, their following qualities are emphasized: "a woman should be mentally wise, shy, obedient, chaste, and not talk much: she should obey her husband, love him, give birth to children, always be honest, pure, right, humble, not be capricious, not shed her self-esteem and prestige; she should never show a sense of prudence, vigor in relation to her husband, should be used sparingly; by her behavior, she should not leave a place in the heart of her husband for the feeling of impotence." [4]

The famous work of Joseph Khos Khojib, "Qutadgü bilig", also gives valuable insight into the role of the couple in the management of family life and the norms of reciprocity, starting with the correct choice of a married couple, paying attention to what qualities of ya'niu. [5] regarding the culture of marriage, decency, love-love, Alisher Navoi's "Mahbub-ul-qulub", or "love of Hearts", is also a valuable consideration. Because in this work, Navoi sets out the most necessary setbacks in his soul for people, focusing on the issues of good qualities, their upbringing, which allow them to get out of various events and situations in marriage, family life. In the chapter "on marriage and wives" of the brochure, he writes this about marriage and its benefits, Family etiquette, good qualities of wives. "A good wife is the state and happiness of the family. The tidiness of the house is from him, the calm and tranquility of the owner of the house is from him, if he is husky-he is cool, if he is polite – he is soulless. In the case of Achilles, there will be discipline in fasting, the tools will stand in purgatory and order." [6]

In the East, serious importance has long been attached to the preparation of young people for family life. They have come down to us in the style of " exhortations", " pandnomas", " Proverbs". These sources tell the story of events of various educational importance in the education of girls in life, in which, first of all, human qualities are formed, the family is sacred, it is precisely the housewives who care for it.

Abdurauf Fitrat's "family" and "family or family management procedures", a exponent of the 20th-century Turkestan jadidist kharakat, also put great emphasis on the issue of family and its place in society. These works also provide valuable insights into marriage, parental and child duties, the relationship of family members, what kind of wife to choose, and the knowledge of girls. [9] as well as new age scholars Musurmonova o., Karimova V.M. Soginov N.A., Hodakov N.M. Shoumarov Sh.B books about the pedpgogic and psychological foundations of the family were created.

RESEARCH RESULTS

As can be seen from the review of the literature above, the general opinion inherent in all the eastern allomas, the consideration of the family, its development, the responsibility of the proper upbringing of the Pharisees is largely assigned to women. In modern literature, it is also indicated that it is a woman's task to ensure economic, spiritual-moral relations between a couple in the family, to establish good relations between blood-relatives.

But the modernization of economic, spiritual and educational and psychological relations between spouses in young families in the present period, the difference in some cases from our age-old values, which suggests that gender equality, a woman is subordinate and subordinate, creates a contrast between nationalism and modernity in families. The article will talk about the crisis situation in the Modern Family during globalization, on the example of Uzbek families, about domestic violence and harassment of women, and the reasons for the increase in family decisions as a result of them, as well as their solutions.

The family, considered the most ancient unit of humanity and the main foundation of society, was considered the most priority and important human unit in the East. But today's statistics show

that family and family relationships have fallen into a deplorable state. The article provides practical suggestions on solving these problems.

The President Of The Respulika Of Uzbekistan Sh.M.Mirziyoev said in his speech at the Youth Forum on December 26, 2020: "our people have long known the family holy and constantly cherish it. The stronger the family,the more stable the society.

We must not forget one thing: peace and harmony in our apartments is directly related, first of all, to the healthy atmosphere in the family, to the preparation of our daughters on the verge of independent life for family marriage.

Unfortunately, as a result of our indifference and neglect of this important issue, in the past 11 months of this year, 25 thousand grants were recorded between young families. This negative state should seriously disturb and cause severe anxiety to all of us.

After all, think for yourself, 25 thousand points – if there are at least three members of each family, is it – not the fact that the life of 100 thousand people is ruined?! How many innocent children remain alive orphans as a result of this. How many people's fate will go out of your way and become a wanderer.

Why didn't we act in the neighborhood to save these families, didn't we show the young people the right way?

I would be infinitely grateful to all of you if you, our dear youth, also show initiative and activity in relation to the Prevention of family conflicts, reduction of deductions."he said.[10] in fact, as of June 1, 2022, 20,798 Republican rulings were recorded by the FHDY authorities, while according to the Ministry of Justice, this figure increased to 4,700 compared with the corresponding period of last year.[11]

Meanwhile, according to the press service of the Human Rights representative of the Supreme Assembly (Ombudsman), cases of violence against women are also increasing from year to year. "By April 15, 2021, the Ombudsman's name had received an appeal on about 20 cases of sexual and physical abuse, mental repression by women. The numbers that reflect violence against them can actually be even more. And the reason for this is the fact that Uzbek women turn a blind eye to violence without much effort," the message said.[1]

When the survey results show that 42% of the women involved endure violence for fear that they cannot support themselves and their children, another 38% turn a blind eye to violence for fear of being discussed (chatter) by others. Violence is control over the individual through harassment and bullying. That is, violence is the conscious establishment of control over the victim and his life.[2]

According to the World Health Organization, more than 25% of women between the ages of 15 and 49 experience physical or sexual abuse during their lifetime. Thirty-three percent of these rapes are on Southeast Asian soil.[3]

The Ministry of internal affairs and the commission for gender equality issued a "protective order" by her husband in 8,158 cases, 322 by her mother-in-law in cases of harassment of her daughter-in-law, 229 by her daughter-in-law, and the remaining 2,361 by others. [4]

Cases of women's rights still occur despite the fact that Uzbekistan has joined the UN Convention on the elimination of all forms of discrimination against women's rights for 26 years.

In Uzbekistan, in the last month of 2022, 7 women were brutally killed by their spouses, more than a dozen children were left without a mother.

Of the 34,330 or 87% of reported cases of violence against women in Uzbekistan, the family was affected. This is the official channel of the agency for information and Mass Communications under the administration of the president of the Republic of Uzbekistan. (Aoka)at a press conference in the presence of the deputy head of the service for the Prevention of HIV violations

Colonel Umida Abdullaeva, the head of the Department of the state committee for family and women Bahodirjon Qahhorov, the head of the Department of the prosecutor general's office Oktam O'taev.

During 2021, 39,343 appeals were received to the internal affairs bodies on cases of harassment and violence against women. In order to protect women from harassment and violence, 39,343 women were issued protective orders. 378 of the protective orders were issued to minors, 9,861 to young people (ages 18-30), and 29,104 to women over the age of 30.

According to the analysis, 26,667 of the protective orders were formalized against spouses, 1,559 against in-laws, 1,128 against brides, and 9,989 against other persons.

Recall that in 2020, a presidential decision was made to protect women from harassment and violence. According to the document, the procedure for issuing protection orders to women affected by harassment and violence is approved. It was suggested that the women should be held accountable for those who spoke. "Protective orders resulted in 20,769 cases where the family was reconciled, 15,142 where the conflict was resolved, 921 where the family was divorced, and 2,222 where the conflict was not resolved," the report said. [5]

In general, violence refers to any type of oppression in the eyes of any person who knows their rights, whether it is physical or spiritual or spiritual, whether sexual or broad. But for some reason, when it comes to violence among the people in Uzbekistan, it is mainly understood to physically harm a person. Specifically, in domestic violence against women as well.

Therefore, a spouse who does not raise his hand to a woman in a family environment is an ideal benchmark. The terrible thing is that some women do not even realize that they are being abused. Violence it's not just slapping, kicking. saying ' You don't go to your mother ' is also a psychological abuse, not giving enough money for a woman's need is also an economic abuse, not even pulling to bed when a woman doesn't want to, and or not meeting her sexual need when she wants sexual abuse. Such cases are so sickened that they are already being adopted as a standard.

This is perhaps the root of other problems associated with women in society. A survey conducted by the Ombudsman in connection with the issue found that 42% of the women involved were afraid of not being able to support themselves and their children, and 38% turned a blind eye to violence, not wanting to be discussed and talked about by others. Sheikh Azhar Naser, a prominent representative of the Islamic world, says: "Teach Your daughter to be financially independent so that in the future her husband will be not a boss, but a close ally."

In the first three months of 2021, the Home Office and the gender equality commission investigated cases of abuse committed by 8,158 husbands to his wife, 322 to his daughter-in-law, and 229 to his mother-in-law. At this year's expanded meeting of the Republican women's Community Council and the commission on gender equality, Senate President Tanzila Norboeva says of the responsible employees who are unfettered with cases of violence against women found in families: "in such cases, some families say that it is not harassment or it is not violence. They just got hit, he justifies himself. There are even cases when the internal affairs staff will be 'in the family, ketawering, you will be reconciled', to be sent back. Indeed, today in Uzbekistan, the indifference and lack of thinking within the framework of the law of organizations responsible for the increase in cases of violence against women in the family is caused by an equal amount of mentality." [6]

There is a law "on protection against harassment and violence against women". It presents 4 types of violence: physical, sexual, mental and economic violence. But the concept of domestic-domestic violence is not given. Unfortunately, the issue of liability in persons who have been physically abused is also limited to the payment of a violent fine, qualified by the article of defamation, defamation or minor bodily harm in the Code of administrative responsibility due to the

absence of the concept of "domestic violence", the absence of liability, or removed from the woman by the protective order for 30 days.

The person who carries out the violence knows that he is not liable. Society also tries to exonerate the abuser. In this case, a woman should not report violence or be tolerated by her entourage, family members, there will be a fist of marriage, chidagin for your children, acts in the tribe.

Our proverbs also promote the need to walk quietly in a state of violence. For example, the proverb "the girl who came out is out of the shell", the proverb "When the water comes simirib and the stone comes, gnawing", the long-standing existence of the creeds "your dead is the same family's" are the roots of domestic violence that have been going on for years. It goes back to the family environment. A boy and a girl are motivated by two different approaches. It is normal when a boy hits, fists with someone. It is perceived as courage, courage. The girls are encouraged to sit quietly, to be subdued, if they are polite and angry. The guys are encouraged.

Both in the upbringing of a girl and a boy, parents choose two different directions. Girls are mainly seen as future brides, mothers. And the guys are considered the future breadwinner. The demand for them is not always fair. Girls, on the other hand, have limited access to education and employment. When starting a family, the habit of not taking out, of being patient is formed, even in what is being said at home.

Usually, groom candidates are only asked what they do or what work can do, what requirements they have for the spouse. From girls, on the other hand, a housewife who does not have her own opinion as an independent person, who must always consider herself subordinate to other family members, always standing as an "okay", her readiness as a house cleaner is strongly checked, and from the very first day her dignity is underestimated and her rights are violated.

Cases of domestic violence related to women have been covered more widely in recent years in Uzbekistan than in previous years, in which the role of social networks, bloggers and journalists can be recognized. The strengthening of public control, the emergence of special platforms of the writer in the same direction, is becoming a platform for women who are becoming victims of violence.

There is a pulpit, there is a law of the Republic of Uzbekistan "on the protection of women from harassment and violence", but cases of violence against women are increasing from year to year. This can be compared to a chain: we imagine a family and an oppressive husband in it, and a mazluma woman. The boy of this family grows up to see that it is normal for a man to humiliate a woman, a girl grows up to see that a woman's oppression is a normal phenomenon, a chain is connected.

"In addition, there are indirect victims of such violence — these are young children, elderly parents who inadvertently observe what is happening, and this also injures them. It should be noted that domestic violence is regular torture, almost no one asks for help as early as the first time, since most often the victim is psychologically and financially dependent on the aggressor, believes that he will get angry from time to time, cannot avoid conflicts. Therefore, domestic violence cannot be equated with street quarrels, " he noted Nemolchi.uz. Recently, the University of Manchester has published part of its study on high percentages. According to him, the IQ (intelligence ratio) of 50 percent of children whose mothers suffered from abuse would be lower than that of other children. It is clear that the future of such children, who were born with low skills and grew up witnessing violence, will be more problematic.

CONCLUSION

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From the above studies, it can be concluded that in Uzbekistan one or another manifestation of violence against women in the family is actively occurring. The main reason for this is the fact that women are not financially independent and are not accepted by society even in the event of a divorce. If we take a light look at the discrimination of women and do not ensure that girls and women have enough knowledge (in particular, girls are married early), and we know that our own daughter, sister, or sister are under oppression-deliberately do not help her and push her out of the chest, Uzbek mazluma women will grow up in our society. Considering that nationality, the upbringing of the future generation is mainly female gardan, it can be assumed what kind of children mazluma will bring to our female country.

In our opinion, it is necessary that we change our attitude to the family, to the issue of marriage, as follows:

First, the following organizations created to improve the existing women's rights and their lifestyle in the country are the state committee for family and women, the Senate Committee on women and gender equality, the legislative chamber's Commission on family and women's issues, the Republican commission on women's role in society, the Republican commission on gender equality and family issues, the family, Centers for the employment and strengthening of women's health, the movement "women in white", the Council of mothers-in-law must coordinate their duties and of course carry out their activities in harmony with their representatives in places.

Secondly, it was one of the important manifestations of our oriental upbringing – it is necessary to teach our daughters to correctly interpret women's patience. In some cases, the patience in women is causing them to suffer. Because the patience of a woman is used by many men in oppression. As the woman persists and tolerates the man's braces, the man is more violent. In a man, the idea arises that a woman's patience will endure even if I have a cause. So it is imperative for girls to instill concepts such as self-awareness, knowledge of their own value from a young age.

Thirdly, it is necessary to prepare our daughters from youth only for the sake of the husband and his family, for housekeeping, to prepare them to independently manage themselves by occupying a certain profession, not instilling in them that their life will be good if they can do household chores and honor a man and be obedient.

Fourth, it is necessary to teach girls to eliminate the family by reason, entrepreneurship and vigilance, family science, without explaining the family as a fantastic mythical, good, sweet life, the existence of material and economic, moral, religious, as well as mutual problems of family members.

Fifth, it is necessary to first focus on learning, acquiring a certain profession, teaching girls to read books, getting them used to looking for ways to get out of various problem situations, and forming the right worldview.

Sixth, it is necessary to educate girls not to be confused in the face of life problems, to have strict self-confidence in any situation, to be strong-willed, ready to overcome any financial difficulties for himself and the future of his children.

Seventh, mazluma, to be, patient with all kinds of repression and oppression, it is imperative to explain to anyone that a woman whose children cannot overcome herself, let alone, will never like it. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Eighth, to regularly increase the legal awareness of young people from school to vocational schools, higher education institutions, to spend the day of legal connoisseurs by youth leaders in Mahals.

The family is a major branch of society. Therefore, the formation of a human personality begins with the family. Family is not a narrow household concept, but it is a social collective phenomenon. Therefore, families come together and form a society. Just as changes in society have an impact on the family, changes in the family have an impact on society. In this regard, the attention to the

upbringing of young people in the family, their health is being strengthened by our government, and there are opportunities for finding solutions and implementation of these issues.

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Annotation. This article analyzes the concept of innovative pedagogy. Also stated is the need to transform educational reforms with international trends.

Keywords: humanitarian principles, innovation Principles, Gummanistic pedagogy.

Introduction

Innovative pedagogy is an informal name for now, but today experts from all over the world are taking a critical approach to traditional pedagogy. Serious talk is now being made about the emerging new science, the main task of which is to reorganize and assimilate the theory of the prevailing whole educational system on the basis of innovation.

Innovative pedagogy-the dominant theory, has been taken as the basis for solving theoretical and practical problems. Based on the opinion of innovators, the usual classical pedagogical theories are outdated, in the new conditions it is impossible to educate the current generation in this way.

The situation in the current pedagogical science is that in general. Innovation is very important in this situation. Pedagogy is a system of knowledge. Objectivity, expediency, intentionality, juxtaposition-are its main characteristics. The principles that make up a system of pedagogy, like any scientific theory, blur, unite and hold that is, it is fundamental that this system is based on basic knowledge.

The basic principles of objective theory must be purely a scientific principle-but not an ideological one. Compliance of the level of knowledge about the mental development and upbringing of a person with demand is the only requirement of objectivity.

Discussion

Ideology (ideality) is always the one - sided social interests of one or another social group, which force it on others as a valuable guide and Idea. The world pedagogical theory has already recognized that the educational process will not be related to what the ideas of the above people are related to the conditions. The upbringing of the Growing Generations is a very serious work, which cannot be attributed to fleeting things. During the period of independence, pedagogical guidelines for the upbringing of a person in the spirit of (former) communist ideas have long prevailed in our country, despite its very impressive goal, the implementation of various calls into life, it cannot be considered scientific, since the rules that make up such ideas can be developed using only the objective foundations established by science It turns out that one of the main disadvantages of our pedagogical theory, which guides in practice, is the severe exaggeration (strengthening) of the superiority of knowledge and education. The increase in the volume of memorization in knowledge to the detriment of human, spiritual, labor education has become commonplace in school life, it seems that the current theory of upbringing and all the signs of the practice that it manages are in a state of crisis. Any effort to get out of this situation is considered innovative, and in this case they are suitable for their name. Innovative pedagogy is called kupincha traditional, alternative. It is impossible not to agree with this opinion, at least on the simplest concepts; both the class and the teacher, and the content of the lesson and textbooks do not disappear. If, however, the pedagogical system is preserved, then one can only talk about its perfection.

The development strategy that we assume is that the developmental training " focuses primarily on adding processes that are now emerging to these movements to the formation of well-developed structures, from the directions to the beginning of their aspirations from school to study.

Our strategic path is to "follow in the construction of a didactic and pedagogical system based on the logic of the care of the whole development about its descendants." Just as ana is therefore the basis of a methodological Foundation, in a broad sense it is a folk pedagogy that teaches nature.

How children are born is not dependent on anyone who has a split from his parents. But it is up to each person to develop sufficiently, to reach the level of a competent person, to find his place in the training and life he likes, to live his life with dignity-to school. Every child needs to be loved, respected and created the conditions he needs for his development. If the teaching pedagogy of nature did not require adaptation, gummanistic pedagogy should put this issue in the center of relations and so that the child can develop as much as he needs:... everyone demands to do the work. Gummanistic pedagogy is often called Innovative. But its innovativeness is only for us: while modern Western systems have already begun to move towards a humanistic direction, and education has gradually begun to develop into new relationships. Gummanistic pedagogy can be said in the full sense of the word when it is called innovative pedagogy: it does not require "injection" from the outside, it is achieved at the expense of an internal reorganization of the system of results of high educational educational impact.

Humanism (humanism) is a single concept of a person's most valuable spiritual wealth in the world. The main rule of this concept is to protect the dignity of a person, to recognize his right to freedom, happiness, development and self-ability, to create the necessary, favorable conditions for this.

Humanism is the sum of ideas and values that affirm that human life is common to a single and, in particular, individual person. As a system of valuable guidance and guidance, humanism takes on the content of a social idea.

Gummanistic pedagogy is a scientific and theoretical system that plays a role in the maturation of an equal, conscious, active educator who develops a participant in the educational and educational process, on his own opportunity.

Human-dignity has opened a wide path for humanitarian ideals in our state, which has been put at the top.

From a humanitarian point of view, the real purpose of upbringing is that each nurturing relationship, the appropriation activity grows into a full-fledged subject, an independent free person. The humanistic level of the upbringing process, this process is (determined) and evaluated by the fact that the individual is able to manifest himself, reveal all his natural capabilities, create conditions for his ability to freedom, to reveal responsibility for creativity.

Humanistic pedagogy is focused on a person, whose signs are: the focus on technical, physical, intellectual (mental) development, instead of data acquisition and the emergence of skills and skills in a certain circle: the concentration of forces aimed at the formation of a free, independent thinking and acting personality, the upbringing of a humane citizen who can choose his decision based on any life and educational situations: The humanization of the educational process should be understood as the transition from authoritarian pedagogy to pedagogy aimed at a person who acquires fundamental importance in the activities and personal freedom of the student, abandoning his pedagogical pressure on the individual and establishing a real human relationship between the student and the educator.

Humanization of this process means the creation of conditions in which the student cannot receive Science, receive it at a level lower than his capabilities, remain indifferent to educational work or an observer in a life of term passing. Humanistic (humane) pedagogy requires the school to provide the student with adaptation, favorable conditions and "psychological protection". Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated

ancestors is considered one of the main urgent objectives of the modern intellectuals. Development of specific forms and methods of innovative activities of the practice of the humanitarian school.

Conclusion: Statistical assessment of humanitarian pedagogy is very difficult. But it has been found that authentication, empathy, and tacit approval have been found to align and bond with student development and to be poorly aligned with problems such as discipline, negative attitude towards school

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Theory and methodology of education and training

(Primary education) Master of Arts.

Annotation: This article considers the consideration of pedagogical opportunities for the development of creativity of students of higher education organizations - as a factor ensuring the mental maturation of their students. It is also indicated that in the process of higher education institution and further professional development, students must be aware of the content of scientific approaches, concepts, theories, the latest information in their subject. Kreyativ specialists are one of the main tasks of the educational system of rivojlantirish modern jamiyat. Therefore ushun today's educationiarayonida kreyative teaching, an unusual yyeshim narrowing period requirement in relation to any situation.

Key words: Creativity, Innovation, Science, Scientific and pedagogical activity, research, discovery, self-awareness, scientific conferences, intellectual.

In our research work, creative thinking is considered as ajralmas mental education, as a generalized indicator of mental rivojlanishning, as a concept of iodkorlik, as the ability to reveal the problem of individualization of Education. In contrast to the traditional approach of creative thinking as an ability, it is proposed to understand the cognitive activity of an individual as natiyasi. Any activity mavjudligi and rivojlanishinig have specific conditions, therefore, in order to carry it out, it is necessary to acquire certain knowledge, skills and qualifications inherent in this type of activity. Creative activity is no exception, but at the same time it has an important feature - one of the methods used in any professional activity is characterized. The peculiarity of creativism from scientific and pedagogicalixat lies only in the fact that these optimal methods are used in solving technical problems. Therefore, success in any professional activity can be achieved not only due to the knowledge, skills and qualifications inherent in this type of activity, but also due to the skillful use of the creative methodology in this activity.

In our research work, the students ' abilities are treated as rivojlantirish, based on the proposed kreativ jarayonning features. The origins of creative thinking are fantasy and diversity and systematic thinking that allow us to see the problem as a whole.

Creative modern jamiyatda active jarayoni - ijtimoiy-cultural changes, ijtimoiy-economic changes natijasida traditional, and modern, the mutual influence of national culture, jamiyatni modernization, is the basis for creative learning. The pedagogic iarayan, where creative competencies are applied, is itimoiy-the methodology of the cultural approach the need to evaluate its changes and study pedagogical systems arose in natiasasi. Itimoiy-the essence of the cultural approach as a form of a systematic approach jamiyatni is an attempt to consider it as a certain specific integrity. It is based on the understanding of human activity as a unit of culture formed and modified in natiasasi, and of itimoiylik. This constitutes a whole whose unit properties cannot be deduced from the properties of the parts. The person himself with a sociocultural approach, firstly, as a system of relations, outside theiamiyat, and secondly, as a set of values and norms, cannot be a without culture.

Among pedagogical terms, the concept of "creative thinking" occupies a special place. On the one hand, it is inextricably linked with the concept of iodkorlik itself, which appears in joi, where ability and talent are discussed. The term is mentioned in almost alloйдаoi where the problem of individualization of education is discussed [1].

First, creative thinking is included in the global concept of iodkorlikning, and often, even in highly professional studies, authors tend to define iodkorlik and creative thinking. For Example, G.S.Altshuller, N.N.Veresov and others connect them in a completely different way [2].

Secondly, most of the work on the problem is abstract outside the unified system, which is aimed at substantiating the concept of creative thinking and its criteria. For Example, R.Weintsweig and Ya.A.According to Ponomarev, knowledge of creative thinking leads to the correct solution to all problems [3]. If we muroaataat the most famous theories of thought, then their subject was a specific form of thinking, in which it is also possible to prove the proposed topic. Divergent , versional, hypothetical, productive - all these "types" of thinking are actually its highest forms, the most effective being rivojlanishi ning natijalaridip.

In our opinion, creative thinking is both divergent and diverse, and hypothetical and effective thinking. It is the highest form of thought Development. of particular note is the content connection of creative thinking with different types of thinking.

Visual and effective forms of creative thinking (e.g., designing models) and figurative creative thinking (e.g., writing poetry, painting), as well as verbal and logical creative thinking (scientific iod, etc.) are effective in the same daraja. Based on the above, it can be assumed that these types of thinking provide the versatility of rivojlanishi creative thinking. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

It is important to prepare students of higher education organizations for practical and pedagogical activities, to master professional competence jarayonida in them to take into account the above requirements as a mavudud pedagogical opportunity to get creative thinking regularaam.

The pedagogical possibilities of creative thinking in students in higher educational institutions are also represented in them by the mavudud system of requirements in the direction of the need to go to rivojlantirib for these qualities.

In conclusion, in order to ensure the systematicity of creative thinking in students of higher educational institutions, it is necessary to connect the subjects studied in the subjects of pedagogical technologies and pedagogy of primary education, innovation and integration to the established norms, requirements, norms, universal values, in accordance with national and world standards and in a way that pays attention to the personality of each student, This, in turn, determines the need for students in higher education organizations to improve creativism in the model of.

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Annotation. The article is devoted to the foundation of a new paradigm of preschool education, which is the factor that makes up the system to create a new paradigm of Education, based on the heuristic possibilities of the concept of functional asymmetry of the human brain.

Keywords: the concept of functional asymmetry of human brain; baby and juvenile age; a new paradigm of preschool education; diplasia.

INTRODUCTION

The main feature of our world is motion, being the most important attribute of the matter, the fundamental way of its existence. Thus, the major contents and the most essential way of man's existence is motion, development in time and space, the fullest and the most intensive expression of which can be observed in baby and juvenile age, where this development as socio-personal phenomenon is arranged in the processes of teaching, upbringing, education, realized within the framework of school system. That is why the main volume of social and individual life is concentrated in the domain of education which crystallizes the continuous intellectual space of cultural and historic development of mankind. School meets the requirements of society and has always been the basic social institute that, as J. Dewey puts it, can create in the project such type of a society which we would like to realize; influencing the people in this direction, we would gradually change the nature of adult society.

LITERATURE ANALYSIS AND METHODOLOGY

Preschool education is an educational process focusing on educating children from the ages of infancy until six years old. In the XX-th century, several European educators (R.Owen in Great Britain, J. H. Pestalozzi in Switzerland, F.Froebel in Germany, M. Montessori in Italy, J.Dewey in the USA, L.S.Vygotsky in Russia and others) began to develop educational systems designed for early childhood in the hope of actively helping children during one of the most crucial stages in human development.

Preschool education is usually grouped into several aspects: physical development (control of the body as to both gross and fine motor functions); perception and sensory development (developing the sensory system); communication and language development; cognitive development (developing all psychophysiological aspects concerning thinking, sensations, emotions etc using for cognitive processes); emotional development (developing and controlling emotions by a child); social development (socialization process, developing child's identity and his relationship with others).

DISCUSSION AND RESULTS

However, the fundamental problem of preschool education lies in that, that pedagogical community does not have a clear idea about the main goal of human development. Revealing this goal, being the system-forming entity for all other goals and aspects of child's development, is the major purpose of this article focusing on unification the mentioned aspects of child's development around this system-forming goal.

The main priority of the human being is freedom, which is a system-forming beginning of the man. Outside the freedom the man turns into an animal, thus all meaning of human existence loses is meaning. On the level of thinking man's freedom is manifested in diplasia (the fundamental ability of a person to combine in one context the opposite, mutually exclusive concepts, images, objects, for example "the strong weakness", "the alive corpse" etc) being the essence of paradoxes and contradictions.

The freedom is the main goal of man's development and educational process, around which all other educational aims are to be organized. The realization of freedom as the major developmental

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goals within the preschool education presupposes the actualization of a new paradigm of preschool education.

So defining this goal and to tying the latter with the major aspects of preschool education can be achieved due to the conclusion that conceptually any educational ideology and its strategy are built on the basis of two major aspects - the goals of education and the ways of its achieving. If a man takes for the purpose of education the moulding of a harmonious personality, he should analyze two problems: the problem of defining a harmonic state, and the problem of forming this state.

From the broad philosophical and psychological standpoint harmony is, first of all, the wholeness, that is, the synthesis of all psychophysiological constituents of a person, the unity of his physical and psychological sides, the state integrating thoughts and actions of their carriers, uniting in one whole all multiple dichotomies of our existence, such as moral and factual, internal and external, individual-personal and socio-historic.

It is clear, that the state of people's harmony, as something integral, is realized within the framework of such entity which, first, is a system-forming factor of a person as a holistic system, and, secondly, plays a role of the main regulator of its behavior. We have every reason to state that such a regulator is actualized on the basis of functions of hemispheres of man's cerebral cortex, about what B. G. Anan'jev wrote as far back as sixties, and what is difficult to dispute nowadays.

As the appropriate investigations show, the hemispheres may be possibly considered a psychophysiological focus of human organism, because with their functions such sides of human entity are related, as mechanisms of aim creation and searching for the ways of aim's achieving, energetic and informational regulation of people's behavior, empathy and reflection, extroversion and introversion, automatic and spontaneous psychic activity, first and second signaling systems, power and weakness of nervous processes, their lability and inertness, irritation and suppression, I and non-I, ergotrophic and trophotrophic functions, volitional and non-volitional psychic spheres, sympathetic and parasympathetic branches of vegetative nervous system etc.

Any automatic (subconscious) action of a man is included in right hemispheric, and non-automatic (conscious) - in left hemispheric aspects of psychic activity.

It should be noted that right hemispheric strategy of perception, thinking and mastering the world represents emotional, concrete, expressive, holistic world view which forms ambiguous polysemantic linguistic and motivational context of reflecting the reality, corresponding with energy-field aspect of the Universe which can be characterized as continual type of the matter.

Left hemispheric perception strategy represents, on the contrary, abstract-logical, sign-symbolic, discursive, conceptual, discrete, plural world outlook which forms accurate linguistic and motivational context of reflecting the surrounding world, corresponding with substance-informational aspect of the Universe which can be characterized as discrete type of the matter. We may add that right hemisphere "creates" religious-mythological, artistic reality, awaking to life such forms of social consciousness, as religion and art. Left hemisphere "creates" scientific-technocratic reality, awaking to life science and politics.

It should be emphasized that in onto- and phylogenesis of a living being one observes the process of gradual increasing the hemispheric asymmetry (in a baby the state of functional symmetry of cerebral cortex is observed when the hemispheres work according to the functional pattern of the right hemisphere), the greatest expression of which is reached at a mature age. Afterwards, the hemispheric asymmetry is gradually leveling.

The condition for functional synthesis of hemispheres is revealing when elderly person, enriched in life experience, factually transforms himself into a child with its plastic psyche, spontaneity, frankness and openness of perception of the world.

Here we have generally known philosophical idea about the development (thesis - antithesis - synthesis) when the third stage of the development dialectically repeats the first one, but on the higher level of development.

If we take into consideration the fact, that right hemispheric functions focus on the present time with turning to the past, and the left one - on the present time with turning to the future, then it is possible to say that person's development moves quite naturally from past to future, and from the latter - to their integration, when spacio-temporal dichotomy of the Being is eliminated and a person liberates himself from "the curses of Chronos".

The method of integration of "right" and "left" types of world comprehension in schooling process is illustrated by the pedagogical system of V. F. Shatalov that has a miraculous effect. This system applies the principle of hemispheric synthesis when in the framework of the schooling process the two polar aspects of psychics (right, concrete and left, abstract) are putting into harmony. Here on the one hand the pupils are given a certain set of concrete facts (of mathematical, geographic, historical nature, etc.), and on the other hand - all these facts are transformed in the language of so called auxiliary signals which are of abstract nature. That is, every fact and the strings of facts are encoded by abstract signs.

The pupils are taught to manipulate simultaneously with two opposite rows of realities, realizing their mutual transformation, when the concrete is perceived through the abstract and vice versa. The sufficiently long practice of bringing together left and right sides of psychic activity helps to create the orientation to "integral" psychic activity, in the sphere of which the aspiration to the creative activity is revealed and as the result - the schooling processes are accelerated tremendously. It is interesting that all Shalotov's pupils begin to draw which is the result of activation not only abstract but also emotional aspect of the person. Moreover, the information in this case is being mastered at a great speed.

The principles mentioned above, as we believe, gives us the idea of main aspects of a new paradigm of education, showing in what way to unfold the stages of educational process on the structural, dynamic and pragmatic levels.

Up to 7-8 years of the growing child the right hemispheric aspects of schooling is to be developed.

After the age of 8-12, when the process of active hemispheric asymmetrization is revealed, we are to turn to the left hemispheric aspect of schooling process. But here a great attention should be paid to the process of mutual functional correspondence and harmonizing of both aspects of human being, since here we must achieve the state of hemispheric integration without losing the right hemispheric capacity of person's activity. As the Japanese proverb says, at 10 any of us is a genius, at 15 - a talented person, and at 20 we are just ordinary people.

Similarly, the decomposing effect on the child, according to R. Laing and G. Bateson, can lead to a situation of "double clamp" ("double bond"), which initiates the development of schizophrenia: the situation of double clamp will influence a child when its parents' messages are contradictory on verbal and nonverbal levels, when the child is required both initiative and obedience, when mother could demand the child's affection and at the same time is too cold, sarcastic, when in a school the child due to contradicting factors does not know exactly how it should behave. There is a situation in which any human action or lack of action is inevitably accompanied by the feeling that he is being torn apart.

In this case the individual plunges in so-called cognitive dissonance and seeks to free himself from the ambivalent, and therefore paradoxical, cognitive situation through the distortion of reality. So, wanting something and not being able to get this thing, people may resort to discredit this thing (which can be illustrated by the Russian fable about "green grapes"), thus distorting the reality.

So, in the field of schizophrenic thinking two opposite cognitions cannot peacefully coexist since the splitting "black and white" human mind with its binary yes/no thinking is unable to unite the opposites thus achieving diplasia. This leads to radicalization of man and society which we see in current events, where the bipolar thinking is realized in a "mosaic culture." G. Debord in his book "The society of the spectacle" (1971) showed that the contemporary technology of manipulating the individual and mass consciousness can destroy in an atomized man the set of knowledge derived from real life and historical experience. G. Debord traces the development of a modern society in which authentic social life has been replaced with its representation: "All that once was directly lived has become mere representation" when the history of social life can be understood as "the decline of being into having, and having into merely appearing". Thus the spectacle becomes the inverted image of society in which relations between commodities have supplanted relations between people, in which "passive identification with the spectacle supplants genuine activity". Thus, the mosaic culture destroys the irrational (right hemispheric) thinking of traditional society and produces an atomized, splintered reality, which is characterized by a low level of synergy and, therefore, by low life activity.

This bipolar thinking is formed in a contradictory and ambivalent socio-pedagogical influence with the development of left-hemispheric brain - one-dimensional thinking.

CONCLUSION

In little children being characterized by right hemispheric polysemantic, mystical "savage" way of thinking (oriented on the "reality principle" as Jean Piaget puts it) the discordant influences, as a rule, do not form the split-schizophrenic model of perception and behavior. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

However, in the process of intense formation of left-hemispheric cognitive strategies enabling to organize unambiguous strictly logical relations in the process of learning and socialization, such contradictory influences often lead to radicalization of the reality due to one-semantic left-brain thinking, that is, to its schizophrenization.

So, it should be understood that the ambivalent effects (with the effect of "double clamp") is a necessary educational resource for younger children (5-6 years old), in which right brain reflection and exploration of the world is dominated. While during the intensive formation of the unambiguous left-brain "splitting" thinking (children of 7-14 years old) such an effect with a "double clamp" can lead to the formation in a person a "splitting" model of schizophrenic perception of the world.

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INNOVATIVE SKILLS OF AN EDUCATOR IN THE EDUCATION OF A PERFECT PERSON

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Annotation. In articles questions of innovation readiness of the modern teacher are considered and technologies are defined criterion their knowledge innovative pedagogical.

According to the author, utility of new pedagogical technologies raises when the teacher can them. And also the author pays special attention in studying of social studies in the course of globalisation and offers the points of view.

Keywords: Integration, globalisation, innovation, intellectual and spiritual abilities national values, innovation skill, knowledge of innovative technologies, creative the teacher.

In the current period, the processes of integration and globalization in the world are deepening and are reflected in the lives of entire states and countries. Along with the unique progressive, positive features of this process, there are also cases of promoting destructive ideas that negatively affect the consciousness and soul of young people.

"Most of the crimes related to extremist activities and violence are committed by young people under the age of 30.

Today's World Youth is the largest generation in the history of all mankind in terms of numbers, since they Number 2 billion people. The next day of our planet, the well-being is due to how our children mature as human beings." [1]

Before the era of globalization, the development and strength of the country were determined by the existing natural resources and economic potential in it, while in the era of globalization, the ability to determine the possibilities of the development of any nation is shown, such as knowledge and enlightenment, intellectual and spiritual potential of people. This is the main and primary requirement of the era of globalization, the formation of an ideologically correct and independent worldview in young people, that is, in the formation of a harmonious generation, first of all, puts great demands on the field of Education. "Our main task is to create the necessary conditions for youth to show their potential, to prevent the spread of the "virus" of the idea of violence.

To do this, it is necessary to develop multilateral cooperation in social support of the younger generation, protection of its rights and interests." [2]

The emergence of "nano" technologies in science and Technology, Science, production, the rapid growth of information sources and their types of distribution, the introduction of new innovative technology and innovative methods in the educational and educational process, the education Sox also show that it is necessary to form independent worldview, critical thinking, social activity skills in young people, not only

From the very beginning of the conscious activity of mankind, the process of teaching has arisen. In the early stages of education, the knowledge and qualifications of the teacher are sufficiently distinguished. Therefore, the disciple graduated from a teacher's school, and then increased his knowledge by finding a more powerful teacher than him. Later in education, manuscripts of religious and secular content began to be used. Over time, for the educational process, special tutorials and textbooks on various branches of the subject were written and used.

The educational institution is equipped with the most modern information technology tools, and even in conditions when the most advanced, the latest innovations in the field are sufficiently available in cumulative educational literature, the teacher cannot provide the student with sufficient knowledge if he does not have access to knowledge and professional skills, advanced innovation

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technologies.

That is why it is easy and convenient for a modern teacher to teach, because in the new innovation technology it is necessary to stay away from the idea that the student plays an active and the teacher plays a passive role. At this point, we want to reflect on what the purpose of the new innovation technologies is. The purpose of the new innovation technology is as follows:

1. Bringing the educational and educational process into a holistic state, combining content and form;
2. Humanization of the educational process in content;
2. To enrich the mind of the reader on the basis of modern evidence, to create conditions for quick and easy mastering;
3. To be able to evaluate the knowledge given in a little time is to be able to determine the result of the process of mastering the lesson;
4. Introduction of scientific-based didactic innovations in innovation practice;
5. Regular updating of educational content;
6. The use of new methods, forms and new tools in education and the application of interactive methods;
7. Dressing the audience with a common goal as well as cohesion in mastering, correct thinking, curiosity;
8. Information and mastering extensive use of process accelerator information technology and technical tools;
9. Ensuring continuity in the educational and educational process;
10. Objectively assess the results of the lesson, follow the rating criterion, control the knowledge and skills of the student.

The teacher of the current era should certainly be able to choose one and more forms of new innovation technology from the new system of innovative technologies of pedagogy, together with the skills of their application, and at the same time be able to choose one and more forms of new innovation technology based on each lesson and the essence of each topic and

The teacher's use of only the same new method of pedagogical technology in the course of the lesson causes the student to get used to thinking only in one way or another. Also, the use of several methods of new innovation technology in one lesson will distract the student from learning and become a process of mastering new methods, and ultimately, the main goal of the lesson will be deviated from the provision of new knowledge. In our opinion, depending on the skill and competence of the teacher, it is enough to use two or three new methods of innovation in the course of the lesson, depending on the essence of the topic.

The innovative approach to each method of new pedagogical technology is currently a system that can bring the educational process to new quality indicators. Educational experience of developed countries of the world shows that the organization of Education based on new innovative technologies, not only meeting the interest and needs of young people to acquire knowledge, is also solving the tasks of training highly qualified personnel, training specialists.

Therefore, the establishment of the educational process using innovative technologies in the formation of professional skills and qualifications in students of higher educational institutions is especially important in the training of competitive specialists, corresponding to World templates.

President Of The Republic Of Uzbekistan Sh.M. As Mirziyoev noted: "at the moment, 32% or 10 million of the population of our country is made up of our young people under the age of 30.

It gives pride and pride to all of us that our young people are rightfully able to take responsibility for the future of our motherland, becoming the decisive force of today and tomorrow. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

It is necessary that we bring to a logical conclusion the large-scale work we carry out in this area, in particular our adopted nationwide programs on education.

To this end, the most important task of the government, relevant ministries and departments and the entire educational system, our respected authorities and professors is to provide a thorough education to the younger generation, to educate them as physically and spiritually mature people." [3]

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THE IMPORTANCE OF THE ENVIRONMENT THAT DEVELOPS CHILDREN IN THE PREPARATION FOR SCHOOL EDUCATION IN THE ORGANIZATION OF PRESCHOOL EDUCATION

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Annotation. this article covers the state requirements for the development of early and preschool children of the educational process in preschool educational organizations and the idea of planning on the basis of the state program “first step”.

Keywords: preparation for school, quality preparation, healthy and harmonious generation, non-first step.

President Of The Republic Of Uzbekistan Sh.M.Mirziyoyev notes that “modern preschool education plays an important role in bringing a healthy and harmonious generation to adulthood”.

In accordance with the decree of the president of the Republic “on the organization of activities of the Ministry of preschool education of the Republic of Uzbekistan” dated September 30, 2017, PQ-2707 dated December 29, 2016 “on measures to further improve the preschool education system in 2017-2021”, the regulation of the Cabinet of Ministers dated November 21, 2017, No. 929 “regulation on the Ministry of education of the Republic of Uzbekistan, it is possible to expand the state and non-state network of preschool educational organizations and thereby increase the reach of the child in preschool education and introduce advanced foreign experience into the field. The educational process in preschool educational organizations is planned on the basis of state requirements for the development of children of primary and preschool age and the state program “first step”.

Currently, special attention is paid to preparing children for quality school education in preschool educational organizations under the Ministry of preschool education of the Republic of Uzbekistan. Including,

1. The role of methodological support and methodological assistance in the implementation of the “first step” program into the educational process, full - fledged development of the program was determined.

2. On the basis of the “first step” program, special attention was paid to the place of the educator in the organization of work in all age groups as well as in the general group. The working curriculum of the educational organization was determined by the educators of the organization to be compiled with the involvement of parents and approved in the current legislative procedure. In preschool organizations, children operate in 5 centers based on the state curriculum “first step”. These are:

1. Language and Speech Center. (Activities related to speech cultivation, nature, the environment and fiction)
2. Center for building-making, construction and mathematics. (Building making and math training)
3. Art Center (painting, appliqué, clay building, making practice and origami)
4. Plot-role-playing games and a dramatized Center. (Plot rule games suitable for Group age)
5. Science and Nature Center. (Practice of introducing nature, the surrounding world)

Focusing on the analysis of activities in the Centers, the language and speech center will have the opportunity for children to be able to give their opinions among their friends, draw up stories based on the topic, make questions and answers, organize conversations for children. The child can also compose stories in the center on the topic he wants.

In the center of construction-making, construction and mathematics, children develop sensory education, creativity. By performing a task, the child will also have the opportunity to engage in both building and building mathematics. When children are listened to in the process of playing you hear the sentences “I need Green”, “the cottage I made is two-story”, “yours is small and mine is large”, “10 people fit me in my car”. So in children's communication, the first mathematical representations such as Addition, Subtraction, comparison, size expand.

In the art center there is an opportunity to raise the mood of children. Children's creative abilities are supported. Not everyone has the same talent for painting, sculpture, types of art. For this reason, only gifted children are involved in this. When the center is fully equipped with the necessary equipment, making, drawing technologies are taught in the morning, evening hours, the work of the center develops. In the family, such conditions for a child are not always created. If working in the center, the child develops fine motor skills. The development of fine motorics, on the other hand, causes the development of the child's speech.

Plot-role-playing games and a dramatized Center are a very favorable environment for children to show talent, show their skills. This center can also be called the center that shapes the “I” of the child. All the equipment in the center is equipment found in the life of children, in the process of play, the child learns to use them, has the opportunity to get acquainted with the professions more closely.

The play reflects the relationships of family members, and through them it is possible to receive moral education (and for the educator to study the environment in the family).

Experiments on the experimental test site at the science and Nature Center are of interest to children and encourage them to make new inventions. This center is also the center of the greatest opportunity for children to learn about nature and phenomena in it. Children absorb 90% of knowledge about nature if the activities of the center are organized correctly. The center is of interest not only in children, but also in educators. Information about where the things used throughout our lives came from, what was obtained from them, was considered very interesting cases when children put water on it by sprinkling seeds with their own hands on canvases, and seed germination was very interesting for a child.

The activities of the Centers, the explanation of which is given above, have served as a developmental environment in the preparation of a child for school education, and at this point we found it permissible to attach a preparatory map of children 6-7 years old to school. After all, the development map of a child of this age determines the success and effectiveness of the educational process. For example in a child,

1. Physical development and formation of a healthy lifestyle
2. Socio-emotional development
3. Speech, communication, reading and writing skills
4. Acquiring knowledge (development through understanding)

5. Like creative development, it is considered the main norms that prepare it for the school environment.

After the end of the academic year, a monitoring conducted on the preparatory group for the school will be carried out mainly to compare the work carried out with the expected results, and through this determine the tasks of the master for the next academic year of the MTT. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

In place of the conclusion, it should be noted that their activities in child - developing centers provide the basis for them to grow up mentally and physically competent in every way in preparing

them for school education, to be formed in them faithful to national values and traditions, gaining their interest in the profession.

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PEDAGOGICAL SIGNIFICANCE OF THE ORGANIZATION OF 5 DEVELOPMENTAL CENTERS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation. This article analyzes the pedagogical significance of the organization of 5 developmental centers in preschool educational organizations.

Keywords: preschool education, computer, multimedia tools, activity centers, development, intellectual potential, method, theory.

Introduction

The pedagogical process aimed at ensuring comprehensive development of preschool children in preschool educational organizations is complex and colorful. To achieve the effectiveness of education, it is necessary to properly organize each type of activity in preschool educational organizations. Today's rapidly changing economic, social and spiritual life requires the wide use of new information technologies to form the worldview of children. Traditional training is gradually giving way to multimedia computer technologies, intensive and interactive methods, and non-traditional training. The working curriculum of the educational organization was established by the pedagogues of the organization with the involvement of parents and approved in accordance with the current legislation.

Main part

In pre-school educational organizations, children work in 5 centers based on the "First Step" state curriculum.

These are:

1. Language and speech center. (Speech training, nature, environment and fiction activities)
2. Construction, design and mathematics center. (Building and math activities)
3. Art center (Painting, appliqué, clay building, crafting and origami)
4. Story- role play and drama center. (Games with rules that are appropriate for the age of the group)
5. Science and Nature Center. (Activities to introduce nature and the surrounding world)

If we focus on the analysis of the activities in the centers, in the language and speech center, children will have the opportunity to express their opinions among their friends, create stories based on the topic, ask questions, and organize conversations for children. In the center, the child can create stories on any topic he wants. Sensory education and creativity develop in children in the center of construction, construction and mathematics. By completing a task, the child will have the opportunity to do both construction and mathematics.

There is an opportunity to raise the mood of children in the art center. Children's creative abilities are supported. Not everyone has the same talent for painting, sculpture, and other types of art. Therefore, only talented children participate in it. If the center is fully equipped with the necessary equipment, if the techniques of making and drawing are taught in the morning and evening hours, the work of the center will develop. is a comfortable environment. This center can also be called the center that forms the "I" of the child. All the equipment in the center is the equipment found in children's life, and during the game, the child learns to use them, and has the opportunity to get acquainted with professions.

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Experiments conducted at the experimental testing ground at the Science and Nature Center arouse interest in children and encourage them to make new inventions. This center is also the center of the greatest opportunity for children to learn about nature and its phenomena. If the activity of the center is organized correctly, children will learn 90% of the knowledge about nature. The main condition for the organization of development centers in the education of preschool children is to give the child the opportunity to choose activities in development centers, in which he can independently acquire knowledge about the world around him, develop skills and abilities, develop curiosity, independent research, research, rather than receiving ready-made knowledge from the pedagogue. development centers should perform educational, developmental, teaching, motivational, organizational, communicative functions. Most importantly, they should work on the development of independence, the interaction between children and adults should encourage the child's initiative based on person-centered learning.

The use of the group room in a flexible and variable way is required. The thematic, didactic materials in the development centers should serve to satisfy the needs and interests of the child. The design of the centers should be aesthetic, attractive for children, and should create a desire for independent activity. Development centers should provide opportunities for communication and joint activities with children and adults, as well as self-care. The importance of the game in the mental development of preschool children is high, and in the process of the game, along with the development of the child's mental abilities, the child's psychological development is at a high level. The game is the main activity of children of preschool age, through which children are formed as individuals. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Conclusion

The game determines the degree to which the child's future educational and social activities will be formed. Since ancient times, the game has attracted the attention of pedagogues, psychologists, philosophers, ethnographers, art historians. The game teaches the young generation to work. Understanding children's play was first described by K. D. Ushinsky. In his works, he says that children are defined by the impressions they have received in life, and they influence the formation of the personality. P.F. Lestgaft also reflects this opinion. Such activities are of great importance in the development of children.

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**FORMATION OF A SPIRITUAL WORLDVIEW OF PRESCHOOL CHILDREN
THROUGH THE MEANS OF GENRES OF FOLK ORAL CREATIVITY**

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Annotation. This article focuses on aspects of the formation of pedagogical and psychological competence in future pedagogues. The scientific theoretical importance of the issue of preparing students for folk art in the spirit of love, its level of study and its importance at the present time are highlighted.

Keywords: folk oral creativity, traditions, dignity, peace, stability, harmony

The upbringing of folk oral creativity has occupied an important place in the moral, educational formation and maturation of generations-ancestors, which have been formed for many centuries. Its importance in the fate of a person in folk oral creativity is that he constantly serves to strengthen the motherland, Unite the people with his vitality, influence, kindness. Educating students in the spirit of affection always demonstrates their own impressiveness in solving life and human problems in material and spiritual terms. Serves as the basis for solving pressing issues of upbringing. The hard work of the Uzbek people withstood the floods and troubles of history, passed through the experiments and trials with dignity, refined and improved their activities in each period, playing a decisive role in the upbringing of generations.

Hard work is directly related to the national customs of the Uzbek people. He supports the cause of the people, the benefit and need of the nation. Affects the hard work of people, patriotism, self-awareness. It serves as a bridge in the transition of knowledge, skills and rich experiences of the traditions, traditions of our people to the next generation.¹

Folk oral creativity, the movement of thinkers is not included in the know. It was an integral part of popular thought. This tradition is continued even further in the years of independence. The manifestation of folk oral creativity in the realities of our current ring is that independent Uzbekistan is following the most stable path of historical development, the path of peace, stability and harmony.

In fact, today, peace, stability, harmony, which are the main directions of the upbringing of folk oral creativity, have risen to the level of priority of the state policy of Uzbekistan. That is, peace in the policy of Uzbekistan has become a necessary qualitative state of relations between states and peoples. Its content included respect and trust in the peoples of different nations, unconditional

¹ Abdullaev M. Tarbiya, ma'naviyat, ma'rifat. J. Muloqot. 1999. №3. 11-13 b.

recognition of suvernity and independence, the use of force with hatred, but the complete abandonment of intimidation by its application.

Folk oral creativity is one of the principles of moral education in the behavior of people in all spheres of life, along with the fulfillment of their social function. Folk oral creativity is considered from the values of the Uzbek people, the sum of the norms and rules of human behavior in society, in the family, in labor, in relation to each other and in relation to themselves. the role and role of folk oral creativity is of great importance in the upbringing of students in folk oral creativity. Folk oral creativity has a strong influence on a person's emotions, teaching life to correctly understand all his complexities, joys and worries, to get to know different people, to realize the motives of their various good, bad behavior and to be properly happy. In folk oral creativity, moral problems such as duty and conscience, dignity and honor, honesty and nobility are put on the agenda. The lifestyle of the people, courage in cocktails, patriotism, humanity, human relations: friendship and companionship, love are chanted like kindness.

The Uzbek people have a rich literary-artistic, cultural heritage. Uzbek folk oral works: folk songs, fairy tales, epics, ancient artistic written monuments: Mahmud Qoshgari's "Dictionary of Devani turk", Ahmad Yugnaki's "Hibatul-khaqoyiq", Yusuf Khos Khojib's "Qutadgü bilig", works: medieval Ibn Sina's "Donishnoma", "Tibiiy doston", Saadi's "Gulistan", "Bostun", Kaykovus's "Kabusnoma", Jami's "Baharistan", Ahmad Yasavi's "Hikmat" and many other works of fiction in the form of "etiquette": Uzbek classical literature: works by Alisher nawaiiy, Zahiriddin Muhammad Babur, Avaz O'tar son, Furqat and others: representatives of Uzbek literature:

The fiction of Abdulla Qadiri, Fitrat, Chulpan, Usman Nasir, Behbudiy, Abdullah Avlani, Hamza, Sadriddin Ayniy, Hamid Olimjon, Oybek, Mirtemir, Ghafur Ghulam, Jerusalem Mukhamadi Hamid Ghulam, Saida Zununova, Zulfiya and other writers, poets is in the spirit of high human moral ideas and serves as an invaluable source of folk oral creativity as a powerful means of moral education for elementary students.

In order to fully realize the educational capabilities of folk oral creativity, it is necessary, first of all, to spend various literary evenings among the educated, to demonstrate poetry, to bring samples of folk oaths.

First of all, it is necessary to determine the educational purpose of the literary night and determine its content on the basis of this goal. When choosing a work of art for a literary night, the standards below are followed: a work of art should embody high moral standards, and its level of artistry should be high. The reason for the need to have a high artistic level of a literary work is that the form and content of the work is so special that it can wave the hearts of young people, evoke high aesthetic tastes, emotions. The educational effect of using works with a low level of artistry is not only in how the night passes, but more in how it is prepared, it can even have the opposite effect on the feelings of the audience.

Secondly, the educational effect of the literary night is not only how the night passes, but more often how it is prepared. Because no matter how good a literary night is fun, it is a short-lived event, but not a process.

In folk oral creativity, gifted, capable, children are chosen to participate in the night in order to spend the literary night faster, because it does not take much time in their preparation, students who study on average have to spend more time for this, shed skin on the forehead.

Folk oral creativity refers to a complex of views, ideas, experiences, Customs and traditions on upbringing created by an ordinary working people and passed down from generation to generation. This nationng is embodied in the riddle, matal, makol, parable, zrtak Latifah and epics created by him.²

In Uzbek folk oral creativity, labor education and professional acquisition are interpreted as the main factor in child maturation. Without a doubt, riddles mind and cognition in children the first observation teaches to appreciate the moral of work and work, to master the profession, while instilling the imagination and teaching them to form logic.³ From folk oral creativity we give examples of matal, riddles, poems, parables, sagas and proverbs.

Within the riches of Uzbek folk art, a significant type of songs inherited from adults to children are labor songs, in particular, songs related to ancient bobo-professional peasant farming. Related to this type of Labor are the "bird songs "of the Harvest" "Songs of the threshing floor", which expresses the labor process of dexkon and its cocktail effect in the face.

Consequently, " peasant labor is counted from plowing in early spring. The Ploughing of the land was a heavy physical labour, in which he chanted and chanted himself from the heart during the Labour draining the Tinka, thereby forgetting the severe pain of Labour. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Analysis of ancient parables shows that the people used children extensively as a means of educating Uzbek folk oral creativity. When we look at this aspect, the following parable is instructive. Before the death of the peasant, he called all three sons to himself, telling each of them separately: "I buried gold under one of the vines in the Vineyard, but now I can not remember which one I buried under, and if you find the place where I buried gold, they will become rich." The brothers are guided by their father's precept tillani rosa. As a result, the tag of vines in the vineyard is plowed. But no one can find the Tilla. Interestingly, in this year, the vines produce two to three times the usual harvest. The income from the vineyard enriches the brothers. It was only then that the brothers

² Jumaboev M. O'zbek va chet el bolalar adabiyoti. T.: O'zbekiston, 2002. 157 b.

³ Avloniy A. Turkiy guliston yohud axloq. -T.: O'qituvchi. 1992.-62 b.

remembered the pandu exhortations their father had done and understood that he had not buried any gold, but knowingly said so that their children could only work honestly and get rich in return.

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TECHNOLOGIES FOR THE DEVELOPMENT OF PHYSICAL QUALITIES OF PRESCHOOL CHILDREN

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Annotation. This article describes technologies for the development of physical qualities of preschool children. Based on the conclusions drawn, proposals were developed.

Keywords: Exercise, Physical Education, Training, physical development.

Introduction

Physical education training is the main form of regular teaching of children to exercise. The importance of training is the formation of a culture of movements, the regular implementation of health, educational and educational tasks.

The training serves to educate individuals who are sociable, disciplined, able to act well in the environment, who are able to function quickly and confidently and towards the goal in accordance with the established task, as well as show moral qualities and creativity.

Physical activities are held in the building and outdoors in the fall, winter and spring. During the Summer, Games, exercises are held outdoors, on a physical education site.

In the "first step" program, the exercise prescribed for each age group constitutes the content of the training. In terms of content, it is imperative that the tasks remain clear and clear when conducting a variety of activities, follow the search when passing the program, and also take into account the age and peculiarities of children.

Discussion and results

The structure of the exercises ensures that the physical exercises are performed consistently by children. It is determined by the tasks set, the working capacity of the nervous system and the characteristics of the child's organism at each individual age stage. Control over the dynamics of the child's body and its psychology during training is considered one of the main tasks of the educator. These include:

Educational, educational and wellness tasks are equally important for each part of the training. Content and tasks of the training introductory part.

The first part of physical education training can vary according to the content of the tasks worn and the exercises in its main part.

The task of the introductory part of the training consists in creating an interest and emotional mood for it in children, checking the level of training of attention, clarifying certain movement skills, preparing the child's body for a somewhat intensive fast activity, which gradually takes place in the main part of the training.

To this end, children are offered familiar exercises and their options, which help to raise the right posture, prevent flat heel, are associated with aiming in space and in the team, do not require a lot of time to perform.

The composition of such exercises includes:

- deployment exercises: different deployments and re-deployments;
- walking and running, performed with different tasks;
- spread light running and later line up as a large and small round, column, etc.;
- walks of different appearance and with the aim of preventing flat heel: walking on the heel, on the tip of the foot, on a thick cord on the floor, on a ladder, etc.

The introductory part begins with the formation of children in groups of three to four and ends with their spread. The introductory part of the training serves to switch children to teaching all-inclusive exercises at the beginning of the main part of the training.

This part lasts from 2-4 minutes in small groups, from three to five minutes in medium groups, from four to six minutes in large groups.

The content and tasks of the main part of the training.

In this part of the training, in one case, the tasks of teaching children to all-inclusive exercises, and then to basic movements and raising physical qualities are determined; in another, the focus is on teaching basic movement exercises. It provides for the introduction of new movement material, the repetition of previously familiar exercises using various options, the improvement of movement skills in the strengthening phase. This is followed by rule action games that draw all children into intensive action.

In this case, complex tasks (introducing children with new material or performing very complex coordination exercises) are determined at the beginning of the main part, taking into account the continuity of the ability of children to work psychologically.

All-in-one exercises are performed by children with small items, flags, sticks, champignons, ribbons, threads. Such exercises and means have a positive effect on the improvement of the functional state of the children's organism.

Initially, exercises for the development and strengthening of the muscles of the arm and shoulder girdle are given in order to form the correct posture and regulate breathing. In the second place, exercises are given for the torso and strengthening the muscles of the back, as well as developing spine flexibility (bending forward, backward and to the sides, turning the torso). And in the third place there are those that strengthen the muscles of the abdomen and legs (squatting, lifting bent legs from the knee, etc.k.) exercises are given.

After that, the basic movements are transferred to training. In this, one of them will be new for children, and the other will be at the stage of learning and improvement.

The duration of the main part of the training, which is carried out with the training of all-inclusive exercises: in small groups from 15 to 18 minutes; in the middle group from 20 to 22 minutes; in the large group it lasts from 25 to 28 minutes.

And when performed without all-inclusive exercises, its duration is 8-12 minutes in small groups, 12-15 minutes in the middle group, and 15-20 minutes in the large group.

The finisher of the exercise is

The post-game ending portion of the routine involves an intensive face walk that becomes increasingly slow. It helps with general excitatory work; in the process of walking, children can perform several breathing exercises. In some cases, walking can also be replaced by a low-action game involving all children. A walk or a replacement play ends the practice session. Ending Section: 2 to 3 minutes in the small group, 3 to 4 minutes in the medium and large groups.

The main purpose of education for preschool children is to educate the younger generation as a physically healthy, mentally mature, spiritually rich, comprehensively developed person and prepare for school education. The tasks of raising preschool children are to give physical, mental, moral, aesthetic, labor education and prepare regularly (to school) on the basis of national and universal values, taking into account their innate competence, interest, need and capabilities.

The purpose and objectives of physical education classes held in preschool educational organizations are the formation of various physical development skills and abilities in children, the development of physical qualities in them, such as strength, vivacity, agility, elegance. Regular physical activities have a positive effect on the growth and development process of children.

Physical development-the process of transformation of the forms and functions of the human organism is considered. The term "physical development" is used in a broad and narrow sense. When the term "physical development" is used in a narrow sense, it means anthropometric and biometric indicators, chunonchi: posture, height, weight, chest circumference, lung capacity, degree of vertebral curvature, Gaddi-the physical condition of the figure, distance between the tip of the shovel, indicator

of the tавон Dome measurement, strength of the right and left paw muscles, strength of standing posture, etc. And when the term "physical development" is used in a broad sense, physical qualities (flexibility, ability to balance, squint, strength, endurance) are also introduced into it.

Physical development is carried out through the means of morning badantarbia in the whole process, physical minute between workouts, as well as various games throughout the day.

Conclusion

One of the pressing problems at the present stage is children. increased attention to the development of the personality of the child is associated with the possibility of updating and qualitatively improving the preschool physical education system. The relevance of the chosen topic comes from the fact that among children from a theoretical and practical nature, there are discussions about how much physical qualities depend on innate factors and whether they need special development of preschool children. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

It was this process that was proposed and introduced in practice, the creation of autonomous opportunities, conditions that determine the impact of effective factors, aimed at finding a methodological and scientific solution to the problem.

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Annotation. The article discusses and analyzes the works related to the disclosure of the essences of linguodidactics, discourse, discursive competence, the formation of discursive competence among students of secondary schools of grades 7-9. Theoretical and practical works were considered in order to reveal the degree of scientific development of the topic, including the concepts of linguodidactics, discourse, American, French, Russian schools of discourse, discursive competence. According to the author, the need to form the communicative competence of schoolchildren in oral speech brings discursive competence to the fore as one of its most important structural component. The article emphasizes that the formation of discursive competence is one of the practical goals of modern education and an important condition for the effectiveness of oral communication, on the basis of which school students can exercise their communicative abilities in various communication situations.

Keywords: linguodidactics, discourse, discursive competence, components of discourse, types of discourse, formation of discursive competence.

Introduction. The state standard in our Republic defines as the purpose of education the formation of students' communicative competence, understood as the ability to communicate with representatives of other cultures through their language in its oral and written form. Much attention is paid to teaching oral speech in other languages, the mastery of which is now one of the goals of training, and increasing the requirements for the level (minimum B1). The need to form the communicative competence of schoolchildren in oral speech brings discursive competence to the fore as one of its most important structural component. The formation of discursive competence is one of the practical goals of training and an important condition for the effectiveness of both oral and written communication.

Relevance and novelty of the study. High-quality teaching of languages in secondary schools and their effective assimilation by students is an urgent problem at the present time. All over the world, especially in the leading developed countries (Russia, America, Europe), special attention in the field of education is paid to communicative competence as a basic category in teaching and mastering subjects. And its main component is the discursive competence in the study of a non-native or foreign language for the development of oral and written speech.

Despite the variety of studies devoted to the formation of discursive competence, the problem of the formation of this type of competence in teaching Russian to students of secondary schools is relevant.

The analysis of state educational standards and textbooks shows that school programs at the present stage do not provide the formation of discursive competence aimed at the development of oral and written speech at the proper level, the reasons for which are insufficient theoretical and practical elaboration of the issues of the formation of competencies of schoolchildren, a small number of hours allocated to the study of the Russian language, the lack of educational materials on the formation of a discursive competence that ensures effective oral communication in the Russian environment.

The purpose of our work is to develop, substantiate and experimentally test the system of work on the formation of discursive competence in oral speech among students of grades 7-9.

Achieving the research goal requires solving the following tasks:

- to reveal the meaning of the term "discursive competence" (DC);

-define the structure of discursive competence; describe the complex of knowledge and skills that make up the DC;

-describe the specifics of discursive competence in the field of oral communication based on the difference between oral and written speech;

The main part. At the present stage of development, three directions are designated in the methodology of language teaching: linguodidactics, methodology and technology.

"Linguodidactics is the theory of language teaching, the integration of linguistics and didactics" (1, 23). Linguodidactics is the theoretical part of the methodology of language teaching, which arose as a result of the integration of linguistics and methodology" (20, 50)

"The term "linguodidactics" is currently used to denote a discipline that studies the content, means and methods of teaching a native/non-native language" (6, p.6). This term was introduced by the Russian, Soviet linguist Nikolai Maksimovich Shansky in 1969. It was recognized as international in 1975. Linguodidactics is currently considered as one of the levels (along with methodology and technology) of the methodology of language teaching.

Due to its socio-cultural context in its composition, discourse, unlike language and speech, is considered as an object by various interdisciplinary sciences. Therefore, the concept of "discourse" in addition to linguodidactics is studied by other subjects, for example: in pedagogy, psychology, sociology, cultural studies, linguistics, pragmalinguistics, ethnography. Consequently, the term "discourse" has different approaches to the interpretation of the meaning and definition of the essence of this concept in connection with the ambiguity and use, mainly in various fields of the humanities. Each of the disciplines and areas of research approaches the study of discourse in its own way and this leads to the expansion of its semantics. Linguodidactics, unlike other disciplines, considers the concept of "discourse" as the ability of an individual to carry out speech activity, observing the rules of cohesion (coherence) and coherence (consistency), which include linguistic and extralinguistic features of the native (non-native) language. Nowadays, many scientists distinguish this term as an independent interdisciplinary field of science, which serves to increase the general trend in the development of modern sciences.

To give an exact definition of the concept of "discourse" is impossible due to its ambiguity, even the stress in this word is twofold (discourse - discourse). In academic contexts, this concept is most often used with emphasis on the second syllable.

The main linguo-didactic schools in the analysis of discourse can be called Anglo-American, French and Russian. In our country, the study of the concept of discourse began recently (S.S. Umarova, N.G. Bukharova, N.Z. Normurodova, etc.).

The appearance of this term in linguistics dates back to the 50s of the XX century. "The foundations of discourse analysis were determined in the studies of American linguists Z. Harris, M. Stubbs, T. van Dyck, etc." (12). For the first time this concept was used by the American researcher Z. Harris in his article "Discourse analysis", published in 1952, which revealed "methods of distribution with respect to superphase units" (37). According to his interpretation, discourse is "a sequence of sentences uttered (or written) by one (or more) person in a certain situation" (37). Thus,

for the first time, he proposed to understand monological and dialogical speech within the text by discourse.

It should be noted that Anglo-American researchers considered discourse, first of all, as oral communication, including verbal and nonverbal signs. On this basis, the American linguist M. Stubbs defines the following three types of discourse: "1) formally, it is a unit of language that exceeds the sentence in volume; 2) in terms of content, discourse is associated with the use of language in a social context; 3) by its organization, discourse is interactive, i.e. dialogical" (38, 3). We believe that when characterizing oral discourse, these types are necessary.

Over time, the meaning of the term "discourse" did not begin to be limited beyond the text and "began to include an enumeration of the conditions in which this text is actualized" (22, 64). At the same time, it should be noted that among scientists, linguist T.A. van Dijk was the first to define discourse "as a speech flow of language in its constant movement, absorbing the diversity of the historical epoch, individual and social characteristics of both the communicant and the communicative situation in which communication takes place." The discourse reflects the mentality and culture of both national, universal, and individual, private." (13, 32). He believed that the discourse includes, in addition to the text, extralinguistic factors. It should be noted that this point of view is the basis for many linguistic studies in the modern period.

Considered one of the main fundamental ones in the study of discourse, the French school was formed a little later than the English one in the 60s of the last century and was based on structuralism, that is, it was based on historical, philosophical, socio-cultural research, and not only linguistic. The analysis of the concept of discourse is reflected in the works of such linguistic researchers as F. de Saussure, E. Benvenist, A. Greimas, J. Courtet, E. Buissance, M. Foucault, etc.

The foundation of the French school is associated with the name of the scientist Ferdinand de Saussure. Thanks to his division of discourse into external and internal, discourse has become interdisciplinary among the humanities. Also F. Saussure formulated a triad of discourse: language (language) – speech - (parole), speech activity – (langage) and defined each of them: "Speech activity is multiform and comes into contact with a number of areas: phosicology, physiology, psychology. Speech is an individual phenomenon, and language is a social product of speech ability, a set of necessary conditions acquired by a social collective for the exercise of this ability in individuals" (30, 23). This triad dates back to the communicative approach in modern linguodidactics.

Later (1953), the French linguist Eric Buissance, studying the Saussure obstruction of language and speech, includes a new member in this grouping: language - discours – parole. At the same time, he defines discourse as "combinations through the implementation of which the speaker uses the language code as a functional part isolated from speech" (28, 87). Thus, he introduced a new term "discourse" into the linguodidactics of the French school.

The scientist E. Benveniste expounds a new meaning of the term "discours" - "as a speech assigned to the speaker" (4, 296). He also identified the difference between the branching plan (resit) and the language plan (discours) related to the speaker. Thus, thanks to E. Benveniste and his paradigm of language, the functioning of language in live communication became possible. Thus, E. Benvenist offers us a functional approach, in which, in contrast to the formal approach (where discourse is considered simply as a language above the level of collocation and decomposition), discourse is defined as an inseparable part of language in the process of people's communication. The advantage of this approach is that here the discourse means not only the utterance itself, the text or the dialogue, but also the speaker and the listener, their personal and social characteristics, socio-cultural aspects are also included in the discourse in the process of communication. We believe that taking into account these features when forming a foreign language discursive competence increases the effectiveness of improving the studied language.

In their joint work, French linguists A. Greimas and J. Courte "Semiotics. Explanatory Dictionary of language theory" often resort to the term discourse and contrast it with the text: "a statement actualized in discourse as a product, as matter, from the point of view of language, whereas discourse, according to the authors, is a process" (10, 389). According to their interpretation, one can learn that they already distinguish discourse from the text and consider it as an independent phenomenon.

Another prominent representative of the French school of the late XX century, the scientist M. Foucault was engaged in the theory of the study of discourse and developed four forms of analysis of discursive formations. According to him, discourse is related to the ways of thinking and speaking about various aspects of reality: "discourse is a set of statements about a particular area, and structures the way of speaking on a particular topic, about a particular object, process" (33, 6-7). He characterized discourse as a discursive practice, noting its practical use in oral speech. We adhere to his opinion, since the discourse is reflected primarily in oral speech.

In Russia, such researchers and scientists as T.M. Nikolaeva, V.Z. Demyankov, V.I. Karasik, E.S. Kubryakova, Yu.S. Stepanov, N.D. Arutyunova, G.A. Orlov and others were engaged in discourse analysis. In Russian lexicology, which started analyzing discourse a little later than the French and Anglo-American schools, the term "discourse" is also characterized by ambiguity and has a number of interpretations.

The Soviet and Russian linguist T.M. Nikolaeva identifies the main meanings of this term in his "Short Dictionary of Text Linguistics Terms": "Discourse is a polysemous term of text linguistics used by a number of authors in meanings that are almost homonymous. The most important of them are: 1) a coherent text; 2) an oral-colloquial form of the text; 3) a dialogue; 4) a group of statements related in meaning; 5) a speech work as a given – written or oral" (23, 467). We believe its interpretation is the most detailed, covering almost all the meanings of this term.

Based on new works by foreign linguistics researchers, Soviet and Russian linguist V.Z. Demyankov offers a more extensive definition of the term, which is the most complete in modern linguistics: "Discours is a discourse, an arbitrary fragment of text consisting of more than one sentence or an independent part of a sentence. Often, but not always, it concentrates around some basic concept; creates a general context describing actors, objects, circumstances, times, actions, etc., being determined not so much by the sequence of sentences, but by the world common to the creator of the discourse and its interpreter, which is "built" according to the code of the discourse deployment - this is the point of view of the "ethnography of speech ..." (11). In his definition, he emphasizes the ease of discourse in contrast to the text.

The Russian scientist Yu.S. Stepanov, interpreting the linguistic and philosophical meaning of discourse as "language within language", presents it as a unique social factor. In this case, discourse cannot be attributed to grammar, style, or vocabulary simply as a language. It "exists, first of all, and mainly in texts, but those behind which there is a special grammar, a special lexicon, special rules of word usage and syntax, special semantics, ultimately a special world" (29, 45).

In the definition of the Russian linguist G.A. Orlov, discourse acts as a linguistic and communicative aspect, in which discourse is interpreted "as a category of (natural) speech materialized in the form of an oral or written speech work, relatively complete in semantic and structural terms, the length of which is potentially variable: from a syntagmatic chain over a separate utterance (sentence) to a meaningful whole work (story, conversation, description, instructions, lectures, etc.)" (25, 14). She considers completeness, integrity and coherence to be the parameters of discourse, considering it both as a process involving socio-cultural, extralinguistic and other factors, and as a result as a fixed text.

In our opinion, the Russian teacher and professor Yu.V. Shcherbinina formulates this term much deeper, which is appropriate for current use in linguistics. According to her interpretation,

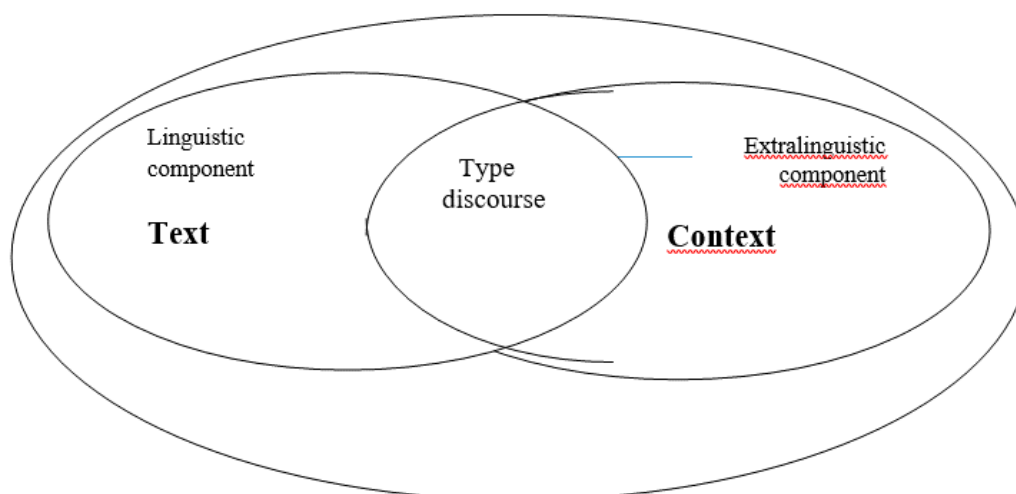
discourse: "this is speech inscribed in a communicative situation, immersed in live communication; the process of speech behavior occurring in a real speech situation; semiotic (sign) space, including speech signs focused on servicing this communicative sphere" (34, 8). We consider its interpretation preferable, because discourse, especially oral, develops and improves precisely in live communication.

In Uzbek linguodidactics, the concept of "discourse" has been studied relatively recently. This term was revealed in their works by S.S. Umarova "Formation of discursive competence in the field of oral communication", N.G. Bukharova "Discourse analysis as a means of perception of oral speech", N.Z. Normurodova "Artistic discourse and linguistic personality in the light of current linguistic trends: paradigms of knowledge, basic principles and development trends", Sh.D. Egamberdieva "Advertising text as a special kind of discourse", etc.

Uzbek scientist and teacher S.S. Umarova characterizes discourse as "a complex phenomenon realized in various forms of communication" (32, 57). Analyzing the oral official discourse, she determines the problem of the formation of discursive competence in its significance for intercultural communication and insufficient elaboration in theory and practice. Since in the theory of teaching foreign languages, discursive competence has not been a subject before, therefore, there is no methodology for its formation.

The extralinguistic component of the discourse is "the situation of communication, including the conditions of communication, the subject range, the time and place of communication, the communicants themselves, their relationship to each other, etc." (9, 26). Analyzing the interpretations of scientists of this term, we determined that the concept of "extralinguistic context" consists of two distinct components – a speaker/ writer (subject) and a communicative situation.

The linguistic and extralinguistic components of the discourse are shown in scheme No. 1.



In linguistics, linguodidactics, cultural studies, etc., discourse is usually mentioned along with the text. Despite the fact that the concept of discourse is closely related to the text, however, it differs from it. In order to establish the similarity and difference of these two concepts of speech, it will be advisable to consider their essential main characteristics.

The Russian scientist V.I. Karasik considers discourse as "a coherent text immersed in the situation of communication, allowing for complementary approaches in the study, including pragmalinguistic, structural-linguistic, linguocultural, sociolinguistic" (14, 22).

Soviet and Russian scientist N.D. Arutyunova characterizes discourse as "speech immersed in life." According to her interpretation of the discourse: "this is a phenomenon studied in the current

time, that is, as it appears and develops, and when analyzing it, it is necessary to take into account all social, cultural and pragmatic factors. Therefore, the term discourse, unlike the term text, does not apply to the ancients, etc. texts whose connections with living life are not directly restored" (3, 25). However, the Russian linguist E.F. Kirov does not agree with the latest opinion about the absence of discourse in the past. Because, in his opinion, the signs of the past are always in the present and the past determines the phenomena of the present and the future. He understands by discourse "The totality of oral and written texts in a particular language within a particular culture for the entire history of their existence" (18, 28).

Linguists E.S. Kubryakova and O.V. Alexandrova present the term discourse "as a cognitive process associated with speech production, the creation of a speech work, and the text is seen by them as the final result of the process of speech activity, having a certain finished (fixed) form" (19, 37).

We have sufficiently considered the interpretation of the concept of discourse. To establish the similarity of this term with the text, the concept of "text" must be defined.

The Soviet linguist and lexicographer I.R. Galperin understands by the text "a work of a speech-making process that has completeness, objectified in the form of a written document, literarily processed in accordance with the type of document, a work consisting of a title (title) and a number of special units united by different types of lexical, grammatical, logical and stylistic connections, having a certain purposefulness and a pragmatic attitude (8, 14). In the text, he identifies syntactic, semantic and pragmatic means that form the sequence and integrity of sentences in oral and written speech. In his opinion, these means are reflected in three lexical dimensions: 1) grammar of the text; 2) semantics of the text; 3) pragmatics of the text.

Soviet and Russian professor-scientist N.F. Alefirenko gives the following definition of the text "a sequence of linguistic signs united by a semantic connection" (2, 9). The scientist identifies coherence and integrity as the main properties of the text, and he defines the following foundations as the coherence of the text:

- "1) grammatical (unity of tense and person, features of verb forms, modality, etc.);
- 2) uniformity of vocabulary;
- 3) theme-rhematic sequences;
- 4) coreference (subordination of all elements to one topic);
- 5) various lexical means of communication (synonyms, antonyms, etc.)" (21, 10).

Also, studying the definitions of discourse and text, Alefirenko established their similar and distinctive features. He notes integrity and coherence as the main features of discourse and text, but considers this coincidence only external, since these are different phenomena in their internal structure: in discourse, coherence and integrity are reflected in cognitive and pragmatic units of communicative structures; in the text, these properties cover formal and semantic constructions.

So, we have determined that discourse and text are an inseparable part of speech, that is, the concept of "speech" does not function without them at all. However, being in such an interaction, they are not as often identified as they were before. At the present stage of the development of linguistics and linguodidactics, researchers find several differences that are grouped into 2 types: 1) the terms discourse and text are opposite in terms of the dynamics of communication (discourse / statics of the object (text)); 2) the text/discourse relationship is in the position of part \ whole (in scheme No. 1).

Analyzing the history of the emergence of the concept of discourse, it was found that the opinions of scientists in the understanding and interpretation of this definition are not in an adequate position, but in all interpretations the discourse is accepted as oral or written speech. Our work is devoted to the development of oral speech of school students, and therefore we have identified the main features inherent in the oral form of discourse (Table No. 1).

Characteristic	Interpretation
integrity	structuring and isolation
completeness	a clearly formulated thought
compositional design	beginning, continuation or end of a remark, speech
belonging to a certain style, mode and genre	choosing the right type of speech, intonation in accordance with the communication situation
extralinguistic aspect	the totality of facial expressions, gestures, poses of interlocutors
bipolarity	simultaneous focus on the speaker and the listener
motivation	the ability to interest and to some extent change the recipient
infinity	the possibility of filling with a new meaning, depending on the communication situation

It has already been noted that there is no unified classification of discourse in science, as there is no generally accepted interpretation of this term.

Each branch of science classifies the types of discourse based on its specificity of the object of research, we have also given several types of classification of discourse based on the object of research of their work:

- 1) through the channel of information transmission: oral and written (Matveeva, 21), mental (Kibrik 16);
- 2) according to the method of transmitting information: telephone conversation, radio transmission, correspondence via e-mail, online communication, etc. (Tyurina, 31) ;
- 3) according to the method of speech: dialogical, monological (Matveeva, 21)
- 4) according to the sociolinguistic approach (based on the connection with a certain activity): pedagogical (educational or didactic), scientific, political, business discourse (Karasik, 15)
- 5) on the linguistic and cultural aspect: Uzbek, Russian, English discourse (Revzina, 27);
- 6) according to the sociolinguistic parameter: personality-oriented and institutional (Karasik, 15).

The most important distinction in the classification of discourse is by transmission channel – oral and written. At the same time, students can exchange information in oral discourse – visually, and in written – acoustically. The Soviet and Russian linguist T.V. Matveeva notes that in oral speech, unlike written speech, discourse is also expressed paralinguistically, which involves facial expressions, gestures, intonations, spatial signals, pausing. She also divides oral discourse according to the structure of the speech act into monological and dialogical.

Among these two types (modes), according to the Russian linguist A.A. Kibrik, "oral discourse is primary and fundamental" (17, 18). We adhere to his opinion, since on the basis of the oral mode, the written one functions.

In addition to the oral and written types, there is also a third type of discourse – mental. The most significant studies on this type of discourse belong to the Russian scientist L.S. Vygotsky. He calls this mode internal speech in a different way and characterizes it as "mental speech in which the same person is both the speaker and the addressee (alter ego of the speaker)" (7, 46). When learning a foreign language, students initially rely on mental discourse, due to the fact that they will initially

prepare a thought internally before expressing it in the form of an utterance externally. Therefore, we can say that oral discourse is closely related to mental discourse.

One of the significant typologies for us is the classification of discourse according to the Russian linguist Karasik, in which he divides them into personality-oriented (personal) and institutional. "In the first case, the speaker acts as a person in all the richness of his inner world, in the second case - as a representative of a certain social institution" (14, 5).

Being an informal communication, personal discourse is divided in turn into everyday and existential.

Everyday communication covers the conversational style of oral discourse, where the speaker can freely communicate on various, everyday topics. Karasik characterizes it as "a natural initial type of discourse, organically assimilated from childhood" (14, 6). Accordingly, if during the school period it is good to teach children everyday communication, then this will be fixed in their subconscious forever. At the same time, it is advisable for students to offer dialogical exercises on a variety of everyday topics.

Existential discourse, in contrast to everyday discourse, is characterized by fullness, saturation, all forms of speech based on literary language are used here. "Existential communication is mainly monologue and is represented by works of fiction, philosophical and psychological introspective texts" (14, 6). In general education schools with Uzbek language of instruction, Russian literature was removed from the curriculum, which were an example of existential discourse for students. However, they can be offered small texts from fiction to perform various tasks and in the course of this process develop the discursive competence of existential communication.

Institutional discourse, which is an official type of discourse, is communication within the specific framework of status-role relations in society.

In the works of some researchers (V.I. Karasik, N.N. Mironov, Anisimov), in relation to modern society, different types of institutional discourse are distinguished, for example: political, scientific, medical, pedagogical, legal, critical, administrative, business, mass information, etc. According to Karasik's definition, "the main participants in the institutional discourse are representatives of the institute (agents) and people who address them (clients). For example, this is a teacher and a student, a doctor and a patient, a politician and a voter, a priest and a parishioner" (14, 8).

Since institutional discourse is connected with the sphere of professional communication in society, it is necessary in the professional activity of individuals.

At school, the process of teaching students the discourse of the Russian language is based on the correct selection of its types, serving the implementation of learning goals. When selecting the material, it is necessary to pay attention to the most used and demanded areas of oral speech by communicants of our country.

To solve this problem, the Russian teacher E.P. Poteryaeva offers three stages of teaching discourse in the classroom of a non-native language:

1. "The first stage is introductory, during which students get acquainted with different types of discourse and genres related to oral discourse. This stage is the initial form of discursive analysis, which is important in the theory and practice of teaching foreign languages. According to M. Daro, "discursive analysis makes it more expedient to distribute discursive structures characteristic of a certain sphere of communication in a foreign language course, since it helps to select and classify the necessary texts, to determine the categories of documents" (36, 27).

2. The second stage is called practice-forming and is aimed at teaching all composing discursive competence. At the same time, students are offered and performed a variety of exercises and tasks aimed at mastering language tools.

3. The third, generalizing and developing stage teaches students to navigate in the conditions of communication, correlate the goal with a given communication situation, choose, based on the

analysis, the appropriate format of discourse and implement its correct implementation in conditions that simulate real communication" (26, 24).

The discursive aspect of communicative competence is aimed at the formation of high-quality use of language means and skills of speech activity, correct and correct speaking in a foreign language, in our study - in Russian, logical construction of utterances, and in addition, respect for the culture of other peoples.

Consequently, the main object of development in the school on the subject of "Russian language" is discursive thinking among students, due to the ability of the communicant to generate and express discourse within the framework of prepared and unprepared speech, taking into account its cultural, social and ideological nature.

As we have already noted, discursive competence is an important component of communicative competence, covering certain forms, situations, genres of communication, texts of various types, socio-cultural, linguistic and speech aspects of communicative competence, and most importantly, the ability to conduct a conversation on various types of discourse. For students of secondary schools, various types of discourse are discourses that are used in everyday life.

It should be noted that there are no completely incompetent forms and methods in the linguodidactics of language teaching. But, we believe that some forms have already become ineffective and outdated in themselves for the formation of the above-described skills and abilities:

- monologue speech of the teacher;
- work only according to the textbook;
- traditional control work;
- automatic memorization of the dictionary (without using);
- front-end survey;
- demonstration of the film;
- a question-and-answer conversation in the form of yes/no

Currently, it is considered correct to use methods and forms of training based on a competency-based approach. The teacher should select such exercises and tasks that meet the requirements of modern linguodidactics and help students adapt to the constantly changing conditions of social life and realize their professional skills in the future.

It is also important to pay attention to the psychological and pedagogical conditions that contribute to the development of perception and generation of various discourses in Russian when forming oral discursive competence. Such methods and technologies, in our opinion, can be:

a) The project method is a way to achieve a didactic goal through a detailed development of a problem (technology), which should end with a very real, tangible practical result, formalized by one result or another. The introduction of this technology into the educational process helps to develop students' ability to think independently, predict the situation, find a problem and develop all possible options for solving this problem.

Thus, the project method is not only creative and encouraging the activity of students, but also stimulating their communicative activity. The project method can be implemented by students in an individual, paired or group form.

b) The method of debate is a method in the form of a game consisting of two teams whose main task is to argue their point of view to a third party (judge) on a specific issue.

The use of the debate method for the formation of oral discursive competence of students stimulates the ability to conduct a dialogue, defend their position, develops oratorical skills in a foreign language.

c) Game technologies (language and role-playing games) are a group of methods and techniques in the form of various games in the organization of the lesson and contribute to the development of creative thinking through the disclosure of students' life experience. Indeed, gaming

technologies are one of the most effective and interesting methods: they train memory, help develop speech skills in schoolchildren, arouse interest in the subject among passive students. Another advantage of this method is its use at any stage of the lesson: when introducing new vocabulary, when improving dialogic and monological speech, when fixing new material.

d) Various forms of dialogue. Being an oral speech between two or more communicants, the dialogue presents some difficulties when learning Russian. This is primarily due to the fact that the student must not only speak Russian, but also draw attention to the interlocutor and speak to him in accordance with a certain genre that is required at that time.

During the lesson, students can work with text, perform various exercises, but they cannot fully master a full-fledged live Russian speech. This is formed while working with various types of dialog.

e) Problem discussion (case study) is a method that is based on the analysis and solution of situations in training. At the same time, the teacher suggests a problem situation to solve and students work on solving this problem in an individual or group form for a certain time.

It should also be added that the effectiveness of the case study method in the process of teaching the Russian language consists in the development of responsibility for the decision-making process; in the development of oral communication skills; in the development of creative thinking, etc.

e) The use of ICT, audio-video materials is one of the achievements of modern education. They make the lesson interesting and accessible and help students easily understand and remember the topic.

The materials of this method can be beautiful places, cities, museums, parks, national traditions and holidays, culture, flora and fauna, famous people of the country of the language being studied, in our work – Russia and Uzbekistan.

Conclusion. Thus, the formation of discursive competence of students is based both on taking into account the achievements of methodological science and on taking into account the formation of the discourse of schoolchildren: well-known linguistic experience; the formation of an age-appropriate worldview; the formation of a dynamic stereotype of speech in their native language and non-native language.

It is also important to create communication situations (communication conditions) based on different typologies (modes) of discourse for the formation of oral discursive competence of students in Russian lessons. One of the main principles of the formation of oral discourse is oral communication, because students in a practical form, i.e. communicating, can quickly and very decently speak Russian. In addition, another important way of effective teaching is to instill love in students for the culture of the people of the language being studied, which is a socio-cultural aspect of discursive competence. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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HYGIENIC FACTORS FOR THE DEVELOPMENT OF PHYSICAL QUALITIES OF CHILDREN IN PRESCHOOL EDUCATION

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Annotation. This article analyzes hygienic factors for the development of physical qualities of children in preschool education. It was also mentioned about the methods of physical exercise in the development of physical qualities of preschool children.

Keywords: training mode, rest, nutrition, sleep, headwear, shoes, physical education equipment, pitches.

Introduction

Hygienic factors (training regimen, rest, nutrition, sleep, clothing, shoes, physical education equipment, rooms, grounds, etc.) are mandatory conditions for solving physical education tasks. They increase the effectiveness of the effect of physical exercise on the body of those involved. For example, physical activity contributes well to the development of the bone and muscle system (when full-fledged and timely feeding). Cleanliness of rooms, physical education equipment, attributes, toys, children's clothing and shoes can prevent diseases. The fulfillment of hygiene requirements Awakens positive emotionality in children and creates favorable conditions for mastering physical exercise.

Discussion and results

Common cultural hygiene factors include requirements common to all children: Room width, lighting, fit of cabinets, table, chair, washroom, bedroom ties to children's age, height to general cultural hygiene.

Personal cultural hygienic factors include hygiene associated with the child's personality, i.e. cleanliness of the child, the suitability of his clothes, the receipt of his nails, the presence of handkerchiefs, his own wardrobe, his own towels, his own tie, his own place.

Hygiene factors are also of independent importance: they contribute to the normal functioning of all organs and systems. For example, regular and high-quality nutrition positively affects the functioning of the digestive organ and ensures the timely access of essential nutrients to other organs, promotes the normal development and growth of the child. Full sleep gives rest to the nervous system and increases its ability. Proper lighting prevents the occurrence of eye diseases (scabies, etc.), creates favorable conditions for children to move on the playground. Strict adherence to the daily regime teaches organization, discipline.

Natural forces of nature (Sun, air, water) increase the impact of physical exercises on the body and increase a person's ability to work. In the process of exercises performed sunny, outdoors or in water (swimming), positive emoticons appear, the functional capacity of certain organs and systems of the body increases (more oxygen is absorbed, the metabolism increases, etc.).

The sun, air, water are used to inflame the body, increasing its ability to adapt to high and low temperatures. As a result of these, the heat - conducting apparatus moves, that is, the person's organism comes to a level where he can respond in time to various changes in meteorological factors. In doing so, adding natural forces of nature together with exercise increases the efficiency of temperance.

Natural forces of nature can also be used as an independent tool. Water is applied to clean the skin from dirt, mechanical exposure to the body of a person. The air, rich in healing substances (phytoncides) in the forest, gardens, alleys, helps to lose microbes, absorbs blood into oxygen, has a good effect on the human body. Sunlight serves to preserve vitamin D under the skin, kills various microbes and protects a person from various diseases (rickets, etc.). In order to have a comprehensive

effect on the body, it is necessary to apply all the natural forces of nature, to bring them together in a rational way.

The main specific form of physical education that affects a person in every possible way. They are used in solving the health-improving, educational and educational tasks of physical education: they serve to carry out mental, moral, aesthetic and labor education, and are also a tool in the treatment of many diseases.

Dance exercises in the form of music affect all systems of the body, develop physical qualities (agility, agility, etc.), as well as movements become elegant, free, expressive, create positive emoticons, help to form the right figure. Therefore, various elements of dance and games (such as placing the legs side by side) are used as physical education tools.

Actions that include a variety of types of activities (labor, painting, and making something others) can have a positive effect on the child's body only if the correct posture of the figure is followed, as well as if the physical loads are given taking into account the age and individual characteristics of children, the state of health, physical development and training.

Massage (stroking, rubbing, rubbing, slapping, shaking) affects the entire body of a person by affecting the skin. The conductive pathways of skin analyzers occur until the birth of the child, so the newborn is more receptive to the external effects that come through the skin receptors (up to 6 months of age in children, the receptors on the skin surface are relatively abundant). Massage also affects the blood vessel system. In response to the action of nerve forces on the skin, vascular reflexes occur, capillaries expand, blood circulation increases, heat release increases. In this sense, massage keeps the body from getting hot air, overheating. Under the influence of massage, the sectoral function of the sebaceous and skin glands improves, the oxidation-reduction process in the muscles increases, and their ability to contract increases.

Massage acts on the lymphatic system, accelerating fluid flow. Non-spherical (innate) reflexes, which are manifested from the first days of a child's life, have a positive effect on his physical development. If the child is laid with his belly, he raises and turns his head, takes it forward when lying on his back. It turns to the left when leaning to the right, and to the right when leaning to the left. The child begins to crawl when the skin of the feet is touched, and begins to boil when the skin of the back is touched. Thus, sharper reflexes cause muscle contractions and can be used to develop and affect the body as a whole in the first week of a child's life, when physical exercise cannot yet be used (due to hypertension of muscles that bend the arms and legs). Wellness is a mandatory condition for the complete solution of educational, educational tasks: the general use of all the above-listed tools of physical education is considered. The effectiveness of the implementation of the tasks outlined in the various age stages will only increase if the main and additional tools are correctly combined. Chunonchi, in the first three months of the child, hygiene factors, natural forces of nature, reflexes without balloons will be of great importance. When a child is one year old, mas - saj, sluggish, sluggish-active exercises, basic movements (crawling, etc. As you get older, the role of hygienic factors, natural forces of nature does not decrease, but sleep, nutrition, etc., less time is spent and the ground is laid for the use of some complex physical exercises.

The mobile activity of children is associated with the development of basic physical qualities in them. This includes qualities such as agility, dexterity, strength, perseverance. In practice, it is also impossible to imagine the development of any of these qualities separately. The upbringing of different physical qualities is actually different aspects of the single process, such as the physical comprehensive development of the child. Because as a result of such development, a general increase in the quantitative capabilities of the organism occurs. But still, there are specific features of the upbringing of each of the physical qualities listed above

Agility is the ability to quickly acquire new movements of movement activity according to the unexpected conditions that arise during this activity. It occurs on the basis of the skill of developing

the harmony of movements in the training of strength, distinguishing their pace and scale, the degree of muscle tension and relaxation from each other, as well as being able to tune in to time and place. To educate agility, it is important to develop the ability to make specific movements. In addition, being able to maintain the balance of the torso while walking in a stationary position and from one place to another is considered one of the manifestations of agility. In the preschool age of childhood, a long shift occurs in the development of the motion analyzer. This provides an opportunity to gradually improve agility. Agility in the performance of movements is also an important feature that develops rapidly in preschool children.

Dexterity is the ability of an action to perform in less time. It will depend on the speed of certain movements and the speed of movements repeated many times, performed in response to some signal (the so-called movement reaction). This is all the definition-description of movements, starting with small children in kindergarten and growing as a result of regular exercise in children in the older group. The development of agility and agility is achieved through regular play and exercise. In doing so, it is important that those involved according to the changes in the conditions of the surrounding environment react with speed and dynamically move from one movement to another, quickly shift and complete the task. Various games as well as overcoming obstacles, stopping and turning, and doing various tasks on a given signal at once, exercises related to crossing, paragliding, bending and crawling, balance exercises, various sports games, etc. are considered such agility and dexterity-enhancing exercises. The muscles of a preschooler will not yet be well developed, his nervous movement is also not yet sufficiently improved, kindergarten children do not have the ability to clearly distinguish when working out the muscles by force. This is important for kindergarten children, especially for those in a small group, in which the vital activity of the flexor muscles is greater than the vital activity of the adjusting muscles, children move while walking and running, keeping their legs half-hunched, while bending over during games, etc. Therefore, when developing the child's strength qualities, it is important to pay special attention to increasing the strength of the adjusting muscles, perform exercises that adjust the child's torso and limbs, teach him to stand up straight.

Conclusion

Exercises aimed at training strength in preschool children should have, in principle, a dynamic character. At this time, it should not be, which is due to the same stresses that last for a long time, making the nerves much more tense. In addition, exercises that require tension should not be used, forcing in the development of strength. To train the strength of preschool children, it is appropriate to perform exercises that are short in duration and require speed and strength (for example, long jump standing in one place, long throw exercises), as well as some exercises that involve lifting one's own weight (bent and standing ladders, climbing boards, pulling with one's own hands, strength and similar exercises). Perseverance is the ability to perform physical work while maintaining a sufficient level of intensity for as long as possible. Matonate training is considered to increase the quantitative capabilities of the organism's structural systems, to gradually adapt to the conditions, to get used to, that is, to the body as a result of long-term activities that lead to fatigue as a result and strong tension. Therefore, when raising perseverance in children, exercises and games are used that have a higher physical impact on them than on the task that they have developed skills in themselves. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals. In small groups of preschool age, special exercises related to the education of perseverance are not carried out. Play and exercise are used to educate matonat in older kindergarten children. In such games and exercises, much more severe, but short-term physical exertion is required. In such exercises, it is necessary to devote time to adjusting the breath to children, concentrating attention on the same place, giving them long enough breaks when repeating the exercises. In children of this age, perseverance develops

primarily during walking, running, jumping, skiing, dancing, swimming and playing action games and independent activities.

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**PRACTICAL METHODOLOGICAL BASIS FOR TEACHING THE SCIENCE OF
EDUCATION IN A SECONDARY SCHOOL**

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Annotation: The article deals with the issue of interpretation of the world (being) essence in the national education of the Uzbek people. It analyzes the scientific-philosophical, religious views, approaches and doctrines put forward by our ancestors in the interpretation of the essence of the world (being) from a scientific and pedagogical point of view.

Keywords: upbringing, national upbringing, interpretation of the essence of the world (being), the world of the unseen (hidden world), the world of the witness (visible world), substance (ore) and accident (non-ore), dialectical materialism and atheistic education.

Introduction

Minutes of the meeting of the video selector dedicated to the issues of development of the public education system, increasing the qualifications and influence of pedagogues in society, raising the morale of the young generation, held in the presence of the President of the Republic of Uzbekistan on August 23, 2019

In paragraph 24, the tasks of gradually introducing the single subject "Education" from the 2020/2021 academic year, combining such subjects as "National Idea", "Etiquette", "History of World Religions", "Feeling of the Motherland" were defined. In connection with the execution of these tasks, on July 6, 2020, by the Cabinet of Ministers of the Republic of Uzbekistan, the decision No. 422 "On measures to introduce the science of "Education" in general secondary educational institutions step by step" and the decision of the Minister of Public Education of the Republic of Uzbekistan dated October 14, 2020 " Order No. 235 on the approval of the state educational standard of general secondary education for the subject of "education" was adopted. On the basis of these documents, starting from the 2020/2021 academic year, "Education" textbooks have been published and taught in grades 1-9. In particular, the 7th grade educational textbook was published by the publishing house "Uzbekistan" in 2020 under the co-authorship of D.Kenjaev, N.Ismatova and others. This textbook is a theoretical and methodical basis for organizing "Education" classes in all 7th grades of general secondary education schools in our country, and for the process of assigning class work and homework to students.

Today's rapid information age requires an innovative approach to the issue of educating students and the development and implementation of new pedagogical technologies. It should be noted that the science of "Education" plays an important role in educating students. In this sense, the conditions and requirements of today's time make the issue of developing technologies for increasing the effectiveness of education in general secondary schools an urgent task. This task is precisely the necessity of a deeper study of the technologies for increasing the effectiveness of teaching the science of "Education", a reassessment of the current situation, and the development of theoretical and methodological approaches related to the solution of this issue.

Due to this need, the issues that are intended to be analyzed in this paragraph are as follows: Methodological and methodological foundations of the 7th grade education science: concept, textbook, approaches, methods and methods in them, to identify the achievements and shortcomings

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and to provide solutions based on scientific-theoretical and empirical experiences in order to eliminate them. Consists of the analysis of the methodical-methodical bases of the 7th grade education science is based on the following criteria:

- the interpretation of the world (being) and human essence in the methodical-methodical foundations of the science of education;
- the principle of periodicity in the methodical-methodical foundations of the science of education;
- attitude to human capital in the methodical-methodical foundations of education science;
- it is studied on the basis of the principles of socialization and education focused on the individual in the methodological foundations of the science of education.

7th grade Methodological foundations of the science of education: concept, textbook, analysis of their approaches shows that in these foundations, no special place is allocated to the issue of "interpretation of the essence of the world (existence)"

Contents of the 7th grade textbook of education.

According to the experience of the nations of the world in the field of education, in many nations, views on the essence of the world are explained to the young generation, for example, in countries that believe in Islamic teachings, girls are taught until the age of 9, boys until the age of 11, and in Jewish national education, these issues are explained until the age of 7-8.

Taking into account the possibility that the issue of "interpretation of the essence of the world (being)" may not be in the textbook for one grade, the textbooks of the Education textbook for grades 1-9 were also analyzed. But it turned out that these textbooks do not provide a comprehensive (in the form of a separate topic) and a detailed place for these issues.

It should be noted that the issue of "interpretation of the essence of the world (being)" cannot remain closed in the teaching of education. Because this methodological issue is not revealed, it is not possible to develop students' skills and competencies intended for other subjects. Consequently, the issue of "interpreting the essence of the world (being)" is a fundamental issue for the educational process, and other topics are the foundation on which this issue is built. In the 7th grade educational science textbook (also in the textbooks intended for 1-9th grades), the lack of topics in the direction of "Interpretation of the essence of the world (being)" caused a gap in this issue.

Subjects in the direction of "interpretation of the essence of the world (existence)", taking into account the age characteristics of the 7th grade audience, combining scientific and religious foundations, will give the students a clear idea of the general laws of the world (existence), the place of man in the world, his it is considered appropriate to structure it in a content that encourages understanding of life goals. In our opinion, the issue of "interpreting the essence of the world (being)".

Conclusion

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It is appropriate to include in the content of the 7th grade Education Science textbook, its theoretical essence (in accordance with the views of Abu Nasr Farabi, Aziziddin Nasafi and other thinkers of our ancestors - see paragraph 1.2) "The world (existence) is material and immaterial according to its structure and essence element is a whole (two-and-a-half whole) reality consisting of a complex of elements" and it is necessary to give it a place in the beginning of the textbook. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

The beginning of the textbook in such a way ensures that it will be in the direction of nature, society, human essence, his behavior and upbringing from the world (existence) content. This approach ensures that the textbook follows the rules and principles of deduction - from general to specific, from simple to complex, systematic and consistent.

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**ORGANIZATIONAL FOUNDATIONS OF THE PRACTICAL
IMPLEMENTATION OF PEDAGOGICAL INNOVATIONS**

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Annotation. This article analyzes the organizational foundations of the practical implementation of pedagogical innovations.

Keywords: pedagogical technology, didactic technology, educational technology, pedagogical innovations.

Introduction

As you know, teaching the subject of didactics, learning constitutes the content of Education. The 3 components involved in this are so inextricably linked with each other that one cannot be ignored. So what to start with? When we start by learning or teaching a job, the question naturally arises: What (what content of educational material) do you want to learn or teach? Both teaching and learning depend on the content of education, the main goal - oriented educational object and the end result-the product.

Since the different content differs from the self-serving methods of mastering it, the way it is learned depends on its content, which depends on the educator who organizes the learning. Thus, didactic thinking means the search, determination of the constant connections, relationships of the content of learning, teaching and education.

The teacher is looking for ways, methods and techniques that activate the student, which are convenient for him and the learner, forms of teaching, methods and tools, improving them, therefore, among the terms "pedagogical technology", "didactic technology", "educational technology", the term "pedagogical innovations" is firmly established.

Discussion

Teaching in the way listed above, educational content plays a key role in learning. Therefore, the creation of State educational standards for ourselves was made a task in the first Gal. This task was accomplished; state educational standards were approved by the Cabinet of Ministers of the Republic of Uzbekistan and delivered to every educational institution, to every student. The ultimate task is to create a mechanism for bringing these standards to life faster.

However, it should be recognized that a system (mechanism) was not yet formed in our republic that would establish the accumulation of new pedagogical taxnologies, educational innovations, the selection, experiment-testing and application - implementation of the most effective ones in our activities from within them.

After the development of State educational standards for general education disciplines developed on the basis of the requirements of the law "on education", the " national program for training", the introduction of step-by-step implementation, the need for formations that create sufficient conditions for the introduction of work in this area into a specific system, support, innovation was clearly visible. Because the state educational standards are a mandatory minimum level for students ' knowledge, the period requires students to be given knowledge, talents and skills beyond the requirements of the level of educational standards. The positive solution to this issue exceeded the vital need for advanced experiments, the search for new pedagogical technologies, the implementation of them into practice, testing their didactic capabilities. The practical conclusion that follows from this is an increase in the relevance of identifying educational advanced innovations, establishing their foundations, testing, developing scientific conclusions of the implementation of pedagogical practice

and creating a system of implementation into practice. Currently, a number of studies, efforts have been launched on the way to creating this system.

In particular, state educational standards departments and departments (monitoring) were established within the ministry, regional people's Talim administrations. The new branches established in the education management system are carrying out the following works:

- * maintaining control over the implementation of laws, regulatory acts in the field of Education;
- "Implementation of the national training program, monitoring the implementation of State educational standards and programs;
- * to analyze the effectiveness of pedagogical innovations, as well as the general organizational pedagogical work of Educational Management local bodies and educational institutions;
- * preparation of recommendations for analytical analysis, generalization, popularization of the course of pedagogical experiments;
- * the organization of the reader who monitors, monitors and introduces pedagogical technologies to conduct seminars related to the implementation of training measures;
- creation, analysis and regulation of the relevant data Fund on the development of pedagogical technologies.

As noted above, state educational standards are those that determine the minimum level of knowledge and level of students, in order to achieve higher performance, certain research and initiative should be taken, the creation and management of pedagogical innovations will primarily solve these Dormer tasks.

Therefore, it is advisable to search for pedagogical innovations, study, select the ones that will work the most under the analysis and create a system that determines the procedure for their application to practice. In our opinion, for this, first of all, is the creation of a fund of accurate information about innovations, which we conditionally perceive as a process of "accumulation" of innovations.

Collectors of innovations according to the schedule are the main links of newly established centers in the Ministry system, including the monitoring center and the Republican educational center under the Republican permanent course, which is constantly working to improve the skills of the heads of preschool education of the Institute of public education workers. Monitoring of State educational standards managing these works will coordinate the timely delivery of pedagogical innovations to "selectors" or the direct referral of some of them to "practitioners", studying at school pedagogical councils, method associations, district, city public education departments, Regional Training Institutes.

"Center for pedagogical technologies", which provides practical work in the selection of pedagogical innovations;

- * determines the direction of the information;
- * helps scientifically-methodically in introduction and application;
- methodical guide, prepares application and methodological recommendations for publication and transmits them to the pedagogical press;
- the rating system creates a complex of advanced experiments in the preparation of students for preschool education, the introduction of State educational standards;
- studies, compares and prepares recommendations on educational experiences in foreign countries;
- * trains, improves skills • organizes experience exchanges;
- * conducts collaborative work with scientists, scientific researchers in the field of pedagogy;
- dynamically monitors the application of innovations;
- * Republican scientific and practical councils on innovation, hold conferences;

• provides new information to the training institutions, district methodology and school pedagogical councils.

Collecting it with the application of pedagogical innovations, the "pedagogical Press" between the branch that prepares conclusions from a scientific point of view is mainly engaged in Publication work, popularization, communication of them to wide pedagogical communities, scientific and pedagogical workers, obtaining their suggestions and feedback, further improvement of innovations based on experimental and test conclusions.

We think that such a systematic approach to educational technology, pedagogical innovations will pay off in the implementation of State educational standards.

We define the concept of " pedagogical system "and" introduction of innovations in the pedagogical system".

We know the pedagogical process that goes through the pedagogical system. The pedagogical system is the unification of the organizers, which remain stable in changes. If changes (innovation) exceed some possible threshold, the system will break down, replaced by a New other characteristic system. The pedagogical system is a very solid combination of elements. The structure of any pedagogical system in the present period will consist in the appearance of the interconnection of the sum of the options for the following elements: the reader; the purpose of upbringing; the content of upbringing; educational process; students (or Tso - educational taxnik tools); organizational forms of educational work.

Each of the components of this system can be spread out in detail on the elements at any level.

We have reason to believe that the built system is not a structural structure. Important components of the pedagogical system, which cannot be included in the specified ones, also consist of "results", "management of the educational educational process", "technology".

They are prominent in the pedagogical system model in the given picture. The targets form a continuous cycle consistent with the results. The full compatibility of goals with the result serves as an indicator of trust, measure of the pedagogical process. The pedagogical system of management, all the components of the unifier are considered a relatively independent part, since they have their own goals and structures.

The educator is the system-organizing, organizing component of the system, indicating the technology of most educational processes, specifying it in a unit of factors from a separate process. Such an approach will be a solid organizational technological complex, which will ensure the achievement of the desired product of the pedagogical system. It should be confirmed that the pedagogical system is always a technology. By this sign, it is easy to distinguish a pedagogical system from an optional "set" of components. Technological is the internal quality of the system, which determines its capabilities, subject to strict organizational logic.

At the same time, the technologist at the level of assessment of the task relies on certain processes and phenomena. Certain processes are used as evidence of the expression of success,

and the results of amazing phenomena are realized as new sources of cause and formula. The design of educational technologies does not know the conclusion that the methodical "cannot" differ from the generalization of experiments. For a technologist, this is only a matter of time and costs. The technologist relies solely on well-known, verified, grounded, unquestionable opinions. The technologist does not conduct experiments and works with clearly foreseen results. Technology does not allow the option, its main task is to obtain a clearly guaranteed result, it is always simple in its basic solution. Understanding the basic solution reveals all the rest, the content of the order of the system of mutually

necessary elements. No part of the technology can be removed, there will be no excess, there can not be. This is a very complex situation, every second teacher works in a search - and-research procedure, thereby increasing the uncertainty of the result of the child's life in school.

At all times, especially among the representatives of the direction known as " Exact " Sciences, educators are found who stand out for their characters, and they, like every other, start by revising and moderating the models of the pedagogical system, the processes by which the pedagogical system takes place, which we will dwell on in some principled characteristics. We proceed from the rule that each specific modification of the pedagogical system has specific characteristics and opportunities to achieve the intended result. These possibilities are strongly marked by the exact characteristics of the system. In this way, if we want to achieve the level and quality of educational and educational vision, then we need to put about a suitable pedagogical system, the functioning of which will ensure the desired direction and intensity of the pedagogical process. The result of this, a higher efficiency of the educational process, is always the result of improving the pedagogical system. This is a very complex problem, the world is now entering into their development. It is becoming possible to collect a highly visible pointer, "tribute" and results to the current overview, and it has become possible to transfer the problem to the economic point of view of determining its usefulness. Intuitive and subjective assessments can be said very easily wrong, and here getting out of the situation will only consist of accumulating thoughts.

The maximum total effect of any pedagogy is 100% possible for educators by being considered fully achieved with the intended goal, and not at a lower level than previously achieved.

Once again, let's look at the structure of the pedagogical system, which is also one for the "bad" and "good" pedagogical system. The teacher is also one, we simplify it to the attitude of the teacher, students. The relationship had been studied, and the overall conclusion is known: almost 50% depend on the teacher, and 50% on the student. It follows from this, for example: the worst pedagogy is the effectiveness of the system, say, without the teacher performing any actions at all, but not less than 50% if the system works. It is considered that the useful coefficient of movement of a traditional pedagogical system does not exceed 60%. This means that only a little more than half of school children will be able to complete the program.

Another important idea is that from the general theory of the system it is known that it is impossible to improve the system by several parameters per fold. The correct way is to examine the novelty in every possible way, making sure of its usefulness, and think over further things. Experiments show that each created novelty works worse than the previous one, of course. Because it is necessary to learn, adapt, overcome lethargy.

The main ways of improving the pedagogical system are two: intensive and extensive. Intensive development provides for the improvement of the pedagogical system at the expense of internal capabilities, and the extensive path - at the expense of means, equipment, technologies-the involvement of additional forces. Pedagogy is considered that the possibilities of intensive development of technology have been exhausted: the existence of the school has been testing all paths for millennia, the share of current educators consists in returning, remembering the content and function of upbringing, a logical Deep Descent into its primary foundations.

Again, we say back that if the school is not yet dead, if it is living, developing and educating children, it is only an account of its conservative nature. Some theorists say that in a very close time, innovation in pedagogy means one meaning - back, past, thoughtful and

rational upbringing, spiritual upbringing, return to a peaceful system without innovations and aspirations.

Western schools are developing in an extensive way with increasing the pedagogical product at the expense of new Informational Technologies, distribution of time to various educational activities, differentiation and individualization in the classroom. With this, the quality of the pedagogical product is improving, this question remains clear: most independent experts are not sure about it. The way out of this situation is the development of a pedagogical system that allows you to combine the so-called "Integrirovannge innovasii (innovations)", intensive and extensional paths. This requires an in-depth examination of the unused possibilities of pedagogy, which are manifested at the point where the founders of the pedagogical system of different types of characters and different levels of appearance meet. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

It is possible to improve the overall effect of the pedagogical system by expanding its spaces with new technologies. In such an approach, innovation is not considered a conceived "external" measure, but a deeply meaningful requirement and knowledge of the system, a realized restructuring.

If, with such a point of view, innovative calls are viewed, they seem to have practically no new aspects. There are also no new "recipes" for solving old problems. In general, we are obliged to include in innovative ideas theoretical approaches to solving pedagogical problems, based on new knowledge about the process of human development, high results obtained from specific practical technologies.

Conclusion

The amount of general and partial innovation projects on the conformity aspects of the level of workmanship, as well as the use of them in pedagogical practice, made it possible to include the ideas given in pedagogical science in analytical general pedagogical innovations.

1) embodied the system of pedagogical science and pedagogical practice, the general ideas and practical technologies of the Non-new but constantly relevant and self-operationalization of the educational process.

2) Human-Age pedagogy is summed up by the sum of all theoretical rules and practical technologies.

3) based on a new ideological approach to the organization and management of pedagogical processes.

4) technology innovation technologies based on the application of new ideas and tools of informatization, Mass Communication:

The main direction of innovation structures in the pedagogical system:

- integrated pedagogical system:
- ACAD.:
- pedagogical theory:
- teacher:
- pupils:
- pedagogical technology:
- content:
- shape, methods, tools:
- management:
- goals and results.

In terms of the depth of subsystem structures, one can conclude that innovation is the essence, quality and expediency of new inputs.

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Annotation. This article discusses the methodology for preparing preschool children for school in short-term groups. Based on the conclusions drawn, proposals were developed.

Keywords: training, educator, children, short-term groups, first and second half of the day, types of training, education.

Introduction

Planning is the process of predetermining the procedure and sequence of the implementation of educational work, indicating the necessary conditions, the means, forms and methods used. In general, the effectiveness of educational work is determined by the extent to which planning is thought out and carried out competently.

Planning, in addition to a decrease in uncertain circumstances in the development of the pedagogical situation, provides continuity in the activities of the educator today and tomorrow.

The planning of educational work is based on the educator's desire to ensure the cooperation of the children's team and parents, the realization by them of goals and objectives within the framework of joint activities, to ensure that the life of children in a preschool educational organization is interesting and useful.

When choosing a planning model, it is necessary to consider the professional training, experience of each educator, the ability to see and analyze the results of his activities, as well as the conditions in the MTT.

Perspective plan-considered the main document when working with children, it requires planning all types of children's activities and the forms of daily work inherent in them. Without this document, it is not recommended for the educator to start work.

Since the culture of behavior and spiritual qualities are formed during the educational process carried out with children (in domestic life, in the process of play, work, training), it is not planned in a separate departmental way. Therefore, it is advisable to introduce promising planning, relying on pedagogical methods and tools, in view of the increasing complexity of demand.

Discussion and results

The plan includes a list of children of the Group, A list of literature, a schedule of classes on the organization of children's activities during the working day.

The Daily plan is drawn up for 1-2 weeks. It is written in the form of a plan-synopsis, in which the activities of the entire working day are covered in detail:

in the morning (work on individual work with children, the formation of cultural-hygienic and

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self-service skills, conducting didactic games, etc.), during training (its type, subject, purpose, necessary equipment, course of training), during hiking (observation, labor, action games, game activities, solo work, children's homecoming).

The educator can independently choose the form of the plan. Nevertheless, it is recommended to use a single form of writing a plan approved by the MTT pedagogical Council.

The perspective topic plan provides for:

1. Children are the interconnection of the main types of activities (play, labor, education, etc.).
2. Implementation of the principle of sequence and regularity of tasks for a month.
3. The interdependence of tasks in all sections of the program for a particular age group.
4. The systematic implementation of individual work with certain children after direct educational activity, play, labor activity.
5. To record observations in the plan the day before or on the same day.

When applying the type of writing the plan in such a way, it is necessary to establish the day of the final educational activity, conversation, excursions, complex activities. Such planning, in addition to saving the strength and time of the educator, makes it possible to see a holistic picture of educational work with children. This in turn is of great importance in the implementation of the principle of thematic planning for a year, the harmonization of educational areas, the implementation of projects and children's test-research activities, as well as integral work.

The presence of a clear pedagogical plan, scientifically based, will ease the work of the educator and increase his creative capabilities. The planning of educational work is based on the interaction of an educator, a children's team and parents, the analysis of the goals and objectives of joint activities by them.

The state requirements for preschool education of the Republic of Uzbekistan, the "first step" of preparing children for school in short-term groups, the state educational program creates new opportunities for educators, encourages to rethink the old forms and styles used in the organization of the educational process in preschool educational organizations, opens a wide path to pedagogical initiative, experience and creativity.

Each day begins and ends with free activities, in which children are engaged in their interests. (what to do to play, draw, Build-Build, Watch a picture book together with tengquri, etc.k.)

The educator uses the time allotted for free activities to play together with several pairs, small groups (from 3-4 children) in order to form styles of play activities.

Thus, when other children are busy with their work on their interests during the specified period of time, the educator can cover 2-3 pairs or a small group (taking 7-10 minutes each).

The period of free activity alternates with communication, conversation, in which all children

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are invited. This time is marked by vivid impressions from the previous day, changes in nature, upcoming memorable dates and h.k.ga the circle is dedicated to free communication. In the process of conversation, the educator notes for himself topical issues of interest to preschool children, which can be used to plan the topics of educational activities in the following days, plans interesting games with children in the future. If disputes and disagreements are recorded in Group life, it is possible to discuss ways to resolve them by socially acceptable methods, clarify children's perceptions of norms and rules of behavior, and jointly develop "group-specific" rules.

An educator can use an artistic text for discussion – read a short story, fairy tale, poem with a spiritual and moral content, and, together with children, compare events in the book and in their lives.

If necessary, the educator can end the dialogue within the group by reading an artistic text that gives meaning and meaning to future educational activities (makes the topic, the problem interesting for children).

After communication within the group, two educational activities with adults (acquaintance with the environment, elementary mathematics, visual activity, etc.-in accordance with a specific day of the week) are held in the group room and envisage working with the whole group (according to the content of a particular topic and training, preschool children are divided into pairs for the purpose of

Some children may not take an active part in the work, watching the activities of children other than the smoker. This does not mean that the child does not receive any benefit from training. The next time he becomes bolder, he is tempted to get to work.

When moving to a music or gym, children communicate with other mentors (music Officer, Trainer) in adulthood going beyond the scope of the group room every day brings color to children's lives, expanding their socio-cultural space. Part of this educational activity can be spent by the educator with the children, and the other part – on the preparation of a light breakfast (if it is being organized at the request of the parents). Eating together serves as a jipsing of the children's group. It is necessary to create a free, comfortable atmosphere at breakfast, to allow children to freely exchange ideas with each other with the impressions they receive from the educational activities that have passed. After breakfast, the educator is helped by the shifts to put the table in order.

The day ends with free activities of children. At this time, the educator invites several children (those who need additional training) to communicative training twice a week. All those who wish can join them. The set of exercises with each group is designed for 10 minutes. One of the days of the week is devoted by the educator to playing with them in order to develop methods of play activity in children.

Attention should be paid to the organizational uniqueness of the adult game with children and communicative training: the educator carries out this work at the same time as the free independent activities of children. In the process, the educator works with small groups, he can specifically involve children in a game or conversation, or invite those who wish. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Conclusion

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A schedule of such educational activities for short-term groups is offered in both 9-month and 3-month courses of preparing children for school. The advantage of such a schedule is that if the parents support the educator in achieving the tasks that are poured in front of the same type of educational activity, and continue training, the time for outdoor activities can also be extended.

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PEDAGOGICAL FEATURES OF THE DEVELOPMENT OF THE EDUCATIONAL GOAL

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Annotation. This article analyzes the motives for the development of educational characteristics of students in the educational process. Based on the conclusions drawn, the tafflinks are described.

Keywords: Education, Society, personality, social relations, pedagogical methods.

Introduction

Upbringing is an activity for familiarizing a person with social experiences, in all its forms - knowledge, emotion, aesthetics, etiquette and the development of aspects, capabilities and abilities of the individual's inner self. This is the main source of this upbringing - individuals remain - this is society and the individual himself. The problem of the proportions of individual and sociality in the system of goals and values of the person being raised is a central problem in the theory of upbringing. How society and the individual interact with each other. The individual is considered a creature that does not occur outside of society. The community is made up of individuals. It consists of the result and process of the process of interaction of individuals. There is no impersonal society, and it means that society will depend on them. Sometimes, the individual is called microsocisi, and society is called macrosocisi. With this social form of movement of matter, it is argued that there is talk of two main components. Close interdependence of personality and society can be viewed from different sides. However, what is different from the fact that the person and society are similar in one thing and the same? Will its difference be related to the size: a small person - a large society or another significant difference?- to answer the questions of interdependence, it is important to get out of this circle. It is from what the functions of these social subjects themselves consist of.

Discussion

The individual is not a society. He appears in society and changes his culture in the process of self-realization, sometimes staying in the memory of society for decades, sometimes even centuries, when his culture is so advanced in its development.

In itself, the culture of society - as it embodies its gifts, the individual remains independent autonomous in the re-realization of social experience, in its new interpretation, in the creation of spiritual and material values.

Such a person brings in an experience known or alien to his contemporaries, only to gradually penetrate into society over time. Such a person can put himself against society, oppose it and begin to fight with it. Society is not a set of individuals or individuals.

Society is a social unit in which values create their own school, striving to force any subject to serve its compressibility, capable of devouring an individual to maintain its existence, driving itself. At the same time, society means a way to preserve and convey to a person the culture that people have accumulated. It is an expression of the totality of a set of people and the result of their relationships.

The individual and society participate as two main subjects of social life. Even in the most favorable social conditions (even in the most unfavorable social conditions), they do not unite and the difference between them does not decrease. under certain conditions, they can be opposed to each other.

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Upbringing - as a phenomenon in society-the participation of the growing generation in the life, marriage, social production activities, creativity and spirituality of society is a complex contrasting socio – historical process. They are involved in the fact that they become people, develop, their personalities and individuality, are important elements of the productive forces of society, are the creators of their personal happiness. It promotes social progress and succession of generations.

Upbringing as a social phenomenon is represented by the following main bnlgis, which express its essence.

1. upbringing arose from the practical need to involve the growing generation in the conditions of social life and production, to replace with them those who are becoming obsolete and coming out of life. As a result, children become older, providing the life of an older generation that is losing their lives and ability to work.

2.Upbringing is a constant, necessary and general category. It appears along with the rise of human society, and it also exists as long as society itself lives. It is necessary for the existence and permanence of society, for the fact that its production is considered an important means of preparing forces and ensuring the development of man. It reflects their legal interdependence and the interrelationships of this phenomenon with other social phenomena. Education is also included as part of the training.

3. Upbringing –at each stage of socio-historical development, it acquires a clear historical character in terms of its function, content and forms. It is associated with the nature and organization of the life of society hamdash, for which it reflects the social contradictions of its time. In a class society, the main trends in raising children in different classes, strata and groups are sometimes contradictory.

4. Upbringing of the growing generation-at the expense of their assimilation of the main elements of social experience, their involvement in social relations, the system of relations and socially necessary activities of the older generation is increased to Amao on the basis of the process and result. The social relationships and interactions, influences between adults and children are always considered nurturing or nurturing, regardless of whether they are realized by children or adults. In its most general forms, it is aimed at ensuring reciprocity, children's life, health and nutrition, determining their place in society and their state of affairs. As adults realize their educational relationship with children and set themselves the goals of forming one or another quality in children, their relationship becomes more pedagogical, oriented towards the realized goal.

On the basis of adults ' awareness of the peculiarities of upbringing as a social phenomenon, a desire arises in society to seek an understood and purposeful benefit from the laws of upbringing in the interests of children and society. Older generations consciously resort to the generalization of their experience of upbringing relationships, the study of trends, connections, laws that manifest themselves in them, their use for the purposes of personality formation. It is on this basis that pedagogy comes to the phanias on the laws of upbringing and on the benefit of children, for the purposes of conscious and purposeful management of life and activities.

Thus, upbringing-a social phenomenon-is necessary as a whole to ensure the existence of society and individuality; it is carried out in specific historical conditions in the outcome of social relations and the way of life of society, formed in a certain way; the main criteria for its implementation are the level of compliance of the characteristics and qualities of the individual with Upbringing as a social phenomenon is considered a natural part of the entire social life. Therefore, its contradictions are considered an expression of the most general opposites of social life.such contradictions that reflect upbringing include hardening and obsolescence, which arise as a result of overtaking the development of production days of production relations. These contradictions are manifested in social education, in the form that conservative approaches to the preparation of the growing generation are firmly established. The organization of social life and days of production in

our society solely on the basis of state ownership has led to the growth of production overtaking. The dominance of public ownership and planning often hinders creative personality activism and initiative. In the system of public education, the content, form and methods of this self are expressed in some formalization and uniformity. Another contradiction in upbringing arises between the requirements of life and the level of readiness of the individual for social life and productive activities. Realizing the requirements of life, being able to see the content and organization of taobia on the basis of these requirements, lags behind the sharp development of scientific and technical progress. As this confrontation deepens, it becomes necessary to timely identify and lose the "cap" and conservative circumstances that interfere with the modern preparation of the growing generation. Its solution requires a systematic and appropriate solution of the content of education and upbringing, the organization of educational and upbringing methods, making it able to meet the requirements of life. This is the contradiction between the new conditions of social life and the outdated methods of preparing children for it. The third contradiction in upbringing occurs between the existing forces of nature in a person, the development of human nature, its unrestricted possibilities and the conditions that this developmental limitation in the social life of society causes, programs.

Limiting freedom, authority society spills talents, corrupts people, turns into complimentary officials and indifferent formalists, an addition to the machine, a plus of the production process, an obstacle in social life. A democratic society goes on to develop some material and technical, improving various social relations, corresponding to the requirements of social life of the individual of each person, and in relation to the natural forces, talents and abilities present in it, creating real conditions of reconciliation. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Conclusion

This contradiction is a real driving force, influence on perception for children, active participation in the process of upbringing. He causes the child to be educated to participate in social life not only as an object of educational interaction, but also as another subject.

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**ANALYSIS AND METHODS OF THE PECULIARITIES OF PERCEPTION,
MEMORIZATION AND COMPARISON OF THE AMOUNT OF OBJECTS IN PRESCHOOL
CHILDREN**

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Annotation. This article describes the analysis and methods of the peculiarities of the perception, memorization and comparison of the amount of objects in preschool children.

Keywords: game exercises, passive speech, set elements, comparison.

Introduction

One of the main tasks in teaching a small group of preschool children to count consists in teaching children to compare sets through a comparison path, comparing the elements of one set with the elements of the second set. This initial stage is of great importance in the development of future counting activities. The child occupies quantitative comparison methods. The child does not know how to count, so he learns to determine which of the sets being compared before are many, which are few, or that they are equally powerful. The development of future mathematical representations in children largely depends on the initial period of teaching the number. In the second subgroup, the educator should develop in children the idea that the set is a set of separate same-sex elements (items). Training should be started with exercises on the separation of quality and properties of items. For example, within a number of toys, one is offered to find the same toy as in the hand of an educator, "give the same cube (flag, balloon)". This is followed by a task to select an item of the same color (size, shape) from 2-3 items of different colors (size, shape).

The next stage should consist of exercises related to the selection and grouping of items by character-symptoms given. For example: "put all the cubes of red in this box, and in this box wash all the little bears, and in this one wash all the big bears." As a result of such exercises, children begin to understand that there are common signs of various items, on which it is possible to combine into one group: "These are dolls", "these are balls", "these are flags".

The educator teaches children to be able to see signs that are common only to some part of the items in the group. For example, flags indicate a large number of flags, but some of them are yellow and some are blue (there are many yellow flags, and there are many blue flags").

In the formation of ideas about quantity, a certain place should be taken by various game exercises on the formation of groups from same-sex (identical) items and the division of the group into separate items. Usually, these play-exercises are held in a certain sequence in the lesson.

Discussion and results

In the first educational activity, the same size and color are absolute; it is the complexes of toys that are made: carrots, arches, chicks, in which the more children in the group, the more toys should be. The educator initially connects one toy to the children, explaining his actions with these words: "I have a lot of arches. I give all the children one FIR. I don't have a single spruce left..." After that, he turns to the children: "how many FIRs do you have in each of you?" From then on, the educator will collect all the toy, in which he will emphasize the words of not one (in the child), too much (in the educator).

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The exercise can be repeated once more with other toys. Every time the tutor uses the words many, one, one, not one, nothing; "how much?" , "How much?" questions. The little ones say the items and how much they are (many, one). In the course of educational activities, children make sure that the collection can be separated into separate items and made from separate items. A second session is held similarly. Initially, work is organized with one of the types of toys used in previous educational activities, and then a new kind of toy or items is obtained, which do not have to be the same: they can be of different sizes and different colors. Toys are arranged in groups, such as yellow balls in one basket, red balls are collected in the second; large fish are placed in a large bowl, small fish in a small bowl.

The educational process of educational activities is summarized by the educator. For example: "there are a lot of balls in the basket (or net bag)", but "there are a lot of big balls in the big net bag, there are a lot of small balls in the small net bag "or" a lot of fish is talking in the Bee", or "there are a lot of red or yellow boats". It is recommended to perform this type of exercise at least four times. After the children learn that the collection consists of separate elements, they learn to independently distinguish groups of the same items, find separate (single) items from tevarak-surroundings and a set of items (multiple) independently.

What items are many in the room, in order to be able to tell which items are bittalig, the little ones perform a complex spatial-quantitative analysis, that is, allocate some kind of item. Then, looking closely at it, you need to fantastically combine the same items into a single set, depending on what items are missing.

To reinforce the "one" and "many" concepts of the little ones, it is possible to propose to place the indicated number of items in two rows of different colors.

The tutor gives the following assignment: "put one chick in the Blue row on the left, and many chicks in the green row on the right." By replacing the rows or changing the instruction on the number of items to be placed in each row, the educator teaches children to associate the amount of items first with the color of the rows, and then with their spatial positions.

The little ones also learn to determine how the items are positioned relative to each other on the left, right, top, bottom.

After completing the assignment, the caregiver asks the children how many toys (one or more) are in each row. At least two to three sessions are allocated to this kind of operation.

The educator can organize the game "assignment", in which children learn to identify the collection, independently select items. For this game, items must be given in units and multiples, for example, you can put one duck on the first table, and many ducks on the second plot. Children bring a lot before, and then one duckling, according to the teacher's assignment. It is also possible to complicate the task: one spruce and a lot of mushrooms can be placed on one table itself. In this gala, children do not bring toys. maybe they come close to the table and talk about what they see in it.

Toy groups can be placed in more and more different places, namely: tables, window sills, carpet. Before completing the task, the children's attention should be paid to individual areas of the room (window sill, corner on the right side of the carpet, etc.) it is necessary to focus, after which they themselves also begin to aim well.

Children first use simple sentences such as " many flowers", " One Tree". They then learn to combine two simple sentences into a single compound sentence: "there are many flowers, and the trees are one".

To strengthen the concepts of " one "and" many", it is recommended to use different methods. Children can be offered to play the bat many times, jump high once, knock many times with a hammer, and then knock so many times if the educator knocks with a hammer (no more than 2-3 times). Rhythmic, one sound must be knocked apart from the other. If children find it difficult to distinguish between 2-3 sounds, then after any beat it is necessary to say: "one, another, another." It is desirable to perform didactic games with toys and items, in the process of these games, children learn to distinguish between the concepts of "one" and "many".

Conclusion: At the end of the school year, children should be taught to compare (with placing on top or next to) the amount of items of different sizes. Comparing groups of small and large cubes (placing one small cube on each large cube), the little ones find that one small cube is left without pairs, which means that there are many small cubes, and there are few large cubes. In similar exercises, it is necessary to train different variants of relations, such as relations, i.e. large objects are many, small ones; large ones are few, small ones are many; and the amount of large and small objects is equal. In the process of this kind of exercise, children learn to compare in pairs the elements of two groups, which are perceived using different analyzers. The equality of large and small objects is also seen as such, as is the equality of objects arranged in the form of a row or some geometric shape (for example, a circle, a square, a triangle). To verify the Equalities, children can be offered to place a group of items opposite (in pairs) the second group of items, count them, and compare the numbers found. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals. It is also necessary to carry out exercises to compare inequalities. In this, it is necessary to show that children can have a lot, despite the fact that some kind of item takes up less space than the items in the group in which the iknnchi is being compared (depending on their location, size). This kind of exercise leads the child to understand that the number of items will not depend on their size and location.

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**PRINCIPLES OF THE FORMATION OF MATHEMATICAL REPRESENTATIONS
IN PRESCHOOL CHILDREN**

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Annotation. This article describes the principles of the formation of mathematical representations in preschool children.

Keywords: mathematical outlines, didactic principles, preschool educational institution, various age groups.

Introduction

In the formation of elementary mathematical representations of children, the following didactic principles are based:

The principle of science. This principle requires a corresponding coverage of the facts studied in preschool educational organizations, as they are covered in science, that is, when we talk about science, we must first of all focus on the fact that the content of the given knowledge is structured on the basis of science.

The principle of unity of theory and practice. This principle requires going to expand the dependence of the given theoretical knowledge on life, on practice with all measures. By moving directly from mathematical theory to solving various exercises and problems, this principle is carried out in a wide picture. Indeed, it is necessary to give young children training, that is, knowledge, in the room where they see with their eyes every day, on the street, in connection with objects in the house, because it helps children to quickly get down, master.

The principle of specificity. It depends on the characteristics of development of children's thinking, from clarity to abstraction. The main goal of teaching mathematics is to develop logical thinking; however, the teaching of mathematics should not be separated from specific facts and images, but, on the contrary, the study of any issue should begin with the examination of these specific facts and images.

Clairvoyance facilitates the assimilation of learning material and contributes to the firmness of knowledge. For example, when we talk about a circle, children should be able to hold between their two hands by giving each of the child circles. That it is round, that it is flat, that all the analyzers of the child at the tip of the hand are better in their memory, attended.

The principle of systemality, sequence and robustness in knowledge acquisition. In mathematics, the importance of a systematic statement of material is very great, since in mathematics, logical connections between certain facts are extremely important. The knowledge given to children should be gradually complicated, starting with easy examples, not being fragmented and connected with each other.

And thorough mastery is of great importance in mathematics, in particular. Mathematical concepts are so interconnected that even if only a part of the mandatory minimum is not known, children will not be able to use their knowledge in life, and it will be more difficult to continue acquiring mathematical knowledge.

In mathematics, it is also very important to master the skills of number and number, size, geometric figures, tevarak-knowledge of the environment, timing. Especially in mathematics, even more so than in other disciplines, it is impossible to go forward with success without mastering some part of the program well and without strengthening the qualifications well.

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The principle of Individual approach. This principle arises from the requirements that it is necessary to take into account the age characteristics of children, that is, their abilities, psychology, and this principle must be carried out during the period of teaching mathematics.

Discussion and results

The main form of work carried out on the formation of mathematical representations is educational playful activity. Most of the program's tasks are solved in educational game activities. In children, in a certain consistency, outlines are formed, the necessary qualifications and skills are formed. In educational game activities and in everyday life, didactic games and play-exercises are widely used. In addition to educational game activities, games are organized, the mathematical imagination of children is strengthened, deepened and expanded.

The Ministry of preschool education of Uzbekistan reworked this program, taking into account the specific aspects of our republic: climate, geographical, economic, cultural, national conditions. The program includes the amount of knowledge and skills that children from birth to seven years of age must acquire. It provides for the comprehensive maturation of children of preschool age, taking into account psychological-physiological and specific characteristics.

Education in preschool educational organizations is carried out by an educator. It occupies a central place in the pedagogical process. Therefore, the educator must have a deep knowledge of his field, a good mastery of various methodological tools, a thorough pedagogical-psychological training. Alternatively, subjects in the specialty, including the law "on education", the National Program of Personnel Training, pedagogy of preschool education,

The "first step" should be a thorough mastery of the state program, state educational standards, the subject of the methodology for preparing children for school, etc.

By the time of school attendance, it is necessary for children to acquire relatively more interconnected knowledge of set and number, shape and size.

As education is prepared for activities, the educator carefully studies the content of the program. Mathematical knowledge is given to children in a strictly defined system and consistency, in which new materials must be at a level that children can master. Each task is divided into a number of sub-assignments. These small assignments are studied in series. For example, acquaintance of preparatory group children with the division of items into pieces is carried out in such a sequence: children in the first educational activity practice dividing items into two equal parts and master what is half; in the second educational activity, children's concepts of equal double items are expanded, and a corresponding dictionary is activated; in the third educational activity, the educator; later, the children are shown different ways of dividing geometric shapes into two and four parts, the children learn the relationship between the whole and the part. Thus, each section of the program is carried out in several (three to six) consecutive educational activities. Children's knowledge expands, is identified and strengthened when they move from one educational activity to another educational activity. Of great importance in the transition from one section to the second section of the program is the repetition of what has been passed, ensuring the connection of new knowledge with acquired knowledge. Repeating the material passed through the process of studying the new material will not only deepen the knowledge of the children, but will allow them to focus their attention on the new material, its thorough assimilation. Usually, a new topic is studied during three to five sessions, first in the first part of it, and later in the second. The topic should be repeated after two weeks, sometimes three

weeks. As the period of return to old material progresses, each studied section of the program must remain within the educator's thinking until the end of the school year.

In this regard, in one session itself, issues related to one section of the program or different sections, namely "quantity", "number", "size", "shape" and other sections, can be studied and repeated. This is how it will be possible to ensure that the program on all its sections is consistently studied by children and the formation of a system of elementary mathematical knowledge in them. In teaching mathematics, different types of educational activities are used. The type of educational activity is determined by its content. It is devoted to the study of new material or the repetition of what has been passed, the generalization of materials of a number of educational activities or the examination of children's knowledge.

In the teaching experience, qurama classes occupy the most place, in the first part of which new material is studied for 8-10 minutes, in the second part (for 9-12 minutes), the knowledge and skills acquired in previous classes are strengthened, and in the end, the previously mastered knowledge for children is repeated for 3-4 minutes. Mastering new material requires more tension from children. Therefore, the introduction of familiar material at the end of educational activities allows you to relax a little. For example, in the first part of educational activities in the preparatory group, an introduction to the composition of the number 5 of two numbers smaller than itself, in the second part, an improvement in the qualification of being able to draw a circle and an oval. The composition of numbers 3 and 4, consisting of two small numbers, can be studied, knowledge can be strengthened. In the third episode, " what's changed?" game can perform exercises on counting a set of items (e.g., determining how many planes are in each group, how many planes are in each group, how many of all planes are). The structure (structure) of educational activities depends on the size, content, expressiveness of the program sections, the level of assimilation of the relevant knowledge and skills and other factors. It is advisable to conduct educational activities on one or two topics in a small group of Chunonchi. At the same time in all groups, the first training on a new topic is usually devoted to complete learning, repetition is carried out in connection with the transition of new material or at the end of educational activities. The second, third and subsequent educational activities will be devoted to strengthening the material both on the given topic and on the previous ones. It is advisable to start training with repeated exercises, these exercises are self-sufficient intelligence Gymnastics, for example, "who counts which toys?" , "How many toys?" can be started with play-by-play. These can be used in a large group. (The called Children count the toys according to the instruction of the educator, and then the toys are closed with a napkin, after which the children find out how many of this or that toy were or who had the toys and how many were the toys.) Children (in middle, large, and school preparation groups) practice grouping items and geometric shapes by their different symptoms, and conceiving questions with the word "how many" in preparation groups for a set of toys, shapes, tables. Also, "find your neighbors", " what number did I miss?", "Whoever knows a lot will count long". When explaining the new material, it is important that the actions of the educator or The called child are visible to all children. Later, assignments to strengthen knowledge and skills are given to all children at the same time. Children should sit with their faces (or sides) facing in their seats. Because when checking the execution of assignments or giving new assignments, the educator will have to draw the attention of children to the sample, indicate one or another aspect of its execution. In the presence of six-seater tables, no more than four children should be planted around it. If necessary, it is necessary to put an additional 1-2 tables. Activities in which children's knowledge and skills are checked are organized in front of the educator's desk.

If action games are used in the course of educational activities or at the end of it, it is necessary

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to prepare a place in advance to host these games. When successfully conducting educational activities, the correct choice of instructions - instructions is of great importance. Both in the formulation of mathematical representations and in the case of bringing children to initial generalizations (connections and relationships between adjacent numbers, “equal”, “excess”, “low”, “whole”, “part”), the demonstrativity serves as the initial period. In all educational activities, objects, toys, natural materials used in everyday life are widely used. Toys are chosen in large quantities so that all children can play with toys. Various items are used as mathematical knowledge is assimilated by abstraction. At a certain stage of training, tables, schemes (a scheme for dividing apples into two and four equal parts) should be indicated material. The character of demonstrativity varies not only from age to age, but also depending on the place and the relationship between concrete and abstract at different stages of knowledge acquisition.

Chunonchi, counting the set of items at a certain stage of teaching is replaced by “number tables”, “number stairs” and other exercises. Instruction-the choice of guides and their combination depends on the acquisition of knowledge and skills in the process of educational activity. In cases where it is necessary to generalize children's knowledge, to indicate different connections, relationships, it is necessary to combine several types of demonstrativity. For example, in the study of connections and relationships between neighboring numbers or quantitative compositions of numbers consisting of units, various toys, tables of geometric shapes, etc. are used. Children can be limited to a small number of mathematical objects after they have received initial representations of certain signs or properties. At the same time items, familiar to children, without excessive details, the sign of being looked at should be clearly expressed, and it should be relatively easy to see. For example, two-color cubes (bricks) or long and short ribbons are taken to show the little ones not the elements of the set, but its other components.

In mathematical educational activities, exhibitions are usually used, from a collection of multiple types of objects. For this reason, it is very important to consider the order in which these are placed. In a small group, the material is given to children in a private box (envelope). The distribution Number material to adult children can be served on the table in one tray (in one box). When using many types of items, they should be placed in such a way that the material you will need to start an educational activity stands on top. How to take communication methods by adding together?

The fact that the thinking of a child is indicative-mobile in nature justifies the need to form mathematical knowledge by organizing their various actions with a guide-guide. The oral narrative method (method) has little place in working with preschoolers and is used in colloquial form with children. The acquisition of knowledge, skills, skills is achieved by using various methods and including them together. The choice of methods is determined by the content of this or that program issue, as well as the corresponding level of knowledge and skills of children, finally, by any age characteristics. Teaching should not bring knowledge from adult to child to simple transmission. The educator must first develop children's interests in mathematical knowledge, mathematical ability, independent thinking, the ability to generalize, abstraction, spatial imagination, etc., as well as the ability to independently acquire and apply mathematical knowledge, skills and skills. Today teaching mathematics is built on the basis of comparison. On the basis of comparison, opposite concepts such as pair, whole and part, Long-Short, left-right are formed in children. It is important to slowly complicate the conditions of comparison, developing this mental action. Children practice comparing items in different plans according to the same characters, learning to compare items in pairs first, and then compare several items at once and group them by one or another character (for example, comparing them according to the shapes, colors of geometric figures, etc.). The role of the educator

in organizing a certain system of their work with manuals in children is to provide the necessary assistance in the process of performing actions, stimulate initiative, independence, bring children to conclusions. Putting an understandable, clearly expressed task is a prerequisite for activating children's thinking. The character of setting a task (game, practical, knowing) is determined both by the age characteristics of children and by the content of a mathematical issue. The educator shows and explains new actions to the children, while trying to prevent mistakes that can be made. For this, it is important to carefully work out the technique of movement (such as checking, superimposing, placing it next to it). Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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FORMATION OF A HEALTHY LIFESTYLE IN STUDENT YOUTH

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Annotation: In this article, the student gives information about the creation of educational courses for young people to consciously follow a healthy lifestyle and apply it in their life activities.

Keywords: healthy lifestyle, routine, health, conditioned reflex, unconditioned reflex, family, school, lifestyle.

Introduction. Human life, health is the greatest social wealth. This makes the issue of the formation of a healthy lifestyle transverse to the family, school and other masks engaged in human upbringing, maturation. The health of the nation is also resolved naturally, through a healthy lifestyle. Health is a balanced unit of the human body of biological, mental, jis-Moni States and labor activity. Sixat-health is happiness for everyone. Its labor productivity is a necessary condition for the development of the economic power of the country, the well-being of the people. Sixat, a universal property, is a conscious and responsible approach to health that should be the norm of living, morality of society and all its members. In order to maintain and strengthen health, first of all, it is necessary that a person knows the laws of the functioning, growth, development and reproduction of the normal functioning of all tissues and organs of the structure of his body. It is also required, like all living things, to perfectly know and create the conditions necessary to preserve and increasingly interpret these biological characteristics inherent in man.

Main part. In order to bring up healthy and pupils in our country, realize the creative and intellectual potential of young people, to create the necessary conditions and opportunities for bringing young people and girls of our country to adulthood as fully responsive, developed persons of the 21st century, the Year 2010 in the Republic of Uzbekistan was declared "Year of pupils" (2010 year 27 yashar', PQ-1271, decision of the president of the Republic of Uzbekistan). It is a program to decide a healthy lifestyle among young people, making them drunk. the task of carrying out comprehensive measures to protect against drug vices, various other deadly threats and religious and extremist influences alien to us, attacks of "mass culture" is established. Since a healthy lifestyle is in strong contact with philosophy, psychology, pedagogy and General Physiology, Anatomy, hygiene, genetics, ecology and other natural sciences, it works by relying on the techniques they have achieved. On the basis of the project" formation of a healthy lifestyle", educational curies were created so that the student can consciously follow the healthy lifestyle of young people and apply it in their life activities. In order to create these educational and educational courses, qualities were developed that should be formed in student youth.

Below is the "formation of a healthy lifestyle", which provides the main set of training, a special course and qualities that shape a healthy lifestyle. The main measure of health care is badantarbia. In a healthy lifestyle (STT) and Health, Abu Ali Ibn Sina mainly reads the need to strengthen attention to seven things: these include tempering the client, choosing foods that can be eaten and drunk, cleaning the torso from waste, maintaining the correct structure, getting enough and good air that can be drawn through the nose, paying attention to clothing, regulating physical and) Is the mood that arises when the influence of opposing forces on each other in the smallest pieces of client elements reaches a certain limit. The initial type of elements mentioned above will be of four types: heat, cold, wetness and dryness.

In general, the client is divided into two. The first is a true moderate client (unconditional reflex), in which the amounts of opposite moods in the client owner will be equal. In the latter case (conditional reflex), the client is absolutely not in the middle between the external moods, being more prone to one of the two sides, that is, to cold or heat, to wetness either to land or both. The scientists' use of the above elements in prolonging a person's life, preventing exposure to constipation, and wellness had given good results. Unfortunately, people gradually began to forget about the client and other concepts. The high level of explanatory work among the population, increased attention to STT, regular exercise in physical education and sports greatly reduce the incidence of heart disease pain in most countries. A set of physical exercises developed by the American scientist Kenneth Cooper-aerobics and scheinig-has been used with great success in many countries, improving the health of many people and serving as an effective tool for the Prevention of heart disease diseases. Man must be strong, strong, both mentally and physically. A healthy lifestyle (STT) involves an increase in the cultural, physical development of a person, cocktail productivity and creative activity. The main components of STT are effective work activities, personal hygiene, refusal of harmful habits, proper nutrition at the appointed time, physical conditioning, regular physical education. STT is one of the main measures in the Prevention of diseases. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Conclusion. STT-allows you to satisfactorily implement a certain amount of mental and physical requirements. From day to day, the types of wellness techniques are increasing: exercise, the norm of nutrition, sleep, foaming from the bath and others increase the activity of harkat. Everything should be aimed at one goal - to improve the health of people.

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Annotation. This article analyzes the general areas of development of innovative processes in the field of Education.

Keywords: innovation, development, technological progress, change, perfection.

Introduction

The appeal to the problems of innovation and their inclusion in important modern areas of scientific thinking was the result of an understanding of the growing dynamics of innovation processes in society.

In our literature, the problems of innovation have long been studied in the system of Economic Research.

But over time, the problem of assessing qualitative characteristics arises of innovative changes in all areas of the functioning of society's life, but it is not possible to clarify these changes only by economic theories.

Other paths are needed to study innovational processes, in which innovational analysis does not include only the use of the modern achievements of Science and technology, but also covers management, education, law and other areas.

The search for the solution of innovative pedagogical problems is associated with the analysis (analysis) of the results of the examination of the features, content, composition and classification of the course of innovative processes in the field of Education.

The concept of "innovation" first appeared in the 19th century in the studies of cultural scientists buldi and expressed the meaning of introducing elements of one culture into another. Its meaning is still preserved in etymology.

LITERATURE ANALYSIS AND METHODOLOGY

At the beginning of the 20th century, a new field of knowledge arose-the introduction of innovations, slavery. He began to study the laws of introducing technical innovations in the field of product production. The science of the introduction of innovations - innovatics-appeared with the reflection of a sharp increase in the students of firms in the activities of the development and implementation of new plans, Services.

In the 30s, the terms "firm Innovation Policy", "Innovation Process" appeared in the US. Empirical investigations of news from the implementation of firms and other enterprises in the West in the 60s and 70s spread widely. At the same time, the focus is on two main areas of Investigation, each of which is dominated by its own theoretical - methodological culture.

The firm is as the initiator and creator of innovation, and its "sensitivity" to innovation, its "effectiveness", and this relationship of influence is related to the structure and styles of management.

As a program of inspections, the concept of a "decision-making process" is considered, in which the selection and analysis of alternatives will proceed to the implementation of the decisions made by successive stages.

Marketing or firm innovation to the market, risk factors, methods of anticipating the success of innovations introduced, economic indicators of the effectiveness of individual

stages and the generality of innovation: is a paradigm of dominant inspections, is the theory of an open system and a domestic quality approach, in which firms interact with the market as their environment, where the final stage of the innovation process, each of these subunits acts in its own interest and takes into account the likelihood of the actions of its partners.

Discussion

Practical investigations into the introduction of innovations in these two fields make use of theoretical innovations in a number of disciplines. They turn to the laws of the development of living and labor technical means, studying the history of the studied technique, the relationship of taxnik and social changes: actively apply the conclusions of sociologists and social psychologists about factors and methods that stimulate new ideas to the practice of managing the introduction of innovations, their reasoning about the sensations of innovators and other participants.

Scientists divide the news entry into three stages of verification. The first stage involves the study of factors that contribute to or hinder news success, and the analysis of multiple empirical data of different innovations.

The second stage is considered to be the study of the process of innovating itself, together with taking into account the mechanism by which they are transported to the second sphere in the environment of one sphere.

At the third stage, the researcher's attention is focused on the analysis of various innovative situations, the development of methods for assessing risk, the emergence of recommendations in the field of introducing innovations. At this stage, innovation policy remains a state activity.

Pedagogical innovation processes began to be specially studied by scientists in our country from the end of 50 years in the West to the next 10 years.

The interest of the world pedagogical community is in the form of special innovation service, publishing, magazines nnnovasion articles. In particular, under UNESCO, there is the Asian pedagogical innovation center for the development of Education, which, together with the International Bureau for educational issues, summarizes pedagogical innovations in different countries of the world, disseminates information about them in special publications to the pedagogical community.

The development of pedagogical innovation in our country is associated with the emerging contradictions between the demand for the rapid development of the school by the movement of general public-educators and the inability of educators to implement it. The use of Innovations has expanded in common. Therefore, the demand for new knowledge, the demand for understanding the concepts of new "innovation", "new innovation", "innovation process", has become acute.

The word "innovation" comes from Latin, the translation of which means to update, change, innovate.

Studies of the microstructure of the innovational process have singled out the "life cycle, (period)" concept of innovating, which stems from the idea that innovating is a process that takes place over time. In this process, the novelty is divided into stages that categorize the activities that ensure its creation and execution into types. By this period, there is a scheme in the scientific literature to divide the following innovational process into stages:

1. The emergence of a new idea or the concept of novelty is the stage of emergence; it is conventionally called the stage of innovation, which arises from the results of fundamental and practical scientific investigations (or suddenly arising).

2. The time of discovery, that is, the creation of a novelty in the form of a model of a realized object, material or spiritual product.

In Step 3, a practical increase is found in the novelty created and its additional functional perfection is carried out; this stage ends with the achievement of solid efficiency from innovating. After that, the independent existence of the novelty begins, and the process of innovating moves to the next stage, this stage is realized only under the condition of accepting the novelty. Further stages are visible during the period of use of the novelty.

In Step 4, the diffusion of novelty consists of its diffusion (addition) to new areas and its widespread application.

Phase 5 is the domination of innovation in some field, in which innovation in particular loses its freshness and ceases to exist as a novelty.

This stage ends with the emergence of a new effective novelty or its replacement with a more effective one.

Stage 6 the range of application of the novelty is reduced and alternates with its new product.

By successively replacing each other at the time stage of the above-mentioned innovation process, the regular system represents a simplified scheme of its real development. One specific innovation process involves these steps only, which do not have to unconditionally adhere to their sequence and dependence.

Looking at innovating as a complex and purposeful process of innovating and disseminating innovation, uniig's goal is to meet human demand and needs with new tools, which will lead to a certain qualitative change in styles and systems that ensure efficiency, routine and viability.

The innovation process will be associated with the transition to a different qualitative state, a revision of the outdated rule, situation and significance. The generality of a single-level series of innovations (sums) constitutes the integrity of innovation.

Innovating has internal logic and directions, and it is the development of characters from the birth of the idea of innovation (thought) to the beginning of its use that also expresses the logic of the relationship between the participants in the innovation process.

Thus innovating is a dynamic system and, like internal logic, legal development over time represents its relationship to the environment. The structure of the innovation process changes as it moves from one stage of innovation to the other.

At the same time, from the dynamic characteristics of the novelty, its result-end and effect will depend. The completion of a novelty or the degree to which its capabilities are implemented will depend on how successfully all stages of the innovation process pass. The transition from a simple production to an extended one is a tense situation, a transition that in practice is not carried out in most cases, a circumstance that causes which innovation is not completed, creating the existence of multiple innovational problems.

From the completion of the novelty, it is necessary to determine its effectiveness, that is, from the implementation of the innovation process, it is possible to determine the influence of the system, the realized capabilities of the novelty on various indicators, while their interrelationship is clearly visible.

Concepts close to the term "innovation" are the concepts of "change", "perfection", "reform". But there are also certain opinions between them.

Conclusion

Innovation is one of the main measures for assessing pedagogical checks, which is the main result of the economic process, which is an independent value and feature of any innovation. Now

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studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

The "new" concept is one of the central concepts in innovation pedagogy.

If the first - "first created" - definition gives an idea of something that was not known at all before, then the next closely since, and especially the "newly opened" - definitions represent, to some extent, that there is an element of "oldness" in the novelty, something, something that was before. Thus, it is possible to talk about two types of novelty.

1. A novelty created for the first time. This novelty is equivalent to an invention, which means a new reality that is set again.

2. It is to further refine the previously existing theory and adapt it to the Times.

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**THE IMPORTANCE OF SOCIAL RELATIONS IN THE FORMATION OF THE
SOCIAL CONSCIOUSNESS OF PRESCHOOL CHILDREN**

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Annotation. This article describes the identification and justification of the interaction of the concept of moral behavior in preschool children with psychological and social moral characteristics in children.

Keywords: moral consciousness, moral imagination and knowledge, the formation of cultural behavior and positive attitudes, the promotion of moral prejudices and attitudes, norms and rules of behavior.

Introduction. Improving educational work, raising it to the level of World templates, introducing innovation in the field of science into practical life remains one of the important issues. In particular, the education and education of the younger generation, the formation of knowledge, skills, qualifications in relation to the foundations of Science in them are considered one of the priorities of state policy.

Moral education of preschool children is the purposeful activity of the educator on the formation of moral feelings, moral ideas of children, on the absorption of norms and rules of behavior that determine their attitude towards themselves, other people, things, Nature, Society.

The moral development of preschool children is a process of positive qualitative transformation of the motives of moral ideas, emotions, skills and children's behavior.

When analyzing the behavior of children in kindergarten and on the streets of the city, you can see that they strive to satisfy their needs, desires, interests, regardless of the aspirations of the people around them, sometimes even without their knowledge. It is in kindergarten that the child must learn to live among people. And joint work brings children together.

Understanding the problem of the formation of moral qualities, it is necessary to identify the real sources of moral and immoral behavior of people, determine what are the norms of morality and behavior.

The definition of "morality" "is discussed" as a complex of real munosa - bats that arise between people, which, according to generally accepted norms, are assessed from the point of view of good and evil."

Morality is the need for the moral norm of relationships with the world around, people and oneself, developed by a person in accordance with the experience of Customs, social environment, education and behavior.

Morality is the inner (spiritual and mental) qualities of a person, based on the ideals of goodness, justice, duty, honor, manifested in connection with Man and nature.

Ethics refers to the set of norms that regulate the behavior of people, the attitude towards society. All norms designed to regulate and control people's behavior are ethical in nature. Any moral norm expresses and regulates a person's attitude to society. Often, the interests of an individual are not fully in the interests of society, politics, the state, and as a result, complications often arise. Any person who comes to life learns these norms from the people around him and makes them regulators of his social behavior.

Morality is a set of existing norms, ideals and principles that determine the value orientations of each person in society and are perceived by him as personal property.

Personality is a morally oriented person, capable of taking moral responsibility for decisions or actions, self-esteem and striving for self-improvement.

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Moral culture is the individual experience of society, developed by generations, consciously formed on the basis of traditions and constantly improved by the individual, the experience of morally valuable relationships to life, man, the world around him and himself.

Common human values are humanistic norms of universal morality based on the infinity of human abilities, the belief in its ability to improve, the affirmation of the freedom and dignity of the individual.

Any person, small or adult, experiences certain feelings, realizing or violating moral standards in their behavior. Morality enshrines concepts such as "good", "honor", "conscience", "Justice". All such moral qualities have an evaluative nature. "When raising a person, it is important to ensure that moral and moral truths are not only understandable, but also become the goal of every person's life, personal happiness."

Moral culture is an integral part of human moral culture, since it includes a wide range of aspects of a person's lifestyle, including his value orientations and spiritual needs, changes the personality itself and determines spiritual and moral characteristics. his self-improvement. Therefore, when talking about moral qualities, it is necessary to determine the "rules of etiquette".

Etiquette is the established order of behavior in certain conditions in any social environment. Human decency is the external manifestation of respect for people around the culture of behavior of high moral qualities. Morality as an important basis of the life of society as a personal property is the subject of moral education and serves as the basis of the moral culture of the individual.

Moral attitudes indicate attitudes towards society, work, people and oneself. In this regard, the problem of forming moral relations has always interested many scientists. For Example, Y.A.Komensky's main achievement was that he came to the conclusion that there are objective laws of the educational process.

Y.A.Komensky paid special attention to the issues of moral education, and all his main works, including the work "great didactics", have always been his dream of his high faith and flourishing in the person of man. Therefore, human maturation is characterized, Of course, by its implementation and formation on the basis of moral rules. S.I.In ojegov's dictionary, the definition of moral education is "the education of internal spiritual qualities and moral standards that are guided by this person is determined by the rules of behavior determined by these qualities." Thus, the formation of moral qualities acts as the main direction in the general system of personality formation and is a process aimed at the holistic formation and development of the personality of the child, which implies the formation of his attitudes towards the motherland, society, and it is important to arouse the desire to notice what needs to be done in front of the team,

The task of forming moral relations is that the socially necessary requirements of society are transformed by adults into internal stimuli of the individual of each child, such as duty, honor, conscience and dignity. The formation of moral qualities of a person begins at birth. Even in preschool age, elements of morality are present in children, initial feelings and ideas appear, and the simplest abilities of moral behavior develop.

Forms of behavior in preschool age and relationships with adults and peers the simplest moral knowledge and emotions are the basis of moral behavior, consciousness, feelings, new forms of relationships in kindergarten age and elementary grades. In later stages, there is a dialectical connection between upbringing. Therefore, the positive moral experience of children for moral upbringing is of primary importance. Upbringing proceeds in the main way, first of all, in the daily life of the child, who is accustomed to observing moral standards, rules, principles and can be sure of their necessity.

It is also moral in the activities of preschool children in the case of connection of others with the public interest and with the life of society. Thus the moral principle enters into all the multifaceted practical activities of the child, his emotional and intellectual spheres. Whether children study, play

in a kindergarten yard or a city park, the positive or negative moral qualities are manifested everywhere in their activities.

However, knowing the moral standards of a child does not yet fully imply characteristics about his upbringing. It is important that well-understood moral standards become the motivation for the behavior of every little person, so that the child does not hesitate to make the right decision in any situation, which corresponds to the generally accepted norms and rules of behavior. So, although the active social status of children has not yet fully formed, it is distinguished from children of other ages by independence, self-control and self-expression.

In conclusion, it can be said that since morality is a product of social progress, it is influenced by a social being that always changes. It reflects in itself all the changes and contradictions inherent in society. Therefore, any new morality finds a decision as a result of the activities of the masses of the people, who played an important role in the life of society. Therefore, the upbringing of a spiritually perfect and intellectually developed personality in the preschool education system today is one of the pressing problems of today.

In the formation of spiritual and moral qualities of children of preschool age:

- the establishment of close emotional relationships based on mutual respect and affection of family relationships;
- development of interaction of the neighborhood, social Institute with family, school and preschool institutions;
- to plan and conduct educational work with children in preschool educational institutions, to pay special attention to the upbringing of respect for our national traditions, traditions of our values;
- to present various hearings, shows and films, taking into account the age and individual characteristics of children through the media;
- the emotional emotional emotional emotional approach to the formation of moral values in preschool age makes it possible to increase the effectiveness of educational work;

The training process is served by the fact that only the work carried out by all responsible employees in cooperation will give their positive results. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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THE DEVELOPMENT OF MUSICAL SCIENCE IN THE MIDDLE AGES IN
CENTRAL ASIA

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Annotation. This article analyzes the history of the development of musical science in Central Asia in the Middle Ages.

Keywords: Renaissance, music science, antiquity, socio-economic and spiritual life.

The so – called “Renaissance” in science was used in western and central European countries to express the peculiarities of their development in the XIV-XVI centuries. For the first time, the term “renaissance” was coined by the 16th-century Italian painter and historian J.Wazari uses in his works. The terms “Renaissance” began to be used in the sense that , without revealing the essence of socio – economic development of the XIV - XVI centuries , they would again “revive”, “wake up” the heritage of antiquity, that is, a culture similar to ancient culture. Later in science, the term began to be widely used. In this sense, most researchers believe that the development of culture in the history of the peoples of Middle Asia of the 9th-12th centuries is conditional, as noted above, in the so-called “Renaissance” period.

The 9th-12th centuries marked a period of sharp rise in the history of the peoples of Central Asia in the development of material and spiritual life in comparison with previous periods. In the 8th century, the Arab Caliphate had conquered what is now called Central Asia, Islam was widely spread in the occupied lands, and socio-economic and spiritual life was completely subordinated to the procedures of the Arab Caliphate. In the territories included in the caliphate, not only Islam was introduced, but also Arabic and its spelling. Because while Arabic was the state language of the caliphate, Islam was its ideology. For this reason, there has been a strong desire to master Arabic in these countries. While the interaction of the inhabitants who adopted Islam with the Arabic language consisted in reciting the suras of the Qur'an during prayer times, the local nobility consider the Arabic language as a guarantee of rapprochement with the administrators of the caliphate and strengthening it by restoring their political positions in the country. Because of this need and aspiration for the Arabic language, it was not long before in Movaraunnahr learned people who adopted Arabic and writing rather than Hatto's native language. The people of science became as necessary as water and air for the caliphate, whose borders were expanding and growing. In the administration of the state, the administration of the caliphate needed knowledgeable siymos. Because among the Arabs there were also few knowledgeable people who were fit for the work of the state at this time, and those who were weak. This situation in turn provided an opportunity for the widespread use of Arabic and writing in Movarounnahr. But at the end of the 8th century at the beginning of the 9th century, maintaining subjugated peoples in absolute obedience began to become increasingly difficult not only for the administrators of the caliphate center, but also for the viceroy, who was assigned to the lands. Tohir ibn Husayn, who was appointed viceroy of Khurosan and Movaraunnahr in 821, did not pursue politics as the caliphate thought. He instructed that the name of the Caliph should be dropped from the Khutba's obscenity. The tohirids thus launched a movement of practically independent proceedings, although in the word they presented themselves as the Viceroy of the caliphate. It is noteworthy in this regard that the tohirians not only sought political independence, but also made efforts to regulate most branches of the farm as they saw fit. They began to pay great attention to improving the water supply in order to develop agriculture. Large-large ditches, dug channels. Fiqh scientists wrote brochures about the water supply, proving that it is necessary to carry out this work according to a clear procedure. Thus, the ground for the emergence of Independent States appeared. In 873, Tohiri rule was replaced by Saffarid rule. This in turn formed the basis for Movarounnahr to break away from Khurosan and regain his independence. In the last quarter of the 9th century,

Movarounnahr came under the control of the Somonians, further consolidating independence. Ismail Somoni, one of the largest representatives of the somonian dynasty, tries to form a powerful state and successfully succeeds in doing so. The somonians tried to rule their states by making modifications, relying on them and taking into account the demands of the Times, Having thoroughly studied the governing traditions of the eastern states to their extent.

The formation of independent states in this area, called Movaraunnahr, began to have a great influence on political stability, economic development and the prosperity of cultural life in them. Cities such as Bukhara, Samarkand, Urgench and Marv began to form and develop as centers of Science and culture. In Central Asia, in the 9th-early 13th centuries, the states of the Somonians, the Karakhanids, the Ghaznavids and the Khwarezmshahs prevailed. These countries gained great attention and prestige in terms of their position and place in the international arena. During the time of entrepreneurs and far-sighted statesmen such as Ahmad Nasr, Ismail Somani, Alptakin, Mahmud Ghaznavi, Tughrulbek, Sultan Sanjar, horseless, Takash, promotions were achieved in all aspects of life in Central Asia, State Power was strengthened, relative peace, tranquility and stability were created. The historian Abu Mansur as-Saolobi's definition of the Samonian Bukhara refers to the plight of the entire Central Asian states in the 9th-13th centuries: "...the abode of glory, the Kaaba of the Kingdom, and the progressives of the times were concentrated, the stars of the ADIBS of the Earth shone, and the phosils of their time were gathered (place)". The rulers of Central Asia became close to the people of science. They used their knowledge and advice to run the country. Most of the rulers in this period got used to collecting in their palaces valuable books by scientists, poets and master artists, from different fields. Scientists and poets attracted to the Palace were proud of the rare manuscript works in the libraries. In Damascus, Cairo, Baghdad, Kufa, Basra and other big cities, generations of our ancestors who went from Central Asia and contributed to the development of science, culture, went to many by this time. The city of Baghdad became known to the world as the center of Science of the East, since in the 9th century, the "Beit ul-hikma"-(“House of Wise Men”) Academy of Sciences of the East was founded here. This was followed by monand in Khwarezm in the late 10th century, also under caliph Ma'mun (R.995-997).)“House of wise men“-”Bayt ul-Hikma“-” Ma'mun Academy " (Khwarezmian Academy) was founded. In these two foci of knowledge, the famous and known scholars and scholars of the East studied. Among them are the names of Ahmad Farghani, Al-Khwarazmi, Beruniy, Ibn Sina and other great allomas.

One of the foci of ancient culture - the peoples who lived in Central Asia-made significant contributions to the treasury of World Science and culture. They are also very rich in the field of music culture and have an ancient heritage. Ancient written sources on the history of the musical culture of the peoples of Central Asia and monuments found by archaeologists will be evidence of this and confirm that these peoples had a high culture. But during the arab occupation (7th-9th centuries), among other cultural monuments, written sources of music were burned and lost. Therefore, only written sources on the history of the culture of the peoples of Central Asia of the last millennium have reached US. In the second half of the 9th century, the rise of the people's liberation struggle in Movarounnahr and Khurosan, the fierce resistance and uprisings of the land peoples to the conquerors, overthrew the rule of the arab Caliphate, and established the local Tohiri and then the Somonian state. During this period, some conditions were created for the development of science, culture and art. A number of scientists from Central Asia became world famous for their scientific works in the history of medieval science in the same periods. Many great scholars, such as al-Farabi, Ibn Sina, al-Khwarazmi, who also created immortal scientific works in other areas of Science, also created scientific works on music theory ("Ilmi musical") and opened a whole period in the history of the development of oriental music. These scholars played a decisive role in the rise of the theory of music applied in the peoples of the East.

The great philosopher-scientist, one of the founders of medieval Oriental music theory - Abu Nasr Muhammad al-Farabi was born in 871 in Forob, near Syrdarya, and died in 950. He is a native of the Turkic tribes of Central Asia, receiving his initial education in his homeland. An honest scholar, al-Farabi went to Baghdad, Damascus, and then to Egypt, where he increased his education. Al-Farabi was a brilliant musician and music theorist. He played all the musical instruments that existed in his day. The tunes were performed with great skill, especially in the flute and tanbur. Some sources indicate that al-Farabi, the inventor of the instrument of law, did very great work in improving the sound of ud, which was popular in those times. Al-Farabi was a mature scholar of his time who produced large-scale scientific works in philosophy, logic, mathematics and other sciences. Music science, on the other hand, was considered one of the subjects of mathematics, which included arithmetic, geometry, astronomy, and music.

Al-Farabi in his treatises on music of the East .founded the theory of music. His musical works are " Kitabul-Musikal al-kabir "("big book on music"), " Kilamu fil-Musik "("book on Styles Of Music"), " qitabul-Musik "("Book of music"), " qitabun fi-IHSA'il - ulum "("book on classification of Sciences"), " Kitabun fi-IHSA'il-iqa' "("book on classification of rhythms of music - iqa'"), etc. Al-Farabi's and other scholars of the time's scientific-theoretical works were written in Arabic as required by The Times, commenting on the fundamental issues of Eastern music theory. Al-Farabi's books on music theory were among the most perfect and most famous of the works written about it in the East, and served as the basis for the summer-Lish of the books of music scholars who lived and worked on it in recent times. One of those who followed Al-Farabi's path was Abu Ali ibn Sino.

Abu Ali ibn Sino (980-1037) was born in the village of Afshona, near Bukhara. He was a great philosopher, naturalist, famous healer, but also a brilliant music theorist. The music of Ibn Sina's "Kitabush-shifa" ("Book of healing"), "wisdom" ("Book of knowledge"), "Risalatun fi-ilmil Musik" ("treatise on musical science") and other books are of particular importance in the history of World Music Science and culture, among al-Farabi's works. Abu Ali ibn Sina was not limited to writing special works about music, but he also included his large-scale works on music theory in medical books. It was not accidental. of course. Abu Ali ibn Sino refers to his medicine. in his immortal works, he was highly regarded in the treatment of mental disorders, given his great appreciation of the emotional impact power of music. In particular, in Ibn Sina's book "Law of fit-tibb", several places recommend musical works as a "healing program" for mental disorders, and in his similar works a separate section is distinguished, which interprets music theory. Among them are his " qitabush-shifa", " qitabun-najat "("Book of salvation"). Comparing some of the theoretical issues of Music commented on in the sources proves that Abu Ali ibn Sina further developed al-Farabi's Musico-aesthetic vision in his works on music and took him to a higher level.

A special place in the history of music culture of the 9th-10th century is also occupied by the music theory part of the Encyclopedia "Mafatixul-ulum" ("key to the sciences") by the great scholar Abu Abdullah Muhammad ibn Yusuf al-Secretari al-Khwarizmi, who came from Central Asia. Al-Khwarazmi's work is one of the important sources in the coverage of the history of Science and culture of the peoples of Central Asia. Oriental scholars, in their encyclopedic writings, initially considered music to be one of the disciplines of philosophy, while incorporating it into their works as one of the disciplines of philosophy. In this, they must undoubtedly take into account the artistic-aesthetic power and socio-educational role of music. In recent times, the science of music has been included in encyclopedic books as one of the subjects of mathematics. The works of famous scholars such as Al-Qindiy (9th century), al-Farabi, Ibn Sina, al-Khwarazmi served for many centuries as the main source for interpreting the music theory of the peoples of the East and clarified the content of music treatises created in recent times. The subject matter, content (regardless of some discrepancies in their internal content) of theoretical treatises on music, written from the time of Al-Farabi until almost the 15th century, is close to each other in many matters. These treatises, created at different times in dedication

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to music theory, have some disagreement on certain issues. Safiuddin Abdulmomin al-Urmawi, a 13th-century giant, had tried to prove al-Farabi's theoretical reasoning untenable in some matters. Such discord is expressed in the definition of musical acoustics, the sound of music (savt or Naghma), rhythm (iqo'), the determination of the position of certain curtains on the UD instrument and other issues. In such discord, the history of music of the period of almost, more than three centuries. the changes that occurred during the development process were reflected. The issues posed in Eastern music treatises are close to contemporary early music theory. But there are also issues in medieval musical treatises dealing with the practical aspects of the music of the Eastern peoples ' past, which do not appear at all in contemporary music theory. Medieval music scholars were more likely to base on theoretical issues the definition given in the works of al-Farabi, ibn Sina. Music theory was further developed in the works of recent scholars - Safiuddin Abdulmomin, Mahmud bin Mas'ud ash-Sherozi (XIII-XIV), Khoja Abdulqadir Maroghiy (XIV century), ("Jamiul-Alkhan", "maqasidul-alqan" brochures avtori), al-Husayni, Abduraqmon Jomiy (15th century) and others. The question of status in these scholars ' music treatises is seen as one of the largest and most fundamental issues of music theory. Because the purpose of interpreting music theory was to associate it with live musical works - statuses, as well as to summarize and explain music practice. Therefore ,we will briefly reflect on some issues that depend on them and are commented on in qadimny, music brochures, before outlining the reflections on the statuses. These issues describe the theoretical and practical aspects of statuses and the elements that the peoples of the East in general constitute live musical works. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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**THE STUDY OF THE ART OF MUSIC IN THE DEVELOPMENT OF
PERSONALITY MATURATION**

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Annotation. This article analyzes the Achaemenid nature of musical art in the development of personality maturation.

Keywords: speech, sound signal, musical rhythm, composing, harmony, Polyphony.

Music (yun. mousiche — the art of Muses) is a type of art that reflects the circle of human emotional experiences, thoughts, imagination through the means of a consistency or complex of musical sound (tone, pattern). Its content consists of mu-Ayan music, which represents changing mental states. The music embodies the different moods of a person (mas, exuberance, exuberance, enjoyment, observation, sadness, danger, etc. In addition, the music also vividly reflects the volitional qualities of the individual (catharsis, aspiration, thoughtfulness, restraint, etc. These expressive possibilities of music were highly appreciated, commented on and scientifically researched by Greek scholars — Pythagoras, Plato, Aristotle and Eastern thinkers — Phorabius, Ibn Sina, Jami, Navoi, Babur, Kavkabi, mysticism figures — Imam Ghazali, Kalobadi Bukhari and others. The incredible power of music to influence the consciousness and feeling of a person is due to its procedural — specific process nature, which is in harmony with mental processes. In the content of musical works, musical images are formed in the process of their relationship (such as comparison, conflict, development). According to the characteristics of this process, the content of music can also have different — epic, dramatic, lyrical characters. Of these, the lyricism, which tends to express the inner world of man, his mental states, is much closer to the "Botanic" nature of music. The content of music — consists of a unity of personal, national and Universal artistic values, in which the spiritual freshness, pace, Social Thought and experiences characteristic of a particular people, society and the period are expressed in a general way. Musical forms, meeting the spiritual educational requirements of each era, are at the same time common with most aspects of human activity (certain collective activities, mutual ethical and aesthetic influence of people, processes of communication). The role of music, especially as a means of forming the moral and aesthetic taste of a person, developing emotional feelings, stimulating creative abilities, is very important.

Like speech, sound signaling, and other sound—meaningful processes, music has the potential to express specific information through the medium of sounds. In particular, music is similar to speech (speech intonations) in terms of loudness, thinness, length, strength and the possibility of expressing a person's inner state with the help of other means. But, as an art form, music differs from nutk in the characteristics inherent only in fakat (mas, the pursuit of artistic-aesthetic goals, the profession of content and form as artistic value, especially the organization of musical sounds in certain musical systems). While each separately obtained musical sound has a primary expressive capacity, the high-low relationship of musical sounds is reflected in lad structures, and the temporal proportions — in musical rhythm and meter. In the musical culture of most peoples of the world, including Uzbek musical folklore, traditional music and compositional creativity, the basis of lad is diatonics of various manifestations. The composition is in music (notably 20 - a.at development in different directions) along with diatonics, Chromatics also took a wide place.

The main artistic medium in music is Melody (melody). In the styles of music in the ogzaki tradition (Monody), the melody is the only and complete musical expression of the artistic image. Harmony, polyphonic elements also occupy an important place in the lines of multi-vocal composing. The development of melodies (themes) in a musical work constitutes its composition (form). The form of music serves as a material embodiment of the content of the work and a means of incarnation. Regular recurring content and elements are characteristic of the form of musical works, which to some extent contradict such characteristics as variability in artistic content, mobility. Such dialectical conflicts within the framework of interaction and unity always find their solution in the process of creating and performing a piece of music in a variety of ways. In the culture and traditions of music of different peoples, the relationship of the barbaric and unstable elements of music is also unique. Mac, in styles of music with an oral orientation based on the criterion of traditionalism, certain artistic content, along with aesthetic rules, influence the form of musical works on the characteristics of artistry, inappropriate (such as the time, place, condition of the performance of the work) circumstances. And the works of compositional art in the written tradition, aimed at expressing Individual artistic images, are more based precisely on the rules of musical development, that is, on completed, holistic and stable forms. Therefore, note writing, which is a major factor in composing music, plays an important role in expressing these forms as well as keeping them in an objective state.

Music has a special place in human culture and in collective life. He performs certain tasks during moments of rest and entertainment, various ceremonies, celebrations, parties and processions, religious and official events, mass and military marches, sports exercises and labor processes. Therefore, musical works are classified into several groups of styles, types and genres in accordance with their content. Genres such as Alla, zikr, Marcia, sarbozcha, waltz, marsh, messa will be associated with domestic and other conditions in life. The main place is occupied by the tasks of aesthetic influence in singing, workbench, instrumental singing, status tracks, concert, miniature, romance, etc. Genres, in turn, merge into their Musicatures, such as religious mussha, Youth Music, domestic music, mass mussha, military music, chamber music, symphonic mussha, choral music. Historical, national, local, personal (individual) music styles also reflect the totality of works of different genres, belonging to a particular era or national culture, embracing musical elements such as musical style of thought, melody, rhythm, shape, composer and composer, striving for a wider coverage of artistic images, using a mixture (synthesis) of music and other types of art. With a clear understanding of the word, stage movement, film image and other elements, the expressive possibilities of a mixed piece of music expand). Music also plays a role in other art forms and genres. Mac, in the genre of opera, is associated with singing, choral art and orchestral musikaschnak drama in Uzbek musical drama and comedy. Ballet and other dance forms also represent Uzi's artistic images using music.

Human musical activity is mainly carried out in 3 stages: creativity, performance and listening (performance). At each stage, the content and form of the work will have up to UZ kurinin. At the stage of creativity, artistic idea and form are born in the mind of the author in a joint way. In the process of execution, form and content are interrupted by the performer in accordance with his worldview, aesthetic taste, personal experience and denominator. Music lovers also accept the work being performed based on their private taste, life and artistic experience. Thus, Music activity blurs with a creative nature at all stages.

The importance of mussha performance in various (compositional and oral tradition) Styles is Turlich. In the system of culture in Professional unity, music is often manifested through the activities of artists who perform works of art. Therefore, most of the music performers (singers, singers) are real collaborators of composers and composers. They interpret live in front of an audience works that they

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have interrupted in the process of teacher-disciple relations or learned using note notation. In the musical folklore system, musical samples occur as an artistic product of the public consciousness and are performed in an amateur singer, songwriter or collective manner. The musical performance is performed using mussha instruments as well as a human voice instrument. These are manifested in a solo way, in conjunct forms such as Ensemble, Choir, Orchestra.

Music creation, performance and listening to music activities are other types of music activities — mas, music education, music education, i. t. Along with (musicology), musical criticism, etc., the society constitutes the music culture i system.

History of music. On the issue of the emergence of music, various scientific hypotheses have arisen: emotional speech oxangi (G. Spencer), a bird's ride, and an animal's call for uz pairs (Ch. Darwin), methods of labor of primitive people (K. Beecher) and their call sounds (K. Shtumpf), rituals of witchcraft (J. Kombarye) are considered the first sources of music. The eastern muta-fakkirs also left scientific reflections on the problem of the emergence of music. The history of music was explained directly in connection with the formation process and emotions of the Faroese human speech, and Ibn Khaldun (14th century)-in the XRL, which is based on the formation chronologies of social systems.

Modern musicology is taught in archaeology and etn. from his data, he concluded that the art of music in the process of the practical activity of man in primitive society was influenced by other types of art (rake, poetry, etc.k.) with krrishma (syncretic) appearing without nausea. In this, music serves as a means of social communication, a means of organizing labor and ritual processes, and, at the same time, autumn the goals of nurturing the necessary moral characteristics of society. In the latter stage of the primitive period, several types of art, including music, are separated from the original mixed art complex. In Legends dating back to this period, music is defined as the influence in teaching nature, wild animals, the power to heal a person from various diseases such as slavery and qad based on the early feudal system. schools of professional musicians were formed in the countries of the world — Egypt, Sumer, Babylon, Central Asia (C.1ming annual period), China, India, Greece, Rome. They created based on special (in such a science as composition, music science) knowledge and rules. As a result, I say, instrumental, dance, epic and other genres appeared in abundance.

Shark, countries classical music genres (mas, Indian ragas, Pakistani qavalli, Azerbaijani mugham, Uzbek and Tajik statuses, etc.k.) began to emerge from Uzi's national circles to perform on World Stages, with composing also taking its toll on public musical directions.

Music in Uzbekistan has developed since time immemorial, mainly as professional music in the folk and oral tradition. In folk music, there are genres such as Epar, terma, yama, singlartr variations (ritual, domestic, labor, play, dance, lyrical, exhortative, etc.), and in Uzbek professional music in the oral tradition, there are genres such as epic, big chants, chants, status, instrumental tracks. In the Uzbek musical heritage, it is possible to distinguish between 4 main indigenous styles in the 20th century, important works have been carried out to record and study the musical heritage of Uzbek and other Central Asian peoples, hundreds of note sets and I. t.the S were published. Not only did the composer, khrfiz and musicians widely promote the masterpieces of Uzbek musical heritage (shashmakom, Khorezm Makom, Faryuna-Tashkent makom roads, etc.), they created new instrumental melodies and songs, became the author or co-author of early musical drama and comedy works. In the 1930s and 1940s, new genres of music (such as opera, Ballet, symphonic music, chamber music, concert, etc. They have developed widely, especially since the 1950s and 1960s, in the work of composers of Uzbekistan, as well as such directions of mass music as pop music, Youth Music are also widely spread. Now studying scientific heritage, socio-political activities and

acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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IN THE PEDAGOGICAL ACTIVITY OF THE TEACHER PSYCHOLOGICAL BARRIERS AND METHODS OF THEIR ELIMINATION

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Annotation. This article analyzes some of the psychological problems faced by the teacher in his pedagogical activity and shows methodological directions for their elimination.

Keywords: psychological resistances, cognitive psychological barriers, regulatory psychological barriers, rationaleation, negation tactics.

INTRODUCTION

A person has a complete sense of life, when he matures, or rather; when he realizes his ideas, uses his talents and abilities, and is not forced to challenge his own affairs and the system of his own values, which have a special subjective content for that person. This is shown to be the psychic robustness of the system's belief in excess inertia. On the other hand, the mobility, volatility of the value system is reflected in the devaluation of adopted laws, making various mistakes.

Information emanating from the external and internal environment of a person is all monitored by a system of values and barriers. In psychology, psychological barriers are understood as internal barriers (reluctance, fear, lack of self-confidence and hakoza) that prevent a person from successfully performing a certain action. Using the sum of psychological resistances for protection, we create different reflections of the external environment. Each person chooses from the sum of external information that can be changed, not including any opponents with his spiritual life. But the preservation of this vision of the world can only be an obstacle to the creative process of thinking. That is why the issue arises that the intruder is a violator of new information, freeing trust from the effects of protection.

From time immemorial, new and unknown phenomena caused fear in people in anxiety, which means that with the appearance of negative sexes, innovations that make the stereotype of individual and concentrated minds look at the way of life, the interests and habits of the humanist, can create in them frustrating impressions. This case is associated with the safety, protection of life needs, finding oneself in life. As conditions leading to frustrasia, Ye. In innovation by Yermolayeva, the following are distinguished:

- innovations that are introduced very quickly;
- innovations with a lot of input(constant);
- multi-volume (systematic) innovations;
- innovations without alternatives.

LITERATURE ANALYSIS AND METHODOLOGY

A.Khan distinguishes between cognitive and regulatory psychological barriers found in educators. He believes that cognitive psychological baryers that come out in front of the novelty may appear, when not having a certain knowledge of something new, the absence of perception leads to passive resistance. Regulatory psychological barriers come face-to-face to a new phenomenon, causing bosses to be insecure in the novelty itself, and actively resisting the introduction of a new discovery.

In the literature devoted to the analysis of psychological barriers, in the system developed by Antonyuk, the logical opposite sides of their assessment are distinguished. Psychological barriers are treated as follows:

1) to have workers' morality in a negative psychic form in the context of innovation brought about by the introduction of innovation;

2) in the sum of action, reflection, insight, thinking, expectation and emotional experiences of workers, conscious and unconscious, hidden or conspicuous, deliberately or suddenly, represented by a negative psychic state.

As parameters of psychological barriers, the following are distinguished:

1. Complete content assignment and specific factors that evoke a negative attitude in other people; the degree of psychological barrier that has a negative state determined by the number of people;

2. Characters and forms of negative attitude of workers: inactive, active ending forms.

V. I. The data of the Antonyuk study show: psychological barriers turn out to be the development of socio-psychological organizations, its dimensions change in space and at different stages of its renewal, in different organizations, in different categories of workers.

Such a Transform of psychological resistance requires the development and research of ways to manage it in different ways in each specific case (the study of the determinant of objective and subjective barriers) at different stages of innovation.

M.V.Kroz believes that the ijgamo teaching of his appearance is, more precisely, the negative pole of this urn. Such a direction will help to expand the boundaries of the problem and establish attention at both negative and positive poles in psychological barriers.

DISCUSSION

A common feature of all types of protection is the inability to understand them, so only external manifestations of the work of protective mechanisms can be observed. The usual behavior is weakened: fear, lack of self-confidence, anxiety may appear. Hearing unpleasant information, a person can react to it in different ways. Quickly diminishing his importance (which he did not want) to reduce the level of his desires, knowing that there was no opportunity to fulfill it, attempts to ignore his failure to the Omis. The closely studied manifestations of psychological ximoya have acquired special names; negation, attenuation, rationaleation, ejection, projection indentaphication, alienation, displacement, cattarsis, etc.

The teacher begins to understand their value when he says that he will lose pedagogical news. From the previous relationship, a lot is broken and built from the head, a new system of values is installed systems of solutions change.

Pedagogical courage will be one of the most important moments in the adoption of a solution about the change in one's behavior. At this time, strength, means, the attitude of achievement in an unknown relationship are created from a mixture of interests with fear and renewal.

It consists in the fact that the search courage chooses the right path to its interest in updating the meaning. The inclusion courage comes from the comparison of the desired and harmful results of such a transfer when switching the update to the introduction of news.

Identification looks at one of the mechanisms of assimilation of pedagogical behavior. Identification is the unconscious comparison of oneself with another person and the transfer of the qualities of one's own liking to him. It turns out that with the expansion of the boundaries of his individuality, he raises himself to another person: if a person himself introduces another into me, he brings his thoughts, feelings or actions. By placing his "I" Center in common space, placing himself in the place of a "sample", he can perceive affection, emmosie, another as himself

and get to know him better, but his understanding of his experiences means the "addition" of individuality through common feelings and feelings, identification is worked not only in comparison with one, but in the course of a psychological So, teachers, followers of this or that pedagogical current ("Zankoves", etc.) introduce into their inner world the values, installations of people respected by them. The introduction to the pedagogical stream forms a feeling of appreciation of self-esteem, increases self-esteem, because the teacher feels that he is looking at a loud, excellent phenomenon. It helps the teacher to solve the defenselessness by being strong. Identification will be a means of self-education, and its basis consists in emotionality, as other people perceive emotional commonality with their feelings and condition.

The review of various psychological defenses shows: one calms a person, changes the system of values and introduces an update to this system: others help to deny its update and maintain their own internal "I". But the assimilation of pedagogical updates depends on the social community, pedagogical society, which creates its social protection. Socio-protection is the folk methods that society has, they are born in opposition and from misunderstanding.

Antipedagogic barrier is a concept traditionally used in sociology, psychological literature. The psychological, internal personality barrier arises from the individual hossas of the teacher and the socio - psychological signs of the community to which he enters.

From the outside, this bar is in defensive thoughts that reflect the total stereotypes of the body in a society that is suitable for certain innovations - Prigogine says "yes but..." distinguishes several pedagogical stereotypes that are wounded in appearance. Many of them are used in cases of pedagogical renewal. Let's list a few:

1. We have this case. An example of similar signs is given with the proposed update. In this case, it is necessary to consider the content of opposite differences and the delusion of similarity. Opportunity to complete the work depending on the art of two parties debate

there is, because differentiation can counterbalance contradiction arguments like evidence,

2. "This thing doesn't come out in us." The following enumerates objective conditions, properties that make the update impossible, not all of which are recognizable to the apponent: if it is "his", There are many explanations of the external order, and if inside, attention is paid to the spatial Hossa ("we do not have a material basis").

3. "This thing does not solve our main problems" - the biased opinion of radical solutions. At this time, innovation will have less validating and non-active conductor Hoss of real development. If the head and the second level - interpretation is considered, the possibility of withdrawal is always guaranteed.

4. "This one requires processing". In the update, its real shortcomings, deviations, unworkable elements protrude, because any project is in love with the consideration of the work plan. But then the update will be "not ready", "not thought out until the end" and will have a much-needed Hossa to use if.

5. "Not all can be the same here" - to cut out some detail to make the residence, so the renovation will be "innocent "in its pedagogical potential," taught", or for this reason will become meaningless, or there will be no noticeable impressions.

6. There are other opinions. Other authors understand a realistic alternative to the following update released by schools. Then the apponent is put in a competitive relationship with parallel innovators. This situation transfers the problem of problem solving to the sphere of interaction between them. Characterizes the origin of the behavior at the stage of mastering the vital antipedagogical consciousness and renewal of renewal. There is a well-developed set of methods to stop it if the started pedagogical process goes to the update. Among them, the most common are the following:

- "method of concretized documents" - updating, preventing its content from spreading widely in volume;
- "fractional input method" - inclusion of a single element;
- "constant experience method" - artificial capture in experienced stuasiya;
- "report input method" - real input modification;
- "parallel input method" - the occurrence of the update along with the old one. Many of the elements do not exchange for new ones, but continue to move to their associated update.

There are special internal reasons for resistance to renewal associated with the psychological barrier. As they show that he is not a factor among them, one can say the fear of personal lack of ownership, of worrying about his own assessment, about. One of the reasons for not mastering innovations is an underdeveloped enough motivations so that teachers have a way to avoid bad luck.

Often in the expression of the psychological barrier, the concept of "syentration" is used, the concept of which indicates the substantive stages of the interests of participants in the pedagogical process. The participant is diagnosed with personality syentration. The interests of teacher syentralizasia: parental interests: the interests of colleagues; educational-science interests; students ' interests; teacher's syentration this is also its direction, and people's concern for interests is a special psychological appeal, towards them the teacher's attention. For a new teacher, his own attention is drawn to one place, both his own experiences, attention to his own behavior, hos. The young teacher strives for renewal, when he believes in helping himself. Small leading teacher's interests, experiences move to working methods. The experience is more centered on the interest of students for a creative teacher. Updates that help the reader understand, establish communication with him, help his development, are of interest to the teacher. In the following case, the centralization of the teacher is aimed not only at transferring a certain meaning to students, but also at the growth of unification, creative search and personality.

CONCLUSION

Creative thinking in students led to the formation of knowledge and methods of didactic search for development methods and content. Such a research orientation brings to itself a pedagogical approach to the educational process, in which the purpose of Education provides an opportunity for young teachers to master new experience, armament of professional - research activities, role-playing and imitation modeling.

We apply in concrete forms, which are associated with the assimilation of content information by children. Among the examples of educational models, we distinguish between debating and didactic games of the organization of positive search on the basis of a system solution of problems.

Among the listed models, we give a special place to didactic and role-playing training games.

Didactic games methodikasinnig the main ones are installed in their system, where 4 stages can be distinguished. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Orientation-the imagination, likeness of the subject to be set, and its rules haracteristic, the exposition of the game's reasoning, its staging when playing, the production of details of the content of the game are of great importance. The scene is the organizational and plot scheme of the game, the general plan, that.

The scene usually includes such knowledge: the image of a difficult situation, game attributes: the production of repertoire of Game participants of game actions; the creation of methodological indicators for Game participants.

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Annotation: Language and humanity are the same part of life as language is developed with humans. Language is changed as humans are changed. Language is like a living thing. Words are born in it, live; some words go away and others stay forever. Each generation brings its own vocabulary. Some people find it positive, some negative. Philologists admit that there is nothing wrong with youth slang. Many teenagers use it until a certain age and then return to literary language.

Key words: slang, borrowed, inauguration, speaker, consensus, teaser, francize, westerns, thrillers, hip-hop, virus, gamer, laptop, peeling, lifting, tattooing, hybrids, jargons, second-hand, exclusive, IT, metaverse, anti-ambition, stress-laxation.

Vocabulary enrichment of every language has been happening for centuries. Linguistic enrichment of the language is borrowings from other languages. In the dynamic life of our time, this situation continues continuously. Observations show that there is a large influx of foreign (English) lexicons in all spheres of life: science and technology, politics, finance and commerce, culture and tourism.

Borrowed terms may be found in all strata of the language, including modern youth speech, and are referred to as "**youth slang.**"

Let's define the terminology **borrowed words** at the beginning of our article. Borrowed words are words or phrases that are copied from one language to another (typically incomplete and incorrectly). Borrowing in languages is a key aspect in their evolution. They are referred to as "Germanisms," "Anglicisms," "Arabisms," and so on, depending on the language from which the terms are originated. This article examines "Anglicisms" (English loanwords).

In the 90s of the last century, the flow of borrowed words from the English language increased significantly due to changes in the political, economic, cultural and moral direction of society. Thus, we can notice borrowing from the English language in all areas - *inauguration, speaker, consensus, image, PR*. English terms prevailed in the most advanced fields of science and technology: *display, file monitoring, player, scanner*; in the financial and commercial sphere: *business, the auditor, broker, barter, dealer*; in the field of culture: *teaser, francize, westerns, thrillers, hip-hop*.

There are various trends in the use of borrowed English words. Some people believe that there is no reason to object to the currents that have entered our lives, because in recent years our lives have been filled with new events and with them new words that are often not in the mother tongue. For example, "computer", such a word does not exist in our language, and the word "calculating machine" is a word that does not reveal all the features of a computer. We can give many more examples: *virus, gamer, laptop*.

The inflow of new words from other languages cannot but affect the change of form, enrichment or distortion of the mother tongue, and time will show whether these words will stay in use in the native language or not.

Youth has always been the engine of development. Today, young people like to visit other countries, communicate with foreigners, listen to songs (mostly in English), watch English and American movies. And, of course, young people cannot help but use English words in their speech.

The expansion of information flows, the emergence of the Internet global computer network, the global economic development of the market, international tourism and cultural relations lead to the emergence of new loan words that are of great interest to young people.

English is one of the most widely spoken languages in the world. This language is spoken by 1.5 billion people worldwide. Many terms connected to numerous fields of interest, occupation, politics, and economics came to us through this language. Young people's main desire is nearly always to consolidate the most significant worldview principles in a vivid expressive form, which may be unintelligible to the majority of people in society.

Speaking about the current situation, many philologists and linguists note that the intensity of foreign languages has reached enormous proportions. Of particular concern is the frequent occurrence of English words and their derivatives in the daily speech of young people. Young people find it easy to express their thoughts and feelings through a foreign language. People around do not always understand what teenagers or students are talking about. They speak a language different from that of their contemporaries. Young people use anglicisms most frequently while interacting with friends and on the web, as well as when portraying their feelings and moods, and least frequently when discussing the weather, cuisine, and family. Because some of these terms have long infiltrated our spoken language, the younger generation cannot help but employ them in their speech. Borrowing terms from other languages is a natural and logical process in any developed language. As a result, the proper attitude toward borrowings is one of perfect knowledge of the meaning of a specific foreign language term, its semantic shades, stylistic coloring, and the uniqueness of its connection with other words, rather than a reluctance to use them.

There are a number of reasons why age shows the need to use English words: name new events, objects, concepts: *browser, Internet, player*; lack of words in expressing some things-events in the native language: *chips, 7D-8D video, hotdog, taco*; express some descriptive concepts through English loanwords: *peeling, lifting, tattooing*; supplementing the language with expressive means: *face control, businesswoman, PR, dress code* more formal acceptance of foreign language words: *exclusive, IT, metaverse, anti-ambition, stresslaxation* and others.

Linguists generally agree on the following taxonomy of borrowings, which includes phrases like:

1. Borrowings made directly. The word appears in Russian in almost the same way and with the same meaning as in their home language: *уикенд - the weekend; деньги - money, ток-шоу - talk show*.

2. Phonetic borrowings. When the native tongue employs an item-for-item native rendition of the original, the term appears. *Basketball - баскетол, disk - диск, manager - менеджер* sound the same in Russian as they do in English.

3. Loan revolving. It is the process of adapting local words to new meanings: "аскат" (*ask-просить*), "бузить" (*busy-беспокойный, суетливый*).

4. Hybrids. It is a form in which one part is a loanword and the other is native (for example, English roots with Russian suffixes, prefixes, and endings): *positive - позитив, позитивный; primitive - примитивный, objective - объективный*.

5. Jargons (barbarisms). These are foreign words that preserve their phonetic and pictorial "foreignness». These word-strangers are not included in any dictionary of foreign terms, particularly the Russian lexicon. Furthermore, the active use of anglicisms, especially barbarisms, is a sign of a modern society: *фейс-контрол, дресс - код, ноу-хау, and so on*.

6. Expressions of emotion. It is a non-integrated word or phrase from another language: "OK", "Wow!", "I'll be back", "Oops!", and so on.

7. Compounds or composites. These include terms made up of two English words: *second-hand -магазин, торгующий одеждой, бывшей в употреблении; hits -parade -list of the most popular medical products - список наиболее популярных медиа-продуктов, video-salon - a room for watching movies-комната для просмотра фильмов*.

8. Exotic words or exoticism. These terms explain distinctive customs of other countries and are used to characterize non-Russian reality. They have no Russian equivalents: hot dog- хот-дог, hacker- хакер, realtor- риелтор.

All of the above examples allow us to draw some conclusions. state and politics account for 7% of all debts; sports, economics, movies and music have almost the same percentages (11.23%). However, the majority of loanwords in English are used in the media (33%). Therefore, television, radio, newspapers, magazines and the Internet are the most convenient and widespread sources of borrowing.

And it is worth noting that young people between the ages of 16 and 20 and over 23 use the Internet with friends, listen to various modern music, watch movies, play computer games, and follow world news. Most of the young people consciously use borrowed English words in their speech. and understand their meaning.

The language becomes choked as a result of the usage of a large number of unjustifiable borrowings, and its originality and distinctive beauty are lost. The continual employment of foreign terms in ads, announcements, and labels plays a role in propaganda and the roots of foreign words in the vocabulary of teenagers. English-labeled products include "Milky Way", "Bounty", "Nuts", "Head and Shoulders" shampoo, "Fairy" detergent, and "Tide" washing powder. The phrases "Play"; "Stop"; "Rewind"; "Low"; "High" may be seen on the audio and video equipment. Borrowed words, which have already been embraced to some extent, are added to the countless inscriptions.

The main idea in youth is to depart from the generality, which is like a game, sometimes ironic, sometimes disguised. Language is like a living thing. Words are born in it, live; some words go away and others stay forever. Each generation brings its own vocabulary. Some people find it positive, some negative. Philologists admit that there is nothing wrong with youth slang. Many teenagers use it until a certain age and then return to literary language. The main thing is that English words taken from youth slang can always be replaced with literary words, and the results of the survey confirm this.

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MYTHOLOGICAL METAPHORS OF ENGLISH
USED TO EXPRESS INSULT

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Annotation. This article is devoted to the study of the use of English mythological metaphors used in the offensive speech. The dictionary meaning of the words are supported with examples taken from the famous English novels.

Key words: mythonyms, mythology, metaphor, insult, creatures, mythometaphors, folklore.

Mythology is a linguistic phenomenon studied in the field of folklore and linguistics. Mythonyms, which represent a specific field of onomastic space in the language, include the names of people, animals, plants, people, geographical and cosmogonic objects that do not exist in real life, but are created based on fantasy.¹ The linguistic landscape of the world characteristic of the nation cannot be determined without studying its mythological images. Mythological images are manifested in the form of images, which summarize the external appearance and behavior of the object. Such images are abstract and are not visible to the human eye in real life.

Mythological images used for insults in English have similarities with mythological images in Uzbek. For example, "ajdarkho" in Uzbek corresponds to "dragon" in English. This word is defined in the dictionary in the following way:

Dragon n 1 an imaginary animal like a large LizaRD with wings and claws and able to breathe out fire. 2 (derog) a fierce person, esp a woman.²

The dictionary definition describes the appearance of a "dragon" as a "legendary large snake" and a "dragon" as a "flame-breathing, giant reptile with wings and sharp claws". When applied to a person, "dragon" means a bloodthirsty, evil person, "dragon" means a ruthless person, often a woman. Let's see how this word is used in fiction:

"It's useful to us both, Mr. Butler," Julia said. " You're miserably ill-groomed as usual, Rosemary, but I'm glad to see you. Introduce your sister-in-law. "My grief, she really is a dragon, Scarlett thought nervously. I wonder if she expects me to curtsy? " This is Scarlett, Miss Julia,"³

According to the extract, Julia tells Rosemary to her face that she is "as bad as ever". Scarlett, seeing such a rude treatment towards her, likens Julia to a "dragon". Since the dragon is depicted as a cruel creature in fairy tales, this quality of it is transferred to people who have such behavior in speech.

According to the beliefs of some African countries, a creature that is dead and reanimated under the influence of supernatural forces is called a zombie. And in life, this is what is said about a boring person who acts without thinking or is unaware of what is happening around him⁴.

¹ Ниязалиева, Р. А. Из истории изучения мифонимов в русском языке / Р. А. Ниязалиева // Русский язык в глобальном научном и образовательном пространстве : сборник материалов Международного научного конгресса, Москва, 06–10 декабря 2021 года / Министерство науки и высшего образования Российской Федерации; Государственный институт русского языка им. А. С. Пушкина. Том Часть III. – Москва: Государственный институт русского языка им. А.С. Пушкина, 2021. – С. 457-462. – EDN YUKYMV.

² Oxford Advanced Learner's Dictionary of Current English (1995) [by] A.S. Hornby ; Editor Jonathan Crowther. Oxford, England : Oxford University Press, p.351.

³ Alexandra Ripley Scarlett. Time Warner: New York. 1991 <https://www.english-corpora.org/coca/>

⁴ Oxford Advanced Learner's Dictionary of Current English (1995) [by] A.S. Hornby ; Editor Jonathan Crowther. Oxford, England : Oxford University Press, p.1392

In European mythology, a corpse that leaves the grave at night and bites the neck of the living to drink its blood is called a vampire. At the core of insulting a person by calling him by this name is the existing expression in psychology "energy vampire". This word is usually applied to people who absorb the available emotional energy of others and become energized by it. Also, negative similes are widely used, based on the appearance of the vampire, his blood-sucking habit.

Momma said, " And Bitsy looks like a "vampire" had sucked her blood. And so ill natured. I don't remember Sara ever going through a stage like that.⁵ (юзидә қизиллик йўк, ўта даражада оппоқ юзли кишиларга шундай таъриф берилди)

Originating from Greek and Roman mythology, the lexemes monster, beast, harpy are the names of mythical creatures, containing the symbols of giant, fearsome, abominable.⁶ When a person is defined using these words, a phenomenon of transfer of these symbols to another lexeme occurs.

According to beliefs, nymphs took care of trees, meadows, springs, and protected animals and plants, which were the blessings of nature.

nymph 1 (in Greek and Roman myths) a spirit of nature in the form of a young woman. Nymphs lived esp in rivers and woods.⁷

In the linguistic mind of people, this word has a positive meaning, when this word is used in relation to a woman, it means a compliment aimed at her. However, nymphomaniac is used in a completely negative sense when combined with the word maniac, which has a negative meaning.

nymphomaniac /,nmfo'meiniek/ n (often derog) a woman who has an excessive desire for sex.⁸

This word, applied to a woman with an extremely high sexual desire, is also used in some texts:

" I'm sorry, no, " Adela replied. " I just happened to come across this while I was looking for something else. " " I can guess what you were looking for, " Mrs. Biddle harrumphed. " And what's wrong with it? I've met some very nice gentlemen on the internet. In fact, I have a date for brunch on Sunday. " " That's five dates in three weeks, " Mrs. Biddle said indignantly. " You're an eighty-year-old nymphomaniac " " I am not, " Adela protested.⁹

Mrs. Beadle insults Adela as an "eighty-year-old nymphomaniac" for going on five dates with men in three weeks.

Such words, which are actually used in a positive sense, but are used in a negative sense under the influence of a word attached to it in some compound words, are often found in the English dictionary.

In cognitive linguistics, metaphor is viewed as a characteristic of human thought.

In ancient times, the people of England believed in the existence of witches and sorcerers, and in some periods it was forbidden to practice magic, and those who engaged in such work were executed. The word witch in English is also a character that is a product of people's mythological imagination. The dictionary defines it as "a woman with evil magical powers (in fairy tales, usually a witch who wears a pointed hat and flies on a broomstick)".¹⁰

⁵ Packer, Nancy Huddleston. I Never Said a Word. # Winter90, Vol. 75 Issue 1, p41, 15p, 1990 **FIC**: Southwest Review <https://www.english-corpora.org/coca/>

⁶ Oxford Advanced Learner's Dictionary of Current English (1995) [by] A.S. Hornby ; Editor Jonathan Crowther. Oxford, England : Oxford University Press, pp. 753, 91,544

⁷ Oxford Advanced Learner's Dictionary of Current English (1995) [by] A.S. Hornby ; Editor Jonathan Crowther. Oxford, England : Oxford University Press, p.795.

⁸ Oxford Advanced Learner's Dictionary of Current English (1995) [by] A.S. Hornby ; Editor Jonathan Crowther. Oxford, England : Oxford University Press, p.795.

⁹ Phillips, Christi. The Rossetti letter. New York ;: Pocket Books, Edition: Pocket Books hardcover ed., 2007. **FIC**: The Rossetti letter <https://www.english-corpora.org/coca/>

¹⁰ Oxford Advanced Learner's Dictionary of Current English (1995) [by] A.S. Hornby ; Editor Jonathan Crowther. Oxford, England : Oxford University Press, p.1370

This word is applied to people whose appearance or behavior resemble a witch because this creature, which is a symbol of evil in people's minds, causes negative experiences. The word witch is also used to refer to those who create discord between people and harm their harmony.

“You think we’re a family,” Cody said, turning back. “You think we’re some jolly, situation-comedy family when we’re in particles, torn apart, torn all over the place, and our mother was a witch.”

“Oh, Cody,” Ezra said.

“A raving, shrieking, unpredictable witch,” Cody told Beck.¹¹

Based on these and the above examples, it is worth noting that metaphor has developed as an important cognitive tool for forming meaning. Mythometaphors are formed as a result of the transfer of certain signs in a word representing a mythological image to another object or person. Images with a negative definition make up a certain part of the language material used as an insult.

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