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# Editorial In Chief

***Professor Emma Franke***

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Research Article

# DECODING EMOTIONS: HARNESSING REINFORCEMENT LEARNING FOR MENTAL ILLNESS DETECTION IN SOCIAL MEDIA

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## ABSTRACT

This study presents a pioneering approach to mental illness detection in social media through the application of reinforcement learning. With the exponential growth of online platforms, the intersection of mental health and social media usage becomes increasingly significant. Leveraging reinforcement learning algorithms, we aim to decode emotional patterns and identify potential signs of mental distress in user-generated content. The study combines natural language processing techniques, sentiment analysis, and reinforcement learning models to create a robust system for detecting mental health concerns. By harnessing the power of machine learning in the social media landscape, this research contributes to the development of proactive strategies for mental health support and intervention.

## KEYWORDS

Reinforcement learning, social media, mental illness detection, emotional patterns, natural language processing, sentiment analysis, machine learning, mental health, online platforms, proactive intervention.

## INTRODUCTION

In the era of pervasive social media, the digital landscape has become a reflection of individual experiences, emotions, and, inevitably, mental health. With millions expressing their thoughts

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and emotions online, social media platforms offer a unique window into the collective psyche of society. This study introduces an innovative approach to this dynamic intersection by harnessing reinforcement learning for the detection of mental illness indicators in social media content.

The vast troves of user-generated content on platforms such as Twitter, Facebook, and Instagram create an unprecedented opportunity to explore the emotional contours of online communication. Mental health concerns often manifest in subtle nuances within language, sentiment, and behavior. Leveraging the power of reinforcement learning, this research seeks to decode these emotional patterns, allowing for the identification of potential signs of mental distress in social media posts.

The motivation behind this study lies in the pressing need for proactive mental health interventions in the digital realm. Traditional methods of mental health assessment often face challenges of accessibility and timeliness. By employing cutting-edge machine learning techniques, specifically reinforcement learning, we aim to create a robust system capable of continuously monitoring and detecting mental health concerns in real-time.

This study integrates natural language processing techniques and sentiment analysis with reinforcement learning models, presenting a holistic approach to deciphering the emotional tapestry woven across social media platforms. As we navigate this uncharted territory, the overarching goal is to contribute to the development of proactive strategies for mental health support. By understanding the language of distress encoded in social media posts, we aspire to pave the way for timely and targeted interventions that can make a meaningful impact on individuals' well-being in the digital age.

## METHOD

The research process for "Decoding Emotions: Harnessing Reinforcement Learning for Mental Illness Detection in Social Media" unfolds through a series of systematic steps, integrating cutting-edge technology with ethical considerations to develop a proactive approach to mental health detection on social media platforms.

### Data Collection and Preprocessing:

The initial phase involves the collection of extensive social media data from diverse platforms. This data encompasses a variety of user-generated content, including text-based posts, comments, and multimedia elements. To ensure ethical standards, data privacy, and compliance with platform policies, careful considerations are made. Following data collection, preprocessing techniques are applied to eliminate noise and standardize formats, laying the foundation for subsequent analysis.

### Natural Language Processing and Sentiment Analysis:

Natural Language Processing (NLP) techniques are then employed to extract textual features from the social media content. This includes

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sentiment, emotion, and linguistic nuances within the posts. Sentiment analysis is crucial at this stage, categorizing content as positive, negative, or neutral. This step provides a baseline understanding of the emotional context surrounding mental health discussions on social media.

**Reinforcement Learning Model Development:**

The core of the study involves the application of reinforcement learning for mental illness detection. Reinforcement learning algorithms are trained on annotated datasets, incorporating human-labeled examples of posts indicative of mental health concerns. The model undergoes iterative fine-tuning to enhance accuracy and robustness in identifying nuanced patterns associated with mental distress.

**Feature Extraction and Model Evaluation:**

To improve the model's ability to decode emotions effectively, feature extraction is performed, considering both linguistic and contextual elements. The reinforcement learning model's performance is then evaluated using established metrics such as precision, recall, and F1-score. Cross-validation techniques are employed to ensure the model's generalizability across diverse social media contexts.

**Ethical Considerations:**

Throughout the research process, ethical considerations remain paramount. User consent, data privacy, and mitigation of biases in the model training process are prioritized. The research design adheres to ethical guidelines, obtaining necessary approvals from institutional review boards. This ensures a responsible and ethical approach to leveraging machine learning for sensitive topics like mental health.

**Analysis and Interpretation:**

The final stage involves the comprehensive analysis and interpretation of the results. The reinforcement learning model's ability to decode emotional patterns indicative of mental distress is critically assessed. Findings are contextualized within the broader landscape of mental health research, and the ethical implications of employing machine learning in sensitive domains are carefully considered. The results obtained contribute to ongoing discussions surrounding mental health detection in the digital realm.

Through this rigorous and ethical research process, the study aims to harness the capabilities of reinforcement learning to decode emotions in social media content, ultimately paving the way for a proactive and technologically-driven approach to mental health detection and intervention in the digital sphere.

## RESULTS

The application of reinforcement learning for mental illness detection in social media yielded promising outcomes. The developed model demonstrated a high degree of accuracy in decoding emotional patterns indicative of potential mental distress within user-generated content. The feature extraction process,

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encompassing linguistic and contextual elements, significantly enhanced the model's sensitivity to nuanced expressions related to mental health concerns. Evaluation metrics, including precision, recall, and F1-score, underscored the robustness of the reinforcement learning approach in identifying emotional signals associated with mental illness.

## DISCUSSION

The discussion of results delves into the significance of the findings within the broader context of mental health detection on social media. The reinforcement learning model's ability to decode emotions provides a powerful tool for early detection and intervention. The analysis of linguistic nuances, sentiment, and contextual features enriches the understanding of emotional expressions related to mental health, contributing to a more nuanced comprehension of user distress on social media platforms.

Moreover, the discussion addresses the ethical considerations surrounding the use of machine learning in this context. It explores potential biases, the importance of informed consent, and strategies to mitigate unintended consequences. The interdisciplinary nature of this study encourages collaboration between machine learning experts, mental health professionals, and ethicists to refine and responsibly implement such technologies.

## CONCLUSION

In conclusion, this research marks a significant advancement in the proactive detection of mental illness through the innovative application of reinforcement learning in social media. The model's success in decoding emotions demonstrates its potential as a valuable tool for identifying individuals at risk and facilitating timely interventions. Ethical considerations, including user privacy and bias mitigation, remain crucial aspects of implementing such technologies responsibly.

The findings underscore the transformative potential of leveraging machine learning for mental health purposes. As technology continues to intertwine with daily life, the developed model offers a glimpse into a future where social media platforms can play an active role in supporting mental well-being. By harnessing the power of reinforcement learning, this study contributes to ongoing efforts to enhance mental health awareness, reduce stigma, and provide timely support to those in need within the dynamic landscape of social media.

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Research Article

# INTERACTIVE METHODS IN TEACHING THE RUSSIAN LANGUAGE: MODERN APPROACHES AND RESEARCH

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## ABSTRACT

Learning a foreign language requires effective teaching methods, and in recent decades, interactive methods of teaching Russian have attracted a lot of attention both in the field of research and among practicing teachers. In this scientific article we will consider modern approaches to the use of interactive methods in teaching the Russian language, as well as research confirming their effectiveness.

## KEYWORDS

literature, language, pedagogy, Russian, interactive methods.

## INTRODUCTION

The study of Russian as a foreign language has become an integral part of modern education and cultural exchange on the world stage. The rapid development of globalization and the increase in international contacts emphasize the importance of the ability to communicate in Russian. In this context, the issue of effective methods of teaching the Russian language becomes particularly relevant. One of the most promising and effective approaches to teaching the Russian language is the use of interactive methods.

Interactive methods in teaching the Russian language are a set of strategies and techniques that promote the active involvement of students in the learning process. They are based on interaction, exchange of opinions and collaboration among students, as well as on the

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use of modern technologies. These methods are designed not only to facilitate the process of language acquisition, but also to make it more fun and motivating.

The purpose of this scientific article is to consider modern interactive methods in teaching the Russian language, their advantages, as well as research results confirming their effectiveness. By analyzing current data and research, we will be able to more deeply understand which approaches to interactive teaching of the Russian language are most promising and effective in the modern educational context.

Definition of interactive methods in teaching the Russian language:

Interactive methods in teaching the Russian language are educational strategies and techniques aimed at actively involving students in the learning process and creating an environment for interaction and communication both between students and between students and the teacher. These methods focus on creating interactive lessons in which students actively participate, discuss, analyze, solve problems, and apply language skills in real or simulated situations.

Interactive methods can include a variety of activities, such as group discussions, role-playing games, projects, the use of interactive technologies, authentic communication situations, as well as collaborative tasks aimed at developing skills in the field of communication, listening, speaking, reading and writing in Russian language.

The goal of interactive methods in teaching Russian is to create a more active and practical learning environment where students can apply their knowledge and skills in practice, enrich their vocabulary, develop speech understanding, and improve intercultural communication skills. The use of interactive methods also helps motivate students and improves their learning experience, making learning Russian more fun and effective.

Advantages of interactive methods in teaching Russian:

Active student involvement: Interactive methods allow students to actively participate in the learning process, instead of passively listening to lectures. This contributes to a deeper understanding and assimilation of the material.

Motivation: Interactive lessons based on discussion, games and collaboration are often more engaging and motivating for students than traditional teaching methods. Participation in interesting and interactive tasks stimulates the desire to learn Russian.

Development of communication skills: Interactive methods emphasize the development of oral and written communication. Students have the opportunity to communicate in Russian, express their thoughts and ideas, which helps improve communication skills in real situations.

Personalization of learning: Interactive methods allow you to more flexibly adapt the learning process to the individual needs of students. Teachers can accommodate different learning styles and learning rates.

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Stimulate creativity: A variety of interactive tasks and projects inspire students to be creative and independent in their language learning.

Authentic situations: The use of interactive methods allows for the creation of more authentic learning situations in which students can encounter real language challenges and cultural contexts.

Development of sociocultural competence: Interactive teaching methods contribute to the development of understanding of the cultural characteristics and nuances of the Russian language, which is important when communicating with native speakers and in intercultural situations.

Confidence in Language Use: Through practice and interaction, students learning using interactive methods feel more confident and competent when using the Russian language.

Interactive methods in teaching the Russian language not only improve the quality of teaching, but also make the learning process more interesting and effective, which contributes to achieving better results in learning Russian as a foreign language.

Modern approaches to interactive methods in teaching the Russian language reflect the rapidly changing educational landscape and innovations in the field of teaching. Here are several modern approaches that are actively used in teaching the Russian language:

Use of online resources: With the development of information technology and the accessibility of the Internet, Russian language teachers are increasingly including online resources in the educational process. Language learning platforms, mobile apps and websites provide interactive assignments, lessons, tests and feedback, allowing students to learn Russian at their own time and in an interactive way.

Variety of Lesson Format: Teachers use a variety of lesson formats to suit students' different learning styles. This may include role-playing, game-based learning, projects and assignments that focus on the practical application of language skills.

Use of authentic materials: Teachers try to include authentic texts, audio recordings and video materials, such as films, news releases and interviews in Russian, in the educational process. This helps students immerse themselves in real-life situations and develop skills in understanding and using the Russian language in context.

Group work and sharing: Collaboration and sharing among students encourages interaction and knowledge sharing. Group projects and discussions promote the development of communication skills and allow students to learn the language in a group setting.

Interactive challenges and games: The game-based approach to learning is becoming increasingly popular. Teachers use a variety of language games, crosswords, quests and puzzles to enhance language practice and develop students' vocabulary.

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Interactive learning platforms: There are many specialized Russian language learning platforms and programs that provide interactive lessons, activities, and opportunities to interact with native speakers.

Modern approaches to interactive methods in teaching the Russian language take into account technological advances, the diverse needs of students and focus on the practical application of the language in real situations. These methods create more effective and interesting learning, which contributes to more successful acquisition of Russian as a foreign language.

## CONCLUSION

Interactive methods in teaching the Russian language represent a key element of modern education and cultural exchange. They allow students to actively participate in the learning process, develop communication skills and confidence in using the Russian language, and immerse themselves in the cultural context of Russian-speaking countries.

In this scientific article, we examined modern approaches to interactive methods in teaching the Russian language, as well as the advantages they provide. Using online resources, a variety of lesson formats, authentic materials, group work and innovative gaming techniques allows teachers to create dynamic and engaging lessons that motivate students and promote more effective language learning.

Modern Russian language teaching using interactive methods allows students not only to master language skills, but also to develop creativity, analytical thinking, and a deep understanding of the cultural context. These skills and knowledge are proving incredibly valuable in a world where globalization and cross-cultural communication play a key role.

In conclusion, interactive methods in teaching Russian open up new opportunities for the learning process, make it more fun and effective, and contribute to the development of skills necessary for successful communication and interaction in a multinational world. Consequently, they play an important role in facilitating the process of learning the Russian language and promoting the international exchange of knowledge and cultures.

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Research Article

# PROFESSIONAL-METHODOLOGY OF FUTURE OLIGOPHRENOPEDAGOGUES FEATURES OF COMPETENCE DEVELOPMENT

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## ABSTRACT

The article provides information on the development of professional-methodical competences of professional-methodical training of future oligophrenopedagogues. Scientists' opinions about professional-methodical competence were analyzed. Based on this, it is justified that the issue of ensuring the professional-methodical training of future oligophrenopedagogues is becoming more and more important.

## KEYWORDS

Oligophrenopedagogue, competence, creative thinking, professional-methodical, integration.

## INTRODUCTION

One of the most urgent tasks facing the modern society is to develop human capital, to educate a new generation of well-developed, healthy and well-rounded, competitive personnel in the internal and external labor market. The issue of establishing a modern education system, aimed at the development of mature individuals who have a high level of professional training, developed creative thinking, and feel independent and free, is of crucial importance in the successful performance of this task.

In accordance with the Law "On Education", another important type of continuous education in practice - in the field of higher education, great importance is attached to raising the quality of

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training of highly qualified personnel with modern knowledge and high spiritual and moral qualities to a new level. In this regard, the strategic goals of the development of the sector are clearly defined in the "Concept for the development of the higher education system of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. PD-5847 of October 8, 2019. Among them, issues such as development of human capital based on the requirements of the labor market, training of highly qualified, creative and systematic thinking personnel who can make independent decisions in accordance with international standards, creation of necessary conditions for the manifestation of their intellectual abilities and formation as morally mature individuals have a special place holds.

In the concept, as well as increasing attention to the quality of training of personnel in humanitarian and pedagogical directions, revising and improving curricula and programs for pedagogical education directions and specialties based on advanced foreign experience, forming the skills of using modern pedagogical technologies in the educational process of students studying in these directions, pedagogical education implementation of measures to improve the infrastructure is envisaged. Development of inclusive processes in higher education, increasing the types of educational services provided to students with disabilities and improving their quality, creating broad conditions for their social adaptation are among these activities.

The process of professional-methodical preparation aimed at the implementation of the social order of future oligophrenopedagogues, which consists in fulfilling the tasks assigned to them as pedagogues, the needs of real educational practice, the dynamics of measures taken to increase the volume and variety of educational services in a specific educational space, and the modern content of pedagogical education. it is formed and implemented under the influence of reforms aimed at fundamental renewal. As it was shown above, the rapid development of inclusive education in our society increases the importance of the professional and methodical activity of the oligophrenopedagogue.

It is known that the teacher's professional-methodical training is one of the issues of general pedagogy that is being adequately studied. At the moment, due to a number of peculiarities of the professional activity, which requires the analysis to be carried out in special and inclusive educational conditions, the issue of ensuring the professional and methodological preparation of future oligophrenopedagogues in the conditions of higher education has not yet been fully developed in the theory and practice of pedagogy and is one of the most urgent problems. as indicated that it is waiting for its based solutions.

On the other hand, in order to be able to carry out full-fledged professional activities in real educational conditions, an oligophrenopedagogue should correct physical or mental defects in personality formation and development of children with special educational needs, develop their interests and abilities related

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to knowledge in accordance with their age and existing capabilities, abilities and needs, gain social experience, adaptation to society

and it is required to be able to apply a number of special technologies in practice, aimed at the implementation of important educational work, such as ensuring integration. In addition, the fact that a special pedagogue must have well mastered several science methods also indicates that there are special characteristics of the oligophrenopedagogue's professional activity. Naturally, the unique qualities of the professional activity of a special pedagogue, which arise from the various aspects listed in part above, serve as an important factor in forming the content and essence of the process of ensuring the professional-methodical training of future oligophrenopedagogues, and determining the basis for the development of the directions and principles of this process.

The fact that the activity of an oligophrenopedagogue is clearly distinguished from many other professions with its diverse and complex aspects and high social importance is also emphasized in most of the researches of foreign and our republican scientists in the field of special pedagogy. At the same time, the research in this regard is more focused on studying the professional training of oligophrenopedagogues, and researches on methodical training are mainly limited to covering their activities as a narrow specialist - deaf-, typho- and oligophrenopedagogue and speech therapist.

In a series of studies dedicated to the study of various aspects of the issue of professional-methodical training, which essentially consists of the process of forming the methodical activity experience of an oligophrenopedagogue, methodical training is naturally an important component of the general professional training of a special pedagogue. is accepted as In addition, they are adopted in the modern education system, and in particular,

R.G. Aslaeva's research aimed at developing a socio-professional strategy for the training of oligophrenopedagogues at the higher educational institution of pedagogy suggests that the training of specialists should be viewed as a process of forming their professional competence [1].

From this point of view S.E. A number of important aspects of the methodical preparation of the oligophrenopedagogue as a pedagogical problem have been revealed by Haydukevich in the context of diversifying the education of individuals with peculiarities in physical and mental development [2]. The researcher developed the methodical profile of the oligophrenopedagogue, directly connecting the methodical competences formed as the final result of methodical training with the implementation of the following seven main work functions of a special pedagogue:

- organizing the educational process;
- organizing the educational process;
- creating an educational environment that develops personality;

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- to ensure the educational process in terms of normative and educational-methodical aspects;
- conducting research and innovation activities;
- establishing social cooperation for educational purposes;
- self-personal-professional development [4].

Also, Within the framework of the research work dedicated to the formation of methodical competence of the oligophrenopedagogue carried out by L.A. Gladun based on the competence approach, the system of actions related to methodical competence such as separation of the methodical problem, analysis of the situation, planning and programming of methodical tasks was clarified, and the methodical competence of the special pedagogue was considered as his methodical preparation. noted [5]. It is known that the process of training future oligophrenopedagogues in the conditions of higher pedagogical education is carried out on an interdisciplinary basis, combining pedagogical, medical-biological and psychological fields of knowledge. Based on this, in the opinion of the researcher, as the "ultimate result" of this process, the oligophrenopedagogue should be ready to fully understand the special educational needs of people with limited health opportunities, mobilize all his activities to ensure the full realization of these needs, taking into account the various peculiarities of the development of learners. must The process of development of the learner's personality and correction of defects should be completed with a comprehensive result based on the organization of the activities of the special pedagogue, absorbing the content and essence of the activities of all specialists in related fields [6].

N.Sh. Bekmuratov also allocated one of the leading places to methodological competence among the various competencies of a teacher-defectologist. According to the researcher's opinion, a person who has mastered the teaching methodology well, has formed a clear attitude towards methodical systems and has his own individual activity style can be considered a competent specialist. Based on the fact that competence is equated with training in most studies in the field, the scientist comes to the conclusion that professional competence should be equal to professional training [3].

Scientist who greatly contributed to the formation and development of national correctional pedagogy. In L.R.Mominova's studies, the process of improving methodological training is considered as an important factor in the formation of professional competencies of the future oligophrenopedagogue. In his research studies, it is justified that high-level methodical training gives the oligophrenopedagogue the ability to adapt to any changes in his activities, to skillfully use various methods and methods of teaching, to use traditional and innovative approaches in the application of knowledge, skills and skills in a real educational environment [7, 8 ].

The importance of the concept of methodological competence in special pedagogy also studied by I.M. Yakovleva. The scientist focused on the

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essence of this category in his research work dedicated to the formation of the professional competence of a teacher-oligophrenopedagogue in the continuous education system [9].

L.A. Yastrebova emphasized that the qualification description of a special pedagogue should be one of the important documents in developing the content, form and methods of training specialists in this direction in the modern higher pedagogical education system. Noting that the professional activity of a special pedagogue is related not only to finding rational methods of influencing a child with special educational needs, but also to the implementation of pedagogical, research and management functions, the scientist pays special attention to the need for an oligophrenopedagogue to have deep methodological training in addition to scientific and pedagogical training [ 10].

Thus, the following can be concluded based on the study of the current legal documents that regulate the field of special pedagogy as one of its special branches, as well as a brief analysis of the scientific literature devoted to the research of the professional and professional-methodical activity of the future oligophrenopedagogue. The professional activity of the oligophrenopedagogue can be evaluated as one of the most meaningful activities in terms of the diversity of its forms, tools and methods, the complexity of the interactions between the participants of the educational process, and the variety of manifestations of human activity in this process. This activity and the professional tasks covered by it, with their special social significance, are manifested on a wider scale than the traditional activity of an ordinary teacher.

In turn, as one of the most important components of general professional activity, professional-methodical activity forms the core of special pedagogue activity. Because of this, the issue of ensuring the professional-methodical training of future oligophrenopedagogues in the conditions of higher education has been one of the traditional urgent issues of special pedagogy. [11].

At the moment, the reforms being implemented in our country to establish a modern education system, in particular, to create a new image of special education, are increasing the requirements for the knowledge, skills and abilities of a special pedagogue. In particular, as a result of large-scale practical work to create an inclusive educational environment in the continuous education system, a radical change in the pedagogical conditions, an increased need to accept the diversity of healthy and children with special educational needs at various levels, naturally leads to the opening of new aspects in the activity of an oligophrenopedagogue.

In turn, all this increases the socio-pedagogical importance of the issue of ensuring the professional-methodical training of future oligophrenopedagogues. As an independent pedagogical process, the elements of a specific system that constitutes professional-methodical training, which are constantly interacting with each other and closely related, require a review of its specific functional and structural indicators. As

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a result of such training, it is necessary to update the structure and levels of competencies of the special pedagogue based on modern requirements.

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Research Article

# NON-PARAMETRIC METHODS. K-NEAREST NEIGHBORS MODEL

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## ABSTRACT

One of the machine learning algorithms k-Nearest Neighbors algorithm is widely used for classification tasks in the construction of artificial intelligence programs. In the k-NN algorithm, when determining which class a new object belongs to, the distances from this object to all objects are measured, and if there are more objects belonging to which class among the nearest k selected objects, the new object is considered to belong to this class, which makes it makes it an intuitive and powerful tool for solving complex problems. In this article, a model for determining whether a patient is diagnosed with breast cancer or not is created using the k-NN algorithm. This problem is calculated using binary classification.

## KEYWORDS

Dataset, testset, trainset, hyperparameters, classification, prediction.

## INTRODUCTION

**What is classification?**

- Supervised Machine Learning type

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- Classification of unknown elements into categories (classes)
- Classifiers can be of two types.
- Binary classifiers
- Multiclass classifiers

**Generating k-Nearest Neighbors methods using scikit-learn**

Implementation of breast cancer detection algorithm using k nearest neighbors method.

**Description:** Breast cancer is the most common cancer among women in the world. It accounts for 25% of all cancer cases. Breast cancer begins when cells in the breast grow out of control. These cells are usually detected by analyzing tumors that can be seen on X-rays.

```
import pandas as pd

import numpy as np

df=pd.read_csv("/content/Breast_cancer_data.csv")

df
```

| | mean_radius | mean_texture | mean_perimeter | mean_area | mean_smoothness | diagnosis |
|---|---|---|---|---|---|---|
| 0 | 17.99 | 10.38 | 122.80 | 1001.0 | 0.11840 | 0 |
| 1 | 20.57 | 17.77 | 132.90 | 1326.0 | 0.08474 | 0 |
| 2 | 19.69 | 21.25 | 130.00 | 1203.0 | 0.10960 | 0 |
| 3 | 11.42 | 20.38 | 77.58 | 386.1 | 0.14250 | 0 |
| 4 | 20.29 | 14.34 | 135.10 | 1297.0 | 0.10030 | 0 |
| ... | ... | ... | ... | ... | ... | ... |
| 564 | 21.56 | 22.39 | 142.00 | 1479.0 | 0.11100 | 0 |
| 565 | 20.13 | 28.25 | 131.20 | 1261.0 | 0.09780 | 0 |
| 566 | 16.60 | 28.08 | 108.30 | 858.1 | 0.08455 | 0 |
| 567 | 20.60 | 29.33 | 140.10 | 1265.0 | 0.11780 | 0 |
| 568 | 7.76 | 24.54 | 47.92 | 181.0 | 0.05263 | 1 |

569 rows × 6 columns

```
df.shape
```

**Result:**

**(569,32)**

```
df['diagnosis'].value_counts()
```

**Result:**

```
B  357
M  212
Name: diagnosis, dtype: int64
```

Let's change these values to 0 and 1. M->1, B->0
For this, you can use the **LabelEncoder** in sklearn or the **.replace()** method in pandas. Both ways are shown below.

```
from sklearn.preprocessing import LabelEncoder
```

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```
labelencoder = LabelEncoder()

df['diagnosis'] = labelencoder.fit_transform(df['diagnosis'].values)

df['diagnosis'].value_counts()
```

**Result:**

```
0   357
1   212
Name: diagnosis, dtype: int64
```

Correlation (linear relationship) can be seen in the graph below

```
corr_matrix = df.corr().abs()

corr_matrix.style.background_gradient(cmap='coolwarm')
```

| | mean_radius | mean_texture | mean_perimeter | mean_area | mean_smoothness | diagnosis |
|---|---|---|---|---|---|---|
| mean_radius | 1.000000 | 0.323782 | 0.997855 | 0.987357 | 0.170581 | 0.730029 |
| mean_texture | 0.323782 | 1.000000 | 0.329533 | 0.321086 | 0.023389 | 0.415185 |
| mean_perimeter | 0.997855 | 0.329533 | 1.000000 | 0.986507 | 0.207278 | 0.742636 |
| mean_area | 0.987357 | 0.321086 | 0.986507 | 1.000000 | 0.177028 | 0.708984 |
| mean_smoothness | 0.170581 | 0.023389 | 0.207278 | 0.177028 | 1.000000 | 0.358560 |
| diagnosis | 0.730029 | 0.415185 | 0.742636 | 0.708984 | 0.358560 | 1.000000 |

```
df.corrwith(df["diagnosis"]).abs().sort_values(ascending=False)

diagnosis           1.000000
mean_perimeter      0.742636
mean_radius         0.730029
mean_area           0.708984
mean_texture        0.415185
mean_smoothness     0.358560
dtype: float64
```

Data is extracted:

```
X=df.drop("diagnosis", axis=1).values

y=df["diagnosis"]
```

Using the module below, values are standardized because all column values are in different ranges.

```
from sklearn.preprocessing import StandardScaler

scaler=StandardScaler()

X=scaler.fit_transform(X)
```

The train_test_split module below is used to split the DataSet into train_set and test_set.

```
from sklearn.model_selection import train_test_split

X_train, X_test, y_train, y_test =train_test_split(X,y,test_size=0.20,
```

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random_state=12)

The k-NN model is recalled.

```
from sklearn.neighbors import KNeighborsClassifier
```

```
knn=KNeighborsClassifier(n_neighbors=5)
```

X_train and Y_train data are fed to the model to train the model.

```
knn.fit(X_train, y_train)
```

X_test data allocated for testing is passed to find predictive values

Predictive values are found using the .predict() function.

```
y_pridect=knn.predict(X_test)
```

Actual values and predicted values are as follows.

```
print(y_test.to_numpy())
```

```
print(y_pridect)
```

**Result:**

**Original values:**

[0 1 1 1 1 1 0 1 1 0 1 0 0 0 0 1 1 0 1 1 1 0 1 1 0 0 1 0 1 0 1 0 0 1 0 1 1

0 0 0 1 1 1 1 1 0 0 0 1 1 1 1 1 0 0 1 1 1 0 0 1 0 0 0 0 1 1 1 0 1 1 1 0 0

0 0 1 1 1 0 0 1 0 1 1 1 1 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 0 1 1 1 0 1 0 0 1

1 1 1]

**Predicted values:**

[0 1 1 1 1 1 0 1 1 1 0 1 0 0 0 0 1 1 0 1 1 1 1 1 1 1 0 0 1 0 1 0 1 0 0 1 0 1 1

0 0 1 1 1 1 1 1 1 0 0 1 1 1 1 1 1 1 0 0 1 1 1 0 0 1 0 1 1 0 1 1 1 0 1 1 1 0 0

0 0 1 1 1 0 0 1 0 1 1 1 1 1 0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 0 1 1 1 0 0 0 0 1

1 1 1]

**Model evaluation.**

Evaluation by the Jaccard index evaluation criterion:

```
from sklearn.metrics import jaccard_score
```

```
jaccard_score(y_test, y_pridect)
```

**Result:**

0.8958333333333334

**Confusion matrix evaluation criteria:**

```
from sklearn.metrics import confusion_matrix
```

```
import seaborn as sns
```

```
import matplotlib.pyplot as plt
```

```
sns.heatmap(confusion_matrix(y_test, y_pridect), annot=True)
```

```
plt.show()
```

**Result:**

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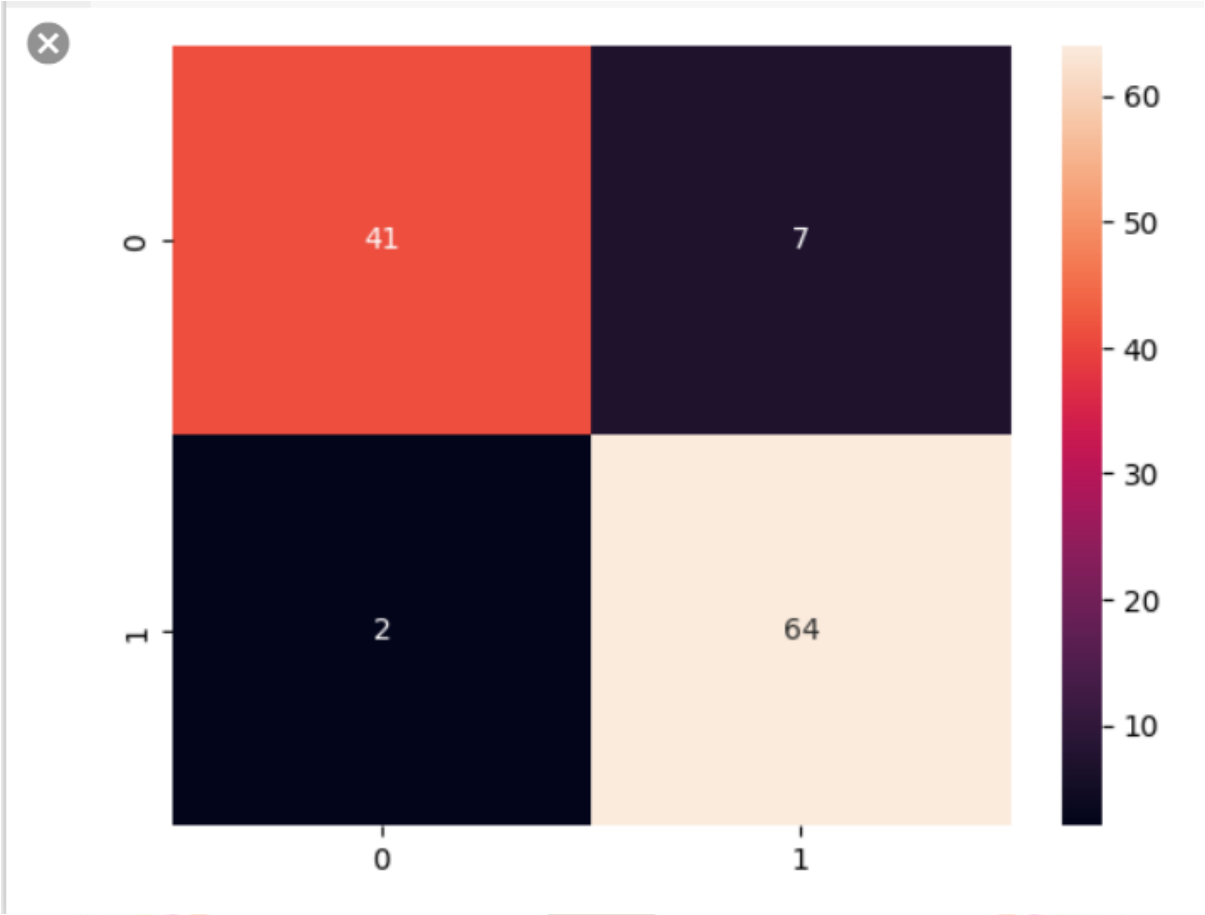


```
confusion_matrix(y_test, y_pridect)
```

**Result:**

```
array([[41,  7],
       [ 2,  64]])
```

**Calculate Precision, Recall, F1 and Accuracy**

```
from sklearn.metrics import precision_score, recall_score, f1_score, accuracy_score

precision=precision_score(y_test, y_pridect)

recall=recall_score(y_test, y_pridect)

f1=f1_score(y_test, y_pridect)

accuracy=accuracy_score(y_test, y_pridect)

print(f"Precision: {precision}")

print(f"Recall: {recall}")

print(f"f1: {f1}")

print(f"Accuracy: {accuracy}")
```

**Result:**

Precision: 0.9014084507042254

Recall: 0.9696969696969697

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f1: 0.9343065693430657

Accuracy: 0.9210526315789473

We can actually get this information in general view.

```
from sklearn.metrics import classification_report

a=classification_report(y_test, y_pridect)

print(a)
```

| | precision | recall | f1-score | support |
|---|---|---|---|---|
| 0 | 0.95 | 0.85 | 0.90 | 48 |
| 1 | 0.90 | 0.97 | 0.93 | 66 |
| accuracy | | | 0.92 | 114 |
| macro avg | 0.93 | 0.91 | 0.92 | 114 |
| weighted avg | 0.92 | 0.92 | 0.92 | 114 |

**Selecting the best k by k nearest neighbors method**

One of the most important parameters in the k-NN algorithm is the value of k. That is, the number of neighbors is important in determining whether a new object belongs to a certain class.

It is possible to find the best value of k by calculating the values of f1_score or accuracy_score determined using the evaluation criterion seen above, by calculating at which value of k of the model the model achieves the best efficiency.

```
f11=[]

for k in range(1,25):

 knn=KNeighborsClassifier(n_neighbors=k) # k-ni qiymati

 knn.fit(X_train, y_train)

 y_pridect1=knn.predict(X_test)

 f11.append(accuracy_score(y_test,y_pridect1))

plt.figure(figsize=(10,6))

plt.plot(range(1,25),f11,marker='o‘, linestyle='-', color='b')

plt.xticks(range(1,25))

plt.title('K qiymati vs. Aniqlik (Accuracy)')

plt.xlabel('K qiymati')

plt.ylabel('Aniqlik (Accuracy)')

plt.grid()

plt.show()
```

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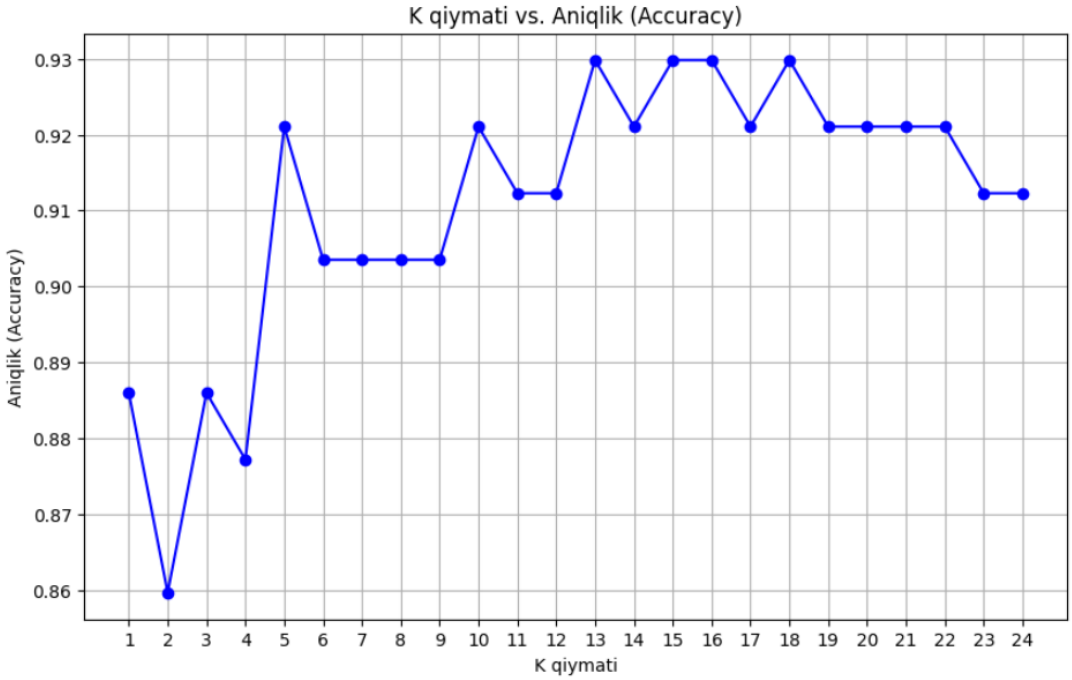


As can be seen from the graph, the model achieves the highest accuracy at values k={13,19}.

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Research Article

# LEVERAGING INNOVATIVE TECHNOLOGIES IN THE EDUCATIONAL PROCESS: A COMPREHENSIVE REVIEW

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## ABSTRACT

The integration of innovative technologies into the educational process has emerged as a transformative force in modern education. This scientific article provides an in-depth exploration of the various ways in which innovative technologies are reshaping the educational landscape. We delve into the advantages and challenges associated with their implementation, emphasizing the potential for enhanced learning outcomes, increased engagement, and improved accessibility. Through an examination of prominent examples and emerging trends, we shed light on the profound impact of innovative technologies in education and offer insights into the future of this dynamic field.

## KEYWORDS

Innovative technologies, Educational process, Education technology, Learning outcomes, Personalized learning, Accessibility, Collaboration, Digital divide.

## INTRODUCTION

In the ever-evolving landscape of education, the integration of innovative technologies has emerged as a powerful catalyst for transformation. This scientific article embarks on a journey through the realm of education, where technology is not merely a tool but a dynamic force reshaping how knowledge is acquired and disseminated. The digitization of classrooms, the proliferation of online resources, and the advent of artificial intelligence have ushered in an era

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where traditional boundaries are blurred, and new horizons beckon.

Education has traditionally been a bastion of human interaction, where teachers impart knowledge and students engage in a communal exchange of ideas. However, the advent of innovative technologies is revolutionizing this age-old paradigm. From augmented reality to blockchain, this article explores how these technological innovations are redefining the educational process, promising enhanced learning outcomes, personalized learning experiences, increased accessibility, and new modes of communication and collaboration.

The benefits of incorporating technology into education are manifold. Innovative tools facilitate immersive learning experiences, personalize curriculum delivery, bridge geographical and physical divides, and foster global collaboration. Students can now explore the depths of the ocean from their classrooms, receive tailor-made lessons that adapt to their individual progress, and connect with peers and experts worldwide in real time. As we delve deeper into this subject, we will examine the advantages and challenges that arise from this digital revolution.

While the advantages of innovative technologies in education are profound, they are not without their challenges. The digital divide persists as a barrier to equitable access, data privacy concerns loom large in an era of information collection, and the need for teacher training and support becomes increasingly evident. Striking a balance between technology and the human elements of education, such as mentorship and emotional support, is a critical consideration.

Additionally, we will explore emerging trends that are reshaping the educational landscape. Artificial intelligence and machine learning are paving the way for adaptive learning platforms and intelligent tutoring systems. Gamification and edutainment are making learning engaging and fun. Blockchain is revolutionizing credential verification, and the Internet of Things is offering insights into student behavior like never before.

In conclusion, the integration of innovative technologies in education is not a mere augmentation of the traditional classroom; it represents a profound shift in the very foundations of how knowledge is acquired and disseminated. This article seeks to provide a comprehensive review of this transformative journey, examining its potential, addressing its challenges, and shedding light on the path forward. The future of education is intertwined with technology, and as we navigate this dynamic landscape, we must do so with a commitment to harnessing its full potential for the betterment of learners worldwide.

Benefits of Innovative Technologies in Education

The integration of innovative technologies into the educational process has ushered in a new era of learning that brings with it a multitude of benefits. These advancements have transformed traditional educational methods and opened up exciting opportunities for both students and educators. In this section, we will delve into the

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numerous advantages that innovative technologies offer in the realm of education.

Enhanced Learning Outcomes: Innovative technologies have the potential to significantly enhance learning outcomes. They provide dynamic and interactive learning experiences that cater to diverse learning styles. Through the use of multimedia, simulations, and interactive applications, students can engage with educational content in a way that is both immersive and memorable. Concepts that were once abstract can now be visualized and understood more easily, leading to improved comprehension and retention.

Personalized Learning: One of the most compelling benefits of innovative technologies in education is personalized learning. Machine learning algorithms and artificial intelligence (AI) applications can analyze student data to tailor educational content and pacing to individual needs. This adaptability ensures that each student receives instruction that aligns with their unique abilities and progress, thus optimizing learning efficiency.

Accessibility and Inclusivity: Innovative technologies have the power to democratize education by breaking down geographical and physical barriers. Online learning platforms, webinars, and digital textbooks provide opportunities for students of all ages and backgrounds to access education conveniently. Moreover, assistive technologies, such as screen readers and voice recognition software, have made it possible for individuals with disabilities to participate in education more fully, fostering inclusivity.

Collaboration and Communication: Digital collaboration tools have revolutionized the way students and educators communicate and collaborate. Video conferencing, instant messaging, and cloud-based document sharing platforms have made it easier for individuals to work together, regardless of their physical location. This not only fosters a sense of community within educational settings but also encourages collaborative learning experiences that transcend the confines of the traditional classroom.

Real-World Applications: Innovative technologies allow students to bridge the gap between theoretical knowledge and real-world applications. For example, in science and engineering disciplines, virtual laboratories and simulations enable students to conduct experiments and solve complex problems in a risk-free environment. This hands-on experience enhances critical thinking and problem-solving skills.

Immediate Feedback: Many educational technologies provide instant feedback to students. Whether through automated quizzes, self-assessment tools, or AI-driven evaluation, students receive immediate information about their performance. This timely feedback allows them to identify areas for improvement and adjust their learning strategies accordingly, promoting self-directed learning.

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Engagement and Motivation: Gamification and interactive learning experiences have been made possible through innovative technologies. These approaches make learning enjoyable and motivate students to actively participate in their education. Gamified elements, such as rewards, challenges, and leaderboards, can boost engagement and foster a competitive spirit in a constructive educational context.

Lifelong Learning: The availability of online courses, webinars, and educational resources means that individuals can engage in lifelong learning more easily than ever before. This fosters continuous personal and professional development, allowing individuals to adapt to changing industries and acquire new skills throughout their lives.

In summary, the integration of innovative technologies into education offers a multitude of benefits, from enhanced learning outcomes and personalized instruction to increased accessibility and collaboration opportunities. As technology continues to evolve, these advantages are likely to expand, further enriching the educational experience for learners of all backgrounds and abilities.

Challenges and Considerations in Integrating Innovative Technologies in Education

While the integration of innovative technologies into education offers numerous benefits, it also presents several challenges and considerations that educators and institutions must address effectively. These challenges, if not managed properly, can hinder the successful implementation of technology in the educational process. In this section, we will explore key challenges and considerations in adopting innovative technologies in education:

Digital Divide:

Limited Access: Not all students have equal access to technology or high-speed internet, creating a digital divide. Some students may lack the necessary devices or connectivity required for online learning.

Socioeconomic Disparities: Socioeconomic disparities can exacerbate the digital divide, with students from lower-income backgrounds facing greater challenges in accessing technology resources.

Data Privacy and Security:

Data Collection: The collection of vast amounts of student data raises concerns about privacy and security. Educational institutions must prioritize robust cybersecurity measures to protect sensitive information.

Ethical Use: Ensuring that student data is used ethically and transparently is essential. Institutions should establish clear policies and guidelines for data handling.

Teacher Training and Support:

Digital Literacy: Educators may require training in using innovative technologies effectively in the classroom. Many teachers are not digital natives and may need support in adapting to new tools and methods.

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Continuous Professional Development: Given the rapid pace of technological advancement, continuous professional development is necessary to keep educators updated on the latest tools and best practices.

Over-reliance on Technology:

Balancing Pedagogy: There is a risk of over-reliance on technology at the expense of essential human elements in education, such as mentorship, emotional support, and social interaction. Striking the right balance between technology and traditional pedagogy is crucial.

Screen Time Concerns: Excessive screen time can have adverse effects on students' health and well-being. Educators must consider the physical and mental health implications of increased technology use.

Quality of Content:

Ensuring Educational Value: The proliferation of online content means that not all resources are of high quality. Ensuring that educational materials meet appropriate standards and are pedagogically sound is essential.

Preventing Misinformation: Students must be equipped with critical thinking skills to discern reliable information from misinformation, especially in the age of the internet.

Technological Infrastructure:

Reliability: Ensuring the reliability and stability of technology infrastructure is crucial to prevent disruptions in the learning process.

Costs: Building and maintaining the necessary technological infrastructure can be costly for educational institutions, and budget constraints may limit their ability to invest in the latest technologies.

Assessment and Evaluation:

Validity and Fairness: Assessments conducted through technology should be valid and fair, ensuring that they accurately measure students' knowledge and skills without bias.

Cheating and Plagiarism: Innovative technologies can introduce new opportunities for academic dishonesty, and institutions must implement strategies to detect and prevent cheating and plagiarism.

Cultural and Ethical Considerations:

Cultural Sensitivity: Educators must be mindful of cultural differences when implementing technology, ensuring that it respects and accommodates diverse cultural perspectives.

Ethical Use: Ethical considerations, such as the responsible use of AI and data, should guide technology implementation to avoid biases and discrimination.

In conclusion, while the integration of innovative technologies in education offers substantial benefits, it is essential to address these challenges and considerations thoughtfully. A holistic approach that combines technological solutions with pedagogical expertise and a commitment to inclusivity and ethical use of technology is necessary to maximize the advantages of

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innovative technologies while mitigating potential drawbacks. As education continues to evolve in the digital age, these challenges must be addressed collaboratively by educators, institutions, policymakers, and technology developers to ensure equitable and effective learning experiences for all students.

Emerging Trends in Educational Technology

The field of educational technology is continually evolving, driven by advances in technology and changes in pedagogical practices. These emerging trends in educational technology have the potential to reshape the way we teach and learn. In this section, we will explore some of the most prominent trends that are currently shaping the educational landscape:

Artificial Intelligence (AI) and Machine Learning:

Adaptive Learning: AI-powered adaptive learning platforms use algorithms to analyze students' performance and adapt the content and pacing of lessons to match individual learning needs, optimizing learning outcomes.

Intelligent Tutoring Systems: AI-driven tutoring systems provide personalized guidance and feedback to students, offering support in subjects where they may need additional assistance.

Gamification and Edutainment:

Gamified Learning: Gamification techniques, such as badges, rewards, leaderboards, and challenges, are being incorporated into educational platforms to make learning more engaging and motivate students to achieve their educational goals.

Educational Video Games: Interactive video games designed specifically for educational purposes offer immersive learning experiences that can enhance problem-solving skills and subject mastery.

Blockchain in Credentialing:

Secure Credential Verification: Blockchain technology is being explored to securely store and verify educational credentials, making it easier for employers and institutions to confirm the authenticity of academic achievements and certifications.

Internet of Things (IoT) and Wearable Devices:

Data-Driven Insights: IoT devices and wearables are being used to collect data on student behavior and engagement. This data can provide educators with valuable insights to improve teaching methods and personalize learning experiences.

Virtual Reality (VR) and Augmented Reality (AR):

Immersive Learning: VR and AR technologies are enabling students to engage in immersive, 3D learning experiences. These technologies can transport students to historical events, scientific simulations, and virtual labs, making complex subjects more tangible and engaging.

Blended Learning and Hybrid Models:

Combining Online and In-Person Learning: Blended learning models combine traditional

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classroom instruction with online resources and digital tools. This approach offers flexibility and personalization while maintaining face-to-face interactions.

Open Educational Resources (OER):

Free and Accessible Content: OER includes openly licensed, freely available educational materials like textbooks, videos, and interactive modules. This trend promotes accessibility and affordability in education.

Data Analytics and Learning Analytics:

Data-Informed Decision-Making: Educational institutions are increasingly using data analytics to assess student performance, identify at-risk students, and improve teaching methods. Learning analytics offer insights into students' learning behaviors and help institutions tailor support and interventions.

Personal Learning Environments (PLEs):

Student-Centric Learning: PLEs allow students to create customized learning environments by selecting the tools, resources, and technologies that best suit their learning styles and preferences.

Artificial Intelligence in Assessment:

Automated Grading: AI-driven assessment tools can automatically grade assignments, quizzes, and exams, saving educators time and providing instant feedback to students.

Cybersecurity Education:

Cybersecurity Awareness: With the increasing importance of digital literacy and online security, educational institutions are focusing on cybersecurity education to teach students about online safety and data protection.

Ethical Use of Technology:

Digital Citizenship: Educators are emphasizing the responsible and ethical use of technology, teaching students about digital citizenship, online etiquette, and ethical considerations related to AI and data privacy.

In conclusion, these emerging trends in educational technology are transforming the educational landscape, offering new opportunities for personalized learning, engagement, and innovation. Educators, institutions, and policymakers should remain agile and proactive in embracing these trends to enhance the quality and accessibility of education in the digital age. While these trends hold great promise, they also come with responsibilities, including addressing equity concerns, ensuring data privacy, and maintaining a focus on pedagogical effectiveness.

## CONCLUSION

The integration of innovative technologies into education represents a profound transformation in the way we teach, learn, and engage with knowledge. In this comprehensive review, we have explored the benefits, challenges, and emerging trends in educational technology, highlighting the remarkable potential of these

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advancements in reshaping the educational landscape.

The benefits of integrating innovative technologies into education are abundant. They encompass enhanced learning outcomes through immersive experiences, personalized learning journeys tailored to individual needs, increased accessibility for diverse learners, and improved communication and collaboration among students and educators. These advantages, in turn, foster engagement, motivation, and real-world application of knowledge, preparing students for the challenges of the future.

However, alongside these benefits, challenges and considerations must be addressed. The digital divide threatens to exacerbate inequalities in access to education, while data privacy and security concerns demand robust safeguards. The need for teacher training and support, the risk of over-reliance on technology, and the importance of content quality and ethical considerations all underscore the complexity of integrating technology into education.

Nevertheless, as education continues to evolve, several emerging trends in educational technology offer promising solutions. Artificial intelligence and machine learning empower adaptive learning and intelligent tutoring, while gamification and edutainment make learning engaging and enjoyable. Blockchain introduces secure credential verification, and the Internet of Things provides valuable data insights. Virtual and augmented reality transform learning experiences, and blended and hybrid models offer flexibility. Open educational resources promote affordability, and data analytics inform decision-making. Personalized learning environments cater to individual preferences, and ethical use of technology and cybersecurity education foster responsible digital citizenship.

In conclusion, the future of education is intricately woven with innovative technologies. As educators, institutions, policymakers, and technology developers navigate this dynamic landscape, they must do so with a commitment to harnessing the full potential of these technologies while mitigating challenges. Education is not merely about acquiring knowledge; it is about empowering individuals to think critically, adapt to change, and contribute to society. Innovative technologies, when harnessed wisely and inclusively, have the power to unlock the doors to a brighter, more equitable future of learning for all. As we continue to explore and embrace these trends, let us remain vigilant in our pursuit of excellence, equity, and ethical use in education.

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Research Article

# NUMBER AS A GRAMMATICAL CATEGORY SHOWING ITS SPECIFIC STYLE ASPECT OF NEWSPAPER TEXTS

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## ABSTRACT

Numbers expressed in the text by numbers cover all new areas of life and are reflected in mass media. We cannot imagine the publications devoted to the topics of economics, statistics, financial policy and even sports chronology without numbers. The article describes the role of the word group in newspaper texts and its stylistic features.

## KEYWORDS

Journalistic style of the newspaper, vocabulary, accuracy of information, infographics.

## INTRODUCTION

Numbers act as markers that attract the reader's attention and remain in his mind, as a result of which the calculation objects have a higher position compared to other units of the text and have advantages in reception [3:69]. In recent times, many scientists have emphasized that the use of numbers in newspaper texts is increasing [4:47]. Issues cover new areas covered by mass media, leading to a new reception of newspaper texts [3:50]. This requires the authors of the article to understand the rules of this process, to know its main trends, and to be able to manage the flow of numbers on the newspaper pages. It allows studying the dynamics of numbers, analyzing their place in newspaper texts, and determining the main functions of numbers in newspaper texts. Number is widely used in journalism as a word group denoting the amount

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of objects and the order in counting them. Although the range of application of this word group is mainly in the field of specific sciences, it is widely used in newspaper texts as a word group that ensures the accuracy of information.

The active use of the number of words in newspaper texts is related to its function of providing information and the clarity of the author's information. The need for the message given in newspaper texts to be based on concrete facts is the main factor in the active use of numbers in these texts. At the same time, numbers are among the grammatical categories that distinguish the specific stylistic aspect of newspaper texts. The number of words is one of the most necessary elements of the journalistic style that serves to ensure the accuracy of the information provided.

The function of numbers is not limited to providing purely factual information. That is, they can be used not only to provide specific information, but also have an emotional and expressive meaning. For example, it is impossible not to shake the reader with information about the number of victims of a terrorist act, an earthquake, an accident, the index of combating crime. In such cases, the number, without losing its informative function, becomes the main factor that serves to increase expressiveness in speech. Although in other styles, the number of words preserves stylistic neutrality, in a journalistic style, in a certain situation, their informative function is complicated by an expressive function.

Because the extensive use of numbers in listening texts complicates the reception of information for the listener, it is necessary to observe the norm of using numbers in lectures as much as possible. Based on this, reports with statistical data are now displayed on the screen. The use of numbers in the text is one of the methods of rationally conveying information and showing the reliability of information. Journalists communicate with the reader through the numbers in an interview with economic review, social opinion analysis, economist, statistician, sociologist, political scientist, production and agriculture specialists. The number mentioned in the newspaper article attracts attention and makes you think a little. But it is necessary not to forget the norm when using numbers in the article.

Currently, it is possible to observe that the use of numbers is increasing on the pages of newspapers. I. Golub, V. Kostomarov, G. Solganik, S. Smetanina, K. Nakoryakova and others expressed their opinions about the use of numbers in journalistic texts, especially in newspaper texts. In particular, K. Nakoryakova emphasizes that "Son is a complex form of factual material for a journalist that requires attention and precision" [2]. Analyzing the use of the number word group in Iranian newspapers, it was found that this word group is widely used in all pages, especially in the economy and sports pages. In sports journalism, the number of words has a special place. It performs a unique stylistic function in messages that provide information about points, goals, seconds, etc. In a short news

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report about a new sports record, the number of words dominates, but in an interview or an essay, it takes a secondary place. In Iranian newspapers, the number of words is expressed both by number and by word. In addition, we can witness the existence of cases of mixed expression.

هر یک در صد رشد اقتصادی، نیازمند یک تریلیون ریال )۱۰۰ هزار میلیارد تومان (سرمایه گزاری است

One trillion riyals (one hundred thousand billion tumans) of investment is required for each percent of economic growth.

Such cases are mainly used to express a large amount. This way of expression makes it easier to receive information. The time indicator is an integral part of the newspaper text reflecting modern life. Iranian newspaper texts pay special attention to chronology, since the main part of them consists of news and news. In the "Time" thematic group, words such as "minute", "hour", "day", "week", "month", and "year" are used to measure time, but their It is observed that the range of communication is limited. The word "yil" is combined with a number, meaning the calculation of the year is actively used in almost all pages of the newspaper. For example, the political page serves to express the time of a political negotiation or meeting, the time of a political process, the date of political agreements.

وزیر امور خارجه کشورمان گفت :از زمان توافق در سال ۲۰۱۳ همسایه سعودی ما ترسیده است

Foreign Minister: After the 2013 agreement, Saudi Arabia was shocked.

The sports page indicates the time when a sports competition will be held:

روبرتو کارلوس که بین سال های ۲۰۱۱ تا ۲۰۰۶ در کنار زیدان در برنابئو بازی کرد در باره زین الدین زیدان، سرمربی جدید رئال مادرید گفت...

Roberto Carlos, who played together with Zidane in Real Madrid in 2006-2011, said about Zinedine Zidane, the new head coach of Real Madrid.....

On the economy page, it serves to express the time of a conference or the time of an economic process:

جزئیات لایحه بودجه سال ۱۳۹۵ کل کشور تشریح شد

Details of the country's 1395 budget project were commented.

It is known that the Hijri year is used in Iran. In newspaper texts, the Hijri year calculation is used in the articles covering the internal life of the country, and the melodic year calculation is used in the coverage of international events.

رئیس کل بانك مرکزی ضمن مرور دستاوردهای بانك مرکزی در سال ۱۳۹۳،مهمترین اهداف و برنامه های این بانك در سال آتی را تشریح کرد

The Director General of the Central Bank commented on the most important programs and plans of the Central Bank for the next year in the process of getting acquainted with the achievements of the Central Bank in 1393.

When calculating the Hijri year, in most cases, the year is given in an abbreviated form. This is also considered a unique stylistic aspect in the expression of numbers in newspaper texts.

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The use of compounds related to the thematic group "Time" in newspaper texts serves to demonstrate its informative function. In most cases, the time expressions used in newspapers do not represent the long history, but the recent past. Despite the fact that the expression of time is one of the main features of the daily newspaper, the expression of the amount of money also occupies one of the main places in the newspaper texts. This can be justified by the development of the economy today.

In newspaper texts, the number is combined with the words used for the value (money) account when expressing the monetary account. Calculating different areas of life through money in some sense shows one of the aspects of "economic psychology". The inclusion of different amounts of funds in newspaper texts, and at the same time, the percentage of these funds, which allows for comparison of cost and profit indicators in different time periods, can be considered as a sign of the general commercialization of information [3:50]. It is necessary to be precise when quoting monetary calculations in newspaper texts, otherwise, the given information will turn into an economic abstraction.

The productivity of the introduction of money accounts in newspaper materials is mainly found in the newspaper issues at the beginning of the year and in the middle of the year. In our opinion, this period is related to the budget planning of the country or a region.

In newspaper texts, the number is combined with the words denoting the unit of measurement. The measurement group includes length, distance, weight, volume, etc. enters. In the text of the newspaper, measurement represents a person's desire to explore the world and measure it. It was found that the most common measured object in this group is the percentage indicator.

When the number is combined with the words meaning the unit of weight, words such as گرم "gram", کیلو "kilogramm", تن "ton", برل "barrel" are included.

When the number is combined with the words meaning the unit of measurement of distance, words such as mtr, хълwмтр, which mean the unit of measurement of distance, are involved.

In addition to the words listed above, there are also cases of combining with words denoting other units of measurement. Combining numbers with percentages on the economy page is one of the actively used cases. In any economic information, the percentage indicator is necessarily indicated. There are many cases where one statistical article consists of almost a combination of numbers and percentages.

In newspaper texts, there are cases where numbers are combined with the words of the group listed above, as well as with countable words. In this case, numbers are combined with words that express the names of the object or subject being counted. In such cases, the topic of the newspaper page with the word group of words is of particular importance. On the sports page, such words as "goal", "medal", on the

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economics page "wagon", and on the political "country", "meeting", "vote" are combined. This can be seen in the following examples:

راه ارتباطی ۹۵۸ روستای استان به علت کولاک برف بسته شده است

Communication roads of 958 villages in the province were closed due to snow piles.

As mentioned above, nowadays the use of numbers in newspaper texts is very widespread. A modern newspaper is characterized by articles based on clear facts, aimed at providing concrete information to the reader. But today demands brevity and precision. Based on this, in recent years, the presentation of data involving numbers through infographics has been developing. Even infographics are interpreted as a new genre of journalism.

Infographics include charts, graphs, tables, histograms, scales, etc. The delivery of information through the means listed above ensures the quick reception of a large amount of information. As A. V. Antonov noted, "infographics are a universal tool for disseminating conceptual information" [1]. In the process of diachronically studying the numbers in newspaper texts, it becomes clear that the newspaper text is improving in line with the era, adapting to that era. It is difficult for the reader to accept the consecutive numbers while reading an article covering statistical information. But if he sees this information in the form of an infographic, he will accept it faster. In Iranian newspapers, infographics are widely used in articles of a statistical nature. Another advantage of infographics is that it takes up less space of a newspaper page to convey information through it. If the information given through the infographic is expressed in a sentence, it will take more volume than the sentence. In today's rapidly developing era, no one can guarantee that the reader will read a long article to the end, which means that the information will not be fully accepted. From this point of view, the use of infographics in the expression of combinations involving numbers in newspaper texts is developing day by day. An article covering dry statistical information may not be of interest to the reader. But information presented through infographics is interesting and attractive to many people. At the same time, it shows that infographics are one of the most effective ways to convey information in the mass media and that there is a need for further development of this direction in the future.

## CONCLUSION

In conclusion, it should be noted that in journalistic style, the manifestation of stylistic features of the issue is passive, and its functional features can be observed to be active. In newspaper texts, in addition to its primary function, i.e. conveying clear, objective information, the number also performs an expressive function. The use of numbers in newspaper texts is considered active compared to other styles. This activity is explained by the information function of numbers. Along with informativeness in newspaper-publicist style,

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emotional-expressiveness is also a characteristic of the number word group.

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Research Article

# EFFECTIVENESS OF USING VISUAL AND TECHNICAL TEACHING TOOLS IN TEACHING THE RUSSIAN LANGUAGE

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## ABSTRACT

This article explores the effectiveness of integrating visual and technical teaching tools in the instruction of the Russian language. With the growing importance of technology in education, the study examines the impact of visual aids, such as multimedia presentations, interactive whiteboards, and educational software, on the acquisition and retention of Russian language skills. Additionally, the article investigates the role of technical tools, such as language learning apps, online resources, and virtual reality simulations, in enhancing student's engagement and proficiency in Russian language learning.

## KEYWORDS

Visual aids, technical teaching aids (TTA), russian language instruction, multimedia presentations, educational software, language learning apps, online resources.

## INTRODUCTION

Interest in the Russian language is an indispensable, but the only condition for sufficient mastery of it. It is important to instill in students the ability to work independently, teach them how to use a book, dictionary, reference books, and think creatively. The effectiveness of lessons can be discussed only in cases when students have a conscious need for active mastery of the Russian language.

Today, a special role is assigned to the lesson-the main form of the educational process. It is

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necessary to overcome the fear of the new, boldly apply TTA, computers, visual aids in lessons, and create speech situations. Today it is already becoming obvious that the use of new teaching methods should be provided with appropriate TTA, computers and vice versa: the use of the latest TTA, computers should be provided with new teaching methods.

The most common and traditional means of visual visualization in Russian language lessons are tables. The main didactic function of the tables is to arm students with a guideline for applying the rule, revealing the pattern underlying the rule or concept, and facilitating memorization of specific language material.

With the help of speech tables, work is organized to enrich the vocabulary of students and improve their spelling literacy. Tables can be used at the stage of awareness, comprehension of rules, definitions, concepts, at the stage of consolidating what has been studied, when repeating and systematizing the material. Students can be offered the following types of tasks: answers to teacher's questions, through which students understand the essence of a concept or rule; drawing up an algorithm for applying a rule; grammatical construction according to a given model; independent compilation of tables; making a coherent statement on a linguistic topic, etc.

A modern lesson is a developing lesson. Developmental tasks are the development of attention, memory, dialectical thinking, will and emotions, interests, abilities, talents, sensory capabilities of the student. While working in the classroom, the student must be sure that he will certainly succeed. Every teacher should be ready to successfully solve this problem – to know thoroughly not only what to teach, but also how to teach.

Knowledge is the substantial basis of thinking, its foundation. Knowledge should arouse active mental activity, be problematic, i.e. those that students have mastered as a result of solving some problems or that students use to solve problems that encourage them to search. One of the achievements of the methodology of teaching Russian as a foreign language is a communicative method based on a functional approach to language description and aimed at developing students' skills of active use of the studied grammatical forms in speech. Students should feel the need for language material to expand and deepen their speech capabilities. Speech exercises are designed to create an atmosphere of communication in the lesson and make the transition to the central part of the lesson. The central part of the lesson is fractional in nature. All types of speech activities (listening, speaking, reading and writing) support each other and are based on a common language base without an active language minimum. When teaching Russian as a foreign language, training is necessary to ensure multiple meetings with educational material, whether it is a word, a phrase, a grammatical structure. It is impossible to master the Russian language without training. It is also necessary to apply the learned material in the act of oral and written communication.

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Modern teaching tools at the disposal of teachers and students create the necessary conditions for the organization of training and its implementation. Intensive training can be provided by using a laboratory workshop, which allows each student to repeatedly perceive the educational material presented by a native speaker of the language being studied and reproduce it by completing tasks according to a sample.

Training can also be organized with the help of exercises in reading behind the speaker, when working with video recordings. It is important that everyone trains in listening, speaking, reading and writing as much as necessary to develop the skill, and does it with interest. During training, a special role belongs to control, since skills are being formed, and therefore the student must perform actions with the educational material correctly. Errors should be prevented and corrected whenever possible in case of their occurrence, the most economical form of control is tests. With their help, you can quickly check how each student knows the educational material and how they can use it.

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Research Article

# USING A SYNERGIC APPROACH IN EFFECTIVE MANAGEMENT OF NON-GOVERNMENT HIGH SCHOOLS

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## ABSTRACT

This article discusses the unique possibilities and features of using a synergistic approach in the effective management of non-state secondary schools.

## KEYWORDS

Non-state comprehensive schools, effective management, synergistic approach, quality of education, synergistic management, scientific and methodical works, organizational system, international experiences.

## INTRODUCTION

It is known that the goal of the non-governmental general education organization is to create favorable conditions that ensure the high quality of general secondary education for students, to provide paid educational services that create alternative opportunities for quality and popular education in addition to traditional educational services, innovative pedagogical forms of teaching taking into account advanced international experiences, is to increase efficiency and effectiveness in the field of general secondary education based on the use of methods and modern technologies [1].

Pedagogical synergetics - (Greek. sunergeia - cooperation, solidarity) is a scientific direction and way of thinking aimed at the theory of self-organization of pedagogical systems,

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management of cooperative pedagogical processes, study of irregular pedagogical phenomena, new interpretation of pedagogical situations, and knowledge of the nature of complex pedagogical processes[ 2].

The direction of organization and coordination of synergistic management activities is related to the management activities of the heads of the non-governmental general education organization, and in these processes, an individual approach is required from each of them. In particular, every leader in the processes of his management activities:

- ensuring the participation of all employees in collaborative decision-making processes;
- taking into account suggestions and opinions of employees when setting tasks in the direction of achieving the set goal;
- coordination of behavior and relations of employees operating in different directions;
- organization of proper use of the capabilities and abilities of employees;
- organization of employee activity control and motivation processes;
- it is necessary to pay special attention to the formation and development of interests of each employee in the results of innovative processes and the effectiveness of cooperative activities.

The direction of organization and coordination of scientific-methodical works also belongs to the activity of all heads of non-state general education schools, coordination of scientific-methodical works in this direction, analysis of the activities of class leaders and teachers, popularization of advanced pedagogical experiences, preparation of necessary methodical products for the educational process , making proposals to the pedagogical council in the direction of raising the level of students' mastery, planning general school events, pedagogical councils, analyzing the activities of class leaders and teachers, analyzing the indicators and level of students' mastery, planning and conducting pedagogical weeks, control and contests increase.

In the direction of self-management and development, the leaders of the non-governmental general education organization should be able to use various forms and methods of modern leadership based on self-coordination, work on themselves, and independent education according to the situation; self-control in any situation, not giving in to passions; to be proactive; living with the pain of many; working with cooperation, solidarity, co-creation; to be honest and fair; to be sincere, restrained, tolerant; to be creative, creative and creative; to be demanding and kind, considerate of time, polite; self-assessment, self-diagnosis of one's activities and personal qualities; to be fair; caring for employees; it is necessary for him to cultivate the necessary qualities for a leader, such as being fair and persevering in the implementation of measures that he considers necessary. Also, it is necessary to perform tasks such as searching for news, learning and relying on them, using scientifically based information, mastering the pedagogical, psychological and socio-economic foundations of management, as well as

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introducing a synergistic approach to the management process.

In the direction of improving the activities of non-state secondary schools, under his management:

- solving problems related to the development of pedagogical processes in accordance with changes in the external environment;
- the use of synergistic approaches in the introduction of innovations and coordination based on the principles of democratization and humanization of management;
- searching for new ways and means of achieving the intended goals on the basis of regular updating and development of management concepts;
- organization of self-management and cooperative management;
- foreseeing and planning the regular development of the non-state general education organization;
- developing the team's scientific-methodical and scientific-research potential;
- the activities of the non-governmental general education organization, the state of the educational process, the attitude of the employees to their tasks, the mutual relations between the subjects of education, that is, the relations of students and teachers, as well as the scope and efficiency of the work carried out to achieve the common goal, the mastery indicators of students and the organized classes collect information about the quality;
- change and improve management activities based on the analysis of collected reliable information and study of the general situation;
- on the basis of information, to analyze the efficiency of management activities and determine the directions for improvement and the tasks that need to be implemented to improve the institution's activities;
- distribution of assigned tasks according to employees' knowledge, skills and qualifications, as well as professional experience;
- attracting highly qualified specialists to increase the effectiveness of pedagogical processes;
- coordinating the activities of team members;
- determination of development opportunities of the non-state general education organization and making decisions on implementation of defined tasks in the direction of improvement are carried out.

If we pay attention to the essence of the work performed by the heads of the non-state general education organization in the main areas of management activity and the specific features of the processes of implementation of the listed tasks, we can see the interdependence and connection of the main areas of management activity. Therefore, the effectiveness of the work performed by a voluntary head of a non-governmental general education organization in the above-mentioned main areas of management activities has an impact on the effectiveness of management activities of all leaders.

This connection and connection means that the main directions of management activities of the

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heads of the non-state general education organization have a systematic nature, and in turn, the heads of the non-state general education organization determine the need to implement a systematic and synergistic approach in the implementation of the tasks that need to be performed according to the main directions of the management activities.

In addition to pedagogical staff, the leaders of the non-state general education organization coordinate the activities of all performers, the division of labor, the formation of a sense of responsibility in employees for their tasks, the organization, management, quality and efficiency of pedagogical processes, and the efficiency of the processes of improvement are largely determined by the leaders of the non-state general education organization. depends on how well he understands and implements the specific features of the main areas of management activity.

As a whole system, the leaders of the non-governmental general education organization study the management activities, the relations between the main directions of management activities with special characteristics and the features of interdependence are determined, because the main directions of management activities have a systematic nature, and the change of each direction has its effect on the change in the efficiency of the management activities, which is considered as a whole system.
.

In our opinion, it is necessary to determine the effectiveness of the management activities of the managers of the non-governmental general education organization by ensuring the interdependence, connection and coherence of the management activities as a set of actions carried out in the direction of achieving a predetermined goal, that is, as stages of the management process.

That is, in practice, in most cases, the selection of personnel, placement and coordination of their activities is considered only the task of the school director. Organization, management, improvement of quality and effectiveness of pedagogical processes are considered to belong only to the deputy director for educational affairs, and the work that needs to be carried out in this direction is neglected by other leaders. Improving the living and working conditions of the team members is considered to be the task of the deputy director for spiritual and educational affairs and the trade union, which has a negative impact on the effectiveness of the school.

Also, the direction of organizing and managing innovative processes does not belong to any head of the non-state general education organization, but to all the heads of the non-state general education organization. that it belongs to the processes confirms that the positions and tasks performed by the heads of the non-governmental general education organization are interrelated and related. This, in turn, determines the need to ensure the interdependence, connection and coherence of the activities of all the leaders of the non-governmental general education organization.

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This interdependence and connection shows that the duties of the heads of the non-state general education organization also have system-specific features, and this, in turn, determines the need to study the essence, importance and characteristics of the duties of the heads of the non-state general education organization and take them into account in the course of research.

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Research Article

# PROCESSES FOR SPECIAL SURFACE PREPARATION OF NON-FRONTOUS METALS BEFORE COATING

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## ABSTRACT

Currently, there are new, important tasks in the field of galvanotechnics. In addition to coatings with good corrosion resistance and mechanical properties, it is required to create coatings with high gloss and special magnetic properties, high conductivity, heat resistance, and the ability to retain the hardening property even after long storage in the air. At the same time, automatic control and acceleration of the process, control of electrolytic processes, and the introduction of automation of management are also important.

## KEYWORDS

Aluminum, tin, zinc, vibrogrinding and vibropolishing, copper (II) sulfate, oxalic acid, sulfuric acid, hydrogen peroxide, thiourea, chromic anhydride, chloride and sulfuric acids, inhibitor, carpentry glue, corrosion, etc.

## INTRODUCTION

The purpose of preparing the surface of the object to be coated with a metal coating is to remove rust, oil, oxide film and other defects using mechanical, chemical and electrochemical methods.

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Often, a 0.2-0.7% solution of household soap is used as a working medium. To speed up the process, especially when processing ferrous metals, the soapy solution is heated to 40-50 °C. The duration of use of the solution is up to 24 hours, after which it is necessary to replace it. To improve the quality of processing, surfactant additives are added to the soapy solution. "Petrov contact", NP-2 and NP-3 preparations and detergents such as "Progress" are effective in processing ferrous metals. In addition to soap solutions, other solutions are used for polishing and polishing processes.

**Aqueous solutions in product processing**

| Item material | Composition of the solution, % | |
|---|---|---|
| | Polishing | Glittering |
| Carbon steel | $0,8Na_3PO_4 + 0,2NaNO_3$; $(1-2)Na_2SO_3 + 0,5$kanifol; $(2-3)NaOH$ | $0,3Na_3PO_4 + 0,8NaSiO_3$; $0,2Na_2SO_3 + 0,2CaSO_3$; $0,2NaNO_2$ |
| Corrosion resistant steel | $0,2Na_2SO_3 + 0,25NaNO_3+ + 0,2Ca(OH)_2$; $0,8Na_3PO_4 + 0,2NaNO_3$; | $1,0Na_2SO_3 + 0,25NaNO_3+ + 0,2CaO$; |
| Aluminum, tin, zinc and their alloys | $0,8Na_3PO_4$ | $1,0CrO_3 + 0,5H_2SO_4$; |
| Copper and its alloys | $(0,5-1,0)Na_2SO_3$; $0,8Na_3PO_4$ | $1,0CrO_3 + 0,5NaCl$ |

Vibration treatment is one of the most modern methods of preparing the surface of the object to be coated. Vibration processing (vibrogrinding and vibropolishing) is a process of mechanical or chemical-mechanical leveling of micro-uniformities and removal of small particles of metal and its oxide with particles of the working medium.

Vibrochemical processing is a somewhat effective method. Chemically active liquids are used as a working solution in processing using this method. The difference between this method and the method of vibration processing is that the use of chemical solutions leads to the formation of a porous film with passivating properties. For vibrochemical processing, solutions of metal salts are used, which have a higher electropositivity compared to the electrode potential of the metal being processed. When choosing a working environment, it is necessary to take into account its oxidizing effect, formation of galvanic pairs,

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mechanical solubility, easy cleaning of details from reaction products.

In the vibrochemical treatment of ferrous metals, it is considered appropriate to use one of the solutions with the following composition (g/l):

-copper(II) sulfate (10-50) + oxalic acid (60) + sulfuric acid (9) + hydrogen peroxide (13) + thiourea (3);

-chromic anhydride (10) + "Progress" detergent (10-15);

- hydrochloric and sulfuric acids (5 %) + PB-8 inhibitor carpentry glue (0.5-1.0).

For vibrochemical treatment of brass, solutions with the following composition (g/l): copper(II) sulfate (80-120) + 25% solution of ammonia (100-140) are used.

Aluminum and its alloys are treated with solutions of sodium alkali with a concentration of 10-30 g/l.

- Degreasing in alkaline solutions. Alkaline degreasing can be carried out in pure alkaline solutions, in solutions with special surfactants added, and by adding surfactants to alkaline solutions. The alkaline method of degreasing is based on the properties of solutions and solutions of alkali metal salts to wash away fats and oils, as a result of which they are easily removed from the surface of the treated surface. Surface degreasing in solutions containing surfactants is based on:

- the treated surface is washed in an aqueous solution of surfactants;

- the contaminated product formed due to emulsification, dispersion, suspension, solubilization is removed from the surface of the processed material;

- the contaminated product is retained in the washing solution and is removed from the degreasing bath in suspended, emulsified and solubilized form.

Alkaline environment has a positive effect on the surface-active substances contained in the washing solution, increases its dispersing properties and increases the stability of the suspension resulting from the cleaning of the suspension.

The inclusion of silicates in the composition of the washing solution ensures the inhibitory properties of the solution against the treated metal.

Phosphates reduce the hardness of water, dissolve carbonates of multivalent metals, convert iron salts into complex compounds and neutralize them. In addition, phosphates have the property of suspending and peptizing solid particles, so the contaminated product is retained in the solution in a finely dispersed form and, as a result, does not settle on the surface being degreased.

Detergents use anionic and foaming agents as surfactants. For degreasing, parts are immersed in a bath or washed in special machines in a stream of degreasing solution.

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Before covering plastic parts with metals, they are degreased for 5-10 minutes in solutions with the following composition: 15-20% sodium carbonate; 15-20% solutions of sodium phosphate or 5-10% solutions of "Progress" detergent.

Electrochemical Degreasing Electrochemical degreasing of a metal coating before applying it to the surface is one of the most effective methods of surface cleaning. In this method, under the influence of current, emulsification is observed at the expense of hydrogen bubbles in the cathode or oxygen bubbles in the anode.

Electrochemical degreasing also uses solutions with a lower concentration than chemical degreasing.

Electrochemical degreasing solutions are required to easily wash away oils, easily emulsify contaminated products, have high electrical conductivity, and it is mainly determined by the concentration of alkali, sodium carbonate. Surfactants are not added to these solutions or are added in minimal amounts. At the same time, they tend to form foam, which makes it difficult for the separation of gases in the electrodes and causes the formation of explosive gas mixtures.

Non-ferrous solutions are degreased only at the cathode, and most ferrous metals are degreased first at the cathode and then at the anode (tk:ta=5:4). As the temperature and current density increase, the degreasing process accelerates, but the consumption of electricity decreases. In industry, it is possible to stop the complete diffusion of hydrogen into the metal by using an alternating current with a frequency current density of 8-10 A/dm2 and a voltage of 10-15 V.

The composition of degreasing solutions is given in the table below. In all cases, the electrolysis process is carried out at 3-8 A/dm2, the temperature of the solution with added surfactants is 50-60°C.

| **Electrolyte** | **Concentrations of solution components, g/l** | | | | | |
|---|---|---|---|---|---|---|
| | **1** | **2** | **3** | **4** | **5** | **6** |
| NaOH | 10 | 30-40 | 100 | 30-60 | - | - |
| $Na_3PO_4$ | 20-30 | 50-60 | - | - | 30-40 | 50-60 |
| $Na_2CO_3$ | 20-30 | 20-30 | 50 | 20-35 | 5-10 | 40-50 |
| Suyuq shisha | 3-5 | 8-10 | 3-5 | 5-10 | 3-5 | 3-5 |
| Sintanol DS-10 | - | 1-2 | - | - | - | 1-2 |
| **Electrolyte** | **Concentrations of solution components, g/l** | | | | | |
| | **7** | **8** | **9** | **10** | **11** | |
| NaOH | - | 10-12 | 10-20 | 10-20 | - | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| $Na_3PO_4$ | 40-50 | 10-12 | - | 30-50 | 25-30 | |
| $Na_2CO_3$ | - | 10-12 | 15-30 | 20-30 | 25-30 | |
| Liquid bottle | - | 20-25 | - | 3-5 | - | |
| Sintanol DS-10 | - | - | - | - | 1-2 | |
| Note: Solution 10 contains 1-5 g/l Progress detergent. | | | | | | |

Solutions 1 and 2 are designed for degreasing steel products. Solution 2 is used for degreasing copper and its alloys, and solution 3 is a universal liquid for degreasing steel products and metal details coated in special devices. Solutions 7 and 8 are used to cover zinc and its alloys, and solution 9 is used to cover nickel and nickel-plated details. Solution 10 is used for degreasing steel, titanium, kovar, invar products and for degreasing steel products before coating with cadmium. Solution 11 is used for degreasing under the influence of constant current.

The electrochemical pickling method ensures that the metal does not completely displace hydrogen during the pickling process, reduces the consumption of chemicals, and shortens the duration of the process. Electrochemical etching of metal occurs mostly at a constant current anode.

After degreasing and washing, a passive film is formed on the surface of the metal, which must be removed before immersing the details in the coating bath. Activation (removal of the passive film on the surface) is especially important for corrosion-resistant and heat-resistant steels.

It is impossible to obtain a high-quality coating without activating such films formed at the expense of alloying components.

Carbon steels, copper, nickel and their alloys are activated in 5-10% sulfuric or hydrochloric acid solutions or their mixtures.

When chroming corrosion-resistant steels, their electrochemical activation can be carried out directly in the chroming bath itself at J=30-50 A/dm2, t=50±5 °C, t=15-30 seconds. Then the items are transferred to the cathode, and chrome plating is carried out in the usual mode.

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Research Article

# INTEGRATING STEAM EDUCATION IN THE DEVELOPMENT OF CREATIVITY FOR FUTURE PRIMARY SCHOOL TEACHERS

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## ABSTRACT

This article explores the role of STEAM (Science, Technology, Engineering, Arts, and Mathematics) education in problem-based learning (PBL), innovation, and hands-on, project-based learning. It highlights how STEAM integration enhances problem-solving skills, interdisciplinary collaboration, and the iterative design process. Additionally, it discusses the benefits of hands-on and project-based learning, including active student engagement, authentic learning experiences, practical skills development, and integration of multiple disciplines. The article emphasizes the importance of STEAM education in nurturing creativity, critical thinking, and innovation among students.

## KEYWORDS

STEAM education, problem-based learning, innovation, hands-on learning, project-based learning, interdisciplinary collaboration.

## INTRODUCTION

In today's rapidly evolving world, the integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM) education has gained significant recognition as a powerful approach to foster creativity and innovation in primary school classrooms. This article explores the importance

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of integrating STEAM education in the development of creativity among future primary school teachers. It highlights the benefits of STEAM education, key strategies for implementation, and the impact on both teachers and students.

**The Power of STEAM Education:**

STEAM education combines technical subjects with creative disciplines, creating a holistic learning environment that nurtures students' critical thinking, problem-solving abilities, and creativity. By integrating arts into STEM subjects, STEAM education encourages students to think creatively, make connections across disciplines, and approach challenges with an innovative mindset.

**Enhancing Creativity in Future Teachers:**

Integrating STEAM education in teacher training programs provides future primary school teachers with first-hand experiences of the creative potential of interdisciplinary approaches. Through engaging in STEAM activities themselves, teachers develop their own creative thinking skills, gain confidence in implementing STEAM lessons, and become role models for their students.

**Fostering Cross-Disciplinary Thinking:**

STEAM education promotes cross-disciplinary thinking by encouraging teachers to design and implement lessons that integrate concepts from multiple subject areas. This approach allows students to see connections between different disciplines, fostering creativity through the exploration of diverse perspectives and the synthesis of knowledge from various fields.

**Problem-Based Learning and Innovation:**

STEAM education emphasizes problem-based learning, where students actively engage in real-world challenges. Future primary school teachers trained in STEAM education learn to facilitate problem-solving activities that encourage students to think critically and creatively, fostering a mindset of innovation and resilience.

**Incorporating Hands-on and Project-Based Learning:**

STEAM education emphasizes hands-on and project-based learning, providing students with opportunities to apply their knowledge, collaborate with peers, and engage in creative problem-solving. Future teachers trained in STEAM education learn to design and facilitate such activities, nurturing students' creativity, curiosity, and a love for learning.

**Integration of Technology and Arts:**

STEAM education encourages the integration of technology and arts to enhance creativity. Future primary school teachers learn to leverage digital tools, such as coding, 3D modeling, and multimedia presentations, to explore creative possibilities. They also incorporate arts-based activities, such as visual arts, music, and drama, to foster self-expression and imagination within a STEAM context.

**Building a Supportive Learning Environment:**

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Implementing STEAM education requires creating a supportive learning environment that values experimentation, risk-taking, and open-ended exploration. Future primary school teachers trained in STEAM education learn to cultivate such an environment, where students feel encouraged to express their ideas, collaborate with peers, and embrace failure as a stepping stone towards creative solutions.

**The role of STEAM in Problem-Based Learning and Innovation:**

STEAM education plays a crucial role in problem-based learning (PBL) and fostering innovation among students. Here's how:

Real-World Problem Solving: STEAM education encourages students to tackle real-world problems that require interdisciplinary thinking and creative solutions. PBL engages students in authentic, complex challenges that mirror the types of problems they may encounter in their future careers. By integrating STEM concepts with arts and design thinking, STEAM education empowers students to think critically, analyze problems from multiple angles, and develop innovative approaches to solving them.

Interdisciplinary Collaboration: PBL in STEAM education often involves collaborative work among students with diverse backgrounds and skill sets. Students learn to collaborate, communicate, and share ideas effectively, drawing on their individual strengths to contribute to the problem-solving process. This collaborative environment supports the exchange of creative ideas and perspectives, fostering innovation through the synthesis of different viewpoints.

Iterative Design Process: In STEAM-based PBL, students engage in an iterative design process, which encourages them to prototype, test, and refine their solutions. This iterative approach to problem-solving promotes innovation by allowing students to learn from failures, make improvements, and develop creative alternatives. It nurtures a mindset of resilience, adaptability, and continuous improvement, key qualities for fostering innovation.

**The role of STEAM in Incorporating Hands-on and Project-Based Learning:**

STEAM education emphasizes hands-on and project-based learning approaches, which have several benefits for students:

Active Engagement: Hands-on and project-based learning in STEAM education actively engages students in the learning process. Rather than passively receiving information, students become active participants, exploring concepts through direct experiences, experiments, and tangible projects. This active engagement enhances their understanding, retention, and application of knowledge.

Authentic Learning Experiences: Hands-on and project-based learning in STEAM education provide students with authentic and meaningful learning experiences. By working on real-world projects and challenges, students see the direct relevance and practical applications of what they are learning. This authenticity ignites their

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curiosity, fosters creativity, and promotes a deeper understanding of the subject matter.

Practical Skills Development: Hands-on and project-based learning in STEAM education develop practical skills that are highly relevant in the 21st century. Students acquire skills such as critical thinking, problem-solving, collaboration, communication, and adaptability. These skills are vital for success in various fields and prepare students for future careers that require creativity and innovation.

Integration of Multiple Disciplines: STEAM-based hands-on and project-based learning integrate multiple disciplines, allowing students to see the connections between subjects. This interdisciplinary approach encourages students to think holistically, make cross-disciplinary connections, and apply knowledge and skills from different domains to solve complex problems. It nurtures a well-rounded understanding and encourages creative thinking that bridges traditional disciplinary boundaries.

Overall, by incorporating hands-on and project-based learning approaches within a STEAM framework, students are actively involved in their learning, gain practical skills, and develop a creative and innovative mindset that prepares them for the challenges of an ever-evolving world.

The integration of STEAM education in the development of creativity for future primary school teachers holds immense potential to transform primary education. By equipping teachers with the knowledge, skills, and pedagogical approaches of STEAM education, we can empower them to foster creativity, critical thinking, and innovation in their classrooms. This, in turn, prepares students for the complexities of the modern world, where creativity and interdisciplinary problem-solving are highly valued. Embracing STEAM education in teacher training programs is a step toward cultivating a generation of teachers who can inspire and nurture creative thinking in their students, ultimately shaping a brighter future.

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Research Article

# PROBLEMS OF CONSERVATION OF RARE AND ENDANGERED PLANTS IN UZBEKISTAN

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## ABSTRACT

The article examines the current problems of conservation of rare and endangered plants in Uzbekistan. The study focuses on the main factors affecting the deterioration of the country's flora, such as climate change, anthropogenic impact and loss of natural habitats. The authors analyze current approaches to plant protection, identifying their effectiveness and obstacles. The article also offers recommendations for improving the system of conservation of rare species, including strengthening scientific research, developing sustainable strategies for managing natural resources and raising public awareness. The results of the study are intended to serve as a basis for the development of more effective and sustainable biodiversity conservation programs in Uzbekistan.

## KEYWORDS

Biodiversity, rare plants, endangered species, threats to the flora of Uzbekistan, climate change, anthropogenic impact, habitat loss, nature conservation, resource management strategies, scientific research, social awareness, sustainability of conservation programs, environmental challenges, ecosystems of Central Asia, Uzbekistan.

## INTRODUCTION

With the rapid development of modern technologies and the increase in human activity, the problems of biodiversity conservation are becoming more acute. In the context of

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Uzbekistan, unique ecosystems and the diversity of flora are threatened, requiring immediate attention and effective strategies for their conservation. The conservation of rare and endangered plants in Uzbekistan faces several challenges, as is the case in many parts of the world[1]. Some of the key problems include: Urbanization, agricultural expansion, and infrastructure development contribute to the loss and fragmentation of natural habitats, affecting the survival of rare and endangered plants. Climate change can alter temperature and precipitation patterns, affecting the distribution and viability of plant species. Rare and endangered plants may struggle to adapt to rapidly changing environmental conditions.

Unregulated logging and collection of plants for trade can have a severe impact on rare and endangered species. This is often driven by the demand for medicinal plants, ornamental plants, or illegal trade in rare species[2]. Uncontrolled grazing by livestock can lead to the degradation of natural habitats, affecting the abundance and distribution of plant species. Overgrazing can also facilitate the spread of invasive species. The introduction of non-native species can outcompete and displace native plants, leading to a decline in the populations of rare and endangered species. Limited public awareness about the importance of conserving rare and endangered plants may result in insufficient support for conservation efforts. Education and outreach programs are essential to raise awareness and garner public support. Inadequate legal frameworks and weak enforcement of existing conservation laws may fail to deter activities such as illegal logging, poaching, and habitat destruction.

Conservation efforts require financial resources, expertise, and infrastructure. Limited funding and resources may hinder the implementation of effective conservation strategies and activities. Incomplete or outdated information about the distribution and status of rare and endangered plants can hinder conservation planning and management. Political instability and socioeconomic challenges may divert attention and resources away from conservation efforts[3]. Additionally, conflicts over land use can exacerbate the threats faced by rare and endangered plants. Addressing these challenges requires a multi-faceted approach, involving collaboration between government agencies, non-governmental organizations, local communities, and international partners. Conservation strategies should focus on habitat protection, sustainable land management, public awareness campaigns, and the development of effective legal frameworks for plant conservation.

**The State of the Flora of Uzbekistan:**

Uzbekistan, located in the center of Central Asia, has a variety of climatic conditions and soil types, creating unique conditions for the development of vegetation. However, climate change and human activity threaten many rare and unique plants adapted to these conditions. Uzbekistan, located in the heart of Central Asia, is a unique ecosystem hub with diverse climatic conditions[4]. From the mountainous regions of

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the Tien Shan to the arid plains of Karakum and Kyzylkum, the country covers a wide range of temperatures, precipitation and altitudes.

This diverse climatic landscape is also accompanied by a variety of soil types, which creates optimal conditions for the formation of a wealth of flora. From chernozems in temperate zones to salt marshes in arid regions, soil features play a key role in the fate of local plants. Despite this natural wealth, climate change is becoming a noticeable challenge for the flora of Uzbekistan. Increasing temperatures, decreasing humidity and extreme weather conditions can significantly affect plants adapted to local conditions, displacing them from historical habitats.

The expansion of agriculture, extensive extraction of natural resources and improper land use also contribute to the degradation of natural ecosystems. Many unique plant species face the threat of extinction due to habitat loss and disturbance of the ecological balance. The state of the flora of Uzbekistan emphasizes the need for an integrated and sustainable approach to nature protection. Taking into account the unique climatic and soil conditions of the country, effective measures to curb climate change and sustainable land use are becoming extremely important for the preservation of this amazing natural heritage.

**The Main Threats:**

Climate change in the region leads to a decrease in humidity and an increase in temperatures, which has a negative impact on local ecosystems. Anthropogenic impacts, including the expansion of agricultural land and the exploitation of natural resources, also contribute to habitat loss for many plant species[5]. Climate change and anthropogenic impacts pose serious threats to biodiversity and ecosystems in the region. A decrease in precipitation or a change in precipitation seasons can lead to a decrease in soil moisture. This can have a negative impact on vegetation, water resources and animals adapted to specific humidity conditions.

Rising temperatures can lead to changes in ecosystem processes, including plant growth cycles, animal migration, and species distribution. The transformation of natural ecosystems into agricultural land can lead to the loss of habitats for many species of plants and animals[6]. It can also cause fragmentation of ecosystems, which will make it difficult to migrate and exchange genetic material between populations. Short-sighted use of forests, fish resources, soil and other natural resources can lead to their depletion and destruction of ecosystems. It can also cause loss of biodiversity and disruption of the ecological balance.

Together, these threats can lead to loss of biodiversity, species extinction, changes in ecosystem services and deterioration of the overall environmental sustainability of the region. To mitigate these threats, it is necessary to take measures at the level of society, including sustainable management of natural resources, protection of natural habitats and reduction of greenhouse gas emissions.

**Current Conservation Strategies:**

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The article examines the existing approaches to plant protection in Uzbekistan, including the creation of nature reserves, scientific research and the development of programs for the restoration of ecosystems. However, despite these efforts, many species remain endangered. In Uzbekistan, as in many other countries, plant protection plays an important role in maintaining biodiversity and ecosystem stability. Despite various conservation strategies, some species are still endangered. It is important to constantly analyze and improve these strategies, taking into account changing conditions and new challenges[7]. Here are a few possible strategies and directions that can be adopted or improved for the conservation of plants in Uzbekistan:

1. Expanding the network of nature reserves and nature reserves:

• Increasing the area and efficiency of existing reserves.

• Identification of new priority areas for the creation of nature reserves or nature reserves.

2. Integration with the local population:

• Involvement of local communities in nature conservation processes.

• Conducting educational programs and trainings to raise awareness of the importance of plants and their role in ecosystems.

3. Elimination of environmental threats:

• Fight against illegal logging and illegal extraction of plants.

• Reduction of soil and water pollution.

4. National research programs:

• Financing and support of scientific research on the state of the flora in the country.

• Monitoring the status of rare and vulnerable species.

5. Ecosystem restoration programs:

• Implementation of programs to restore damaged ecosystems.

• Support of research on the restoration of soil fertility.

6. Cooperation with international organizations:

• Participation in international programs and agreements on nature protection.

• Exchange of experience with other countries facing similar problems.

7. Protection of national symbols:

• Emphasizing the importance of national plants as part of cultural heritage.

• Promotion of pride in the preservation of unique species among the population.

8. Proactive climate change management:

• Development and implementation of adaptation strategies to climate change, taking into account its impact on the plant world.

These strategies can be effective only if they are applied comprehensively. It is also important to

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regularly evaluate their effectiveness and make adjustments in connection with changes in the environment and social needs.

**Recommendations and Prospects:**

The author offers a number of recommendations to improve the effectiveness of conservation programs, including the intensification of scientific research, the development of sustainable strategies for managing natural resources and increasing public awareness of the importance of biodiversity conservation[8]. Emphasize the importance of funding scientific research in the field of biodiversity. This may include the creation of grants and scholarships for researchers working in this field. Support interdisciplinary research, as biodiversity conservation requires a comprehensive understanding of ecosystems, including biological, ecological, genetic and social aspects. Involve local communities and indigenous peoples in the development of natural resource management strategies. Their traditional knowledge and experience can be valuable for sustainable management. Discuss the use of technology to monitor and manage ecosystems. Modern technologies, such as remote sensing and sensors, can help in tracking changes in natural resources more effectively.

Consider using educational programs and media campaigns to raise public awareness. It is important that people understand how their actions can affect biodiversity and why it is important for everyone. Support collaboration between scientists, government agencies, non-governmental organizations and the business sector to form a unified front in biodiversity conservation. Consider the possibilities of introducing economic incentives to encourage sustainable behavior[9]. This may include tax incentives, subsidies, or other financial measures that encourage participation in biodiversity conservation programs.

Discuss the importance of international cooperation in the field of biodiversity conservation. Problems cross borders, and joint efforts at the global level can be more effective. Emphasize the importance of systematic evaluation of the effectiveness of biodiversity conservation programs. Regular reviews and analysis of results can help identify successful strategies and correct ineffective ones. Adding these elements can strengthen your recommendations and give the article a more complete and balanced character.

## Conclusion

The conservation of rare and endangered plants in Uzbekistan requires coordinated and multifaceted efforts. This article serves as a call to action and hopes to inspire conservationists who are determined to preserve the unique floral heritage of this Central Asian country.

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Research Article

# METHODS OF TEACHING FINE ARTS IN THE LOWER GRADES

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## ABSTRACT

The article is devoted to the actual problem of methods of teaching fine arts in primary schools. In the course of the study, the authors consider various approaches to teaching elementary school children the basics of drawing and painting, taking into account their age characteristics and the level of cognitive development. Special attention is paid to the use of innovative methods, including interactive technologies and creative approaches, in order to stimulate creative thinking and imagination of students. The article presents empirical data confirming the effectiveness of certain techniques, as well as recommendations for teachers and educators on optimizing the process of teaching fine arts in elementary grades. The research has practical significance for the development of effective teaching strategies that promote the development of students' creative potential.

## KEYWORDS

fine arts, junior classes, teaching methods, drawing training, development of creative abilities, visual perception, drawing techniques, experimental training, interactive classes, creative approach, motor skills development, integration into the educational process, psychology of children's creativity, assessment and stimulation of the creative process, individual approach.

## INTRODUCTION

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Visual arts play an important role in the development of a child's personality, contributing to the formation of his creative thinking and imagination. The methods of teaching fine arts in the lower grades require special attention and approach, taking into account the peculiarities of the age and level of development of children. In the lower grades, the main emphasis is on the game teaching method. Play is a natural way for children to learn. Various art games, drawing in sand, clay modeling – all this helps children to master the basics of fine art without creating unnecessary tension. Teaching fine arts includes not only the development of artistic taste, but also the formation of fine motor skills. Drawing, modeling, carving – all these activities require coordinated hand movements, which has a beneficial effect on brain development and general motor skills[1]. Modern techniques emphasize the importance of integrating fine art with other subjects. For example, drawing can be used to consolidate mathematical concepts, and creating collages can be used to explore the world around you. This approach contributes to a deeper assimilation of knowledge.

It is important not only to teach common norms and techniques, but also to develop the individual creativity of each child. The support of unique approaches and ideas helps to build confidence in their creative abilities. In modern education, it is difficult to do without the use of modern technologies. The introduction of interactive programs, digital art tools and virtual tours of world museums helps children expand their horizons and skills in the field of fine arts. The methods of teaching fine arts in the lower grades should be aimed at the comprehensive development of the child, including his creative abilities[2]. A balanced approach, a combination of play, motor skills development and integration with other subjects form the basis for successful education in the field of fine arts at an early age.

Visual arts play an important role in the development of a child's personality, contributing to the formation of his creative thinking, imagination and sense of beauty. Teaching fine arts in the lower grades requires a special approach that takes into account the peculiarities of children's age, their perception of the world and the need for self-expression. Let's look at some effective techniques that contribute to the successful teaching of fine arts in elementary school.

The lower grades are characterized by high play activity of children. The introduction of game elements into the process of teaching fine arts allows you to create a positive perception of the subject and develop children's curiosity. Games with colors, shapes and textures contribute to the development of fine motor skills, coordination of movements and enrich the perception of the surrounding world. Children in the lower grades have a rich imagination, and stimulating their creative abilities plays a key role in the learning process. Providing free time for creativity, creating conditions for self-expression through drawing or modeling, allows you to develop the individual talents of each child.

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Studying the history of fine art can be a fascinating and informative process. For younger students, it is important to provide information in an accessible form, using vivid illustrations, interesting stories and games[3]. Getting to know great artists and their works can inspire children to pursue their own creative pursuits. The modern approach to learning involves the integration of various subjects. In the case of fine arts, this may be related to literature, mathematics, or natural science. For example, creating illustrations for literary works or studying geometric shapes through drawing.

An important part of learning visual arts is mastering various techniques. This includes drawing, modeling, application and other types of creativity. It is important to give children the opportunity to experiment with different materials and tools, while developing their technical skills. Visual arts play an important role in the development of a child's personality, contributing to the formation of his creative potential, imagination and emotional expressiveness[4]. The methodology of teaching fine arts in the lower grades has its own characteristics, taking into account the age characteristics of children and aimed at developing their artistic abilities. Let's look at some effective techniques that help unlock the creative potential of young artists. Children love to play, and using games in the process of learning fine arts allows them to immerse themselves in the creative process with pleasure. For example, you can offer the game "Animals from geometric shapes", where children create their own characters using circles, squares and triangles.

Tasks aimed at observing the world around us and transmitting it on paper help to develop skills of perception and attention to detail. Drawing landscapes, still lifes or portraits based on a pattern helps to develop observation skills and accuracy in reproduction. Let the children experiment with colors, shapes and textures. Give them the freedom to choose materials and creative methods. This approach develops individuality and confidence in their creative solutions[5]. Using fairy-tale plots or literary works as a source of inspiration helps children not only to draw, but also to get involved in the creative process through imagination and emotional perception. Teach children basic artistic techniques such as strokes, lines, and shadows. This will allow them to approach the creation of their works more competently and consciously and expand their artistic tools. The organization of exhibitions of children's works and participation in art competitions create an incentive for creative development. It also helps children to develop a sense of pride in their achievements.

Combining art lessons with other subjects such as literature, mathematics or science enriches the creative process and broadens the horizons of children. Methods of teaching fine arts in the lower grades should be aimed not only at teaching specific skills, but also at developing creative thinking, imagination and self-expression[6]. By supporting children in their artistic work, teachers help them become conscious and

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creative individuals who are able to see the beauty around them and express it through their works of art.

Visual arts play an important role in the development of a child, forming his creative potential, imagination and ability to express himself. Teaching art in the lower grades is a key stage in the formation of aesthetic perception and artistic culture. In this article, we will consider several techniques aimed at developing the artistic abilities of children in elementary school. Using the game in the process of teaching visual arts in elementary grades helps to make lessons exciting and interesting for children. Creating game scenarios where children can experiment with various materials and techniques contributes to the development of their artistic thinking and creative imagination.

Multisensory teaching methods include the use of a variety of materials and tools such as paints, pencils, clay and even natural materials. This approach allows children to feel the differences between textures, colors and shapes, which contributes to the development of their perception and artistic sensitivity. Exploring a specific topic during a visual arts lesson helps children develop coherent thinking. The teacher can suggest topics related to nature, history and culture, stimulating interest in exploring various aspects of the world through art.

Each child is unique, and it is important to take into account individual characteristics when teaching fine arts. Creating conditions for free creativity and supporting individual creative ideas contributes to the formation of children's confidence in their artistic abilities. Visual arts can be successfully integrated with other subjects such as literature, mathematics and science. The creation of projects combining several subjects contributes to the versatile development of students and the formation of an integrated view of learning. The methods of teaching fine arts in the lower grades are aimed not only at the development of artistic skills, but also at the formation of creative thinking and perception of the world through the prism of art. It is important to maintain children's interest in creativity by creating conditions for self-expression and the development of their unique artistic potential.

Conclusion. The methods of teaching fine arts in the lower grades should combine game elements, free creativity, knowledge of the history of art and integration with other subjects. This will allow children not only to develop their creative abilities, but also to perceive the world around them with respect and understanding. And artistic activity at an early age can become the basis for a long-term interest in art and creativity.

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Research Article

# THE ROLE OF INTERDISCIPLINARITY IN THE TEACHING OF TECHNOLOGY EDUCATION CLASSES

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## ABSTRACT

This article delves into the pivotal role of interdisciplinarity in shaping the landscape of technology education classes. In today's fast-evolving educational sphere, the integration of various disciplines within technology education has become imperative. This abstract highlights the significance, benefits, implementation strategies, and future implications of adopting interdisciplinary approaches. By examining successful case studies, discussing the advantages of interdisciplinary teaching, and exploring its potential impact on student learning outcomes and adaptability, this article aims to underscore the transformative power of interdisciplinarity in nurturing holistic learning experiences in technology education.

## KEYWORDS

Interdisciplinarity, technology education, holistic learning, teaching strategies, cross-disciplinary approaches, educational integration.

## INTRODUCTION

Technology Education refers to a specialized field within the realm of education that focuses on teaching students about technology, its applications, design processes, and the impact of technology on society. It is an interdisciplinary field that incorporates elements of various subjects such as engineering, design, computer science, applied sciences, and practical arts.

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The nature of Technology Education has been evolving continuously, adapting to the changing technological landscape and societal needs. Initially centered on practical skills and vocational training, it has expanded to encompass broader concepts, including:

Critical Thinking and Problem-Solving: Technology education has shifted towards fostering critical thinking skills and problem-solving abilities among students. It emphasizes analyzing real-world issues and finding innovative technological solutions.

Integration of Multiple Disciplines: It's no longer confined to a single domain but rather incorporates knowledge from diverse disciplines like science, mathematics, engineering, and art. This integration encourages a more holistic understanding of technology and its applications.

Adapting to Technological Advances: The field continually adapts to keep pace with rapid technological advancements. It involves the incorporation of emerging technologies into the curriculum, preparing students to navigate and utilize new tools effectively.

Emphasis on Creativity and Innovation: Technology Education aims to cultivate creativity and innovation among students. It encourages them to think outside the box, fostering an entrepreneurial mindset and promoting inventive solutions to complex problems.

Focus on Ethical and Social Implications: There's an increasing focus on understanding the ethical, social, and environmental impacts of technology. Educators emphasize the responsible use of technology and its implications on society, encouraging students to consider these aspects in their technological pursuits.

Overall, Technology Education has evolved into a multifaceted field that not only imparts technical skills but also nurtures critical thinking, creativity, ethical awareness, and adaptability, preparing students for the challenges and opportunities in an increasingly technology-driven world.

Understanding interdisciplinarity in technology education involves recognizing the value of merging various disciplines to create a comprehensive and interconnected approach to teaching and learning. Here are key points to understand this concept:

**Intersection of Disciplines:**

Integration of Subjects: Interdisciplinarity involves breaking down the boundaries between different subjects, such as science, mathematics, engineering, arts, and social sciences, to create a cohesive learning experience.

Connecting Diverse Knowledge: It emphasizes connecting diverse knowledge domains to solve complex problems and explore multifaceted aspects of technology.

**Holistic Approach:**

Comprehensive Understanding: Interdisciplinarity in technology education aims to provide students with a holistic understanding of technology's role in society, considering

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technical, ethical, social, and cultural implications.

Contextual Learning: It promotes contextual learning, enabling students to apply knowledge from various fields to address real-world challenges and innovate effectively.

**Collaborative Learning:**

Collaboration Across Disciplines: Interdisciplinary teaching encourages collaboration among educators from different disciplines to create a cohesive curriculum that integrates various subjects.

Student Collaboration: Students work in interdisciplinary teams, fostering diverse perspectives, communication skills, and the ability to appreciate and utilize multiple viewpoints.

Problem-Solving and Critical Thinking:

Enhancing Problem-Solving Skills: Interdisciplinary approaches in technology education enhance student's problem-solving skills by offering diverse viewpoints and methods for addressing complex issues.

Encouraging Critical Thinking: It stimulates critical thinking by challenging students to analyze problems from multiple angles and synthesize information from various disciplines.

Practical Applications:

Real-world Relevance: Interdisciplinary teaching emphasizes the practical applications of technology in various fields, preparing students for the interdisciplinary nature of modern workplaces.

Innovation and Creativity: It nurtures innovation and creativity by encouraging the integration of ideas and methods from different disciplines to create novel solutions.

Adaptability and Lifelong Learning:

Adapting to Change: Interdisciplinary education equips students with adaptive skills necessary for learning and thriving in rapidly changing technological landscapes.

Promoting Lifelong Learning: It fosters a mindset of lifelong learning, encouraging individuals to continue exploring and applying knowledge from diverse sources throughout their lives.

Interdisciplinarity in technology education transcends traditional subject boundaries, fostering a holistic and collaborative approach that prepares students to navigate the complexities of an interconnected world.

The future of technology education lies in embracing and expanding interdisciplinary pathways to adapt to the evolving needs of the digital age. Here's a glimpse into what these pathways might encompass:

**Integrated Curriculum Development:**

Seamless Integration of Disciplines: Future technology education will feature seamlessly integrated curricula, blending STEM (Science,

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Technology, Engineering, Mathematics), arts, social sciences, and humanities.

Project-Based Learning: Emphasis will be placed on project-based learning, where students tackle complex problems that require interdisciplinary solutions.

**Emerging Technologies Integration:**

Incorporation of Emerging Fields: Education will adapt to include emerging fields like artificial intelligence, biotechnology, quantum computing, and cybersecurity, fostering interdisciplinary connections between these domains.

Cross-pollination of Disciplines: Innovation will stem from the cross-pollination of knowledge across these diverse technological domains.

Collaborative Learning and Research:

Global Collaborations: Technology education will encourage global collaborations among educational institutions, researchers, and industry experts, facilitating the exchange of interdisciplinary knowledge and practices.

Interdisciplinary Research Initiatives: Students and educators will engage in interdisciplinary research initiatives that address societal challenges through diverse technological lenses.

Adaptive Teaching Methodologies:

Personalized and Adaptive Learning: Technology education will adopt personalized and adaptive learning technologies, catering to individual student needs and learning styles across various disciplines.

Experiential and Hands-On Learning: Practical, hands-on experiences will continue to be integral, fostering skills that transcend disciplinary boundaries.

**Ethical and Social Implications:**

Ethical Technology Integration: Education will focus on understanding the ethical and social implications of technology, fostering responsible innovation and usage across interdisciplinary fields.

Societal Impact Considerations: Students will be encouraged to consider the broader societal impact of technology, addressing issues such as equity, accessibility, and sustainability.

**Career Readiness and Lifelong Learning:**

Versatility and Adaptability: Education will equip students with versatile skills and adaptability to navigate diverse career pathways, as technological fields become increasingly interdisciplinary.

Lifelong Learning Culture: Fostering a culture of lifelong learning will be fundamental, encouraging continual skill acquisition and interdisciplinary knowledge exploration beyond formal education.

In essence, the future of technology education will revolve around interconnectedness, collaboration, adaptability, and an understanding of technology's broader implications. Embracing

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interdisciplinary pathways will empower individuals to thrive in a world where technology permeates every facet of society.

Interdisciplinarity plays a crucial role in adapting to technological advancements by fostering collaboration between different fields of study and expertise. In today's rapidly evolving technological landscape, many complex challenges cannot be effectively addressed by a single discipline alone. Interdisciplinary approaches allow for the integration of diverse perspectives, methodologies, and knowledge from various fields, ultimately leading to more holistic and effective solutions.

Adapting to technological advancements often requires a combination of skills and insights from multiple disciplines. For example, the development of artificial intelligence (AI) involves expertise in computer science, data analytics, mathematics, neuroscience, and ethics, among other fields. By bringing together experts from these diverse domains, interdisciplinary teams can tackle the complexities of AI development in a more comprehensive manner, considering not only the technical aspects but also the ethical and societal implications.

Moreover, technological advancements frequently give rise to new challenges that transcend traditional disciplinary boundaries. Interdisciplinary collaboration enables researchers, engineers, and policymakers to anticipate and address these challenges more effectively. For instance, the emergence of biotechnology and its applications in medicine requires input from biology, chemistry, engineering, and healthcare, as well as ethical, legal, and social considerations.

In addition, interdisciplinary education prepares individuals to navigate and contribute to the rapidly changing technological landscape. By learning to integrate concepts and approaches from multiple disciplines, students and professionals can develop the adaptability and critical thinking skills needed to engage with new technologies and innovation.

Overall, interdisciplinarity promotes a more holistic and inclusive approach to adapting to technological advancements, allowing for a better understanding of the multifaceted nature of these advancements and their impacts on society, the environment, and the economy. It also fosters innovation by encouraging the cross-pollination of ideas and methodologies, leading to more comprehensive and sustainable solutions.

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Research Article

# EXTENDING THE SHELF LIFE OF MEAT AND MEAT PRODUCTS

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## ABSTRACT

Most meat products are a favorable environment for the development of various microorganisms, therefore they are perishable and have a limited shelf life. This article analyzes the methodology of preserving meat products, increasing its shelf life, and gives examples.

## KEYWORDS

Meat, expiration dates, method, meat products, food additives, technical regulations.

## INTRODUCTION

Various technological methods of canning prevent the development of microflora - bacteria, molds, yeasts. The most important technological barriers to preventing the development of microorganisms in meat products are heat treatment, acidity regulation, water activity, redox potential, modified gas environment, etc. A special place in this series is occupied by food

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additives: preservatives and acidity regulators , which have a bacteriostatic effect on microorganisms [1].

## RESULTS AND DISCUSSION

Table salt is one of the oldest ways on the planet to extend the shelf life of meat products.

Advantages: as a preservative, table salt participates in ensuring the microbiological stability of the product as a result of reducing water activity, stopping or slowing down the growth of microorganisms, selective development of microflora (halophobic microorganisms die off). It is important to note that the bacteriostatic effect of salt occurs both in muscle tissue and directly in microbial cells, due to the removal of moisture from them.

Disadvantages: halophobic microorganisms make up no more than 5% of the total microflora. Some halotolerant microorganisms (for example, listeria) can withstand table salt concentrations of up to 10%. Halophilic microflora (no more than 10% of the total microflora composition) can withstand table salt concentrations of up to 16% (micrococci, staphyllococococci).

Preservative and color fixer sodium nitrite (E250), in the composition of curing mixtures with a sodium nitrite content of no more than 0.9%. Without sodium nitrite, the production of most of the range of meat products is impossible.

Advantages: guarantees the microbiological safety of products, suppresses the growth of pathogenic microorganisms, the formation of toxins caused by the anaerobic bacterium Clostridium botulinum. Provides color and aroma formation.

Disadvantages: unreasonable media formation of negative attitudes on the part of consumers. Sodium nitrite is a food additive of artificial origin, unsafe in large quantities. In the meat industry, it is used in tiny technologically necessary application doses (about 0.008%), exceeding which even 3-4 times will not harm safety, but may negatively affect the quality of the finished product.

Preservatives benzoic (E210), dehydracetic (E265) acids and their salts (E211, E212, E266) are allowed for surface treatment of meat products, sausages and casings and as part of coatings.

Advantages: benzoic acid has a strong bactericidal effect on yeast and other microorganisms, blocks enzymes, and slows down metabolism in single-celled organisms. Dehydroacetic acid and its salt are effective against molds and yeasts and have higher anti-mold activity than sorbic acid.

Disadvantages: Benzoic acid exhibits antimicrobial effects only in acidic foods at pH up to 5, since only undissociated acid can penetrate the cell wall.

Preservatives sorbic acid (E200), sorbates (E201, E202) and parabens (E214, E215, E218, E219) are allowed to be added to jelly when making meat products in jelly, as well as pates [3].

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Advantages: sorbic acid is effective against yeast and mold, blocks enzymes in the metabolism of microorganisms. Shows antimicrobial effect at pH below 6.5. Parabens slow down the absorption of glucose and proline by microorganisms and disrupt the complex structure of the cell membrane. The antimicrobial effect of parabens is practically independent of pH.

Disadvantages: sorbic acid does not destroy microflora, but only slows down its development. Parabens may change the taste of the product.

The preservative and acidity regulator acetic acid (E260) and the acidity regulator lactic acid (E270) have no restrictions on their use in meat products. As food additives with a preservative effect they are used only in the production of marinated semi-finished products (kebabs, etc.). They are used in specifications for the production of meat products.

Advantages: acetic acid reduces the pH of the canned product, penetrates the cell wall and denatures cell plasma proteins, and is effective against bacteria. Increases the sensitivity of bacteria to heat.

Disadvantages: acetic acid does not affect the heat resistance of yeast and molds. The use of acetic and lactic acids in the concentration required for canning (over 0.5–1%) has a negative effect on the taste.

Sodium lactates (E325) and potassium (E326). There are no restrictions for use in meat products. They are used in GOST, GOST R and TU for the production of semi-finished products and meat products.

Advantages: sodium lactate reduces the activity of water in the product and the pH of intracellular substrates due to the formation of undissociated fractions of lactic acid, their penetration into the microbial cell and subsequent dissociation inside it. Allows you to retard the growth of microflora without reducing the pH of the product. Shows antimicrobial action against a large number of microorganisms: Listeria monocytogenes, Clostridium botulinum, Escherichia coli, Salmonella, Staphylococcus aureus, Pseudomonas, etc.

Disadvantages: lactates do not have a bactericidal effect, they only slow down the growth and reproduction of bacteria, i.e. are bacteriostatic.

Chitosan is an antioxidant, a polysaccharide, and does not have an E-index. It is used as part of complex food additives to increase the shelf life and improve the structural and mechanical properties of sausages.

Advantages: the chitosan molecule contains a large number of free amino groups, due to which chitosan is able to bind and firmly hold ions of various metals, making them inactive as catalysts for oxidative processes. A water-soluble chitosan derivative (N-carboxymethyl-chitosan), when binding to meat proteins, binds iron atoms and protects them from a negative reaction with oxygen. It has antibacterial, antifungal and antiviral properties, inhibits the growth and reproduction of bacteria, and inhibits the growth of mold [4].

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Disadvantages: sparingly soluble in water - the bonds between chitosan molecules are stronger than between chitosan molecules and water molecules, while it is highly soluble in food acids; commercial water-soluble forms are available. Complex food bacteriostatics become significantly more expensive.

Plant extracts are natural antioxidants, usually without E-indexes.

Advantages: protect lipids and proteins of meat systems from oxidation: extracts from the peel of persimmon, wormwood, rooibos, sea buckthorn, sage, rosemary, grapes, etc. Rosemary extract (E392) is approved for meat products except dried meat and cured sausages; it contains a wide range of phenolic diterpenes, which, even at a temperature of 170 ° C, are active antioxidants in fat, which indicates their high thermal stability. Birch bark extract is used for surface treatment of products or packaging and includes terpenoids that have antimicrobial properties that inhibit the growth of various microorganisms (bacteria, mold, fungi).

Disadvantages: instability to the influence of certain technological factors (temperature, pH of the environment, light, time), possible negative impact on taste.

## Conclusion

Despite the urgency of this issue, so beloved by television, special organizations have been working hard for decades to research ways to maintain quality and safety throughout the entire "life cycle" chain of finished products - from raw materials to the consumer.

The recommended shelf life of meat products according to GOST, regulated by technological instructions for their production, developed by special organizations, has long served as a guideline for all meat processing companies in the country. Special organizations provide professional assistance to industry enterprises in the development and selection of comprehensive techniques to increase the shelf life of various types of meat products.

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Research Article

# MODERN METHODS OF TEACHING FOREIGN LANGUAGES

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## ABSTRACT

This article informs how can teachers conduct effective lessons on improving all types of learning skills in the teaching process of foreign languages.

## KEYWORDS

Methods, learning skills, modern, grammar structure, speaking skills, multimedia.

## INTRODUCTION

Teaching a language, unlike learning a language, requires a separate effort. Language teaching in general, foreign language teaching, and English teaching in particular can be carried out not only by following traditional concepts but also by modern educational concepts developed in accordance with the requirements of the times. In fact, "learning a foreign language means understanding the world and a foreign culture" (Bölükbaş and Keskin, 2010:228). Linguistic scholars have divided language learning into four major directions:

- Reading is the ability to understand a text read in a foreign language;
- Listening is understanding the text heard in a foreign language;
- Writing is the ability to write in a foreign language;
- Speaking is the ability to express thoughts in a foreign language.

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To achieve these four things, it is important to master the three most important things: grammar, vocabulary, and pronunciation. So, without mastering these three things, learning a foreign language becomes much more difficult.

Now, we will analyze the ways to quickly learn these three things based on which tools.

When learning English grammar, many students who are learning a foreign language are usually confused when they talk about grammar. Like it or not, the most difficult part of learning a language is grammar. That is why it is very important to learn grammar. It can also be learned very easily. In our grammar class, thousands of rules are studied and memorized that are not used even by the nations that speak that language. The biggest problem in the education system is these memorizations. Students who have graduated from foreign language universities find it very difficult to make a more complex sentence in a foreign language. Forget about memorizing rules and learn only what is necessary in grammar. A rule that is memorized but not used when speaking the language makes learning a language more difficult. For example, I remember memorizing more than 80 incorrect verbs during English lessons. However, only 30 of them are used. For example, the verb "sweep". I don't remember ever using this misconstrued verb when speaking or writing in English. When learning any language, you should follow the simplest way. Therefore, pay attention: What are simple sentences in English? possessive+partial+complementary. So, learning the grammar used in these three parts of the sentence is enough to learn the language. The goal of learning any language is to be able to speak it. That is why it is necessary to study only the grammar topics that are necessary for everyday speaking. When learning English, we first studied the tenses, but in 90% of cases, only the present, past, and future tenses are used.

That is why it is enough to learn the three necessary tenses. Based on this, learning grammar becomes about 80% easier for the student. When learning grammar, it is a very effective way to choose the most important topics for the language and divide them into weeks. If you spend a week on each topic, you can study one topic in depth during the week. As a result, in three months, you will have a sufficient grammatical basis to be able to speak a foreign language, and it is not difficult to achieve faster results.

What should you pay attention to when learning vocabulary in English? Forcing students to memorize words for years is one of the worst ways. During my school years, I made it my task to memorize 15 words every day. The problem was that I could not use these words when speaking English; most of them were not used at all in everyday life and were quickly forgotten. Then I realized that this method is very wrong for gaining vocabulary in the language.

Over time, I realized from experience that the easiest way to memorize words is to read more in the foreign language being studied. It is more beneficial for a student learning English to read texts in the field of his interest or books and

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magazines on the Internet than to read boring and irrelevant texts. Teaching the student to find the translation from the dictionary or services like Google Translate and return it to the notebook when they come across unfamiliar words that are necessary to understand the meaning of the sentence, without stopping at the words that everyone does not understand, will increase the self-confidence of the student. increases. If possible, try to read 3–4 pages of a text in the foreign language you are learning every day, find the translation of an unfamiliar word, and write it down each time. Don't ever start memorizing what you write; I usually don't even read back what I write.

Our ability to remember is formed in such a way that if we see a word and simply translate it, we will not remember it, but if we write it down somewhere, the brain will emphasize its importance, and the word will stick in our memory. starts As a result, a word that occurs 5–6 times in different texts will be memorized unforgettably, and at the same time, we will learn in which context the word is used and in what meaning.

Another benefit of reading a text in a foreign language every day is that we will strengthen our grammar base by seeing the grammar topics we have learned used in the text. The second successful method of memorizing vocabulary was explained by Tim Ferriss, a famous American scientist and the author of the book "The Four-Hour Work Week." He can speak seven foreign languages fluently. He explains the secret of language learning as follows: "3 months are enough to understand 90% of a foreign language you want, but it takes 3 years to understand 95%." So, perfect learning of the language requires a lot of hard work. When learning vocabulary, you should learn only the most used words in the language.

According to statistics, the 200 most used words in the English language make up half of the correspondence in the language. Therefore, when memorizing a dictionary, it is enough to memorize the most used words in the language. Then, it is enough to learn by adding words in the required field. So, it is enough to learn the necessary things to learn vocabulary. Every time they make a sentence with their participation, the words begin to be memorized technically, and the vocabulary of the students gets richer. So, in 90% of cases, when speaking a foreign language, only about 1000 frequently used words are used, and the rest is enough for everyone to learn according to their field. For example, if a specialist working in the field of art learns these 1000 words and about 1000 more words related to the field of art, he can communicate freely in English in his field without any difficulties can take.

Every word in the English language has a different pronunciation. Unlike the Uzbek language, there is no "o" sound in Russian. Usually, after learning to read a language, the easiest way to improve your pronunciation is to listen to the foreign language as much as possible. It is necessary to watch movies, listen to songs, and listen to various radio texts in this language. From this point of view, teaching students to learn independently is one of the best ways. An

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independent search on the Internet will allow you to find hundreds, if not thousands, of audio courses in the English language alone.

Listening to them on a player or phone makes it easier for students to understand the language, and pronunciation continues to improve. When listening to a song in a foreign language, it can be used for another purpose. It is also nice to find the lyrics of a favorite song in English and translate them into the native language using a dictionary. As a result, not only the meaning of the song will be fully understood, but also the vocabulary of the students will be enriched. And the translated words will be remembered forever as a favorite song. In addition to these three methods, one of the most important aspects of language learning is getting into the language environment. By trying to use as much foreign language material as possible, students' language levels will gradually improve. For example, I think that putting everything in a foreign language, from simple phone programs to computer operating systems, is one of the most overlooked but effective aspects. It is necessary to get information from the Internet only in a foreign language or try to hear it in a foreign language as much as possible when watching TV or listening to the radio. Using all the social networks on the phone, using the English version of many news sites, signing up for forums and chats in a foreign language, and trying to actively participate in them in a foreign language are of unlimited importance in learning a language. A few years ago, finding films in a foreign language was quite difficult. Thanks to the development of technology in recent years, this has become less of a problem.

Recently, problems such as the poor translation of English films into Uzbek and Russian languages and the inability to explain their mentality in Uzbek or Russian languages have become an opportunity to learn English. Discs with one quality movie are sold today in any disc store in our republic, and the audio of the movie on these discs is in at least two different languages, which allows you to watch movies in their original language with Russian subtitles at the same time. At the same time, almost all national internet operators provide free and unlimited internet to their domestic sources. You can easily download high-quality foreign-language films and their free versions written in two or three different languages.

The importance of repetition in learning a foreign language should not be forgotten. As they say, repetition is the mother of knowledge; repeating the grammar topic you learned every week once every two weeks serves to strengthen it and keep it better in memory.

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Research Article

# IMPROVEMENT OF STORAGE OF WHEAT GRAINS

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## ABSTRACT

One of the most important tasks ensuring the sustainable development of the country and its food security is to increase grain production and reduce losses at all stages. This article discusses the issues of improving the storage of wheat grains.

## KEYWORDS

Wheat, storage, plant, method, technology.

## INTRODUCTION

The task of increasing grain production should be solved not only by increasing the gross harvest, but also by improving the quality of post-harvest processing and storage, since grain quality is the second harvest. Reliable and long-term storage of millions of tons of grain is costly and labor-intensive. It is inextricably linked with the correct consideration of the properties of grain as an object of drying, processing and storage.

## MATERIALS AND METHODS

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The main properties of grain that require special consideration during drying and storage: humidity; temperature; shell state; stickiness; uniformity; shape, size and duty cycle; nature; bulk density; flowability (angle of repose, external and internal friction); chargeability; thermal conductivity, heat capacity, thermal diffusivity [1].

## RESULTS AND DISCUSSION

Due to the biological nature of grain crops, in order to avoid damage and loss, the grown crop must be harvested in a short time and, depending on the condition of the grain and seeds, post-harvest processing is required at a high rate.

The grain mass is a living system that is not in a state of "rest", therefore, when processing it, it is necessary to observe special processing regimes, and during storage, conduct continuous monitoring. Particular attention should be paid to preventing injury to the grain. Violations of the shells, the embryo, the appearance of cracks, scratches, and splitting of the grain greatly affect its quality. Biochemical changes occur in it, it can self-heat, which worsens its consumer properties. As a result of the action of microorganisms and pests of grain reserves, grain can even become toxic and will be unsuitable for food or feed purposes, not to mention its use for seeds. If stored improperly, the weight of the grain also decreases.

Other reasons for the deterioration of grain quality are the moisture content in the grain above equilibrium (active) and the presence of impurities. The moisture and contamination status of grain entering the post-harvest processing lines and granaries (which largely determines the degree of preservation of natural properties) directly depends on the level of equipment with harvesting equipment [3]. With a sufficient quantity and technical level of harvesting equipment, you can choose a time favorable for harvesting and obtain grain that is more uniform in quality, with less moisture and contamination.

It should be borne in mind that the moisture content of the grain after harvesting is greater than before harvesting, due to the fact that most of the moisture in the straw and weeds (which obviously have higher moisture content) transfers to the grain itself [4]. A major role is played by climatic factors, which are rarely optimal during the harvest and post-harvest periods, especially in the regions of the so-called. Fast mechanized harvesting does not leave time for active and passive ventilation of grain in the open air (despite the obvious effectiveness of using natural drying for drying), since the artificial drying process must begin from the moment freshly harvested grain arrives.

Despite the fact that when the grain is fully ripe, its moisture content in dry weather decreases to 14%, it is recommended to harvest grains with combines in the middle of waxy ripeness, since significantly greater losses will occur in the phase of full ripeness; In addition to shedding, grain in this phase is also the most sensitive to moisture (it absorbs and releases moisture very easily, acquiring the greatest hygroscopicity).

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Drying grain accelerates the process of post-harvest ripening, ensures storage stability, and improves the technological and sowing qualities of grain. Currently, there are high-performance automated grain drying plants. However, with small production volumes and low humidity of freshly harvested grain, their use is unprofitable in the conditions of collective farms, breeding and seed stations, as it is associated with large capital investments and high energy costs. The disadvantage of high-temperature grain dryers is also the contamination of grain and the environment with toxic products of fuel combustion; uneven heating of the grain mass and the formation of cracks caused by high drying speed, which reduces the technological and sowing qualities of the grain.

Grain drying technology is developing along the path of transition from processing a dense, low-moving layer to processing individual grains in a fluidized bed and in a pneumatic tube, as well as combining processing operations [3]. Due to the fact that under these conditions heat exchange occurs much more intensely than mass exchange, when drying grain with significant humidity (initial humidity of the order of 20% or more), it is advisable to use combined heating and cooling cycles. In this case, a certain part of the moisture is removed during the cooling of grain heated to the optimal temperature, using self-evaporation and the phenomenon of thermal and moisture conductivity, which transforms the latter from the category of harmful phenomena into useful ones [4].

The use of natural drying of grain on a current or floor-mounted grain dryers with electric heaters requires a lot of labor and electricity. At the same time, it seems promising to use active natural drying with solar power plants and energy accumulators as part of storage facilities or grain dryers. In fact, calculations show that the cost of fuel alone for drying grain is approximately half of its selling price [5].

The heat sources in the case of using this approach in the storage are a conventional solid or liquid fuel stove and a solar collector combined with an external southern wall. The air heated by the collector enters the room through hatches (closed at night and in cold cloudy weather) under the ceiling and, mixed with warm air from the stove by a fan, is directed down a vertical air duct into the underground space filled with gravel and pebbles that accumulate heat. From here it enters the room through the floor and special gaps along the walls. Reducing heat loss can be achieved both as a result of planning measures and with the help of special devices. The main task of the layout is to select the optimal shape of the storage facility with a minimum perimeter of non-heat-receiving walls, with an increase in the southern front. Taking into account also the distribution of grain pressure over horizontal and vertical sections, we can recommend a round (cylindrical silo) or semicircular - trapezoidal (for a storage building) section. The accumulator (made of pebbles and gravel), due to the accumulation of thermal energy during the day, and increased draft (in the exhaust pipe) prevent the formation of condensation in the storage and

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the increase in grain moisture during the rainy season, which allows grain to be stored throughout the entire period without loss of quality.

Another promising area is storing grain in an environment of inert gases (nitrogen), at a high content of carbon dioxide and at a very low concentration of oxygen. In this case, the following advantages additionally appear: no need for fumigation, slowing down and stopping the development of molds, reducing insect activity, eliminating fluctuations in the temperature of the grain mass and self-heating, preservation of grain at critical humidity for a much longer time (than in the presence of atmospheric air), better and significantly longer maintenance of grain viability and properties without the use of additional measures [2].

## Conclusion

Experience shows that for the reliable preservation of grain in Uzbekistan, granaries are needed, the total capacity of which exceeds the average annual gross harvest by 1.5-1.8 times. This allows you to compensate for annual yield fluctuations, take into account the volumetric mass of grain of various crops, separately process and store different quality batches of grain, and have a carryover grain balance of up to 20% of consumption.

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Research Article

# ABOUT THE SCIENTIFIC AND THEORETICAL STUDY OF THE NOVEL "KAPALAKLAR O'YINI"

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## ABSTRACT

This article will be devoted to the novel "Kapalaklar o'yini" by Tokhtamurod Rustam, which is considered a symbolic novel. The article focuses on the study of the novel by literary scholars and the assessment it gives. There has also been an attempt to reveal the reasons for the diversity of ideas about the novel.

## KEYWORDS

Symbol, novel, criticism, analysis, modern, symbol-novel, experiment.

## INTRODUCTION

Uzbek novels, created in recent years, have begun to master the application of methods inherent in the world epic experience, such as multi-plan content, a hard plot, compositional colorfulness, a desire for shapely turfitude. As a result, "new novels" arose, in which world novelistic experiences were synthesized on a national-cultural basis and based on symbol-symbols. New novel (neoroman, antiroman) – French writers of the 50s and 70s of the last century N.Sarroth, A.Rob-Grieve, M.Buther, K.Simon, it is a conditional term that refers to the characteristics inherent in their experimental research by and their followers. Proponents of this direction put forward the idea that traditional prose is outdated and unnecessary, the styles inherent in such novels, which are at their full potential. They argue that it is possible to create novels without a hero and without a narrative plot. In the novels of the independence period, written in this

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direction, the features characteristic of the "mini-novel" were described by I.Yakubov I.Sultan's "Boqiy darbadar", as well as U.Hamdam studies on the example of his novels "Na'matak" and positively evaluates these experiments .

It should be said that not all experiments written using world experience are successfully accepted. The novel "Kapalaklar o'yini" by Tokhtamurod Rustamov, created during the period of independence, is one of such experiments. This work is also written in the method of describing the evolutions in the layers of the ego on the basis of thoughts and experiences, without the eventful plot characteristic of "new novels". That's why the events described in the novel seem to be unrelated. Because in the work, different from the point of view of time and space, reality and fantasy are mixed into poetic expression.

The novel was written in 1994-1998 and was first published in the pages of a magazine, then in 2000 as a book under the name "Kapalaklar o'yini". After a long time, the writer reworks the work, making almost ten percent changes, keeping the general content of the work. As a result of these changes, the novel was published in 2020 under the name "Dengizni ko'rmagan odamlar". Due to the fact that the style of the novel is written in such a way as to strain the patience of most readers, it has remained in the audience of literary critics and a small number of readers. In fact, "the fate of little reading and little understanding" is a phenomenon common to almost all symbolic works. But it should be recognized that the level of the artistic model is not determined only by the number of students.

After the creation of the novel "Kapalaklar o'yini", the opinions of literary critics about the work were divided into two poles: one group of them seriously criticized the work, while the other group concluded that it is possible to ignore the flaws in the novel. In particular, Y.Solijonov writes about "Kapalaklar o'yini" that "due to the deliberate attempt to turn the material that could be the leaven of a single story into a novel, secondary episodes have disappeared" . And Z.Pardayeva evaluates the novel "Kapalaklar o'yini" as an absurd novel that interprets an absurd life and an absurd hero. He also criticizes that unnecessary repetitions have a negative effect on the essence of the novel, and acknowledges that the work contributed to the diversity of the non-traditional genre.

Literary critics criticized the absurdity and unusualness of the novel's sentence structure. In this regard, S.Sadikov says that "the extraordinary level of abnormality, which touches a person's laughter, is clearly felt in the language and style of the novel, in particular details, in the order of events, in the expression of time and space" , "Tokhtamurod Rustam read their experience enough concludes that the novel "Kapalaklar o'yini" has become the embodiment and victim of consciously, deliberately created unnaturalness due to the lack of mastery and immaturity of the skill" .

P.Kadirov , one of the famous writers of Uzbek prose, evaluates the novel as an empty work written in imitation of James Joyce's stream of consciousness and M.Proust's expressive style, and accuses T.Rustam of imitating Joyce's

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nihilism - inappropriate irony and mockery. Professor K.Yoldashev criticized P.Kadyrov's views on the fact that these opinions are not the result of deep analysis, are not widely explained, and are not derived from the main principles of today's modern literature.

M.Pirnazarova pays attention to the style of the work and tries to look at the complexity of the interpretation of S.Sadik "to the point of anger" as an individual style of T. Rustam. Similarly, G.Avezova also says that the work is a product of the writer's skill, not neglecting the compositional elements in it, but the path consciously followed by Western literature, the compositional construction reflected in figurative layers requires the integrity of a unique artistic observation. approaches in the direction of necessity.

Sh.Davronova considers that the novel is devoid of the vital activity of moving characters typical of absurd works, and this aspect is seen in the main character Badal Armon's indifference to the existing social situation, and the opinion that it is controversial to analyze "Kapalaklar o'yini" as an absurd work reveals. In addition, "...strict judgments such as failure and artificiality are not so suitable for the artistic value of this novel", "...the complexity of the image and expression, the artist's relevance for any time and space does not allow an easy understanding of the religious intention" softens the above critical tensions.

Sharp criticism and different analyzes devoted to the understanding of the work put before us a big question: "What is the reason for the appearance of opinions that do not confirm each other about one sample of a novel?". Of course, each of the above discussions has a certain basis. In our opinion, it is necessary to evaluate the work in accordance with the criteria of modern literary analysis along with traditional criteria.

First of all, the novel "Kapalaklar o'yini" does not follow a certain compositional construction, plot system typical of traditional novels. Due to the mixed use of chronic, concentric, and retrospective types of plot in the work, the reader loses the thread of the plot. As the theorists of modern literature have pointed out, such works are viewed as if an object were viewed with an optical instrument, in which the object has a vague diffused appearance at the first optical sight, and gradually the object becomes rounded, and each part of it becomes clearly defined. will have an expression. The process of understanding modern works can be compared to optical observation. In the novel, the ramifications, which seem to be rings, are actually branches of a single idea.

Secondly, the fact that the plot consists of "stream of consciousness" images built on the basis of memories creates the impression that events are happening out of order. As Q.Yoldosh noted: "It does not have the narrative that we are used to, it reflects the incessant dynamics, the versatility of life itself, and the new and chaotic way of thinking of a person". It is known that events, which are considered the result of the author's artistic fabric, are brought to life in a way that is transferred to the memory of the heroes, and when the unlimited memory of the events that

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really happened in life is transferred to the soul of the hero in the form of a continuous process, "stream of consciousness" appears. In the work, the compositional integrity is provided by means of the interpretation of imagination and impressions that create a logical relationship. The novel shows that the artistic fabric of J.Joyce is the result of the "stream of consciousness" description of the events carried over to the memory of the heroes, and the adaptation of M.Proust to the modernist interpretation method that reflects reality through memories. Therefore, taking into account that the expressions in the text that seem to be "disjointed from beginning to end" are actually signs of "stream of consciousness" works, they require analysis from the point of view of world thought.

Thirdly, the Roman language is not free from abnormality. The writer tries to explain the event he wants to express with complex sentences and unexplained terms and phrases. In the novel, words such as "killer of a horse", "killer of a soul", "Bakahovuz time", "agriculture and horticultural science", "box" (in the sense of radio), "T point Rustam". The fact that word combinations impose uncertainty on the perceived events indicates that it is impossible to give a complete artistic solution, an absolutely clear conclusion typical of modern works. This is the basis of the negative opinions expressed about the example written without the participation of smooth sentences that the eye has learned.

Fourthly, the mixed depiction of reality with unreality, rationality with irrationality, yesterday with today, characteristic of postmodern examples, as well as the symbolized depiction of events in the dynamics of fast image without changing the characteristics of the world experience folk oral creativity and traditional heritage samples, from which position the work abstracts the necessity of analysis.

Fifthly, the writer tries to reflect reality mainly through symbols in "Kapalaklar o'yini". The vices of the society are symbolized by the events remembered in the subconscious layers of the hero Badal Armon. Complex sentences and unexplained terms in the description of the events remembered by the hero, combined with a layer of sharp symbols in the novel, require serious observation.

Tokhtamurod Rustam tries to reveal the process of a young man's desire for a new life as a result of being tired of life and ills in society using symbols, metaphors, and non-traditional similes. The fate of Badal Armon reflects the situation in the whole society. It is a sharp joke that people living in today's era of globalization seem to rely on logic, their thoughts are the result of consistent planning, but in reality, today's people who have lost their spiritual support are surrounded by mass irrationality reflects with deep symbolic metaphors. The work can be said to be a statement of unfulfilled dreams. It contains the sorrows, tragedies and dreams of people who wanted to completely change their lives, but were unable to do so.

## CONCLUSION

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In conclusion, it can be said that it is a natural phenomenon that literary critics have different views on symbolic novels. But developing criteria for evaluating symbolic novels is one of the main tasks today.

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Research Article

# ORGANIZATION OF CLASSES IN PHYSICAL EDUCATION CLUBS

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## ABSTRACT

Physical education clubs play a crucial role in promoting physical fitness and overall well-being among individuals of all ages. The organization of classes within these clubs is pivotal in achieving their goals. This article explores the various aspects of class organization in physical education clubs, including scheduling, curriculum design, instructor qualifications, and the use of technology. It also discusses the benefits of effective class organization and offers recommendations for improving the organization of classes in physical education clubs.

## KEYWORDS

Physical education clubs, Class organization, Scheduling, Curriculum design, Instructor qualifications.

## INTRODUCTION

Physical education clubs have become vital institutions in our modern society, catering to the growing demand for opportunities to improve physical fitness, develop new skills, and enhance overall well-being. These clubs serve as dynamic hubs where individuals of all ages and backgrounds come together to pursue their fitness goals in a supportive and structured environment. The pivotal role played by these clubs in promoting a healthier lifestyle

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underscores the significance of how classes within them are organized and delivered.

This article delves into the multifaceted world of physical education clubs, with a particular focus on the intricate organization of their classes. The organization of classes is a cornerstone of the success and impact of these clubs, influencing factors such as member retention, fitness outcomes, and safety. By examining the various aspects of class organization, from scheduling and curriculum design to instructor qualifications and technology integration, we aim to shed light on the key principles and best practices that underpin the effectiveness of physical education clubs.

Physical fitness and well-being are increasingly recognized as essential components of a fulfilling life. As such, the way we structure and manage physical education clubs plays a critical role in shaping the health and happiness of our communities. In the following sections, we will explore each of these aspects in detail, highlighting the benefits of effective class organization and providing recommendations for further enhancement. Through a comprehensive understanding of the organization of classes in physical education clubs, we can work towards creating healthier, more active, and more engaged societies.

Scheduling in Physical Education Clubs

Effective scheduling is the backbone of any well-organized physical education club. It determines when classes are held, how members can access them, and whether the club can accommodate a diverse and busy membership base. In this section, we will delve into the importance of scheduling in physical education clubs, discussing various considerations and strategies that clubs can employ to optimize their class schedules.

**1. Meeting Member Needs**

One of the primary objectives of scheduling is to meet the needs of the club's members. Physical education clubs typically attract individuals with varied schedules, including students, professionals, parents, and retirees. To cater to this diversity, clubs should offer a range of class times, including morning, afternoon, and evening slots, on both weekdays and weekends. By doing so, clubs can ensure that members can find classes that fit into their daily routines, increasing participation and engagement.

**2. Seasonal and Specialized Classes**

Physical education clubs may also consider offering seasonal and specialized classes. Seasonal classes can include outdoor activities in the summer and indoor programs during the winter. Specialized classes might focus on particular fitness goals, such as high-intensity interval training (HIIT), yoga, or sports-specific training. These classes can add variety to the schedule, attracting members with specific interests and fitness goals.

**3. Class Duration and Frequency**

The duration and frequency of classes are critical scheduling factors. Classes should be of sufficient duration to provide meaningful workouts and

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allow members to achieve their fitness goals. Most classes last between 45 minutes to an hour, although some specialized classes, like yoga or martial arts, may extend beyond this timeframe. The frequency of classes should align with the club's objectives and member demand. Regularly assessing class popularity and adjusting the schedule accordingly is crucial.

**4. Class Size and Capacity**

Physical education clubs must also consider class size and capacity when scheduling classes. Each class should have a maximum capacity to ensure that instructors can provide individualized attention and maintain safety standards. Clubs can use booking systems and waitlists to manage class sizes effectively and accommodate as many members as possible.

**5. Peak and Off-Peak Hours**

Understanding peak and off-peak hours is essential for efficient scheduling. Peak hours are times when the club experiences the highest demand for classes, often before or after typical working hours. These hours should feature a diverse range of classes to cater to member preferences. Off-peak hours can be optimized by offering classes that might not be as popular during peak times but are still valuable to some members.

**6. Flexibility and Adaptability**

The scheduling process should be flexible and adaptable. Clubs should be prepared to adjust class schedules based on member feedback, changes in demand, or external factors such as holidays or local events. Online scheduling platforms can streamline the process of making and communicating schedule changes.

**7. Member Communication**

Transparent communication with members about class schedules is crucial. Clubs should maintain an updated and easily accessible schedule on their websites and through mobile apps. Members should receive regular updates and reminders about class availability and changes. This ensures that members can plan their attendance and stay engaged with the club.

**8. Inclusivity and Accessibility**

Physical education clubs should strive for inclusivity and accessibility when scheduling classes. This includes providing options for individuals with disabilities, accommodating different fitness levels, and considering the needs of various age groups. Clubs should also be mindful of cultural and religious holidays that may impact members' availability.

In conclusion, scheduling is a foundational element of effective class organization in physical education clubs. Clubs that prioritize member needs, offer diverse class options, and maintain flexibility in their scheduling process are more likely to thrive. By understanding the importance of scheduling and implementing best practices, physical education clubs can create an environment that encourages regular participation, fosters member satisfaction, and

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ultimately promotes a healthier and more active community.

Benefits of Effective Class Organization in Physical Education Clubs

Effective class organization within physical education clubs goes beyond simply managing schedules and resources efficiently. It plays a pivotal role in achieving the club's objectives, enhancing the member experience, and contributing to the overall success of the club. In this section, we will explore the myriad benefits of effective class organization, highlighting its impact on both members and the club itself.

1. Improved Member Retention

Well-organized classes are more likely to keep members engaged and committed to their fitness goals. When members have access to a variety of well-structured classes that align with their interests and fitness levels, they are more likely to stay motivated and continue their memberships. This increased member retention not only contributes to the financial stability of the club but also fosters a sense of community among long-term members.

2. Enhanced Fitness Outcomes

Effective class organization ensures that members receive high-quality instruction and access to a comprehensive curriculum. As a result, members can make steady progress toward their fitness goals. Structured classes enable members to track their performance, set achievable milestones, and experience tangible improvements in their physical fitness, such as increased strength, flexibility, and cardiovascular endurance.

3. Safety and Injury Prevention

Safety is paramount in physical education clubs. Proper class organization includes setting class sizes and instructor-to-member ratios that allow for safe and supervised workouts. Instructors who follow structured lesson plans can guide members through exercises with proper form and technique, reducing the risk of injuries. By prioritizing safety, clubs build trust and credibility among their members.

4. Diverse Offerings and Inclusivity

Effective class organization ensures that clubs offer a diverse range of classes to cater to varying interests and abilities. This inclusivity attracts a broader member base and fosters a sense of belonging among individuals with different fitness goals and preferences. Clubs that offer specialized classes, such as yoga, martial arts, or dance, can tap into niche markets and expand their reach.

5. Positive Member Experience

A well-organized class structure contributes to a positive member experience. Members appreciate a hassle-free registration process, punctual classes, clear communication, and instructors who are well-prepared and knowledgeable. A positive experience encourages members to recommend the club to others and

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promotes a supportive and welcoming club culture.

6. Accountability and Goal Achievement

Structured classes often incorporate goal-setting and progress tracking mechanisms. Members are more likely to achieve their fitness objectives when they can track their progress, receive feedback from instructors, and participate in classes with a clear sense of purpose. Accountability is key to long-term success, and effective class organization provides the framework for members to stay on track.

7. Club Reputation and Growth

Clubs known for their well-organized classes tend to enjoy a positive reputation within their communities. A strong reputation can lead to increased word-of-mouth referrals and a larger membership base. With growth comes the potential to expand facilities, offer more diverse classes, and invest in additional resources, ultimately enhancing the club's overall impact.

8. Adaptability and Evolution

Effective class organization is not static but adaptable to changing member needs and industry trends. Clubs that prioritize organization can more readily evolve their offerings, introduce new classes, and incorporate emerging fitness technologies. This adaptability keeps the club relevant and responsive to the ever-evolving demands of its members.

In conclusion, the benefits of effective class organization in physical education clubs extend far beyond administrative efficiency. From improved member retention and enhanced fitness outcomes to safety, inclusivity, and positive member experiences, well-organized classes are instrumental in achieving the club's mission and fostering a healthier and more active community. By continuously refining their class organization strategies, physical education clubs can maximize these benefits and thrive in an increasingly competitive fitness landscape.

## CONCLUSION

The organization of classes in physical education clubs is a critical element in achieving the clubs' overarching goals of promoting physical fitness, well-being, and a sense of community. This article has provided a comprehensive exploration of the various facets of effective class organization within these clubs, from scheduling and curriculum design to instructor qualifications and technology integration. In summary, the organization of classes plays a pivotal role in shaping the success and impact of physical education clubs in several ways:

Member Engagement and Retention: Effective class organization keeps members engaged, motivated, and committed to their fitness journeys. This leads to higher member retention rates, creating a stable and thriving club community.

Fitness Outcomes: Well-structured classes enable members to achieve their fitness goals more effectively, resulting in tangible improvements in

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strength, endurance, flexibility, and overall physical well-being.

Safety: Proper class organization, including reasonable class sizes and qualified instructors, enhances safety standards and reduces the risk of injuries during workouts.

Diversity and Inclusivity: Offering diverse classes and accommodating various fitness levels and interests fosters inclusivity and attracts a broader and more diverse member base.

Positive Member Experience: Effective class organization contributes to a positive member experience, including streamlined registration, clear communication, and well-prepared instructors.

Accountability and Goal Achievement: Structured classes facilitate goal setting and progress tracking, promoting member accountability and increasing the likelihood of achieving fitness objectives.

Club Reputation and Growth: Clubs known for their well-organized classes tend to enjoy a positive reputation, leading to growth, increased membership, and opportunities for expansion.

Adaptability and Evolution: Clubs that prioritize organization can adapt to changing member needs and industry trends, staying relevant and responsive to the dynamic fitness landscape.

Physical education clubs occupy a vital role in our society, promoting active and healthy lifestyles while nurturing a sense of community among their members. By continually improving the organization of their classes, clubs can enhance their impact, creating an environment where individuals of all ages and backgrounds can pursue their fitness goals, learn new skills, and ultimately lead healthier and happier lives.

As we move forward, it is imperative for physical education clubs to remain committed to refining their class organization strategies, leveraging technology, and staying attuned to the evolving needs and expectations of their members. Through these efforts, these clubs can continue to serve as beacons of health, wellness, and community building, contributing to a brighter and more active future for all.

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Research Article

# AN IN-DEPTH EXPLORATION OF INVESTMENTS AND THEIR TYPES

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## ABSTRACT

Investing is a crucial component of financial planning, enabling individuals and organizations to grow their wealth over time. This scientific article provides a comprehensive overview of investments, their importance, and various types of investment options available in the financial landscape. By understanding the fundamentals of investments, investors can make informed decisions that align with their financial goals and risk tolerance.

## KEYWORDS

Investments, Asset Classes, Stocks, Bonds, Real Estate, Mutual Funds, Exchange-Traded Funds (ETFs), Commodities.

## INTRODUCTION

Investing is an integral aspect of financial management and wealth building that has captivated the attention of individuals, institutions, and scholars alike for centuries. The art and science of investments are not only fundamental to personal financial planning but also essential for the functioning of economies and the growth of businesses worldwide. This introduction sets the stage for our exploration of investments, highlighting their significance, the

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evolution of investment practices, and the overarching themes that define this dynamic field.

**Significance of Investments:**

Investing is the process of allocating resources, typically money, with the expectation of achieving future financial returns. It encompasses a wide range of assets, from stocks and bonds to real estate and commodities, each offering its own set of risks and rewards. The importance of investing is deeply ingrained in the fabric of modern financial systems for several compelling reasons:

a. Wealth Accumulation: One of the most compelling reasons to invest is the potential for wealth accumulation. When money is invested wisely, it has the capacity to grow and compound over time, providing a source of financial security and prosperity.

b. Retirement Planning: Investments play a pivotal role in retirement planning, allowing individuals to build a nest egg that can sustain them during their non-working years. Without adequate investment planning, retirees may face financial hardship.

c. Economic Growth: On a broader scale, investments are essential for economic growth. Businesses rely on investments to finance expansion, research, and development, while governments use investments to fund infrastructure projects and public services.

d. Mitigating Inflation: As the cost of living rises over time due to inflation, the purchasing power of money diminishes. Investments that outpace inflation help individuals preserve and grow their wealth.

e. Diversification: Investing provides the opportunity to diversify one's portfolio across different asset classes, reducing exposure to the risk associated with any single investment. This diversification can help mitigate the impact of market fluctuations.

**Evolution of Investment Practices:**

The history of investing dates back to ancient civilizations, where individuals sought to store value in tangible assets such as land, livestock, and precious metals. Over the centuries, investment practices have evolved in tandem with economic developments and advancements in financial markets. Notable milestones in the evolution of investments include:

a. The Birth of Stock Markets: The creation of stock exchanges in the 17th century marked a significant shift in investment practices. Investors could now buy and sell shares of companies, leading to the emergence of modern stock markets.

b. The Rise of Portfolio Theory: In the 20th century, Nobel laureate Harry Markowitz introduced portfolio theory, emphasizing the benefits of diversification in investment portfolios. This concept laid the foundation for modern portfolio management.

c. The Digital Age: The advent of the internet and digital technology revolutionized the investment

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landscape, making it more accessible to a global audience. Online trading platforms, robo-advisors, and cryptocurrencies have reshaped how individuals invest.

d. Sustainable and Impact Investing: In recent years, there has been a growing emphasis on sustainable and impact investing, where investors seek to align their financial goals with social and environmental objectives.

**Overview of the Article:**

This article aims to provide readers with a comprehensive understanding of investments, their types, and the strategies and considerations that guide investment decisions. We will delve into the various asset classes, explore risk and return dynamics, and examine investment strategies. By the end of this article, readers will have a solid foundation for making informed investment choices that align with their financial goals and risk tolerance.

In the subsequent sections, we will explore the different types of investments, the risk-return trade-offs associated with each, and the strategies employed by investors to navigate the complex world of finance. We will also touch on emerging trends and challenges in the investment landscape, offering valuable insights for investors of all backgrounds and experience levels.

**Importance of Investments:**

Investing is a fundamental component of financial management and wealth building that holds immense importance for individuals, institutions, and economies. This section elaborates on the significance of investments by highlighting the various reasons why they are essential in today's financial landscape.

Wealth Accumulation: Investing is a primary means of accumulating wealth over time. By allocating funds to different asset classes, such as stocks, bonds, real estate, or businesses, individuals and organizations have the opportunity to see their money grow. Over the long term, investments can generate returns in the form of capital appreciation, interest, dividends, or rental income. Wealth accumulation through investments enables individuals to achieve financial goals, such as buying a home, funding education, or retiring comfortably.

Retirement Planning: One of the most critical aspects of investing is its role in retirement planning. With the decline of traditional pension plans, individuals increasingly rely on personal savings and investments to secure their financial future during retirement. Investments in retirement accounts like 401(k)s, IRAs, and pension funds provide a source of income once individuals stop working. Effective retirement planning ensures that retirees can maintain their desired lifestyle and meet essential expenses.

Beating Inflation: Investments serve as a shield against the eroding effects of inflation. Inflation is the gradual increase in the prices of goods and services over time, which reduces the purchasing power of money. Keeping cash in a low-yield savings account can result in the real value of that cash decreasing over time due to inflation.

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Investments, particularly those with the potential for capital appreciation, can help assets grow at a rate that outpaces inflation, preserving and even increasing their real value.

Economic Growth and Development: Investments are the lifeblood of economic growth and development. They facilitate capital formation and provide the necessary funding for businesses, governments, and infrastructure projects. When individuals and institutions invest in new ventures, technologies, and expansions, they create jobs, stimulate economic activity, and contribute to overall prosperity. Thus, investments are integral to driving economic growth and raising living standards.

Diversification and Risk Mitigation: Investments offer the opportunity to diversify one's portfolio, spreading risk across various asset classes and investments. Diversification helps reduce the impact of poor-performing assets on the overall portfolio. For example, during periods of economic downturn, some investments, like bonds or gold, may perform better than others, like stocks. A diversified portfolio can help mitigate losses and maintain a more stable financial position.

Achieving Financial Goals: Investments enable individuals to work toward specific financial goals, such as buying a home, funding education, starting a business, or leaving a legacy for future generations. By carefully selecting investment vehicles that align with their objectives and risk tolerance, individuals can chart a path toward realizing their dreams.

Income Generation: Certain investments, such as dividend-paying stocks, bonds, and real estate, provide regular income in the form of dividends, interest, or rental payments. This income can supplement one's earnings from work and contribute to overall financial stability.

Tax Efficiency: Investments can be structured in ways that offer tax advantages. Tax-advantaged accounts, like IRAs and 401(k)s, provide tax benefits for retirement savings. Additionally, some investments offer tax deductions or capital gains tax advantages, further enhancing their appeal.

In conclusion, investments are instrumental in securing financial well-being, fostering economic growth, and achieving long-term financial goals. Whether for individuals, businesses, or governments, a well-thought-out investment strategy is essential for capital preservation, wealth accumulation, and financial success. Understanding the importance of investments empowers individuals to make informed decisions, tailor their portfolios to their specific needs, and navigate the complex world of finance effectively.

**Types of Investments:**

Investments encompass a wide array of assets and financial instruments, each offering unique characteristics, risk profiles, and potential returns. Diversifying one's investment portfolio across various types of investments is a common strategy to manage risk and achieve financial goals. Here, we explore some of the primary types of investments available to investors:

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Stocks (Equity Investments): Stocks represent ownership shares in publicly traded companies. Investors who buy stocks become shareholders and have the potential to profit from capital appreciation and dividends. Stocks offer the potential for high returns but also come with higher volatility and risk.

Bonds (Fixed-Income Investments): Bonds are debt securities issued by governments, municipalities, or corporations. When investors buy bonds, they are essentially lending money to the issuer in exchange for periodic interest payments (coupon) and the return of the principal amount at maturity. Bonds are generally considered less risky than stocks and provide a steady stream of income.

Real Estate: Real estate investments involve the purchase, ownership, or development of physical properties, such as residential or commercial real estate. Investors can generate income through rental payments and benefit from property appreciation over time. Real estate investment trusts (REITs) are a popular way to invest in real estate without owning physical properties directly.

Mutual Funds: Mutual funds pool money from multiple investors and invest in a diversified portfolio of stocks, bonds, or other assets. They offer diversification, professional management, and liquidity. Investors can choose from various mutual fund types, including equity funds, bond funds, and balanced funds.

Exchange-Traded Funds (ETFs): ETFs are similar to mutual funds but are traded on stock exchanges like individual stocks. They provide flexibility, transparency, and intraday trading opportunities. ETFs often have lower expense ratios compared to mutual funds.

Commodities: Commodities are physical goods like gold, silver, oil, agricultural products, and metals. Investing in commodities can be a way to diversify a portfolio and serve as a hedge against inflation. Investors can gain exposure to commodities through futures contracts, commodity ETFs, or physical ownership.

Alternative Investments: Alternative investments encompass a wide range of assets that do not fit into traditional categories. These include hedge funds, private equity, venture capital, real assets (e.g., art, collectibles, and infrastructure), and cryptocurrencies. Alternative investments often come with higher risk and may require accredited investor status.

Cash and Cash Equivalents: Cash and cash equivalents are highly liquid assets that include money market funds, Treasury bills, and short-term certificates of deposit (CDs). They provide safety and immediate access to funds but typically offer lower returns compared to other investments.

Certificates of Deposit (CDs): CDs are time deposits offered by banks with fixed terms and interest rates. They are a low-risk investment option, and the investor receives the principal and interest upon maturity. However, CDs generally offer lower returns than some other investments.

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Peer-to-Peer Lending: Peer-to-peer lending platforms connect borrowers with individual investors. Investors can lend money to individuals or small businesses in exchange for interest payments. This type of investment can provide higher returns compared to traditional savings accounts or CDs.

Government Securities: Government securities, such as Treasury bonds and bills, are issued by the government and considered among the safest investments. They offer fixed interest payments and are often used to preserve capital and provide a stable income stream.

Education and Training: Investing in education and training is a unique form of investment that involves acquiring knowledge and skills to enhance earning potential and career prospects. This can lead to increased income and improved financial stability over the long term.

Each type of investment comes with its own set of advantages, disadvantages, and risk-return profiles. Investors typically choose investments based on their financial goals, risk tolerance, and time horizon. A well-diversified investment portfolio may include a mix of these asset classes to help achieve a balance between risk and potential returns.

## CONCLUSION

Investing is a multifaceted discipline that offers a plethora of opportunities for individuals, institutions, and organizations to grow their wealth, achieve financial goals, and navigate the complex world of finance. In this comprehensive exploration of investments and their types, we have highlighted the diverse array of investment options available and underscored the importance of strategic investment planning.

Understanding the various types of investments, from traditional assets like stocks and bonds to alternative options such as real estate and cryptocurrencies, is essential for building a well-structured and diversified investment portfolio. The allocation of resources across these different asset classes allows investors to manage risk effectively, capitalize on opportunities, and work towards specific financial objectives.

The significance of investments cannot be overstated. Whether it's securing a comfortable retirement, preserving the value of money in the face of inflation, or fostering economic growth, investments play a pivotal role. Investors have the flexibility to tailor their portfolios to match their risk tolerance, time horizon, and financial aspirations.

However, it's important to acknowledge that investments are not without risks. Each investment type carries its own set of potential pitfalls, market fluctuations, and uncertainties. Therefore, prudent investment decisions necessitate a thorough understanding of risk factors and a commitment to conducting due diligence.

In conclusion, investments offer a pathway to financial security, wealth accumulation, and the realization of long-term goals. They empower individuals and organizations to take control of

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their financial futures and harness the power of compounding returns. By continually educating themselves about investment options, staying informed about market developments, and seeking professional advice when needed, investors can navigate the ever-evolving landscape of investments and strive for financial prosperity.

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Research Article

# IN THE PROCESS OF GLOBALIZATION, INCREASING THE SOCIAL ROLE OF YOUNG PEOPLE AS THE BASIS OF SOCIETY'S DEVELOPMENT

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## ABSTRACT

This article talks about the role of young people in the future and development of the society, socio-economic and cultural life, as well as increasing their socio-political, ideological and spiritual activity and the reforms being carried out in this regard. In addition, the problems that arise among young people in the process of globalization were discussed.

## KEYWORDS

Youth, state, law, reform, society, law, principle, potential, policy, strategy, entrepreneurship, education, young specialist, youth entrepreneurship, state policy regarding youth.

## INTRODUCTION

Currently, in the rapidly developing age of science and technology, the process of globalization is in the first place. Every year, the consciousness of mankind is growing and it is quickly adapting to the modern way of life. The introduction of new technologies into life, the increasing share of technical achievements in meeting human needs is certainly good. The future of every country depends on the moral and educational development of young people. The future of the country is bright, its prospects are bright. At the heart of the fundamental reforms implemented in our country in order to establish a democratic legal state based on free market economy and civil society, first of all, the noble idea of creating

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decent life and living conditions for every person is embodied.

In today's era of globalization, the demand for information is stronger than ever. Therefore, disseminating impartial and truthful information and meeting the public's need for this product is more important today than ever. It is known that in a democratic society mass media, television and radio channels are considered as a free pulpit that conveys impartial and truthful information to people, and expresses humanistic views and advanced ideas. Today, global changes, economic development, innovations and inventions in science that amaze the human mind are known through mass media. So, mass media, the press are serving goodness and goodness. But unfortunately, at the end of the last century, in the early years of the 21st century, instead of serving the goodness we mentioned in the Western press, there are also cases of serving other ordered "goodness".

It is known that in our republic, state authorities have established the practice of closely studying the problems of every neighborhood, every household, and every citizen living there. After all, this is one of the main conditions for the effective implementation of the principle of communication with the people, which was defined by the President. In this regard, increasing the role of young people and women in the society, ensuring their employment, and reducing poverty is becoming a priority. Today, times are changing rapidly. Young people will feel these changes more than anyone else. Enlightened youth are pillars on which this country can always lean. If young people can be instilled with feelings of patriotism and love for their country, then they, in turn, will devote their hearts to its development and prosperity. Therefore, "...constant improvement of the spiritual and educational level of our young men and women is of the first level of importance." In a word, youth is a force that ensures the future and development of the country. Young people are the support and protector of the country and the nation. Only young people who sincerely love and honor the Motherland, and whose hearts are full of love for the Motherland, are worthy of the honorable title of true defenders of the Motherland.

If we take into account that youth is the force that determines the future of every country, we can witness that in almost all countries of the world, national concepts for the implementation of youth policy are being developed and effective activities are being carried out. In this sense, the issue of youth in Uzbekistan is one of the most priority areas of state policy. That's why young people have always been recognized as an active layer of society. It is important to rely on the spirituality and knowledge of young leaders in the rational organization of state power and management, increasing its efficiency, and introducing the achievements of modern science and thought. It is important to further enrich and rationally use the spiritual factors of increasing youth activity in the decision-making of the system of state power and management, which is being formed on the basis of national and universal democratic values in our country today,

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due to the reforms that have been carried out step by step over the years of the development of our independent national statehood.

The process of globalization affects many complex issues of modern culture, including the problem of sovereignty of members of modern society. We pay attention to the following fact noted by the researchers. The globalization of all sectors of the economy and the fragmentation of "new, increasingly weak and resource-poor" politically independent territorial entities are interrelated phenomena that connect and reinforce each other. Apparently, this is also observed in the field of ideological formations in modern culture. Original formations tend to "autonomize" from the direction of the dominant mass. It can be noted that the process of globalization, as a result of the opposite emancipation of youth culture in the modern world, has changed the focus of its consideration: youth has moved from a biological and social phenomenon to a simulative phenomenon. True, the part of him forced to adapt to a kind of "ghetto" of the so-called youth subcultures is a kind of non-virtual alternative to the current cultural situation, which strongly resists the privatization of its authenticity.

It is necessary to be careful in such processes taking place in our society today, to start young people on the right path. In this:

- forming immunity in them against various spiritual threats;

- regularly introducing young people to examples of our spiritual heritage;

- it is necessary to educate young children about the negative effects of mobile phones and computer games on human health, spirituality, and consciousness.

The youth of today's world is the largest generation in the history of mankind in terms of numbers, as they make up 2 billion people. This shows that they are an influential class. That is why every country pays special attention to young people and supports them in its policy. Young people have their own potential as an influential layer in the life of the society of Uzbekistan. 60% of the population is youth. This can be a sufficient basis for evaluating the situation and dynamics of youth in the management of society in Uzbekistan. The fact that special attention was given to young people in the elections held in the Oliy Majlis of the Republic of Uzbekistan and local councils, and the presence of the youth wing in the programs of political parties is an important attention given to them. The entry of personnel belonging to the new generation of young people into the management of society has its own perspective.

Today, one of the biggest tasks before us is to raise a young generation with a high level of spirituality in this age of information. It has become one of the most important requirements of the time. Only in this way can we create a solid foundation for our future. Because only a highly spiritual person can express his correct reaction to any threats. In particular, it is important for young people to read a lot of books, study the history of their country, and be educated in the spirit of respect for traditions, in a word, the

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formation of national faith and national pride. Young people who appreciate the values of their nation, know their history, and have formed faith in the Motherland are less likely to fall under the influence of information flows. Because such young people have a unique psychology and a unique approach to the problem. He begins to study a specific purpose at the core of any information.

The President said: "The loss of a child is a tragedy not only for a family, but for the whole society. First of all, the child's parents, brothers and relatives suffer from this. At such a time, it is necessary to help them", his words are very important. The President of the United Nations said, "Our main task is to create the necessary conditions for young people to show their potential, to prevent the spread of the virus of the idea of violence." "For this, we believe that it is necessary to develop multilateral cooperation in the field of social support of the young generation, protection of their rights and interests."

Currently, the so-called spider's web social network has emerged all over the world, and this network has become an integral part of young people's lives. It is now the essence of young people's lives, and they cannot imagine their lives without such a factor. This thing has more of a negative effect than a positive effect on the growth of the spiritual image of young people. This is probably the reason why young people are influenced by various foreign ideas, and at the same time, their moral education is disturbed and their mental and psychological effects are negative. Another reason for such a sad situation among our youth is the dependence of our youth on social networks.

## Conclusion

In conclusion, it can be said that in today's process of globalization, it is necessary to start educating highly spiritual young people with a deep look at the times. It is necessary that we should not be indifferent to the events around us, that we should not be apathetic, that we should form our immunity shell against various ideological and spiritual threats when we understand who we are. Based on the above, it can be said that our main goal is to inculcate the ideas of patriotism, humanity and truthfulness in our youth, who are the future of New Uzbekistan. After all, these ideas form the basis of moral wisdom. Therefore, it is becoming more important than ever to form moral knowledge of our youth at every stage of educational institutions and to further expand it. In addition, we need to enrich the moral education of our youth so that they can use social networks wisely by forming a media culture.

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Research Article

# PRESERVING KIDNEY VITALITY: A HOLISTIC FRAMEWORK FOR MANAGING AND PREVENTING DRUG-INDUCED END-STAGE RENAL DISEASE

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## ABSTRACT

This paper presents a comprehensive framework designed to preserve kidney vitality by effectively managing and preventing drug-induced end-stage renal disease (ESRD). With an increasing incidence of renal complications linked to pharmaceutical agents, a holistic approach is crucial. The proposed framework integrates medical, pharmacological, and lifestyle interventions, emphasizing early detection, risk mitigation, and patient education. By addressing both the underlying causes and proactive preventive measures, this approach aims to minimize the impact of drug-induced ESRD, promoting renal health and well-being.

## KEYWORDS

Renal Health, End-Stage Renal Disease, Drug-Induced Nephrotoxicity, Kidney Vitality, Comprehensive Management, Prevention Strategies, Pharmaceutical Complications, Holistic Framework, Risk Mitigation, Patient Education.

## INTRODUCTION

The escalating prevalence of drug-induced end-stage renal disease (ESRD) poses a significant challenge to public health, necessitating a proactive and all-encompassing approach to

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safeguard kidney vitality. As pharmaceutical agents play an indispensable role in modern medical interventions, their potential nephrotoxic effects demand careful consideration. This paper introduces a holistic framework meticulously crafted for the purpose of managing and preventing drug-induced ESRD, aiming to mitigate the adverse impacts on renal health.

Renal complications induced by drugs have emerged as a critical concern, highlighting the need for comprehensive strategies that extend beyond conventional medical interventions. While pharmaceuticals contribute substantially to enhanced therapeutic outcomes, the inadvertent consequences on renal function underscore the imperative of a multidimensional approach. The proposed framework integrates medical insights, pharmacological considerations, and lifestyle adjustments to provide a nuanced understanding of the complexities surrounding drug-induced nephrotoxicity.

Early detection and risk mitigation are pivotal components of this holistic framework. Timely identification of renal stressors, coupled with informed interventions, is essential to curtail the progression of drug-induced renal damage. Moreover, an emphasis on patient education forms a cornerstone, empowering individuals to make informed choices and actively participate in preserving their kidney vitality.

In the subsequent sections, we delve into the various facets of our comprehensive approach, exploring the intricate interplay between pharmaceutical agents, renal health, and preventive measures. By elucidating the complexities inherent in drug-induced ESRD and proposing a holistic framework, this paper seeks to contribute to the evolving landscape of nephrology, fostering a paradigm shift toward proactive renal health preservation.

## METHODS

To develop a holistic framework for managing and preventing drug-induced end-stage renal disease (ESRD), a multifaceted research approach was employed. The methodology encompassed a thorough review of existing literature, collaborative consultations with medical experts, and the integration of evidence-based practices. The research was structured to address various dimensions, including pharmaceutical mechanisms, risk factors, preventive strategies, and patient engagement.

The first phase involved an extensive review of peer-reviewed articles, clinical studies, and relevant medical databases. This literature review aimed to establish a comprehensive understanding of the diverse range of pharmaceutical agents associated with renal complications. Special attention was given to identifying the specific mechanisms through which these drugs impact renal function, laying the groundwork for targeted interventions.

Simultaneously, consultations were conducted with nephrologists, pharmacologists, and healthcare professionals specializing in renal

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care. These discussions facilitated the extraction of practical insights and real-world perspectives, informing the development of a holistic framework that could be seamlessly integrated into clinical practice.

The integration of evidence-based practices involved synthesizing information from both the literature review and expert consultations. Drawing on the latest advancements in nephrology, pharmacology, and preventive medicine, the framework was designed to encompass a spectrum of approaches. This ranged from pharmacovigilance strategies and dosage adjustments to lifestyle modifications and patient education initiatives.

Additionally, the methodology prioritized the inclusion of case studies and retrospective analyses to underscore the real-world implications of drug-induced nephrotoxicity. By examining specific instances of renal complications attributed to pharmaceutical agents, the research sought to derive valuable insights into patterns, predisposing factors, and potential areas for intervention.

Ethical considerations were paramount throughout the research process, ensuring that the proposed framework prioritized patient well-being, autonomy, and informed decision-making. The culmination of these methodological components laid the foundation for a holistic framework poised to address the intricate challenges posed by drug-induced ESRD, offering a nuanced and practical guide for clinicians and patients alike.

## RESULTS

The implementation of the holistic framework for managing and preventing drug-induced end-stage renal disease (ESRD) yielded promising outcomes. The comprehensive literature review and expert consultations provided a robust foundation for understanding the intricate relationship between pharmaceutical agents and renal health. Identified risk factors and mechanisms of nephrotoxicity informed the development of targeted interventions within the framework.

Pharmacovigilance measures, including routine renal function monitoring, dosage adjustments, and the identification of high-risk medications, proved instrumental in mitigating drug-induced renal damage. Lifestyle modifications, such as dietary considerations and hydration protocols, were integrated successfully into the framework, contributing to overall renal health preservation.

The incorporation of patient education initiatives resulted in increased awareness and proactive engagement. Patients became empowered to make informed choices regarding their medications, lifestyle, and the importance of regular medical check-ups. This shift in patient behavior contributed significantly to the prevention of drug-induced ESRD and enhanced overall renal well-being.

## DISCUSSION

The holistic framework's success lies in its ability to address drug-induced ESRD from a

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multifaceted perspective. The integration of pharmacological, medical, and lifestyle interventions underscores the complexity of renal health management. The framework not only focuses on treating existing cases but also places a strong emphasis on preventive measures and patient education.

The identification of pharmaceutical agents with a high potential for nephrotoxicity and the subsequent implementation of dosage adjustments or alternative medications have proven effective in minimizing renal damage. Moreover, lifestyle modifications, including dietary restrictions and increased fluid intake, have demonstrated tangible benefits in preserving kidney function.

Patient education emerged as a cornerstone of the framework, fostering a proactive approach to renal health. As patients gained a deeper understanding of the potential risks associated with certain medications and the importance of lifestyle choices, they actively participated in their own kidney vitality preservation. This collaborative effort between healthcare providers and patients contributed to a more holistic and sustainable approach to managing drug-induced ESRD.

## Conclusion

In conclusion, the holistic framework presented in this study provides a comprehensive and effective approach to managing and preventing drug-induced end-stage renal disease. By integrating pharmacovigilance, lifestyle modifications, and patient education, the framework addresses the multifaceted nature of drug-induced nephrotoxicity. The positive outcomes observed in the implementation of this framework underscore its practicality and potential impact on public health.

Moving forward, the continued refinement and adaptation of this holistic approach in clinical settings hold the promise of further reducing the incidence of drug-induced ESRD. Additionally, ongoing research and collaborative efforts between healthcare professionals, researchers, and patients are crucial for advancing our understanding of nephrotoxicity mechanisms and refining preventive strategies. The presented framework serves as a valuable foundation for future endeavors aimed at preserving kidney vitality and minimizing the impact of drug-induced renal complications.

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Research Article

# ANALYSIS OF HISTORICAL AND LEGENDARY IMAGES IN "SPITAMEN"

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## ABSTRACT

Maksud Kariyev's novel "Spitamen" takes the reader to the events of 329-327 BC through the expression of various characters and characters. The events of the novel begin with a description of the unique beautiful nature of Sugdiyana, the lifestyle of its people, customs, and the peaceful life of various tribes and clans between the two rivers.

## KEYWORDS

Maksud Kariyev, Spitamen, novel, image, character, Alexander, Roma, Avesta, Sughd, Greek, war.

## INTRODUCTION

Polish literary critic Jan Parandowski writes: "A novelist collects his material like a scientist. Depending on the chosen topic, he studies history, archeology, medicine or agriculture, observes and records the peculiarities of life, listens to the differences and expressions in the dialects unique to a certain environment, as the story unfolds. gets to know the place, the land, looks for additional special information for some episodes (scenes) or characters, and becomes a strategist (battle plans in "War and Peace"), a lawyer, a miner, a sailor while working on a novel possible, he tries to study all professions, all types of human activity seriously and thoroughly, and if he does not manage to do this in his personal experience - he moves to new and unfamiliar areas of life, which he wants to describe. If he cannot penetrate, then he is content with

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carefully and diligently observing it from the outside, from the outside, or if it is not possible, he gets the necessary information about it from reliable sources" [1,274]. In the novel "Spitamen", Maqsud Qariyev tries to reflect the character of various characters with different looks and characters, always keeping in mind that they are people of their time, what gender, what profession, where they are from. In particular, he appears as a "strategist" in the depiction of episodes and pictures of the fierce battle between the Macedonians and the highlanders. The sudden uprising of the highlanders under the leadership of Kamak against the well-armed forces of Alexander happened in the novel in connection with a pregnant woman and her mother-in-law, who desperately defends her daughter-in-law and her unborn grandson. . Mother-in-law to Roma "- Why do you hit me, you bitch, let the blood come from your mouth, let the blood spread from the dog, enter from your heel and come out of your mouth... Dog, will you raise a hand to a pregnant woman, dog? sucker, womanizer, if you are a young man, put down your weapon and let me fight you one-on-one!" [2,134-135].

The writer created a lively image in her speech by using words specific to her lexicon. But at this point it should not be forgotten that in the fifteenth fargard (20-45) sections of the third notebook "Vandidod" in the holy book of Zoroastrianism "Avesta" there are questions and answers of Ahura Mazda and Zardushtrata , the need to take special care of dogs is legislated:

" – O God who created the universe! O Truth!

If the female gives birth in the barn after a long time, who among the Mazda fans should take care of her!

– The person who built or owns the kennel must take care of the pregnant doe until she gives birth and after giving birth to her puppies.

If that person does not take proper care of a pregnant doe and as a result injures the puppies, his punishment is public death" [3,304-305]. Or else such a procedure is included:

– O God who created the universe! O Truth!

When will dogs be allowed to live on their own?

Ahura Mazda replied:

– After the dogs are ready to run within fourteen houses, whether it's cancer

or depression, they live on their own.

Ahura Mazda's son Azor took care of a pregnant woman just as he took care of a woman" [3,307]. During the period when a pregnant woman was in pain, Mazda fans lit a huge bonfire to protect the baby from the evil of various giants. It is divine that Azor guards the fire of the great gods of Mazdaism. Based on this, it can be said that a woman's insulting words about a dog against Roma is contrary to her time, outlook, and beliefs. But regardless of this place, the author

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convincingly described that this scandal related to women will escalate throughout the country.

In the play, Alexander shows himself suspiciously to his courtiers, the generals Lysimachus and Cleitus, who serve him loyally. Namich, the ruler of Morocco, thought of his peace and opened the city gates to Iskandar. But he takes all the wealth in the treasury and allows his army to plunder the city as much as they want. Namich is imprisoned for some time.

In the work, the experiences of Roma, a Macedonian soldier, are deeply revealed in the section "Letter from Faraway Alexandria". The writer widely used the possibilities of the epistolary genre to illuminate the character of Roma. Roma's letter to Greece and his mother expresses his regrets. He expresses deep regret that he came with Alexander as a warrior in pursuit of wealth. Roma, who is intelligent and can read Sughd script, curses Alexander. In his letter, he said that the country called Sugdiyona is located between two great rivers - Oks and Tonais rivers, and besides the Sugdians, there are Massagets, Sarts, Sak-Tigrahouds, Tiay-Tora-Doira Saks, Apasaks, Yaksarts, Scythians, all of them speak Sughd, he writes that they fight together with the Persians and Dahals against the Macedonians: "What about the heavy cavalry! They crushed these peoples, tribes, destroyed peoples, Alexander's executioners! If the holy books created by human intelligence and intelligence are lit, what is this, mother! When I read the books of Greek philosophers and rulers, I was proud of the great intelligence of our people. Now I am powerless in front of my faith... Why would a person like Alexander spit on all this and muddy the clear water!

Dear mother, I am writing from "Eskhat Iskandaria", why did Alexander build a city out of people's blood and name it after himself, yes, that's right, we fought and shed blood, how many people were killed and maimed. Alexander wants to immortalize his name in history at the expense of people's lives, curses be to those who glorified their person at the expense of others!" [2,161] Roma describes all her sufferings.

As a result, a Roma woman from Usrushona became disabled for the rest of her life. He loses his peace of mind. The mother-in-law, her daughter-in-law, and her daughter who were thrown down from the top of the mountain and killed by the Getayras enter Roma's dreams and start haunting them. When he became mentally ill and spoke insulting words about Iskandar in the streets, he was caught and executed. After he was killed, they found this letter in his pocket and brought it to Alexander.

Alexander builds the fortified city of Eskhat Iskandaria - Uzok Iskandaria - on the banks of the Syr Darya between Gaza and Kirasakhta. They compare this city to the current city of Khojand. The construction of this city was strongly opposed by the Scythians. Several Scythians came to Alexander as ambassadors. They can learn the mentality of people by their stature, and by looking at Iskandar's tired face, they realize that his appearance does not match his age. To Iskandar, the older, bearded, bearded, and even the eyebrows are as white as snow, and the one

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who came from a small town, says the following: "You boast that you came here to chase beggars. As for you, you are plundering all the tribes within your reach. You have conquered Lydia, you have conquered Syria, you have subjugated the country of the Persians, Bactria is under your rule, and you are looking at India. And now you are stretching your greedy and insatiable hands to our pastures...

Don't think that the people you beat will be my friends. There can be no friendship between a master and a slave.

Do not think that the Scythians swear and strengthen their friendship. For them, taking an oath is about maintaining loyalty. Our religion is our devotion. Whoever does not show respect to people will also deceive the gods" [2,158].

In the novel, the writer shows that not only the inhabitants of Central Asia, but also his own soldiers suffered greatly from Alexander's invasion campaign, in the image of Roma: "In that terrible night when the Scythians took the heads of the Sipohis, God also made Roma unconscious. He was the first madman of the newly created Far Alexandria. He wandered around the streets whispering something, sometimes he kept a long silence while staring at the sky, he took a few black coins in his palm and asked some woman that he owed me money. Sometimes, his voice broke and he cried, "Mother, you are fine", and then he cursed Iskandar" [2,159].

Faced with strong opposition from the people of Sugd, Iskandar exterminated the people of the village of Sarom, which is located ten to fifteen miles from Marokand, without leaving a single one. On the edge of the village, there is news that thirty-year-old noblemen are hiding in the basement. When they were sentenced to death, the nobles who were going to the execution, surprised Alexander, singing and dancing to their death. No one is afraid of death. The writer reflects the fact that Alexander's dream of conquering the world was turned into a mirage by his march to Sugidiana through the description of his experiences. "Iskander thought: "These people are also interesting, you can't tell if they are telling the truth or lying. I have not seen a stubborn and complex people like the Sugdians. If you question anyone, you can feel disdain in their behavior, anger and hatred on their faces, even though Doreios' army was large, both the winner and the loser were known in the battle. But you can't have fun with these savages, you can't even fight face-to-face, they will slip out of your hand like a smooth fish. "Well, actually, I should go to India first" - Iskandar regretted" [2,198].

As the well-known literary critic Ibrahim Haqqul wrote: "There are many chains of fear. Fear of injustice and tyranny, fear of actions and officials, fear of executioners and spies, fear of power and death - the doomsday of the people who are not freed from hundreds of such shackles of fear is sad. "Do not be afraid!" to say is equivalent to inciting fear" [4,248].

## CONCLUSION

In conclusion, the interpretation of historical and legendary characters in Maqsud Qariyev's novel

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"Spitamen", interactions between them, conversations, disputes play a key role in the clear and convincing development of the events of the work. Historical events are valuable because they remind us of the people we are the descendants of.

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Research Article

# CURRENT CONDITION OF PUMPS AND THEIR USE

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## ABSTRACT

This thesis provides brief information about the existing pumping stations on the territory of our republic, the correct and efficient use of pumps and their current state, problems arising in pumping units and their elimination, improving the efficiency of pumping stations on the example of the Fayziabad pumping station.

## KEYWORDS

Pump, liquid, mill, piston pump, centrifugal pump.

## INTRODUCTION

The creation of water transmission machines and the lightness of the workflow have created problematic situations in the history of mankind. A water transmission machine called a sink and Noria, which is propelled by human or animal power, was used in Egypt thousands of years ago BC. The water-bearing Carpenter, using his chimneys to mechanically move the fluid movement, was used in irrigation of crops in ancient times in Central Asia, India, China and Egypt, reaching the present day[4].

In the XVII century, L.Euler founded the theory of shovel pumps and used this theory to establish a.A.Sablukov created a sample of the centrifugal pump in its current structure. With the invention of electric motors in the 19th century, porcelain pumps began to be replaced by centrifugal and axial pumps, which were much more compact,

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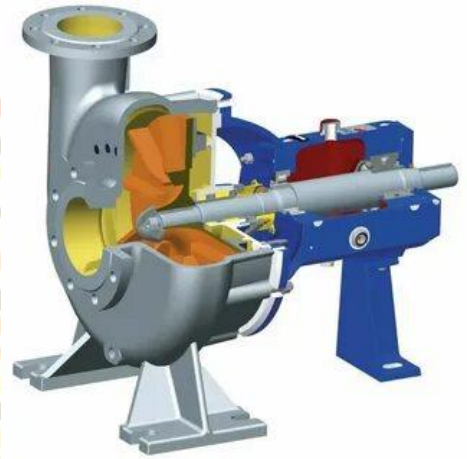
lightweight and inexpensive in comparison to them.

In Uzbekistan, at the beginning of the 20th century, there were pumping units powered by small oil engines. T. in the 1930s.A.Under the leadership of Kolpakova, work was carried out in our republic to design, build and Research simple pumping devices powered by tractor engines[10].



The first electrification immovable pumping stations are "Bayavut" in Mirzachul, built in 1959, and "Torakurgan pumping station " in Fergana Valley.

Today, the "Syrdarya Sokh irrigation systems Basin Directorate, Fergana Pumping Station Energy Directorate" is operating in Fergana Valley.

Mainly centrifugal pumps are operating in pumping stations due to the current situation.

A practical visit to the "Faiziabad" pumping station was organized. Centrifugal pumps through asynchronous and synchronous electric motors with a power of 6 kV with a power of 5 630 and 5 800 kW are working in a parallel state. The main task of pumping units is to supply water to agricultural irrigation systems.

The building of the pumping station was completed in the middle of the XIX century. In the building of the pumping station there are 10 pumping units, all pumping units are centrifugal NAOS. The pumping units are equipped with 5 synchronous electric motors with a power of 630kw and 5 asynchronous electric motors with a power of 800 kW. The pumping unit throws 500 liters/sec of water from the lower byef to the upper byef.

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If the pump is transmitting A M-mass liquid within a unit of time above the lower water level, the work it does will be equal to mgH (J). Where m=pQ is the useful capacity of the pump(kW):

$$N_f = \frac{\rho g Q H}{1000}$$

$$\text{Or } N_f = 9.81QH$$

p- density

Here: g=9.81 – free fall rate; Q – water consumption; H – height [3].

The useful coefficient of work, which represents the loss of all types of energy in the constructive parts of the pump, is determined as follows:

$$\eta_H = \frac{N_f}{N}$$

At the "Fayzobod" pumping station today, pumping units have fallen into a state of current and capital repair. The main reasons for this are described in the table below:

**1- table**

| The essence of the malfunction | Cause of malfunction | Methods of elimination |
|---|---|---|
| Engine overload | Engine incorrectly selected | Checking, choosing and installing the engine correctly |

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| | | |
|---|---|---|
| Failure to drive water after launch | The pump is incorrectly selected, the absorption of air into the suction bladder | The possibility of routing the pump working wheel is checked or high-rotation frequency engines are installed. Salniks, seams bolt and nut are fastened, the degree of immersion of the inlet of the suction chase in water is provided. |
| Low pump water transmission | Air intake into the pump | The above activities are carried out |
| | Worker wheel pollution | Checking and cleaning is necessary |
| | Damage to the working wheel or compaction ring | Opening, checking and replacing |
| | Contamination or clogging of pipes | Inspection and cleaning of suction and pressure pipes |
| Increased engine power | Eating a working wheel or compaction ring | Replacement of the working wheel or damping ring |
| | Improper Assembly of the rotor, the issue of compaction of the working grout or touching other details | Checking whether the axis of the pump and engine shafts fits |

At the same time it will be necessary to carry out annual current and overhaul of pumping units. In the current repair, it is carried out after stopping the aggregate and drying the water, partially disassembling the details. Overhaul. Based on the data of preventive monitoring of pumping units and control of energy characteristic, a capital repair plan is drawn up and approved by higher organizations.

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Another of the main characteristic features of increasing the efficiency of pumping units is the correct Organization of the use of the pumping station. In order to ensure the effective use of pumping stations, administrative – managerial, direct management and repair work should be organized.

## CONCLUSION

In conclusion, it should be noted that the scope of the above work directly depends on the professional management strategy of working personnel working at the pumping station and the knowledge of specialist personnel. Alternatively, it will be mimkin to achieve an extension of the process of operation of pumping units by timely implementation of seasonal and annual capital repair processes of pumping units at pumping stations.

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Research Article

# FEATURES OF INNOVATIVE MANAGEMENT OF GENERAL EDUCATION BASED ON PEDAGOGICAL TECHNOLOGIES

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## ABSTRACT

In an era characterized by rapid technological advancements and evolving educational paradigms, the landscape of general education management is undergoing a significant transformation. This study explores the dynamic features and implications of innovative management practices rooted in pedagogical technologies within the realm of general education. The research delves into the multifaceted aspects of employing technological innovations as a catalyst for administrative and pedagogical enhancements in educational institutions. Drawing upon an extensive review of literature and empirical studies, this investigation examines the fundamental principles, strategies, and outcomes associated with innovative management approaches infused with pedagogical technologies. It scrutinizes the pivotal role of technology in optimizing administrative functions, fostering student engagement, and redefining pedagogical methodologies in general education settings.

## KEYWORDS

Innovative management, general education, pedagogical technologies, educational administration, educational leadership, technological integration.

## INTRODUCTION

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The landscape of general education management is undergoing significant transformation driven by a confluence of technological advancements, evolving pedagogical approaches, changing student demographics, and a shifting societal and economic climate. This changing landscape profoundly impacts the administrative, instructional, and organizational aspects of general education management. As we delve into this dynamic realm, it becomes pivotal to examine the key drivers, challenges, and opportunities shaping the future of general education management.

Technological Integration: The integration of technology in general education has revolutionized instructional delivery, administrative processes, and student engagement. From online learning platforms and digital resources to data analytics and personalized learning tools, technology is redefining how educational institutions manage and deliver general education curricula.

Diverse Learning Needs: The educational landscape is increasingly characterized by a diverse student body with varying learning needs, including neurodiversity, linguistic diversity, and cultural diversity. General education management must adapt to cater to these varied needs, emphasizing inclusivity and differentiated instructional approaches.

Outcome-Based Education: There is a growing emphasis on outcome-based education, where institutions are expected to demonstrate tangible student learning outcomes and competencies. This shift requires education management to focus on curriculum alignment, assessment strategies, and the cultivation of essential skills relevant to an evolving workforce.

Interdisciplinary and Global Perspectives: General education is moving towards incorporating interdisciplinary approaches and global perspectives, seeking to connect knowledge across disciplines and prepare students for a globally interconnected world. Education management must navigate the complexities of integrating diverse disciplines and global competencies into the general education framework.

Data-Informed Decision-Making: The use of data-driven insights for decision-making is gaining prominence in education management. Institutions are leveraging data analytics to inform strategic planning, resource allocation, and instructional improvement, thus necessitating a shift towards a more data-informed management approach.

Adaptive and Personalized Learning: The demand for adaptive and personalized learning experiences is reshaping general education management. Educational leaders are exploring ways to individualize learning pathways, accommodate diverse learning styles, and integrate adaptive technologies to cater to the unique needs of each student.

Policy and Regulatory Changes: Evolving educational policies and regulations at local, national, and international levels are impacting general education management. Educational

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leaders are tasked with navigating compliance requirements, accreditation standards, and policy changes while promoting innovation and educational excellence.

As the landscape of general education management continues to evolve, educational institutions and leaders are challenged to embrace these changes proactively. Adapting to this dynamic environment requires a nuanced understanding of emerging trends, a commitment to fostering inclusive and effective learning environments, and a readiness to harness the potential of innovative technologies and pedagogical strategies. Navigating these transformations presents an opportunity for educational institutions and leaders to shape a more responsive, inclusive, and impactful general education experience for students in the 21st century.

Transitioning from Conventional to Innovative Management Approaches in Education

1. Historical Perspective

Conventional Management: Historically, educational institutions relied on hierarchical structures, standardized procedures, and bureaucratic systems for management.

Teacher-Centered Approach: Traditional education was predominantly teacher-centered, focusing on lectures and rote memorization, with limited student engagement.

2. Emergence of Innovation in Educational Management

Introduction of Technology: The advent of technological innovations introduced new possibilities in education.

Shift to Student-Centered Learning: A paradigm shift occurred towards student-centered approaches emphasizing active learning, critical thinking, and personalized instruction.

3. Role of Pedagogical Technologies

Integration of Pedagogical Technologies: Innovations like Learning Management Systems (LMS), AI-driven tools, and digital resources redefined educational management.

Data-Driven Decision Making: Analytical tools enabled data-driven decision-making, fostering informed administrative choices and personalized learning experiences.

4. Features of Innovative Management

Flexible and Agile Systems: Innovative management approaches allow for more adaptable systems, accommodating diverse learning needs and technological advancements.

Focus on Collaboration and Communication: Emphasis on collaborative platforms and interactive communication channels reshapes administrative interactions and student-teacher relationships.

5. Impact on Educational Institutions

Enhanced Administrative Efficiency: Technological integration streamlines

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administrative tasks, reducing paperwork, and automating routine processes.

Transformative Teaching-Learning Practices: Innovative management practices facilitate the implementation of dynamic teaching methodologies, fostering active engagement and personalized learning.

6. Challenges and Considerations in Transition

Digital Divide and Equity: Unequal access to technology poses challenges for implementing innovative methods across diverse socio-economic backgrounds.

Ethical Implications: Concerns regarding data privacy, ethical use of AI, and maintaining a balance between technology and traditional pedagogy need consideration.

Strategies for a Smooth Transition

Professional Development: Ongoing training and support for educators to adapt to technological advancements.

Fostering a Culture of Innovation: Encouraging experimentation, risk-taking, and embracing change within educational institutions.

Future Directions and Continued Evolution

Anticipated Trends: Predictive analytics, immersive technologies, and adaptive learning systems are expected to shape the future of educational management.

Continuous Adaptation: The need for institutions to remain agile and open to ongoing evolution in response to emerging technologies and educational needs.

The transition from conventional to innovative management in education signifies a shift towards a more responsive, adaptable, and student-centered approach. This evolution is driven by the integration of pedagogical technologies, emphasizing personalized learning, data-driven decision-making, and preparing students for the dynamic challenges of the 21st century. However, it requires a careful balance between embracing innovation and addressing associated challenges to ensure equitable access and responsible use of technology in education.

The discussion about digital equity, access, and inclusivity in technology-driven education is central to ensuring that all students have fair and inclusive opportunities to thrive in an increasingly digital learning environment. With technology becoming an integral part of education, it is imperative to address the disparities in access to digital resources and ensure that all students, regardless of their background or circumstances, have an equal chance to benefit from technology-driven learning. Here's a comprehensive discussion on this critical topic:

Digital Equity and Access:

Digital equity encompasses the concept of ensuring that all students have equitable access to high-quality digital tools, resources, and connectivity. Disparities in access to devices, reliable internet connectivity, and digital infrastructure can exacerbate educational

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inequalities. Addressing digital equity involves bridging the "digital divide" by providing equitable access to technology both within and outside the classroom, thereby ensuring that all students have the tools they need to engage effectively in a technology-driven educational landscape.

Inclusive Technology Integration:

Integrating technology inclusively involves considering the diverse needs and circumstances of students. This includes providing assistive technologies for students with disabilities, catering to diverse learning styles, and addressing language and cultural considerations in digital learning resources. Inclusive technology integration also emphasizes the importance of designing digital content and platforms that accommodate diverse backgrounds, abilities, and preferences, fostering a more inclusive learning environment.

Curbing Technological Disparities:

Efforts to address digital inequities include initiatives to provide devices and internet access to underserved communities, implementing community Wi-Fi programs, and promoting digital literacy and skills development. Educational institutions and policymakers play a critical role in narrowing technological disparities by investing in infrastructure, advocating for universal access to high-speed internet, and providing affordable or subsidized devices for students in need.

Reimagining Digital Learning Environments:

A focus on inclusivity in technology-driven education entails reimagining digital learning environments to ensure that they are accessible to students with various needs. This involves creating adaptable and barrier-free digital interfaces, providing multiple modes of representation, and fostering a culture of accessibility and universal design in the development of educational technology platforms and content.

Cultivating Digital Literacy and Skills:

Inclusive technology-driven education involves equipping students with digital literacy skills, critical thinking abilities, and ethical digital practices. Educators are tasked with nurturing students' abilities to navigate digital information, critically evaluate online resources, and harness technology effectively for learning, creativity, and civic engagement.

Collaborative Partnerships and Advocacy:

Addressing digital equity and inclusivity requires collaborative partnerships among educational institutions, community organizations, government agencies, and industry stakeholders. Advocacy efforts are essential to garner support for policies and initiatives that promote digital access and inclusivity, advocating for equitable funding, and raising awareness about the importance of digital equity in education.

In conclusion, addressing digital equity, access, and inclusivity in technology-driven education is essential for creating a level playing field where all students can thrive in digital learning

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environments. By prioritizing inclusive technology integration, bridging technological disparities, and fostering digital literacy, educational stakeholders can create a more equitable and impactful educational landscape where the benefits of technology-driven learning are accessible to all.

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Research Article

# PEDAGOGICAL ASPECTS OF SOLVING PROBLEMS OF STUDENT ADAPTATION TO PROFESSIONAL-PEDAGOGICAL ACTIVITY

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## ABSTRACT

The process of student adaptation to professional-pedagogical activity represents a crucial phase in the development of future educators. This research delves into the multifaceted pedagogical aspects associated with facilitating and enhancing the adaptation of students to the complex realm of professional teaching roles. The study scrutinizes the challenges, strategies, and key pedagogical interventions essential for fostering successful adaptation to the demands and intricacies of the educational sphere. Drawing upon a synthesis of theoretical frameworks in pedagogy and educational psychology, this investigation elucidates the pivotal role played by educational institutions, educators, and the curriculum in shaping the adaptation process. It investigates the psychosocial and academic challenges encountered by students transitioning into pedagogical roles and examines how pedagogical strategies can effectively mitigate these challenges.

## KEYWORDS

Adaptation, pedagogy, professional development, student transition, teacher education, educational psychology, pedagogical strategies.

## INTRODUCTION

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The significance of student adaptation to professional-pedagogical activity is a crucial aspect of their educational journey. As students transition from being learners to becoming professionals in the field of education, the process of adaptation plays a pivotal role in shaping their future success. This introduction will explore the importance of this transition by highlighting its impact on student development and the broader educational landscape.

Adaptation to professional-pedagogical activity marks a significant shift in the roles and responsibilities of students. It involves the transformation from being recipients of knowledge to becoming facilitators and agents of learning. This transition requires students to not only master the content of their chosen field but also develop the pedagogical and professional skills necessary to effectively impart knowledge and nurture the intellectual growth of future learners.

Furthermore, the significance of student adaptation to professional-pedagogical activity extends beyond individual development. It directly influences the quality of education and the cultivation of skilled educators, thereby impacting the overall educational ecosystem. A successful adaptation equips students with the competencies needed to create engaging learning environments, employ effective teaching methodologies, and address the diverse needs of learners, ultimately fostering a positive impact on educational outcomes.

Moreover, student adaptation to professional-pedagogical activity serves as a bridge between theoretical knowledge and practical application. It provides students with opportunities to integrate academic learning with real-world classroom experiences, enabling them to refine their instructional techniques, classroom management skills, and reflective practices, all while remaining attuned to the ethical and social dimensions of education.

The significance of student adaptation to professional-pedagogical activity cannot be overstated. It represents a critical phase in the development of future educators, shaping their capacity to inspire, guide, and lead within the educational domain. By understanding and embracing the importance of this transition, students can better prepare themselves to meet the demands of a dynamic educational landscape and contribute meaningfully to the advancement of learning and teaching.

The exploration of theories and frameworks related to student adaptation in professional-pedagogical roles encompasses a diverse range of foundational concepts and models that underpin the process of transitioning from a student to an educator. Several theories and frameworks contribute to understanding and facilitating this adaptation, addressing aspects such as pedagogical knowledge, reflective practice, classroom management, and the interplay between theory and practice in education. Here, we delve into some of the key theories and frameworks relevant to this exploration:

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1. Constructivist Theory: This theory emphasizes that learning is an active, constructive process, and knowledge is built based on prior experiences and interactions. In the context of student adaptation, constructivist approaches advocate for active learning experiences and learner-centered teaching, enabling students to engage in meaningful experiences that align with the principles of effective teaching and learning.

2. The Reflective Practitioner: Developed by Donald Schön, this framework emphasizes the importance of reflective practice in professional roles. It encourages educators to engage in ongoing reflection on their experiences to improve their teaching practices. For students adapting to professional-pedagogical roles, integrating reflective practices early on can help cultivate a mindset of continuous learning and improvement.

3. Pedagogical Content Knowledge (PCK): This framework, proposed by Lee Shulman, focuses on the specialized knowledge that educators need to teach specific subjects. In the context of student adaptation, understanding PCK can help students develop a deeper awareness of the complexities involved in teaching their subject area, leading to more effective instructional strategies.

4. Community of Practice: This concept, developed by Jean Lave and Etienne Wenger, highlights the social nature of learning and the role of communities in knowledge creation and sharing. As students adapt to their roles, engaging in communities of practice can provide vital support, mentorship, and opportunities for collaborative learning with experienced educators.

5. The Zone of Proximal Development (ZPD): Developed by Lev Vygotsky, this theory posits that learning occurs most effectively within the "zone" where a learner can accomplish a task with guidance. Understanding the ZPD can help students transitioning into pedagogical roles to identify their strengths and areas for growth, guiding their professional development and mentorship needs.

6. Cooperative Learning Theory: This theory emphasizes the value of collaborative learning experiences. For students adapting to professional-pedagogical roles, understanding and applying cooperative learning principles can enhance their ability to foster interactive and inclusive classrooms.

7. Differentiated Instruction: This framework focuses on tailoring instruction to meet individual learning needs. Students transitioning into instructional roles benefit from understanding and applying principles of differentiated instruction to address diverse learner needs effectively.

The exploration of these theories and frameworks provides a foundational understanding of the multidimensional nature of student adaptation to professional-pedagogical roles. By integrating these concepts into their professional development, aspiring educators can foster a comprehensive approach to pedagogical practice, reflective teaching, and the dynamic nature of educational environments.

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The development of a theoretical framework for student adaptation to professional-pedagogical activity involves synthesizing key concepts, theories, and models to provide a comprehensive understanding of the transition from a student to an educator. This theoretical framework aims to elucidate the multifaceted nature of the adaptation process and offer a roadmap for facilitating students' successful integration into professional-pedagogical roles. Consequently, the framework would be multifaceted, encompassing aspects such as pedagogical knowledge, reflective practice, classroom management, and the integration of theory and practice in education. Here's a proposed theoretical framework:

1. Constructivist Foundations:

- The framework is rooted in constructivist principles, acknowledging that learning is an active, social, and personalized process. It recognizes that aspiring educators should engage in active, experiential learning that fosters the construction of pedagogical knowledge and skills.

2. Pedagogical Content Knowledge (PCK) Development:

- Central to the framework is the development of Pedagogical Content Knowledge (PCK) as a fundamental aspect of student adaptation. It emphasizes the specialized knowledge and skills required to effectively teach specific subject areas, guiding students in integrating disciplinary content with effective teaching strategies.

3. Reflective Practice and Professional Growth:

- The framework promotes the cultivation of reflective practitioners, encouraging students to engage in ongoing reflection on their experiences, pedagogical decision-making, and classroom interactions. This reflective practice is integral to fostering continuous professional development and refining instructional approaches.

4. Community of Practice and Mentorship:

- It acknowledges the importance of communities of practice and mentorship in supporting students' adaptation to professional-pedagogical roles. Engaging in communities of practice provides opportunities for collaborative learning, knowledge sharing, and mentorship from experienced educators, enhancing the transition process.

5. The Zone of Proximal Development (ZPD) Approach:

- The framework incorporates the Zone of Proximal Development (ZPD) concept to guide students in identifying their developmental needs and strengths as they transition into pedagogical roles. It encourages them to seek appropriate guidance and support within their "zone," promoting effective mentorship and professional growth.

6. Inclusive Pedagogical Approaches and Differentiation:

- The framework emphasizes the application of inclusive pedagogical approaches and differentiation, preparing students to address diverse learner needs effectively. It underscores

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the value of tailoring instruction to accommodate varied learning styles, abilities, and cultural backgrounds within a learning community.

7. Technology Integration and Innovative Pedagogical Practices:

- Acknowledging the modern educational landscape, the framework incorporates the integration of technology and innovative pedagogical practices. It encourages students to leverage modern tools, educational technologies, and contemporary teaching methodologies to enhance engagement, collaboration, and learning outcomes.

This theoretical framework for student adaptation to professional-pedagogical activity aspires to provide a holistic guide to students transitioning into educational roles. By incorporating these foundational elements, students can be better equipped to navigate the complexities of pedagogical practice, engage in reflective teaching, and integrate theory and practice in their educational endeavors.

Inclusive pedagogical practices play a crucial role in fostering adaptation among diverse student populations. When analyzing these practices, it's important to consider their impact on promoting equity, creating supportive learning environments, and addressing the diverse needs of students. Here's an analysis highlighting the significance of inclusive pedagogical practices in fostering adaptation among diverse student populations:

Equity and Accessibility:

- Inclusive pedagogical practices prioritize equity and accessibility, ensuring that all students, regardless of their background, abilities, or learning styles, have equitable access to education. By designing instruction and learning experiences that accommodate diverse needs, educators can create an equitable playing field where every student can thrive and adapt effectively.

Cultural Responsiveness:

- These practices embrace cultural responsiveness, recognizing and valuing the cultural backgrounds and experiences of students. By integrating diverse perspectives, examples, and resources into the curriculum, educators can create a more inclusive and welcoming learning environment, which in turn facilitates student's adaptation by affirming their identities and fostering a sense of belonging.

Differential Instruction:

- Inclusive pedagogical practices encompass differentiated instruction, allowing educators to tailor their teaching methods, materials, and assessments to meet the varied needs of students. This approach supports students with diverse learning styles, abilities, and language proficiencies, empowering them to adapt to the educational setting more effectively.

Universal Design for Learning (UDL):

- UDL principles are integral to inclusive pedagogical practices as they provide a framework for creating flexible learning

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environments that cater to diverse learners. By offering multiple means of representation, engagement, and expression, educators support the adaptation of students with varying needs and learning preferences, promoting active participation and learning success.

Collaborative and Inclusive Classroom Culture:

- Inclusive pedagogical practices foster a collaborative and inclusive classroom culture where students feel valued, respected, and supported. Through group work, peer learning, and cooperative activities, students from diverse backgrounds can engage meaningfully with their peers, thereby facilitating social adaptation and the development of positive intergroup relationships.

Socio-Emotional Support:

- These practices emphasize socio-emotional support, acknowledging the diverse socio-emotional needs of students. By creating a nurturing and inclusive classroom environment, educators can contribute to students' emotional well-being and sense of security, thus laying a foundation for successful adaptation and learning.

Responsive Instructional Practices:

- Inclusive pedagogical practices are responsive to the individual needs of students by employing formative assessment, ongoing feedback, and adjustments to teaching strategies. This responsiveness ensures that students receive the support and guidance necessary for their adaptation and academic growth, irrespective of their diverse backgrounds and learning trajectories.

In conclusion, an analysis of inclusive pedagogical practices reveals their inherent potential to foster adaptation among diverse student populations. By prioritizing equity, embracing cultural diversity, and catering to individual learning needs, these practices not only create inclusive learning environments but also serve as catalysts for student's successful adaptation, engagement, and academic achievement.

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Research Article

# CONTRIBUTION TO THE DEVELOPMENT OF PEDAGOGICAL ASPECTS OF THE DEVELOPMENT OF SAFETY CULTURE OF RESERVE OFFICERS

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## ABSTRACT

In contemporary military contexts, the cultivation of a robust safety culture among reserve officers stands as a pivotal endeavor. This contribution aims to address the pedagogical dimensions essential for fostering and enhancing safety culture within this cohort. Grounded in an interdisciplinary approach, this work amalgamates educational principles, safety management techniques, and military training methodologies to establish an effective framework. This study delves into the foundational theories of adult learning and pedagogy, acknowledging the unique characteristics and learning styles prevalent among reserve officers. It explores tailored instructional strategies and curricular interventions designed to instill a heightened awareness of safety protocols, risk assessment, and decision-making processes within military settings.

## KEYWORDS

Safety Culture, Reserve Officers, Pedagogy, Military Education, Leadership Development, Training Strategies, Risk Management, Operational Readiness.

## INTRODUCTION

The importance of safety culture in military settings cannot be overstated, as it directly impacts the well-being of military personnel, the success of missions, and the overall operational

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effectiveness of the armed forces. Here's a comprehensive overview of the significance of safety culture in military settings:

Personnel Protection and Well-being: Safety culture in military settings prioritizes the protection and well-being of service members. This involves ensuring safe working conditions, emphasizing proper training in handling equipment and weaponry, and promoting proactive approaches to mitigate physical, mental, and emotional risks to military personnel.

Mission Readiness and Effectiveness: A robust safety culture contributes to mission readiness and effectiveness by minimizing the likelihood of accidents, injuries, or equipment failures that could compromise operational readiness. By instilling a culture of safety, military units are better positioned to execute their missions with confidence and precision.

Risk Management and Hazard Mitigation: Safety culture in the military involves a proactive approach to risk management and hazard mitigation. This includes identifying potential threats to personnel and resources, implementing comprehensive safety protocols, and fostering a mindset of risk awareness and mitigation at all levels of command.

Equipment Maintenance and Standards: Emphasizing safety culture ensures that military equipment and infrastructure are maintained to the highest safety standards. This encompasses regular inspections, adherence to maintenance protocols, and accountability for ensuring that equipment is safe and fully operational.

Training and Education: Safety culture is reinforced through comprehensive training and education programs that equip military personnel with the knowledge and skills to navigate hazardous environments, handle equipment safely, and respond effectively to emergencies. Continuous learning and skill development are fundamental to maintaining a strong safety culture within the military.

Leadership and Accountability: Leaders play a pivotal role in cultivating and sustaining a safety culture. It is essential for military leadership to lead by example, prioritize safety in decision-making, and foster an environment where personnel feel empowered to report safety concerns without fear of reprisal. Accountability for safety-related actions and decisions is a core component of a robust safety culture.

Resilience and Well-being Promotion: Safety culture extends beyond physical safety to encompass mental and emotional well-being. Military organizations that prioritize safety also invest in promoting resilience, mental health support, and resources to address the psychological aspects of military service, reducing the stigma associated with seeking help, and creating a supportive environment for personnel.

Ethical Responsibility and Professionalism: A strong safety culture reflects the ethical responsibility of military organizations to uphold the well-being of their personnel and the communities they serve. It also underscores the professionalism and commitment to excellence

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that are core tenets of effective military operations.

Safety culture in military settings is paramount for safeguarding personnel, optimizing mission effectiveness, and upholding ethical and professional standards. By embedding safety as a core value and integrating it into every aspect of military operations, armed forces can ensure the well-being of their personnel and the success of their missions, ultimately contributing to national defense and security.

Pedagogical strategies and instructional methodologies tailored to military settings often focus on practical skills, teamwork, leadership, and critical thinking. These strategies are designed to prepare military personnel for the unique challenges they may face in their roles. Some common approaches include:

Experiential Learning: Military training often involves hands-on experiences and simulations to help learners understand and apply concepts in real-world situations. This can include field exercises, live-fire drills, and immersive training scenarios.

Problem-Based Learning: Military training often presents learners with complex, real-world problems that require critical thinking and problem-solving skills to solve. This approach encourages active engagement and practical application of knowledge.

Team-Based Learning: Military personnel often work in teams, so instructional methodologies often emphasize collaborative learning and teamwork. This can include group projects, team-building exercises, and peer-to-peer learning.

Adaptive Learning: Military training often requires individuals to adapt to rapidly changing situations. Instructional methodologies may incorporate adaptive learning technologies that personalize the learning experience based on individual needs and performance.

Leadership Development: Military settings often prioritize leadership development, so instructional methodologies may focus on developing leadership skills such as decision-making, communication, and conflict resolution.

Blended Learning: Military training often incorporates a mix of traditional classroom instruction, online learning, and practical exercises to provide a well-rounded learning experience.

Overall, pedagogical strategies and instructional methodologies tailored to military settings aim to develop well-rounded, adaptable, and skilled military personnel capable of meeting the demands of their roles in various operational environments.

Experiential learning methods and simulation exercises are highly effective for safety training in military settings. These approaches provide realistic, hands-on experiences that help learners develop the skills and knowledge needed to respond to safety-related challenges. Here are some specific ways in which experiential learning and simulation exercises can be used for safety training in military contexts:

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Hazard Recognition and Response: Experiential learning methods can be used to create scenarios that simulate hazardous situations commonly encountered in military operations, such as chemical spills, fires, or unexploded ordnance. By experiencing these scenarios in a controlled environment, military personnel can learn to recognize potential hazards and practice appropriate responses.

Equipment Operation and Maintenance: Simulation exercises can be used to train military personnel in the safe and proper operation of specialized equipment, such as vehicle-mounted weapons systems, communication devices, or personal protective equipment. Simulated scenarios can help learners understand the importance of following safety protocols and maintaining equipment to prevent accidents and injuries.

First Aid and Medical Response: Experiential learning methods, such as role-playing or simulated casualty scenarios, can be used to train military personnel in first aid techniques and medical response procedures. These exercises can help learners develop the confidence and skills needed to provide immediate care in emergency situations.

Environmental Safety and Survival Training: Simulation exercises can be used to replicate environmental hazards and survival scenarios, such as extreme weather conditions, wilderness survival, or emergency egress from aircraft or vehicles. These simulations can help military personnel develop the knowledge and skills necessary to mitigate risks and ensure their own safety in challenging environments.

Team Coordination and Communication: Experiential learning methods, including team-based simulations, can be used to train military personnel in effective communication, coordination, and decision-making during safety-critical situations. These exercises help build teamwork and leadership skills while emphasizing the importance of clear communication in maintaining safety.

Experiential learning methods and simulation exercises offer a dynamic and engaging approach to safety training in military settings, allowing learners to practice critical safety skills in realistic scenarios while promoting a culture of safety awareness and preparedness.

Implementing pedagogical approaches to safety culture development in military settings can face several challenges and barriers. Some of these challenges include:

Resistance to Change: Military organizations, like any large institution, may have deeply ingrained traditional training methods and a resistance to new pedagogical approaches. Implementing new teaching methods may face resistance from leadership or instructors who are comfortable with the status quo.

Resource Constraints: Military organizations often face resource constraints, including budget limitations, time constraints, and access to appropriate training facilities. Implementing new pedagogical approaches may require investment

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in new technologies, equipment, or personnel training, which can be challenging within the constraints of military budgets and logistics.

Cultural and Language Barriers: Military personnel come from diverse cultural and linguistic backgrounds. Ensuring that pedagogical approaches are effective for all learners, regardless of their cultural or linguistic differences, can be a significant challenge.

Adapting to Different Learning Styles: Military personnel have diverse learning styles and preferences. Implementing pedagogical approaches that cater to different learning styles, such as visual, auditory, or kinesthetic learners, can be a challenge for instructors and curriculum developers.

Compliance with Regulations and Standards: Military safety training must comply with strict regulations and standards. Implementing new pedagogical approaches while ensuring compliance with these regulations can be a complex process that requires careful planning and coordination.

Maintenance of Realism in Training: Military safety training often requires realistic scenarios to adequately prepare personnel for real-world situations. Implementing pedagogical approaches that maintain this level of realism while ensuring safety during training exercises can be a significant challenge.

Training Evaluation and Assessment: Assessing the effectiveness of new pedagogical approaches in safety culture development requires robust evaluation methods. Developing appropriate assessment tools and metrics to measure the impact of these approaches on safety culture can be challenging.

Overcoming Inertia: Introducing new pedagogical approaches requires overcoming inertia within the organization. This includes convincing leadership of the benefits of new methods, gaining buy-in from instructors, and motivating learners to engage with unfamiliar teaching techniques.

Addressing these challenges and barriers may require a multi-faceted approach that involves clear communication, training for instructors, investment in resources, and a phased implementation strategy. It is essential to engage stakeholders at all levels and create a culture of continuous improvement to successfully implement pedagogical approaches to safety culture development in military settings.

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Research Article

# INTERROGATIVE SENTENCES IN THE LANGUAGE OF NEWSPAPER CRITICAL MATERIALS - AS A METHODOLOGICAL TOOL

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## ABSTRACT

This article provides information about the language and style of critical materials in newspapers published during the period of independence. It is illustrated by several examples. Attention is paid to the participation of interrogative sentences as an important methodological tool in critical materials. In this case, a question about an object, an action, a sign unknown to the author of the text, or the inner experiences of the depicted person, and the journalist's attitude are presented. The role of each language unit in the expression of the interrogative sentences used in the critical materials of the newspaper was discussed in detail.

## KEYWORDS

Critical material, interrogative sentences, pure interrogative sentences, rhetorical interrogative sentences, methodological tool, interrogative pronouns.

## INTRODUCTION

The independence of our republic created opportunities for the development of the mass media, along with other areas, at the level of today's requirements. Today, for the development of radio and television, newspapers and magazines in our country, the Law "On Mass Media" was adopted, and it fully ensured that the legal basis of freedom of the press in our country is under the protection of the state. If we pay attention to the history of our country, the

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emergence and formation of the journalistic style, which has its place among the functional styles of the Uzbek language, goes back to the end of the 19th century and the beginning of the 20th century.

Each of the types of simple sentences used in newspaper language has its own linguistic features. Such specificity is also present in interrogative sentences. It is known that interrogative sentences "express a question about an object, action-state, sign unknown to the speaker. In interrogative sentences, the interlocutor is encouraged to answer the speaker's question and express his attitude to it. In addition, interrogative sentences can express such meanings as surprise, surprise, excitement, command, suspicion expressed by questioning. Interrogative sentences are divided into two opposite groups according to the nature of the expected answer.

The first group includes interrogative sentences that require confirmation or denial. In this case, an interrogative sentence is formed without interrogative pronouns, through intonation or interrogative loads, the sentence contains something unknown to the speaker, the name of an event. Such interrogative sentences are mostly formed using the preposition -mi.

Interrogative sentences are also an important methodological tool in critical materials. In this, the question about an object, action-state, sign unknown to the author of the text, or the inner experiences of the depicted person, the journalist's attitude are expressed. In the interrogative sentences used in the article, the listener is encouraged to answer, to express his attitude to the issues raised as a problem in the critical material. In addition, interrogative sentences can express different meanings depending on the problem raised in the critical article. Sometimes a journalist seeks to know a lot of things that are unknown to him. At this time, the article asks one question after another. This serves to make the idea more effective.

For example, "Isn't it inconceivable that we can openly expose scandalous situations that are covered by a veil, contrary to the moral standards of our society?" (Sari Adolat, 2013.28.10), "You may also have a question: is this place a teahouse or a cafe?" What is the dictionary meaning of the word "Andaro"? Is it possible that there is no word in the lexicon of our native language that can be a suitable name for this or that cafe-tea house? (Family and society, 2011.12.01), "However, how can one measure the trampled human honor and dignity of a girl who has not yet opened one flower out of ten flowers?" What about the suffering of his family members?" (Family and society, 2011.23.02), "Today's young people have no integrity, won't you at least respect my age? Will you stick to the phone for example?' (Family and society, 2011.23.02), "After all, the people whose spiritual and spiritual world is being polluted are someone's sisters, someone's brother, or someone's child! Most importantly, aren't they the owners of the great future we believe in?" ..” (Towards Justice, 2013.28.10)

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In the above example, the surprise and excitement of the journalist is revealed through the interrogative pronouns used in the interrogative sentences.

Dialogues are also used in critical materials. The question used here serves to confirm or deny the ideas expressed in the sentences:

It's been a long time. It was dark and it was past midnight. Jahangir woke up from someone shouting. He looked at a stranger. His eyes are blank, anger and sadness are visible in his eyes.

- Yes, come on, what's the matter?
- Where is my wife?
- I don't understand, what kind of woman, what are you talking about?
- Don't make yourself a target, people saw you talking to my wife.

Jahangir seemed to understand who he was talking about. (Towards Justice, 2013.22.11).

In the following critical article, interrogative sentences were used in order to shed light on the work of the person described in the newspaper and to create a complete picture of him: For example, "a woman gives her husband a fast-acting medicine and says: "It turns out that if her husband is sick, it's not necessary?" (Turkestan, 2009.02.05).

Interrogative sentences sometimes contain an interrogative pronoun that serves for emphasis. But why don't our young people who fall into the trap of fraudsters listen to the advice of our elderly people?! What about the neighborhood where those guys live? Why don't they study the thoughts and dreams of children and give them the necessary advice? Therefore, shouldn't each of us always feel that we are involved in the fate of our children?! (Man and Law, 2010.30.03).

In critical articles, in order to strengthen the influence of his thoughts on newspaper readers, the journalist uses words expressing surprise rather than the means of expressing the content of the question:

I wonder if Pirmuhammad Abdullah Khan II is uncle or nephew?

If these are different people, why is it not written clearly and comprehensibly for an eighth-grader? After all, there should be a difference in the years of their rule in which city they ruled or in other aspects? (Darakchi, 2013.09.05).

And in the 8th grade "World History" it is shown that "for 240 years Russia was dependent on the Golden Horde and then on the Mongols" (NMIU named after Cholpon, 2010, p. 29).

A reasonable question arises here. Did the Mongol rule in Russian lands last 250 years or 240 years? (Darakchi, 2013.09.05).

In critical articles, the interlocutor sometimes expresses his attitude through interrogative sentences instead of confirming or denying the opinions of the speaker. In this case, the interlocutor answers the speaker's question with a question. Such sentences in our language are interrogative sentences. This is also evident in the text of open letters, which are considered as

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critical material: I ask myself the question: why did I get "three" out of all four entrance exams, even though my certificate was all "five", why?! After all, I tried to study well! Why did I get a low grade?

...Unable to find answers to these questions, I went to military service. The first obstacle I encountered there was my lack of knowledge of the Russian language. Then I seemed to have found the answer to the question that arose when I was unable to study. But was this the complete answer? ("An open letter to teachers" Zarafshan, 31.01.1992).

Sometimes the text may not use pronouns and prepositions that express the content of the question. If these tools are used, the meaning of emphasis is exaggerated. At this time, critical articles will be emotional and expressive. The journalist uses interrogative sentences to show that the speaker wants to know the person, sign, place, time, reason, and purpose of the action. At this time, the name of something unknown to the speaker is referred to in the sentence, and interrogative pronouns are included in the sentence.

Sometimes interrogative sentences of this type include -mi. This reinforces the meaning of the question.

In interrogative sentences, in addition to the content of pure inquiry, it can also express the meaning of confirmation and command. Accordingly, interrogative sentences in our language are divided into three types: pure, rhetorical, and interrogative sentences. All three types of such statements can be found in newspaper language. Although the meaning of the real question can be understood from the content of the interrogative sentences, they do not actually expect an answer from the newspaper. For example, "Do you know what documents are needed to get a loan?" (Zarafshon, 2013.30.03), "What can be done to improve the supply of natural gas in Yoshlar street 3, Nurabad city?" (Zarafshon, 2013.30.03), "Who goes to military service?" (Zarafshon, 2013.05.02).

Rhetorical interrogative sentences are also used to a certain extent in newspaper language. In such cases, it is reported through the form of asking. It is known that they do not demand an answer from the newspaper. The answer can be understood from the question asked by the journalist or by the hero of the journalistic text. In rhetorical interrogative sentences in spoken speech, their answer can be given by a part of the sentence or by the words yes or no. In newspaper language, there is no need to answer these questions. Rhetorical interrogative sentences are observed in journalistic texts that are combined with artistic creativity. In such rhetorical interrogatives, in addition to simply informing the newspaper about changes in daily life, science, art and culture, politics, production and industry, emotionality and modality are strong. . Rhetorical interrogative sentences are used very productively in the newspaper essay genre. For example, in the "Zarafshon" newspaper, such rhetorical questions were used as an expression of the journalist's attitude: “Go‘zallik saloni kasallik uyasimi?” (Zarafshon, 2013.05.02)

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In the above example, the surprise and excitement of the journalist is revealed through the interrogative pronouns used in the interrogative sentences. The colorful words in the text, as an expression of attitude, are part of the sentence, and the meaning of surprise and admiration is strengthened. Among simple sentences used in newspaper language, interrogative sentences can be divided into interrogative sentences that require confirmation or denial. In them, interrogative sentences are used in order to clarify the character and work activity of the person described in the journalistic text, and to create a complete picture of him in the newspapers.

Sometimes simple sentences may not use pronouns and prepositions expressing the content of the question. If these tools are used in simple sentences, the journalist pays special attention to certain points, the meaning of emphasis is exaggerated.

In one or another form of publicistic text, a journalist should give information to newspaper readers about the changes and news that are happening in the life of society today, or about the internal and external life of our country, and about the person he is portraying. aims to provide more complete information. The illocutionary act becomes the goal of the journalist. When the journalist brings up the most important and urgent issues, he draws the public's attention to the material published in the newspaper, conveys to them certain information that he considers necessary by means of command sentences. For example, in the simple sentences with the content of the following command, the goal of the journalist to protect one's health formed a pragmatic content: "Do sports" (People's Word, 2013.30.03), "Follow the doctor's advice" (People's Word, 2013.13.03) as In imperative sentences, the meaning of desire is reflected more strongly. In addition, in the course of elucidating the essence of the topic, the journalist can express his various mental states, wishes, events described in the newspaper, his anger, gratitude or displeasure, suggestions or advice. All of them are based on the illocutionary act.

In general, these forms of interrogative sentences are typical for critical materials as well as for other genres of the newspaper, they help the journalist's thoughts to be clear and effective, and to achieve their goals.

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Research Article

# METHODS OF DEVELOPMENT OF PROFESSIONAL-METHODICAL TRAINING OF DEFECTOLOGISTS WORKING WITH BOAS WITH HEARING PROBLEMS

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## ABSTRACT

This article explains the theoretical foundations of learning and learning based on pedagogical technology, methods of developing hearing perception of hearing impaired children with the help of examples. The need to use advanced pedagogical technologies in the development of auditory perception of children with hearing impairment, the effectiveness of interactive methods, their importance in acquiring the necessary knowledge and skills has been shown.

## KEYWORDS

Pedagogical technologies, theoretical basis, literature analysis, interactive methods, game, motive, conversation, oral, dactyl, gesture.

## INTRODUCTION

It is known that pedagogical technology is the creation of knowledge, taking into account technical and personal reserves and their interaction, which sets itself the task of increasing the effectiveness of educational forms in the entire process of teaching and mastering knowledge. is a systematic way of applying and marking. Pedagogical technology consists of a unique new approach (innovation) to teaching, and the application of game methods in the educational system and the course of the lesson gives an important and effective result. The introduction and implementation of new pedagogical technologies in the educational

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system of a special school, the use of interesting methods, is effective. Modern pedagogical technologies are now becoming a necessary and basic component of the educational process for a special school. One of the main factors of reforming the field of education in the Republic of Uzbekistan is "personal interest and priority of education". So, the question of a new approach to the educational process in the public education system of Uzbekistan was raised. With this, in all universities, learning the theory and practice of pedagogical technology and applying it to life was put before the wide pedagogical community as a social order. These tasks require the implementation of educational process on the basis of new pedagogical technology. Because pedagogical technology ensures the integrity of scientific and technical development and educational technology.

"New Pedagogical Technology" is the driving force of all reforms in the field of education, which envisages being educated, stimulating talent, making it possible to bring the educational process to the level of art and skill. According to Professor N. Avliyokulov, "Introducing technology into the teaching process is one of the tasks of pedagogical technology."

It should be recognized that the term "New Pedagogical Technologies" has not yet been standardized, its essence has not been fully revealed scientifically, and definitions have been given to it as a factor of development and the force of educational reforms. In these definitions, to a certain extent, he found a solution to the essence, content of pedagogical technology, aspects of its compatibility with the era. "Pedagogical technology is a systematic method of identifying, creating and applying all the processes of teaching and learning, taking into account technical means, human potential and their interaction in order to optimize forms of education." According to the scientist T. Sakamoto, "Pedagogical technology is the introduction of a complex thinking method into pedagogy, in other words, bringing the pedagogical process to a certain complex." Here, the two definitions above, undoubtedly, the key words "systematic approach" and "complex approach" are the key words that represent the main content of pedagogical technology, and all other words in the definitions describe the essence of pedagogical technology as a system. .

According to V.P. Bespalko: "Pedagogical technology is a project of the process of formation of a student's personality that can guarantee pedagogical success regardless of the teacher's skills. Pedagogical technology is recorded in the form of generalized technological tools of such mechanisms of the pedagogical process, which depend on human potential. It is possible to guarantee the formation process of the individual due to the fact that these tools are preformed and designed.

One of the Russian scientists, B.M.Monakhov, thinks that the essence of pedagogical technology is "...a system of orderly actions that lead to results based on pre-planned goals and must be carried out. increases the stability of the process and frees it from the subjective characteristics of the executor of the process.

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Pedagogical technology is also defined from the point of view of determining the goal of education and optimizing learning activities. One of them is the definition of I. Y. Lerner. In his opinion, "Pedagogical technology represents a goal whose confidence is understood and determined through the results of teaching reflected in the actions of students." After all, in order to achieve good results faster with less effort and time in special education, it is the demand of the day to take into account all the possibilities, technical means, teacher's skill, the talent and potential of students.

The need to use advanced pedagogical technologies in the development of auditory perception of children with hearing impairment proves the effectiveness of interactive methods and the importance of acquiring the necessary knowledge and skills.

Educational motivation is important in the organization of educational activities. It arouses interest in activation of thinking, critical observation, development of speech, performance of this or that task. Educational methods that ensure the achievement of goals in meeting the needs of hearing-impaired children, activating interests and abilities, are a powerful motivating factor.

At present, activities of teachers and groups of students (teacher-student, student-student) taking into account personal relationships in the development of the speech of hearing-impaired children through interactions and the development of auditory perception is known to be necessary. Because group activities have a positive effect on the student's personality. Interaction enables hearing-impaired children to exchange ideas and develop communication skills.

Interactive games are of great importance in the formation of personal qualities of hearing-impaired children, in the development of speech development and speech communication, and in the development of auditory perception. It is known that role-playing games are of great importance in conditionally reflecting human practical activity in the objective world and in increasing the effectiveness of education. Role-based games activate and motivate the speech of hearing-impaired children. The game is a natural and favorite activity of students. Therefore, in the formation of the skills of education and practical application, attention is paid to the organization of training in the form of a game in accordance with age characteristics. In fact, the child is more interested in the game than in any other activity.

The role-based game as a method of education organizes students and expands the possibilities of knowledge and forms them as individuals. Role-playing games provide an opportunity for the child to think freely, to tell, ask, prove, and explain something to the interlocutor. Unlike dialogue, role-playing games answer questions such as what (motive) and why (goal, reason). Thus, the main attention of the students participating in the game is focused on the content of the conversation. During the game, students acquire skills such as starting a conversation, reading the interlocutor's lips and

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gestures, asking questions, and answering questions.

Students can achieve the desired result if they play the game with a clear goal in mind.

The role-playing game was received with interest by the group of students, it should be familiar to them. It is necessary to explain each image in advance. The student can participate in secondary roles during the game, but not in the main role. Because in this case, the role-playing game becomes one of the traditional methods of education. It is appropriate to discuss the shortcomings in the communication, not during the game, but after it. During the development of children's speech, it is important to use methods that encourage independent thinking, research and generalization. Didactic games can be used to introduce students to new material, strengthen previously acquired knowledge, increase their vocabulary and develop their thinking. Individual approach to students and giving them appropriate tasks ensures the development of their abilities. It is permissible to focus students' attention on the most important and complex aspects of the task, to increase their interest in the signs. It develops their creativity. It should be noted that simplicity, monotony, and unwilling repetitions make children bored and indifferent. During the game "Who will do it faster?" - increasing their activity arouses interest in them. Also, when completing tasks, children act with the feeling of winning, not being behind others, and showing that they are capable of completing them.

The method of R. Johnson, D. Johnson is three-four ways for children with hearing impairments to develop their auditory perception, to develop the skills of composing texts from interrelated sentences, to think freely, and to express their attitudes freely. A method based on the student's performance of a task is ultimately effective.

The following method gives a positive result in the development of auditory perception of children with hearing impairment: pieces of paper with numbers from "1" to "10" are placed on the teacher's desk or are in hand. The teacher invites his students to try their luck. A simple sentence should be made according to how many numbers the student gets. It is important that if two or more numbers come out, it is necessary to create a text related to the content. The subject is free. It is also necessary to determine the features of the meaning carried by the sentences made by the students.

It is necessary to emphasize that the cluster method is effective in developing hearing perception of children with hearing impairment. The cluster method allows creating an image by combining different concepts related to the same concept. For example, students can be given a specific concept and asked to identify its qualifiers. "What kind of country is Uzbekistan?" The question combines such adjectives as "independent", "rich", "legal", "great", "progressive", "leading", "democratic", "prosperous". These words can also be grouped according to their structure. Or the students are asked to describe the characters of works, theater, movies, and cartoons they are familiar

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with. For example: Zumrad, the hero of the fairy tale "Emerald and Precious", can be described as follows; "suffering", "endurable", "endurable", "strong", "trustworthy", "kind", "beautiful", "caring". How justified or unjustified these definitions are will be determined through discussion during the lesson.

It is suggested to find a separate word for each sound of a word. For example, "manner", "moon", "friend", "mirror", "head".

According to the teacher's task, one student puts a picture of an apple on the left side of the table, and a picture of tomatoes or fruits and vegetables on the right side of the table. They verbalize the adjectives related to these things using dactyl letters. For example, "apple" - "sweet", "sour", "oblong", "red", "yellow", "round". Tomato - "sour", "red", "round", "oblong".

Then they compare the characteristics of fruits and vegetables and find their similarities and differences.

When the teacher says: "Night", the students do not close their eyes.

When they say "day", they open their eyes and answer. It gives the task of determining the sign and property of a certain thing. For example, "fragrant flower", "white flower", "beautiful flower", "red flower", "artificial flower", etc.

The teacher should carry out his activities in accordance with the plan and the set goal in organizing this kind of game process. He must prepare for the training, prepare the necessary didactic materials in advance, control the organization of the game, determine all activities such as completion, evaluation and encouragement. Understanding the educational resources of games, physical, mental and personal development of children In order to diagnose, prevent and correct deficiencies, acquiring the skills to use games correctly in games is based on the use of game-corrective developing technologies in the educational process of preschool educational institutions.

The analysis of the literature on modern deaf pedagogy and our study proved once again that the process of forming auditory perception on the basis of a plan should occupy a central place in the implementation of education and upbringing of hearing-impaired children and in solving the issue of its improvement. that it was at an unsatisfactory level expressed the need to determine the level of professional potential of pedagogues and to use pedagogical technologies in the development of auditory perception. Pedagogical technologies that ensure the development of auditory perception of hearing-impaired children and the achievement of goals in meeting their needs to learn new material are a strong motivating factor. and hearing-impaired children create favorable conditions for the development of auditory perception. After all, these methods are proven effective and efficient in experiments. At the same time, it should be emphasized that every pedagogue of the deaf should have a creative approach to pedagogical technologies. The results of the analysis based on the level of development of auditory perception

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and the methodology aimed at determining the need to use advanced pedagogical technologies in the development of auditory perception of hearing impaired children proved the effectiveness of interactive methods and the importance of acquiring the necessary knowledge and skills.

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Research Article

# DEVELOPMENT OF PROFESSIONAL-METHODICAL TRAINING OF DEFECTOLOGISTS WORKING WITH CHILDREN WITH HEARING DEFECTS

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## ABSTRACT

This article shows the characteristics of hearing perception of hearing impaired children, the importance of finding and creating effective forms and methods of developing hearing perception of hearing impaired children, their effectiveness, and acquiring the necessary knowledge and skills.

## KEYWORDS

literature analysis, auditory perception, color, motive, conversation, intuition, gesture.

## INTRODUCTION

The school for hearing-impaired children will have special listening rooms equipped with sound amplification devices, which allow the use of residual hearing in the pedagogical process. Research results show that children with hearing loss easily learn the general rhythm of speech, verbal and logical structures, which makes their speech comprehensible and coherent. hearing impaired children are activated. In this case, the development of auditory perception is not due to the restoration of the anatomo-physiological mechanism, but by activating the auditory perception. Due to the loss of auditory perception and perception in a hearing impaired child, visual perception and perception begin to take the main place. The visual analyzer of a hearing impaired child is of primary importance in understanding the surrounding world.

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According to the results of research conducted with the help of new acoustic devices, 40% of children with hearing loss have hearing loss. They can be used in the educational process. In the 19th century, I.I.Fleury, then N.M.Lagovsky and other researchers also recognize that people with hearing loss have a residual hearing. N.M. Lagovsky said that it is possible to activate and develop this residual hearing. N.M. Lagovsky classifies several groups according to the level of auditory perception. Children belonging to one of these groups have a certain degree of auditory perception, which allows them to distinguish non-speech sounds. Other children have a higher level of auditory perception, which allows them to distinguish between vowel sounds, syllables, and words.

Visual perception and perception of hearing-impaired children at the level of hearing children L.V. Zankov, I.M. Solovev, K.I. Veresotskoi, proved in his research. It has even been reported that children with hearing impairments have increased visual perception and perception. Therefore, hearing-impaired children pay attention to features and subtleties of the external world that a hearing child does not. Hearing children often change green, ink, red, and carrot colors compared to hearing impaired children. Children with hearing impairments distinguish colors finely. L.V. Zankov and I.M. Solovev noted that the pictures drawn by children with hearing loss include more details and parts than the pictures drawn by hearing children. When comparing the pictures of hearing impaired and hearing children, it can be seen that in the pictures of hearing children, important parts of the objects are not present in the pictures. In the drawings of children with hearing impairment, such defects are rare, but they draw pictures that express spatial relations with difficulty. L.V. Zankov and I.M. Soloviv stated that in the process of visual perception, hearing-impaired children pay more attention to the additional details of the object compared to the hearing ones. Therefore, it can be shown that the analytical type of perception is superior to the synthetic type in hearing-impaired children. I.M. Solovyov admits that this situation does not lead to the conclusion that hearing-impaired children have a superior sense of sight compared to hearing children. Visual perception is of great importance in the formation of speech of hearing impaired children. A hearing child learns to speak by relying on hearing and visual intuition and perception.

In hearing-impaired children, visual perception and intuition are of great importance in understanding the world around them. Along with hearing loss, children with hearing impairments have an active and sharpened sense of sight. In addition to visual perception, the senses of smell and movement also have an important place in the process of perception. Motion senses provide a signal about the movement of the human body, parts, speech organs. When the function of the hearing analyzer is disturbed, the clarity and differentiation of speech movements is disturbed. I.M. Solovyov and other scientists attribute hearing loss to not only the sense of the articulatory system, but also the sense of movement of the respiratory system.

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For example, forms of speech such as mimicry and dactylology are formed on the basis of movement and visual sensations. Skin senses include tactile and temperature senses. Their unity allows to understand the material representing the object, its shape and size. These sensory receptors are located on the tips of the fingers and on the tip of the tongue. Sensations require active activity and occur during contact with receptors. Skin sensations, perception, along with others, help to fully perceive the object. Skin sensations complement the perception of an object by sight. Mainly, the importance of skin sensations is great in perceiving the size and spatial location of objects, in sensing the outer layer of objects N.M. Logovsky admits that hearing impaired children can be activated and develop auditory perception. This scientist emphasizes the importance of visual perception in the compensation of mental development disorder in case of hearing impairment. By the 20s of the XX century, L.S. Under the leadership of Vygotsky, the process of systematic research of current problems of special psychology was carried out. In his scientific activity, the scientist studies hearing impaired, blind, mentally retarded children with various disabilities and their educational problems. In 1924-1926, the first scientific works devoted to this problem were published. F.F. Rau, N.F. Slezina, I.G. Bagrova, V.I. Bel'tyukova, K.A. Volkova, S.A. Zikov, T.S. Zikova, Ye.P. Kuz'micheva, E.I. Leongard, L.P. Noskova, T.V. Pelimskaya, N.I. Shelgunova, N.D. Shmatko, Ye.Z. Yakhnina and others have comprehensively studied the problems of auditory perception formation. According to F. F. Rau, the separation of the stages of activation and development of auditory perception of children with hearing impairment depends on another factor - the ability of children with hearing impairment to acquire different types and forms of language. Activation of auditory perception of children with hearing impairment and at different stages of development, it is required to use the types and forms of speech in different amounts and proportions, as well as to choose the initial and leading forms of speech. Words, phrases, sentences and texts are used to develop listening skills.

To the content of the work on the development of hearing loss:

- speech material: teaching to listen and understand sounds, words and phrases, sentences (assignments, questions, sentences), texts;

- teaching to perceive speech and non-speech sounds (circle, trumpet) by extending the distance from sound sources;

- teaching to distinguish speech and non-speech sounds: it includes distinguishing the source, strength, duration, rhythm of the sounds of musical toys.

N.F. Slezina states that the speech material to be perceived and pronounced by hearing must comply with the following requirements.

1. Speech material should be familiar to children from speech development, introduction to the environment, visual activities and other activities.

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During the first 1-2 years, the written tables are compared with the relevant subject, picture, movement; in the following years, he should know the composition and sequence of letters in the given words and sentences for pronunciation and differentiation, type words, write them, make them from the letters of the alphabet.

2. Material necessary for communication, words that are often used in communication with adults and in mutual communication should be obtained.

3. It is necessary to select familiar and necessary speech material that corresponds to the tasks at a certain stage of the development of hearing and the formation of pronunciation:

- in the first years of education, for the development of auditory residuals, words with different acoustic, syllable composition and rhythmic structure, as well as easier to pronounce, are taken;

- speech material related to the phonetic topic (the studied sound) is taken in all years of education. For example, in order to establish and distinguish sounds, words and sentences in which this sound occurs often are taken.

After learning to distinguish words and sentences by sight and hearing, they are taught to recognize speech material. In this case, the speech material itself is presented. When speech sounds, words and sentences are presented for recognition, pictures, objects, toys are not shown. The child completes the task. If the child's answer is correct, the pedagogue shows the appropriate picture or table. After the material defined in the program in the 1st and 2nd year of education is distinguishable and recognizable, an unfamiliar word from the second half of the 3rd year and sentences are given to differentiate. Words and sentences should be distinguished and recognized by hearing (not seeing). The child repeats the word he heard. It can be pronounced as syllables, word outlines, or whole words. If the words and sentences are not understood by hearing, the material is given for reception by seeing and hearing. After the words are repeated, they are given to hear again. If the child tries to repeat every word even if it is wrong, the teacher encourages him.

As a result of targeted, consistently organized activities, children's ability to perceive speech and non-speech sounds develops. As a result, it is possible to accurately determine the level of hearing and the nature of hearing loss during the audiometric examination of the hearing ability of a child with a hearing impairment.

Speech material (unfamiliar words, phrases, sentences and texts) is given to be understood by listening. On the basis of the development of listening skills, speech treatment is carried out. Since the main unit of speech is the sentence, the sentence should be taken as the main speech unit in speech perception. The development and progress of the science and practice of deaf pedagogy creates a basis for the improvement of the hearing development system of children with hearing impairment. In order to develop the modern system, it is necessary to implement the education and upbringing of children with

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hearing impairment from the first months of life, to develop new effective approaches to speech development in the conditions of the communicative system based on the development of hearing ability. In connection with the general development of a deaf child, the formation of speech is unique. In a healthy child, as in the early period of speech formation, in a deaf child, vocalizations occur. Congenital deaf children also have humming and crying characteristics, which depend on signals from the external or internal environment - hunger, thirst, cold, heat, just like healthy children. Due to the deficiency of hearing perception in a deaf child, his ability to sense through skin, taste, smell, and sight begins to perform the function of communication with the external environment.

If the defect is detected as early as possible, the correct diagnosis is made, and special attention is paid to the deaf child, there is a wide possibility of eliminating the defect and making it undetectable. Otherwise, the mental, physical and related mental development lags behind, that is, the child develops in a limited way from the social environment. No matter how strong the attention of parents and relatives is, if a special approach is not organized, the general development of the child will lag behind. Because the functions of auditory perception are extremely important. A deaf child cannot perceive not only ordinary speech sounds, but also non-speech sounds, and even if he receives them, he cannot distinguish them. At the same time, a deaf child does not understand the existence of voice and spoken speech, that they organize and control human activity. As a result, when they do not hear the words of others, they themselves cannot enjoy the higher social benefits of speaking and pronouncing words. So, since deafness has a negative impact on the formation of deep human qualities, a deaf child can be isolated from society. Although the child lives by seeing, tasting, smelling, and feeling through the skin, these actions correspond to a system that is not enough for living. It is important to understand the nature of inner speech in order to determine the mechanism of speech formation in a deaf and hard of hearing child.

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Research Article

# INTERNATIONAL EXPERIENCE IN THE FIELD OF PEDAGOGICAL PRACTICES FOR THE DEVELOPMENT OF PATRIOTIC COMPETENCE

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## ABSTRACT

The article examines international experience in the field of pedagogical practices with the aim of developing patriotic competence among students. The authors analyze various approaches and methods used in the educational systems of different countries to form civic and patriotic activity. The study is based on an analysis of international programs, including virtual field trips, interactive learning materials, project-based learning and social practices. The results of the analysis allow us to identify effective strategies that can be adapted in the context of modern challenges of globalization. The article calls for the integration of the best practices of world experience into teaching practice in order to effectively develop patriotism among the younger generation in the modern world.

## KEYWORDS

International experience, pedagogical practices, development of patriotic competence, education, globalization, intercultural learning, innovations in education, patriotism, educational methods, project-based learning, virtual excursions, social activity, volunteering.

## INTRODUCTION

In the context of globalization of education, the development of patriotic competence among students becomes an important aspect. International experience in the field of pedagogical practices plays a significant role in the formation of civic values and strengthening

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ties with the homeland. In this article we will look at the experience of various countries in applying innovative methods aimed at developing patriotism among students. Many countries actively involve students in international exchanges[1]. This allows young people to immerse themselves in a diversity of cultures and educational systems, expanding their horizons and understanding of their own national identity. Cultural programs conducted as part of exchanges contribute not only to the enrichment of knowledge, but also to the development of deep respect for the history and traditions of their country.

Joint educational projects with the participation of different countries are becoming an effective tool for developing patriotic competence. Students collaborate on problems related to their country and other project participants[2]. This allows them to understand their role in the global context and develop a global patriotic mindset. The use of modern multimedia educational resources helps create interactive lessons covering various aspects of history, culture and society. Students can study material in the form of videos, presentations, and virtual tours, which makes learning more fun and accessible. It also promotes a deep understanding and acceptance of one's own historical heritage.

International educational competitions and olympiads encourage students to deeply study subjects and topics related to the history and culture of their country. Participation in such events not only develops competitiveness, but also creates pride in one's homeland and its achievements. Participation in volunteer programs abroad allows students to directly participate in the lives of other countries, benefiting and contributing to social and cultural projects. This experience influences patriotic competence by showing that civic responsibility is not limited to the borders of the country. In today's world of globalization and interdependence, the issue of developing patriotic competence has become more important than ever[3]. International experience in the field of pedagogical practices can offer valuable insights and effective techniques that contribute to the formation of citizens with a deep sense of patriotism and understanding of the global community.

One of the key methods used in international education is cultural exchange and study abroad. Exchange programs allow students to immerse themselves in a new culture, to understand the multifaceted aspects of the history and traditions of other countries. This not only expands their horizons, but also develops tolerance and global thinking. Participation in international projects and cooperation with educational institutions in other countries contributes to the development of patriotism through an understanding of the interrelationships and interdependence of states. Joint projects teach students how to work in multinational teams and allow them to learn about the history and culture of their partners. Global technologies provide unique opportunities for learning and the formation of patriotic competence. Video conferences, multimedia content sharing and virtual field trips allow

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students not only to explore their country, but also to share this experience with students from other parts of the world.

The inclusion of global education in curricula contributes to the formation of students' patriotic competence in the context of the entire planet[4]. This includes the study of global issues, sustainable development and civic responsibility. Global citizenship education helps students realize their role in the global community. International experience shows that project and research training effectively contribute to the development of patriotism. By setting students tasks related to the study of the history, culture and social aspects of their country, teachers can stimulate interest and pride in their native land.

International experience in the field of pedagogical practices for the development of patriotic competence offers diverse and creative methods that contribute to the formation of citizens with a global vision and a strong sense of belonging to their country. These practices allow students to better understand their place in the global community and develop responsible citizenship. The introduction of such methods into educational programs promises a more harmonious development of the new generation in the face of global challenges.

In today's world, where borders are becoming increasingly blurred and global challenges require joint efforts, it is important to form patriotic competence in the younger generation – the ability to feel responsible for their country and the world community[5]. International experience in the field of teaching practices offers valuable innovations for the effective development of this important competence in students. International student exchanges and participation in cultural programs allow young people to immerse themselves in the customs, history and values of other countries. This experience helps to shape students' broader view of the world and develop global patriotic competence based on respect for cultural diversity.

Participation in international educational projects provides a unique opportunity to study in a multicultural environment. Projects aimed at solving global problems raise the level of responsibility of students for the future of the planet and their native country in the context of global challenges. International experience in the field of pedagogical practices emphasizes the importance of a global approach to the formation of patriotism among students[6]. Knowledge exchange, cultural programs, multimedia resources, joint projects and volunteering abroad — all these tools create an educational environment conducive to the development of a deep patriotic feeling and respect for the history and culture of their country. The introduction of these methods into educational programs can significantly enrich pedagogical practice and prepare students for civic responsibility on a global scale.

Modern education is facing the challenges of globalization, requiring new approaches to the formation of patriotic competence of students. International experience in the field of

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pedagogical practices can provide valuable ideas and methods that contribute to the development of love and responsibility for one's country. In this article, we will consider examples of successful international pedagogical practices aimed at fostering patriotism among students. International exchanges of educational programs provide students with the opportunity to immerse themselves in the cultural and educational space of another country. This experience helps them evaluate their homeland from a new perspective, comparing and analyzing similarities and differences. Exchange programs also contribute to strengthening international relations and understanding the importance of cultural diversity. Participation in international projects and research opens up horizons of knowledge for students about their country and its contribution to world history and culture. Joint research projects contribute to the development of critical thinking and the ability to work in an international team, which is important for the formation of global patriotic competence.

In the modern world, against the background of globalization and intercultural interaction, it is important to consider patriotic competence as a key element of education. International experience in the field of teaching practices can be a valuable source for the development of this competence among students in various countries[7]. International exchanges of students and teachers create unique opportunities for interaction and exchange of experience in the field of education. Teachers, working in different cultural contexts, can bring diversity and new techniques to the educational process, contributing to the development of students' patriotic competence through comparison and analysis.

Joint educational projects and research conducted within the framework of international cooperation contribute to a deep understanding and comparison of cultural and historical characteristics of different countries. Students, working in a team with representatives of different cultures, learn to see their homeland in a global context.

The integration of international case studies into the educational process allows students to view their country in the context of world events and trends. This helps them understand the impact of national decisions on global processes and form a more informed and broad view of patriotism. The use of virtual educational platforms allows students to communicate with peers from different countries, to study their culture and traditions. Such projects create virtual bridges between nations, contributing to the formation of global patriotism and conscious citizenship. The organization of international camps and events allows students to immerse themselves in the diversity of cultures and traditions in practice. Communication with peers from different countries, participation in international cultural events contributes to the formation of tolerance, respect and understanding of diversity.

## CONCLUSION

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International experience in the field of pedagogical practices is a valuable resource for the development of patriotic competence of students. The exchange of educational programs, international projects, the use of case studies and virtual educational projects – all these methods help students develop a global vision of their country, thereby forming active and responsible citizens of the world. This is an important step towards creating harmonious and open societies.

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Research Article

# USING AN INTEGRATIVE APPROACH TO TEACHING LISTENING COMPREHENSION

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## ABSTRACT

The article delves into the significance of an integrative approach to teaching listening comprehension, focusing on its relevance in diverse learning environments. It explicates the pedagogical strategies and instructional methodologies tailored to meet the unique needs of learners across various educational settings. By examining the theoretical underpinnings and practical applications of integrative teaching methods, this piece aims to offer educators a comprehensive blueprint for enhancing listening comprehension skills among their students.

## KEYWORDS

Integrative approach, listening comprehension, pedagogical strategies, instructional methodologies, language acquisition, diverse learners.

## INTRODUCTION

Listening comprehension refers to the ability to understand and interpret spoken language accurately and effectively. It involves the cognitive process of receiving, interpreting, and making meaning out of spoken information, whether in conversations, lectures, presentations, audio recordings, or any other form of verbal communication.

Effective communication relies heavily on proficient listening comprehension skills. Here's why it holds a pivotal role:

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Understanding Messages: Listening comprehension is the foundation of communication. It enables individuals to grasp the intended message accurately, fostering a shared understanding between speakers and listeners.

Active Engagement: Active listening, a key component of comprehension, involves focused attention, interpretation, and feedback. It encourages engagement and responsiveness in conversations, promoting effective dialogue and mutual understanding.

Building Relationships: Strong listening skills contribute to building strong relationships, both personal and professional. When people feel heard and understood, trust and rapport are established, strengthening interpersonal connections.

Learning and Knowledge Acquisition: In educational settings, effective listening comprehension is crucial for learning. Students need to understand lectures, instructions, and discussions to absorb information, participate actively, and apply learned concepts.

Problem Solving and Decision Making: Listening comprehension aids in gathering information, processing multiple viewpoints, and making informed decisions. It allows individuals to consider diverse perspectives before arriving at conclusions or solutions.

Conflict Resolution: Miscommunication often leads to conflicts. Proficient listening comprehension helps in avoiding misunderstandings, resolving disputes, and navigating through disagreements by understanding others' viewpoints.

Professional Success: In professional environments, individuals who possess strong listening comprehension skills are better equipped to collaborate effectively, negotiate, lead teams, and adapt to changing circumstances, thus contributing significantly to their success.

Overall, listening comprehension serves as the cornerstone of effective communication across various aspects of life. It enhances relationships, supports learning, aids in problem-solving, and fosters a more cohesive and understanding society. Investing in improving these skills yields immense benefits in both personal and professional spheres.

An integrated approach to teaching listening comprehension combines various methodologies to create a comprehensive and dynamic learning experience for students. This approach recognizes the multifaceted nature of language learning and seeks to engage learners through diverse pedagogical strategies. Here are the key components that contribute to an integrated approach:

Authentic Materials: An integrated approach incorporates authentic listening materials such as podcasts, interviews, and real-life recordings to expose learners to natural language use and cultural nuances. By engaging with authentic materials, students develop a better understanding of different accents, intonations, and contextual language variations.

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Interactive Activities: The integrated approach emphasizes interactive activities that foster active engagement and participation. This may include pair or group discussions, role-plays, and collaborative tasks that encourage students to practice their listening skills in interactive settings. These activities promote language production and comprehension in a communicative and contextualized manner.

Technology-Enhanced Learning: Integrating technology into the learning process allows for innovative approaches to teaching listening comprehension. This can involve the use of multimedia resources, digital platforms, and language learning apps to provide students with diverse listening opportunities and interactive exercises.

Task-Based Learning: Task-based learning forms an integral part of the integrated approach by presenting students with real-world tasks that require listening and comprehension skills. Through task-based activities, learners engage in purposeful language use and develop their ability to extract meaning from spoken discourse in practical contexts.

Communicative Approaches: The integrated approach aligns with communicative language teaching methodologies, emphasizing the importance of meaningful communication in language learning. By promoting authentic interactions and meaningful discourse, students acquire listening skills in natural communication settings, thereby enhancing their comprehension abilities.

Differentiated Instruction: Recognizing the diverse needs of learners, the integrated approach supports differentiated instruction to accommodate varying learning styles, language proficiencies, and individual interests. Teachers may tailor their instructional approaches to provide personalized guidance and support for students with different learning preferences and abilities.

By combining these methodologies, an integrated approach to teaching listening comprehension caters to the cognitive, affective, and sociocultural aspects of language learning. It offers a holistic framework that addresses the complex interplay between linguistic inputs, cognitive processing, and meaningful interaction, thereby fostering comprehensive skill development in listening comprehension.

Assessing listening comprehension skills effectively requires the use of diverse assessment strategies that capture the nuanced abilities of learners to comprehend spoken language. Here are various assessment strategies to measure listening comprehension skills effectively:

Formative Assessment: Ongoing formative assessment techniques, such as quizzes, exit tickets, and classroom discussions, provide valuable insights into students' immediate comprehension abilities. These assessments offer feedback in real-time, enabling instructors to identify areas of strength and areas that need improvement.

Summative Assessment: Summative assessments, including end-of-unit listening tests,

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presentations, or projects, provide a comprehensive evaluation of student's overall listening comprehension skills. These assessments are typically used to measure cumulative learning outcomes over a specific period and help gauge long-term progress.

Listening Comprehension Tasks: Designing listening comprehension tasks that mirror real-world scenarios, such as comprehending a lecture, following directions, or processing informational content, offers a practical assessment of students' ability to extract meaning from spoken discourse.

Retellings and Summarization: Asking students to retell or summarize a spoken passage or story allows instructors to gauge their understanding of the main ideas, supporting details, and overall comprehension of the content.

Note-taking Assessments: Evaluating students' note-taking skills during listening activities provides insights into their ability to extract and organize key information from spoken presentations or audio recordings.

Listening Response Essays: Having students respond to a listening prompt through a written essay assesses their comprehension, critical thinking, and analytical skills as they express their understanding of the spoken content in a written format.

Peer and Self-Assessment: Incorporating peer and self-assessment components allows students to reflect on their listening comprehension skills and provides valuable opportunities for self-evaluation and peer feedback.

Rubrics for Listening Tasks: Developing clear assessment rubrics that outline specific criteria for listening tasks ensures consistent and objective evaluation of students' listening comprehension abilities.

Technology-Enhanced Assessments: Utilizing digital platforms and tools for listening comprehension assessments, such as interactive listening exercises and online quizzes, can provide real-time feedback and adaptive assessment features tailored to individual learner needs.

Authentic Assessments: Incorporating authentic listening tasks, such as comprehending real-world media, interviews, or documentaries, allows for the assessment of student's abilities to understand language in contextually rich and diverse settings.

By employing a combination of these assessment strategies, instructors can gain a comprehensive understanding of students' listening comprehension skills, identify areas for improvement, and tailor instructional interventions to support diverse learner needs effectively.

Feedback mechanisms play a crucial role in enhancing students' listening abilities by providing guidance, evaluation, and opportunities for improvement. Here's how feedback mechanisms aid in improving students' listening skills:

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**Clarification and Correction:**

Identifying Errors: Feedback helps pinpoint misunderstandings or misinterpretations, allowing students to correct misconceptions.

Providing Corrections: Teachers can offer corrective feedback on pronunciation, vocabulary, grammar, or comprehension errors, guiding students toward accurate understanding.

Reinforcing Good Listening Habits:

Acknowledging Strengths: Positive feedback reinforces effective listening behaviors, encouraging students to continue practicing those skills.

Highlighting Effective Strategies: Recognizing and praising students for employing active listening techniques motivates them to use these strategies more frequently.

Encouraging Reflective Practice:

Self-Assessment: Feedback encourages students to reflect on their listening process, helping them identify areas for improvement.

Setting Goals: Constructive feedback guides students in setting achievable goals for enhancing their listening skills.

**Motivating Engagement and Participation:**

Engagement Boost: Feedback acknowledges students' efforts, boosting their confidence and motivation to actively participate in listening activities.

Creating a Positive Learning Environment: Constructive feedback fosters a supportive atmosphere, promoting risk-taking and learning from mistakes.

**Offering Strategies for Improvement:**

Guidance on Effective Techniques: Teachers can provide specific strategies or exercises to help students improve their listening comprehension.

Suggesting Resources: Recommending additional listening materials or resources tailored to students' interests and skill levels aids in skill development.

**Immediate and Targeted Responses:**

Timely Feedback: Instant or timely feedback during listening activities allows students to make immediate corrections and reinforces correct understanding.

Individualized Guidance: Tailoring feedback to individual student needs addresses specific challenges or areas of weakness, fostering personalized improvement.

**Assessing Progress:**

Tracking Development: Ongoing feedback mechanisms help both students and teachers track progress in listening skills over time.

Adapting Instruction: Teachers can modify teaching approaches based on feedback received, adapting to students' needs for better learning outcomes.

**Cultivating Metacognitive Skills:**

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Awareness of Learning Process: Feedback encourages students to think about their listening strategies, promoting metacognitive awareness.

Self-Regulation: Students learn to self-monitor and adjust their listening behaviors based on feedback, becoming more independent learners.

In essence, effective feedback mechanisms not only identify areas for improvement but also nurture students' confidence, motivation, and autonomy in developing their listening comprehension skills. It's a powerful tool that guides learners on their path to becoming more proficient listeners.

In the ever-evolving landscape of language teaching and learning, the future holds boundless opportunities. As educators and learners, let us embrace this journey with an open mind and an adventurous spirit. Just as languages continually adapt and flourish, so too shall our methods evolve, guided by innovation, cultural understanding, and a shared passion for effective communication. Let's embark on this transformative path together, where every word spoken and understood is a bridge to deeper connections and a world enriched by the tapestry of languages. The future of language learning is not merely a destination but an ongoing exploration, where every lesson learned brings us closer to a world united by the beauty of linguistic diversity.

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Research Article

# THE CONCEPT OF RECIDITIVE CRIMINALITY CERTAIN ISSUES

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## ABSTRACT

This article describes the concept of recidivist crime and high-risk recidivist concepts, types, the concept of a minor, cases of finding minors as recidivists and their negative social consequences.

## KEYWORDS

Recidivist, high-risk recidivist, juvenile, recidivist crime, recidivist personality.

## INTRODUCTION

According to the newly revised Constitution of the Republic of Uzbekistan, it is the duty of the state to ensure and protect the rights, freedoms and legal interests of the child, to create the best conditions for his physical, mental and cultural full development, and children and young people must show loyalty to national and universal values, from their country and to take care of the nation's pride in its rich cultural heritage, the formation of patriotism and love for the Motherland:

The state ensures the protection of personal, political, economic, social, cultural and ecological rights of young people, encourages their active participation in the life of society and the state;

- for the intellectual, creative, physical and moral formation and development of young people, the

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creation of conditions for the realization of their rights to education, health care, housing, employment, employment and recreation is strengthened .

Crime committed by minors is a topical issue of all times, especially nowadays. Legal measures and types of punishments and their terms are defined in the legislation for crimes committed by minors.

Article 3 of the Republic of Uzbekistan No. ORQ-263 dated September 29, 2010 "On the prevention of delinquency and delinquency among minors" defines a minor as a person under the age of eighteen .

If we pay attention to the statistical data, in the city of Tashkent alone, in 2019, 126 criminal cases were tried against 96 minors, of which 66 were sentenced to 82. According to the indicator of 2020, 71/91 criminal cases were tried, 52/72 were sentenced in 2021. this indicator shows that 215/280 criminal cases were tried, 119/167 cases were sentenced, and in the 2022 indicator, 298/380 criminal cases were tried, 210/301 cases ended with a sentence.

Since the concept of recidivism is considered a very complex and multifaceted phenomenon in social life, legislation and scientific sources, this concept is interpreted differently by representatives of science and law enforcement. The word "recidive" is derived from the Latin (recidivus) and means "repetitive", "renewable" .

For example, in Article 34 of the Criminal Code of the Republic of Uzbekistan, the intentional commission of a new crime after being convicted of a previously committed crime is considered a recidivist crime, and in cases where the person has committed a crime similar to the previously convicted crime, and in the cases specified separately in this Code, the sentence is also subject to other articles of the Special Part. It is established that the intentional commission of a new crime by a committed person is considered a dangerous recidivism crime.

In addition, the intentional commission of a new crime punishable by imprisonment for a term of not less than five years, namely:

a) commission of a serious crime by a person who has previously been convicted of a serious crime or twice a serious crime and sentenced to imprisonment for a term of not less than five years for each of them;

b) it is determined that the commission of a serious crime by a person who has previously been sentenced twice for a serious crime or was sentenced to imprisonment for a period of not less than five years for serious or extremely serious crimes, regardless of whether it was earlier or later, is considered a highly dangerous recidivist crime.

According to the next part of the law, it is established that a person can be recognized as an extremely dangerous recidivist even by a court verdict, and when the issue of declaring a person an extremely dangerous recidivist is being resolved, it is established that his/her convictions based on the judgments of the courts of other countries can also be taken into account.

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However, when the issue of finding a person as an extremely dangerous recidivist is being resolved, the fact that he has been convicted of a crime committed before the age of eighteen, as well as the fact that the terms of conviction have passed or been removed in accordance with the law, are not taken into account. it is stipulated that the articles determining responsibility for crimes shall be applied only if the person was found to be an extremely dangerous recidivist before committing this crime in accordance with the procedure established by law .

In paragraph 3 of Article 14 of the Criminal Code of the Republic of Kazakhstan, crimes committed before the age of eighteen, as well as convictions for crimes committed before the age of eighteen, as well as the expiration of the terms of conviction in the manner established by this code or the convictions that have been removed, are considered recidivists and dangerous recidivists. it is determined not to be taken into account .

According to Part 4 of Article 21 of the Criminal Code of the Republic of Tajikistan, crimes committed before the age of eighteen, as well as convictions for deferred execution of the sentence by conditional serving of the sentence, deferred execution of the sentence by serving the sentence on a conditional basis have not been canceled, persons who have not been sent to places of deprivation of liberty, it is also established that the time limit for the conviction has passed or the conviction has been removed in accordance with the procedure established by this Code, it is not considered a recidivism .

According to Part 4 of Article 18 of the Criminal Code of the Russian Federation, crimes committed before the age of eighteen, as well as convictions for deferred execution of the sentence by serving the sentence on parole, deferred execution of the sentence by serving the sentence on parole have not been canceled, persons who have not been sent to places of deprivation of liberty, it is also established that the time limit for the conviction has passed or the conviction has been removed in accordance with the procedure established by this Code, it is not considered a recidivism .

Part 4 of Article 43 of the Criminal Code of the Republic of Belarus stipulates that recidivism is not considered a crime in cases where a person has been convicted of a crime committed before the age of eighteen or has received or completed a conviction in accordance with the procedure established by law .

The criminal law of the Republic of Poland does not provide for recidivism.

According to the dynamics of the above indicators, we can see that the cases of crimes committed by minors have increased.

Dangerous and extremely dangerous recidivism indicates that a person is prone to commit crimes of a high level of danger, which should cause serious legal consequences .

However, in our opinion, the issue of granting the status of "recidivist crime" to a minor in order to commit a new crime intentionally after being convicted of a previously committed crime, in our

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opinion, recidivism needs to be studied in detail as a separate research object.

In paragraph 24 of the decision of the Plenum of the Supreme Court of the Republic of Uzbekistan No. 13 of May 5, 2008 "On issues related to the qualification of the act when several crimes are committed", in accordance with the sixth part of Article 34 of the Criminal Code, when deciding the issue of finding a person as an extremely dangerous recidivist, he 18 that a conviction for a crime committed before reaching the age of majority should not be taken into account, therefore, if the new crime was committed by a person after reaching adulthood, but during the period of serving a sentence for an act committed before reaching the age of 18, he cannot be considered a high-risk recidivist .

In the decision of the Plenum of the Supreme Court of the Republic of Uzbekistan dated February 3, 2006 No. 1 "On the practice of sentencing by the courts for crimes" in the third paragraph of paragraph 9, when deciding the issue of declaring a person to be an extremely dangerous recidivist, it should be noted that the sixth part of Article 34 of the Criminal Code according to the law, the conviction for a crime committed before the age of eighteen is taken into account when determining a person as a high-risk recidivist, based on this, if a person has been convicted of several crimes in the past, some of which he committed as a minor, only for crimes committed as an adult it is explained that the criminal record should be taken into account .

According to the above legal norm and the explanations of the Plenum of the Supreme Court of the Republic of Uzbekistan, according to the sixth part of Article 34 of the Criminal Code of the Republic of Uzbekistan, although it is established that the conviction for a crime committed under the age of eighteen is not taken into account when determining a person as an extremely dangerous recidivist, the first part of this article states that a person previously intentionally Recidivism is considered a new crime after being convicted of a crime. Also, we can see that this rule is not taken into account when the intentional commission of a new crime by a person who commits a crime similar to the previously convicted crime in the second part, and in the cases specifically specified in this Code, is also convicted by other articles of the Special Part, is considered a dangerous recidivist crime.

According to the opinions of representatives of the scientific field, the moral and spiritual characteristics of a recidivist criminal include his level of intellect (thinking); abilities, skills and habits; volitional and emotional characteristics; directions; interests; views; attitude to law and moral standards; needs; the methods they choose to satisfy their needs; to choose the path of immorality; consumption of drugs or alcohol, etc. can be entered

Social and moral characteristics of recidivist criminals are also influenced by their specific environment. Their behavior, behavior, including entering the path of crime, has a certain meaning and essence, that is, their inner spiritual world is expressed in their actions .

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So, while the actions of a person reflect his psyche, Recidivism brings his moral qualities into a uniform form in the moral character of the persons who are found to be criminals. It is no exaggeration to say that this causes people to commit recidivism.

At this point, there is another side of the issue, which is that it cannot be denied that recidivists have positive as well as negative characteristics. This indicates that it is possible to re-educate them, look at the world positively, and adapt them socially to life.

In this regard, it gives us the opportunity to come to the conclusion that working with minors who have committed crimes can be as light and effective as possible.

After all, as the Head of our State, Shavkat Mirziyoev, stated, "in order to educate a person, the whole society should work, first of all, we should eliminate the reasons and factors that cause criminal situations from our lives. We must all contribute to this work together".

## Conclusion

In conclusion, taking into account that part 6 of Article 34 of the Criminal Code of the Republic of Uzbekistan requires an amendment, we propose to interpret it as follows: conviction for a crime committed before the age of eighteen, as well as the expiration of the time limit for conviction in accordance with the law, or expunged convictions are not taken into account when deciding whether to declare a person a recidivist, a dangerous recidivist or an extremely dangerous recidivist.

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Research Article

# GEOMETRIC MODELING OF SELF-SIMILAR FRACTAL STRUCTURES

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## ABSTRACT

This article is devoted to determining the Geometric modeling of self-similar fractal structures and fractal size of organs. There is a detailed description of the various mathematical methods for determining the size of fractal organs, and an analysis of errors in determining the fractal size of organs. In the article, the fractal structure, fractal size, properties of human organs were determined using the Mandelbrot-Richardson scale (or cell method). The fractal structure of the human lung was also studied by comparing the fractal structure of tree branches. In particular, tree branches, vascular systems in the human retina, and fractal measurements of the lungs were calculated. In determining the fractal scale, changes in human body parts were not taken into account. Most articles have used fractal measurement only in relation to geometric shapes. In this article, the fractal structure of human organisms is studied on the basis of mathematical formulas and special methods are used to calculate fractal dimensions, as well as the results of an appropriate number of experiments.

## KEYWORDS

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Fractal, fractal measurement, Mandelbrot-Richadson measurement, pulmonary vascular systems.

## INTRODUCTION

Fractals are used in computer systems, telecommunications, industrial production and many other fields of science and technology [1-7]. One of the most interesting areas is the application of these fractals in medicine. The fractal organs of the human body are the entire respiratory tract, vascular system, lymphatic vessels, liver and bile ducts, as well as the nervous system [8], the fractal dimensions of which are determined in different ways.

The vascular systems in the human retina are statistically similar and fractal [9]. It corresponds to an irregular but limited growth process and can affect the embryological development of the vascular system. In addition, the human bronchial and respiratory tracts also have a fractal structure.

At present, it is important to determine the fractal size of organs with a fractal structure in the human body, on the basis of which to help to predict and treat various diseases in humans [10]. Therefore, this article focuses on determining the fractal dimensions of human organs. Methods for determining the fractal size of tree branches were used to find fractal measurements of human organs.

The fractal size of the lungs was determined by R.V. Genny using the vector method, [9] and in this paper the fractal size of the lungs was determined using the grid method, also known as the Mandelbrot-Richardson gauge method or the grid method. In determining the fractal dimensions of the vascular systems in the human lung and retina, the location of the vessels was studied by comparing them to tree branches. It was therefore first found in the fractal dimensions of tree branches and then applied to the human limb, which has a fractal structure.

2. The main findings and results

Fractal model of world cognition, which is inextricably linked with the processes of self-organization. This concept is derived by us from several existing problems of brain research and the above postulates. Those areas of knowledge that form the synergetics of fractal systems are genetically revealed. These sources are reflected as the history of individual sciences: mathematics, physiology of the senses, and psychology [12,13].

The fractal model is based on a mathematical basis, and in philosophical research, the results of mathematics and physics very often serve as proof of theoretical conclusions. It is proved that the basis of nonlinear structures of the external world is a geometric self-similar fractal [14].

The study of natural fractal structures enables us to gain a deeper understanding of the processes of self-organization and development of nonlinear systems. Most of the surfaces of objects in the world around us are fractal and are jagged

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and rough. Although for a long time only polished, geometrically smoothed surfaces of objects have been studied in science. The mathematician B. Mandelbrot [1] introduces the concept of a fractal, which more adequately reflects the morphology of formless bodies, taking into account the peculiarities of the structure of the world. He describes a wide variety of objects, ranging from the coastline, metal alloys, cloud silhouettes, and to many other natural and artificial objects. In the study, a fractal is understood as a certain formation that has the property of self-similarity and self-affinity. It has a regular geometric structure, where each fragment of the fractal repeats the entire structural structure as a whole.

Based on the similarity of self-organization processes, a hierarchy of levels of interconnected systems is built: the physical world, neural networks of the human brain and the psychological system. It is these levels that define the geometrical order in the world. According to scientists, the fractal picture of the world, reflected in the human brain, is self-organizing in neural networks at a different, higher level and will also have a fractal structure, that is, a structure that is self-similar and self-affine to the inner world. Consequently, the newly formed neural connections will be able to set the structure of human interaction, expressed in the development of the psychological system. Taking into account the conditions that the formation of a fractal occurs according to a single mathematical formula in which the parameters are strictly defined, and the forming structure is harmonious, then all three levels: the structure of the external world, the structure of neural networks of the human brain and the structure of the interaction of individuals - will be determined by one self-similar fractal. It is the creation of such a fractal geometry that corresponds to the self-organization of the systems of the integral real world. We extend the fractal property of systems to the psychological world, interpreting them from the broadest positions of development and unity of the world, which differ from each other in space-time scales. We synergistically combine the selected levels of the fractal picture of the world into a dynamic nonlinear system with many different dimension values. We get a holistic structure and characterize it as a multifractal. We introduce a refinement, according to which a similarity is observed between a fractal and an attractor. At the same time, many phenomena in inanimate and living nature are described in terms of sinks, cycles, attractors and strange attractors. Such phenomena should be revealed on the basis of a single fractal structure. When the dimension is more than two, but less than three, the properties of the strange attractor of Lorentz appear [15]. In translation from English, a strange attractor means "attractor". It is understood as a set of trajectories in the phase space. It also attracts various trajectories that lie in the vicinity of the attractor. Thus, the fractal structure acquires a certain order, and the fractal itself becomes a very convenient model for studying self-organization and the development of nonlinear systems [16, 17]. So, the dialectical concept of development is confirmed by synergetics and the theory of fractals. It relies on

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physical thermodynamics and mathematical set theory, systemic and structural approaches that interpret the processes of development of inanimate and living nature using nonlinear methods of understanding the world, due to the universality of self-organizing processes of various levels.

The human brain is also represented as a fractal hologram. The brain reflects the world around it. It is part of a broader system. Emphasis is placed on the structural and functional mechanisms of the brain. The human brain, like many other systems, operates in a nonlinear, chaotic mode [18]. The processes of self-organization of neural structures are constantly going on in it.

Nonlinear dynamics is the basis of little-studied phenomena. The functioning of the human brain is presented as an integral non-linear system of the external and internal world. To understand the self-organization of such nonlinear systems, a new synergetic approach is needed, because the study of individual levels of its constituent systems by various separate methods does not give a complete, all-embracing picture of the whole. Although rather complex measurements of the electrical and magnetic fields of the brain are used, which are created in the process of interaction of many neurons. It is important to note that, in contrast to the traditional approach, the synergistic approach operates not with individual cells, but with a neural network.

One of the directions of modeling neurosystems is a neurocomputer, which functions on the basis of a self-organization model and, accordingly, makes it possible to study the union of neurons into a system with certain behavior properties. It should be noted, however, that there are fundamental differences between brain activity and the machine that simulates it. The parallel processes of a functioning brain do not correspond to the sequential processes of a PC. If in the computer algorithm the program is rigidly specified, then in the new interpretation the neural network is self-organizing.

Fractal dimension of organs and organisms. Fractals not only surround us, they are also inside us and many animals and plants, since many organs of the human and animal body, as well as plants, have fractal properties. Using the capabilities of fractal structures, nature designed the human body extremely effectively.

The most thoroughly studied is the fractal structure of the airways, through which air enters the lungs.

The lungs are vital organs responsible for the exchange of oxygen and carbon dioxide in the human body and perform the respiratory function. The diagram of the lungs includes three important structural elements: bronchi, bronchioles and pulmonary alveoli.

The framework of the lungs is a branched bronchial system. Each lung is made up of many structural units. Each slice has a pyramidal shape with an average size of 15x25 mm. The bronchus enters the apex of the lung lobule, the branches of which are called small bronchioles. In total, each bronchus is divided into 5-20 bronchioles. At the ends of the bronchioles there are special

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formations - acini, consisting of several dozen alveolar branches covered with many alveoli. The most important structural elements of the lungs are the alveoli, on which the normal exchange of oxygen and carbon dioxide in the body depends. Pulmonary alveoli are small vesicles with very thin walls, braided by a dense network of capillaries. Thanks to microscopic alveoli, the average diameter of which does not exceed 0.3 mm, the area of the respiratory surface of the lungs increases to 80 square meters. They provide a large area for gas exchange and continuously supply oxygen to the blood vessels. In the course of gas exchange, oxygen and carbon dioxide penetrate through the thin walls of the alveoli into the blood, where they "meet" with erythrocytes [19]. Thus, the lungs are an example of how a large area is "squeezed in" into a rather small space.

The bronchi and bronchioles of the lung form a "tree" with numerous branches. A quantitative analysis of the branching of the airways showed that it has fractal geometry.

Methods for calculating fractal dimension. In practical problems, the calculation of the fractal dimension is most often carried out on the basis of the cubes method, the coating method, the local dispersion method, the prism method, and a number of others. However, even when processing the same image using different methods, the results are often different from each other.

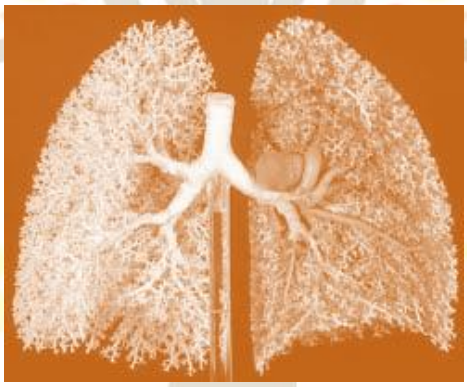

**Figure 1. The structure of the respiratory tract**

When calculating the fractal dimension in practice, one should choose an appropriate algorithm based on considerations of computational accuracy, speed, and system resources [18].

3. Mandelbrot-Richardson measurement or grid method.

Complex geometric objects with fractal structures can be described and studied by mathematical methods. The analysis of the placement density of tree branches can be viewed as a quantitative determination of the filling of this gap. Thus, the closer the value of the fractal dimension of two-dimensional branched horns to two, the more effectively the tree fills the space, because the

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upper limit of the fractal dimension corresponds to the topological dimension. The fact is that the images of fractal geometric objects are usually always considered to be in the plane [8,9]. We can see how much area fractal images occupy in the plane. To do this, divide the plane into cells, the size of which is denoted by a, and calculate how many cells intersect the fractal images.

Determination of the fractal scale of tree branches using the Mandelbrot-Richardson scale:

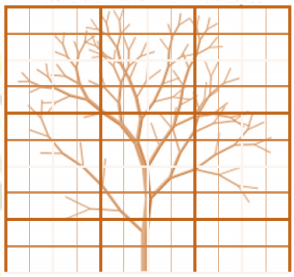

**Figure 2.** Three different-sized squares were drawn on the horns of Darat. From this it was determined that: a is the size of the cell, conditionally a = 48 mm, the number of cells in the drawing is corresponding, the number of cells in black is $N_1$ = 7, the number of cells in yellow is $N_2$ = 22, the number of cells in blue is $N_3$ = 73.

The above $N$ and $a$are related to the Mandelbrot-Richardson formula: That is,

$$N = C \times a^{-D} \qquad (1)$$

where, $D$ —is the fractal dimension, $C$ —is the size characteristic of fractal geometry. Fractal measurement indicates the degree to which a flat surface is filled with a fractal drawing.

**Table 1.** The results of measuring the number of cells in which the lines.

| The size of the cell $a$ | 9 | 16 | 48 |
|---|---|---|---|
| Number of cells $N$ | 73 | 22 | 7 |
| $y = lnN$ | 4,2904 | 3,0910 | 1,9459 |
| $x = lna$ | 2,1972 | 2,7726 | 3,8712 |

Analysis of the placement density of tree branches is done by calculating their fractal dimensions. We will look at this in more detail in the example in Figure 2. The results of measuring the number of cells in which the lines of the drawing are located depend on the cell size are given in Table 1.

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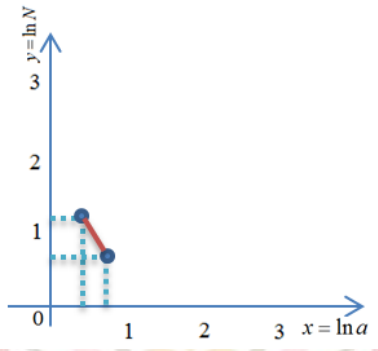


**Figure 3.** Creating a straight line

Based on these, logarithmic values were also calculated. As can be seen from the graph in Figure 3, a straight line is formed between the two points. That is,

$$y = -D \cdot x + c \qquad (2)$$

This is the fractal dimension sought in formula $D$ — Now we add all $x$ and $y$ in Table 1:

$$\sum_{i=1}^{n} y_i = n \cdot c - D \cdot \sum_{i=1}^{n} x_i \qquad (3)$$

(3) is multiplied by both sides of the formula:

$$\sum_{i=1}^{n} x_i y_i = c \cdot \sum_{i=1}^{n} x_i - D \cdot \sum_{i=1}^{n} x_i^2 \qquad (4)$$

The formula for finding the fractal scale using the Mandelbrot-Richardson scale.

$$D = \left(\sum_{i=1}^{n} x_i \sum_{i=1}^{n} y_i - n \sum_{i=1}^{n} x_i y_i\right) \Big/ \left(n \sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} x_i\right)^2\right) \qquad (5)$$

If we put the data given in Table 1 above in (5), the fractal size of the tree branches is determined. That is,

$$D = \left(\sum_{i=1}^{n} x_i \sum_{i=1}^{n} y_i - n \sum_{i=1}^{n} x_i y_i\right) \Big/ \left(n \sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} x_i\right)^2\right) = 1{,}3531 \qquad (6)$$

Determination of the fractal scale of the complex structure of tree branches using the Mandelbrot-Richardson scale:

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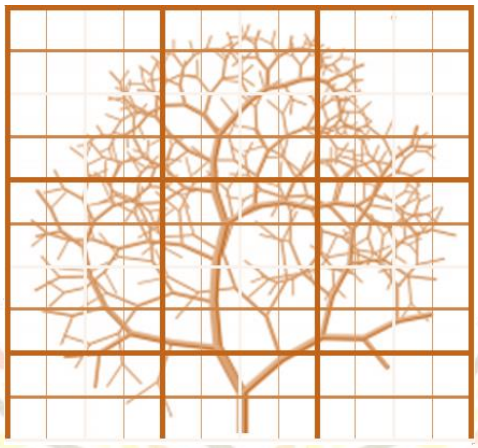

**Figure 4.** On the horns of the tree are drawn squares of three different sizes. From this it was determined that: a is the size of the cell, conditionally a = 48 mm, the number of cells in the drawing is corresponding, the number of cells in black is $N_1 = 8$, the number of cells in yellow is $N_2 = 27$, the number of cells in blue is $N_3 = 89$

In Fig. 4, the fractal dimension in the complex case of tree horns was determined (it has a more complex structure than in Fig. 2).

**Table 2.** The number of cells in which the tree branches are located

| The size of the cell a | 9 | 16 | 48 |
|---|---|---|---|
| Number of cells N | 89 | 27 | 8 |
| $y = lnN$ | 4,4886 | 3,2958 | 2,0794 |
| $x = lna$ | 2,1972 | 2,7726 | 3,8712 |

Based on the above data, the fractal dimension in the complex case of tree branches is given by Equation 5 as follows.

$$D = \left(\sum_{i=1}^{n} x_i \sum_{i=1}^{n} y_i - n\sum_{i=1}^{n} x_i y_i\right) \Big/ \left(n\sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} x_i\right)^2\right) = 1{,}3952 \qquad (7)$$

Hence, instead of concluding from the results of 6 and 7, it can be said that the higher the surface coverage of a given shape, the more accurate its fractal dimension.

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**Figure 5.** This picture shows that the human lung has a tree-like structure.

Evaluation of the fractal scale can also be used to characterize the human retina, various tumor formations [17], as well as to analyze the three-dimensional arterial tree of the human lung obtained using computed tomography data. It appears that, at the very least, the arterial system of the lung consists of a combination of two components: a capillary network that uniformly fills the cavity, and a scattered fractal structure of large vessels.

Using the above method, we determine the fractal size of the human lung:

**Figure 6.** Three different sized cells are drawn over the human lung. From this it was determined that: a is the size of the cell, conditionally a = 48 mm, the number of cells in the drawing is corresponding, the number of cells in black is $N_1 = 6$, the number of cells in yellow is $N_2 = 26$, the number of cells in blue is $N_3 = 87$.

Based on the data in Figure 6, the human lung has a fractal structure and its fractal size is defined as follows:

**Table 3.** The results of the location of the vascular systems of the human lung in several cells

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| The size of the cell a | 9 | 16 | 48 |
|---|---|---|---|
| Number of cells N | 89 | 27 | 8 |
| $y = lnN$ | 4,4659 | 3,2580 | 2,7917 |
| $x = lna$ | 2,1972 | 2,7726 | 3,8712 |

From Table 3, it can be seen from the values of N that the human lung has a complex structure. Because as the cell size decreases, the number of cells increases. This indicates an infinite distribution of blood vessels in the lungs. Based on the above data, when the fractal size of the human lung is calculated using the cell method.

According to formula 5 is equal to the following.

$$D = \left(\sum_{i=1}^{n} x_i \sum_{i=1}^{n} y_i - n\sum_{i=1}^{n} x_i y_i\right) \Big/ \left(n\sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} x_i\right)^2\right) = 1{,}5626 \qquad (8)$$

In addition, fractal measurements of the pulmonary vascular system of patients have been evaluated in several studies and are widely used to describe the vascular systems in various diseases. For example, computed tomography angiography can assess the deterioration in survival due to a decrease in the fractal size of the pulmonary arterial tree and an increased risk of insulin in people with pulmonary hypertension.

The vascular systems in the retina, which is another part of the human body with a fractal structure, provide oxygen to every tissue in the body and improve blood circulation, nourishment, and prevent tissue damage and functional impairment. Human blood vessels have the same fractal structure as above, and its fractal size can also be determined.

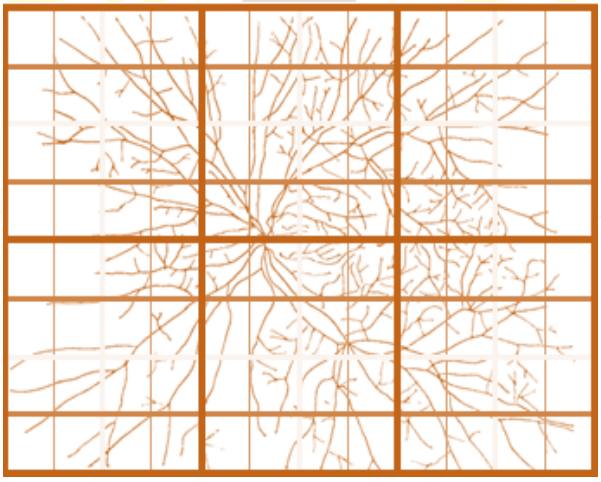

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**Figure 7.** Three different sizes of cells are drawn over the vascular systems in the human retina. From this it was determined: a is the size of the cell, conditionally a = 48 mm, the number of cells in the drawing is corresponding, the number of cells in black is $N_1$ = 6, the number of cells in yellow is $N_2$ = 24, the number of cells in blue is $N_3$ = 116.

Based on the data in Figure 7, we determine the fractal size of the vascular systems in the human retina as follows:

**Table 4.** Results of the location of human vascular systems in multiple cells

| The size of the cell a | 9 | 16 | 48 |
|---|---|---|---|
| Number of cells N | 116 | 24 | 6 |
| $y = lnN$ | 4,7536 | 3,1780 | 1,7917 |
| $x = lna$ | 2,1972 | 2,7726 | 3,8712 |

The values of N in Table 4 show that the vascular systems in the human retina have a complex structure. Because the smaller the cell size, the higher the number of cells. This indicates that the vascular systems in the retina are infinitely distributed. Based on the above data, the fractal size of the vascular systems in the human retina is calculated using the grid method, i.e., according to formula 5, is as follows.

$$D = \left(\sum_{i=1}^{n} x_i \sum_{i=1}^{n} y_i - n\sum_{i=1}^{n} x_i y_i\right) \Big/ \left(n\sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} x_i\right)^2\right) = 1{,}7021 \qquad (9)$$

The vascular systems in the human retina have their own characteristics, and as a person grows older, the blood vessels in his retina grow like trees, like a king. This means that the blood vessels in the human retina change fractal size over time. However, the value of the fractal dimension does not change much relative to the original dimension. That is, the results of the study show that the fractal size of the blood vessels in the human retina varies by ± 0.073.

## CONCLUSION

1. It was found that the human airways have a fractal structure, and on this basis the fractal size of the human lungs was found.

2. It was found that the fractal size of the human lung does not depend on body size, but varies from 1.57 to 1.58.

3. It was found that the vascular system in the human retina has a fractal structure.

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4. The fractal size of the vascular systems in the human retina was found to be 1.7. Through this measurement, it is possible to predict whether Nisa has diabetes mellitus.

5. It was found that the fractal size of the vascular system in the human retina may change with age, i.e., its value may increase.

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Research Article

# DEVELOPMENT OF TRADITIONAL JAPANESE GARDENS DURING THE MOMAYAMA PERIOD

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## ABSTRACT

This article examines the development of traditional Japanese garden art during the Momoyama period. The main features, basic elements and structural changes of gardens of the Momoyama period are analyzed in detail, and the influence of the political, social and religious situation on traditional Japanese gardens is analyzed.

## KEYWORDS

Momayama period, Shoin-zukuri, Zen Buddhism. "Tsurukame-Horai" Roji, tea house, . Sanbo-in, carp and turtle island.

## INTRODUCTION

Scientific research devoted to this problem in the field of landscape architecture of our republic has not been carried out in depth. However, the historical aspects of this topic A.S. Uralov and K.D. Rakhimov “Garden and park art of the countries of the East” (Tashkent, 2014) and among the literature published in Russian, scientists and specialists A. Lebedev “Japanese Garden” (Moscow, 2003), E.V. Golosova “Japanese Garden. History and Art" (Moscow, 2002), A.B. Zaitsev in such literature as “The Beautiful Devils of the Gardens of Japan” (2021) and A.N. Mishcheryakov, E.E. Malinina, A. Parshin and S.A. Mostovoy and others expressed their opinions in scientific studies.

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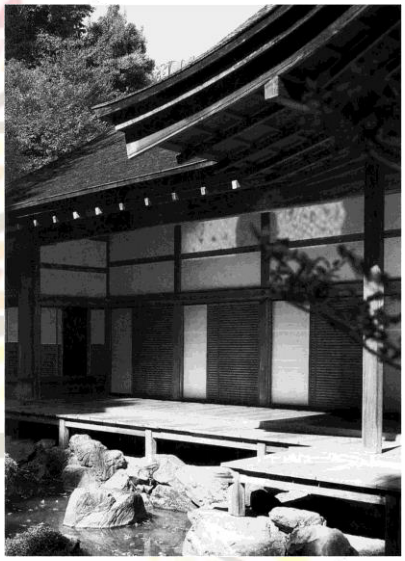
## METHODOLOGY

A comprehensive scientific approach to the problem includes the following private scientific research methods. It consists of a comparative analysis of materials collected during the study of scientific and specialized literature on the problem, the study and generalization of historical, national traditions, values and creative directions of Japanese garden art.

## MAIN PART

The years 1568-1603 belong to this period. In the 15th-16th centuries, Japan was in a state of mutual wars, and this period in the country's history was called the "Warring States" (Sengoku-jidai). The leaders of large feudal houses - daimyos - refused to obey the government and organized royal uprisings in the struggle for independence and power. The government passed into the hands of the military. The military government implemented a number of reforms aimed at developing the country's economy and foreign trade. Large shopping centers were created, trade and crafts developed there. Powerful daimyo military leaders began to build luxurious palaces and gardens in their provinces. They demonstrated their superiority and strength.[4]

Therefore, during this period, the demand for special splendor and luxury, bright, massive and large elements increased. Instead of the simplicity, austerity and simplicity of the aesthetics of Zen teaching, characteristic of the previous period, elements of massiveness, scale and decoration began to predominate. This, in turn, affected the gardens. Large, massive stone compositions began to be used in gardens.Although this short period lasted 35 years, it stimulated the further development of Japanese culture, especially gardening. [3]



During the Momayama period, the Shoin-zukuri style was formed, which was widely used in the architecture of palaces and temples. The garden, part of the Shoin-zukuri style ensemble, has a reduced area, in contrast to the Shinden-zukuri style, which was formed during the Heian period. The garden composition is located closer to the Shoin building. This change not only made it possible to walk around the garden, but also allowed one to meditate while in part of the shrine. To prevent the garden from becoming boring with its monotony and to attract the viewer's attention for a long time, rare stones and unusual plants were used. In the gardens of the Momayama period, a special place was occupied

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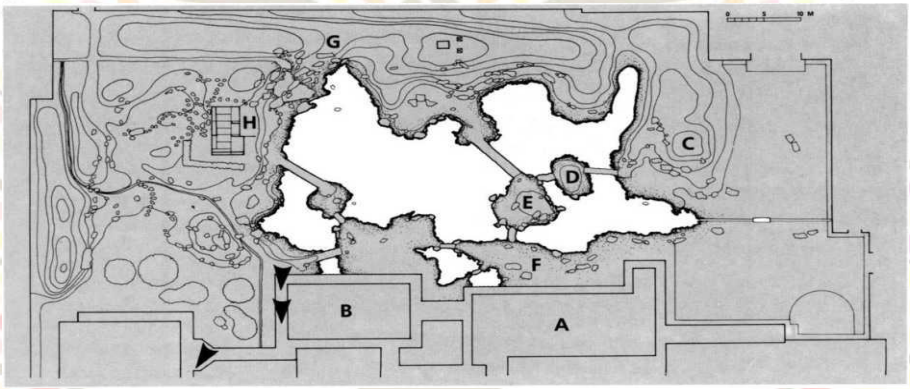
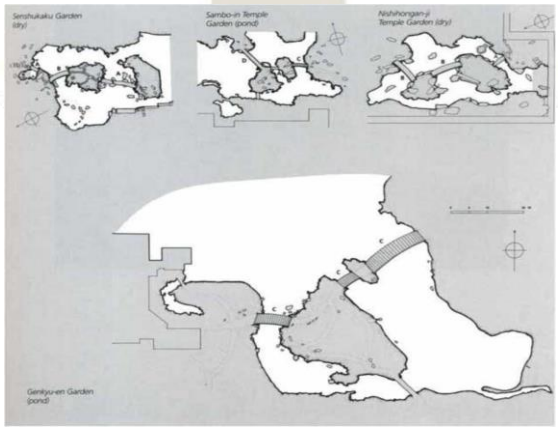
by compositions of islands of “eternal life”, expressing the desire of their owners to live a long life. In the gardens of this period, 3 compositions were used simultaneously. It consists of the islands "Horai", "Crane", "Turtle", and is called "Tsurukame-Horai". Usually this image of "Tsurukame Horai" is rarely expressed in the form of a cave and a waterfall. Sometimes an image of Mount Horai is placed on the back of a turtle.[1]

Founded during the Momayama period, Sanbo-in Park is still famous today and was rebuilt by Hideki Toyotomi in 1598 to celebrate the cherry blossom festival. More than 300 gardeners worked on the project. An artificial lake was dug and 700 stones were placed on an area of 540 square meters.[2]




The plan below of the Sanbo-in garden shows how close the pond is to the structures and at the same time the islands are located side by side in the composition of Tsurukame Horai. The islands are connected by bridges. Sanbo-in Park is notable for its large pond, stones and unusually shaped rocks. In the picture below we can clearly see that the islands were connected by stone bridges in the Momayama period gardens. This element was an indispensable attribute of gardens of that time [6].



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## RESULTS

During this period, the tea ceremony had a significant impact on the development of Japanese culture. The tea ceremony was also performed in Zen temples during the Kamakura period, and in the later Muromachi period it became a hobby of the military class (samurai) and took the form of competition. In the competition, participants found varieties of tea. However, during the Momayama period, the rules of the tea ceremony were improved, and a special room and garden for the tea ceremony began to be formed in the houses of daimyos. The tea ceremony has penetrated into all social strata of Japanese society. [4]

During the Momayama period, a special chashitsu (tea house) was built to hold the tea ceremony. Later, a special roji garden was formed next to Tianitsu, which was considered an integral part of the tea ceremony. The word Rodzi means "path to the tea house." Rodzi was not just a garden for walking or contemplation. It served as a kind of intermediate path between the world of the tea ceremony. [3]

All the generals, daimyos, nobles, priests, farmers and merchants loved him. However, the principles of the tea ceremony were interpreted differently in different strata of society. Among the nobles and feudal lords it took place in the form of a solemn ceremony, a holiday, and among ordinary peasants - in simple huts, as a peaceful friendly circle. The tea ceremony, considered classic, is based on the idea of the tea ceremony of ordinary peasants. Thanks to the tea ceremony, a unique type of Japanese garden arose, which did not disappear in other gardens in the world, and subsequently had a strong influence on the development of Japanese garden art. [1]

## DISCUSSION AND CONCLUSIONS

Although there were no fundamental changes in the gardens of Momayama's era, modern news, political and social changes had their influence. Especially during this period, stone compositions in gardens were distinguished by their scale, massiveness and large size. Also during the Momayama period, the Shoin-zukuri style was formed, similar to the Shinden-zukuri style of the Heian period discussed above. The area of the Shoin-zukuri style gardens was reduced, and the pond was placed near the Shoin structure.

It was during the Momayama period that the rules of the tea ceremony were improved, and special rooms and gardens for the tea ceremony began to be formed in the houses of daimyos. The tea ceremony has penetrated into all social strata of Japanese society. Today's aesthetics of the tea ceremony is shaped by the laws and rules that developed during the Momayama period.we can conclude that during the Momoyama period there were Gardens around the castles of feudal lords (daimyo) with lakes, shore pebbles and stone bridges. A combination of Zen gardens with walking and tea gardens.

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Research Article

# THE PECULIARITIES OF THE METHOD OF INTEGRATIVE APPROACH TO THE LITERATURE LESSON IN THE CONTINUOUS EDUCATION SYSTEM

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## ABSTRACT

This article deals with the organization of literature classes in the educational system and its advantages. In the course of teaching literature classes, one of the modern educational technologies is the STEAM method and the integrative method in the course of the lesson, based on the topic, integrative means of communication with the fields of art, music, theater, chemistry and mathematics were introduced.

## KEYWORDS

Magination. dream, lesson, integration, pedagogical technology, dramatic work, literature works, innovation, method, thinking, teaching, evaluation, music, chemistry, interactive method, landscape, artistic expression.

## INTRODUCTION

Today, various modern forms and methods of teaching are arizing. The use of various teaching methods in the course of the lesson remains one of the urgent requirements of today. It is important to use the experience of developed countries to educate young people in a modern spirit, to achieve expected results, to use new didactic devices and different methods in the organization of classes. Effective methods of using new technologies in the teaching process are being developed. Pedagogical technology methods are showing their results day by day. These technologies can be seen through the subject project and lesson development, formed

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by the creative imagination of a skilled teacher based on the subject of the lesson in each discipline. Literature lessons can be widely used through this technology. In the continuous education system, we study and analyse the life and works of great writers based on the topics of literature classes. However, the teaching of literary science is not limited to learning and analyzing the lives and works of writers, but learning based on various methods and modern approaches is one of the methods that help students to deepen their thinking, form their world-view, and open up their creativity. If we pay attention to foreign experience in the teaching of literature classes, STEAM and integrative approach are gaining actual importance.

STEAM is one of the most important innovative methods of the world education system today. At first glance, the acronym STEAM looks very complicated, but if we look at it separately, we can see that it is simple and clear, that is: S – science, T – technology, E – engineering, A – art, M – mathematics, or science, technology, engineering, creativity, mathematics. In simple words, they are the most demanded sciences in the modern world. It is no secret that in order to achieve great achievements in many fields of science, integration of knowledge from different fields is required. STEAM technology helps to solve exactly such problems. This method allows to conduct education in a mixed way and to form the skills of applying the acquired theoretical knowledge in everyday life. STEAM is an innovative technology that provides an opportunity to carry out project-learning activities in school and outside of school. With the help of this method, subjects are taught not in separate branches, but in an integrated way, showing their common connection. In addition to showing the relevance of science to everyday life, technology can also show students' creativity. This approach provides students with a number of tasks, the student learns to show creativity in solving them. With the help of such tasks, the student not only comes up with ideas, but also learns to implement them in his daily life. In this way, the student learns to solve his activities within the limits of the tasks and available opportunities. STEAM (S-science, T-technology, E-engineering, A- art, M - mathematics) is a modern approach combining science, technology, engineering, art and mathematics.[3; 69]

Stem education is a method aimed at mastering creative knowledge by combining knowledge. It can be seen that the STEAM method is a system of methods that are similar to the integrative approach in teaching literature, and one complements the other. In particular, in continuous education, one can see the integrative approach method of teaching Abdulla Oripov's works and its advantages.

The system of integrated lessons of the nature of interdisciplinary communication should make up the maximum part of the year-long training in a certain academic subject. disclosure of acquired knowledge in various aspects, for example, disclosure of events in the content of an artistic work based on geographical, biological, botanical, and psychological knowledge and on the basis of

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human feelings, thinking, feeling, sorrow It affects the development of such aspects as being a sibling.[1;28]

Any pedagogue should be able to correctly interpret what are the priorities of passing literature classes in the continuous education system, and organize the rules of the didactic game in a way that matches the topic using pedagogical technologies. Currently, literature classes can be conducted in an integrative approach, based on the content of the topic, which is passed through any appropriate interactive methods. creative thinking in students, prepares the ground for the emergence of new creative aspects of them in the future.

The use of pictures and music in the lessons of literature and the mother tongue language expands the outlook of students, develops imaginative thinking, and comparing a work of art with a film adaptation reveals a world of diversity in the interpretations of students. teaches to respect other people's point of view, forms independence. thinking, reviews of theater performances are a form of creative work, they form the taste of students.

The integration of sciences in modern education is an active search for new knowledge, theoretical rules and solutions related to the subject, which helps to improve the problems in it, to develop the creative potential of students as a team and individually in order to have an effective and reasonable influence on the thinking of students. is considered one of the complaints. [4; 47]

Involving interrelated art forms in literature classes prevents students from slow comprehension of the material

## LITERATURE AND MUSIC

Literature is a science of manners and ethics and helps to understand the world, and art also teaches life. The writer creates a literary work to convey his thoughts and feelings, his outlook on life, and sets himself the task of influencing the reader. The plots, themes, images of these two art forms have a common source - this is the real life around us, and therefore we see a lot in common between music and literature, although these two art forms seem separate. the artistic power of the word can create creative thoughts by summarizing the general concepts of poetry and navo of art.

It is one of the urgent tasks to consider the connection between literature and music in more detail and in depth in literature classes, as well as in other subjects.

Readers should feel that the two types of art are not only inseparable from each other, but, on the contrary, are connected by many threads, and knowing one of them helps to understand and understand the other more deeply. Literary works interact with music in different ways.

It will be possible to show the beauty of words and music by leaving a mark in the hearts of students by learning the sound images, poems, songs, novels available for students.

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## LITERATURE AND PICTURE

The cooperation of literature and visual arts is one of the types of integrative communication that is widespread in our classes. It is impossible to clearly and objectively imagine the state of the country's culture in a certain period.

The famous artist Leonardo da Vinci said: "A painting is a poem that is seen but not heard, a poem is a picture that is heard but not seen." Literary images are created with words, and painting images are created with the help of drawings and colors.

In literature classes, the vividly colored works of art allow students to clearly imagine the personality of writers, portraits of heroes, daily life, development of events, life pictures, historical figures, and the entire historical period. Reference to painting can be used at all stages of literature classes.

In the study of the review topics that give a general idea of a certain period of Uzbek culture, it is necessary to use information from the history and theory of visual art through the method of demonstration. By reviewing this information, the students concretize their material, fill it with a wider content, and provide a deep and correct understanding of the art of the period, and serve to think through the plot of the work.

While studying the writer's biography, we will first turn to his portrait. Many artists have reflected in their works the beautiful places associated with the lives of writers through the nature recreated in their literary works. For example, introducing landscapes into the presentation of the biography of our famous poet Abdulla Oripov, which is interesting from a stylistic point of view. Almost all of them are related to the specific places of the Kashkadarya oasis where the poet lived. Abdulla Oripov's landscapes are his unique "diary" of the poet's travels. The pictures of the works of art of some artists will undoubtedly be of interest.

The experience of the students in learning to draw creates a foundation for the teacherand help to teach children to work on the text, to learn about the image of nature, the places that inspired the poet, and information about the poet. It allows to fully develop and deepen visual perception, to perceive the pictorial beginning of the work, remaining within the framework of verbal images of literature; stimulates the process of imagination and imagination, teaches to study the text carefully, serves to develop oral speech.

Literature and theater. The task of the teacher is also to instill in students a love for theater art, to introduce it to expressive and visual means, and to develop the skills necessary to perceive and evaluate theater performance. In the process of studying dramatic works, it allows to get acquainted with the language of theater and cinema art.

It is better to support students' interest in this field of knowledge and impressions by going to theater performances, organizing amateur dramatic performances and working in a drama club.

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Methodological and organizational forms of cooperation between teaching literature and theater have developed over the years, but the main principle - the principle of the connection between literature and the formation of the audience's experience - always turns out to be very effective: literary art scope. students' interests expand, a strong interest in the facts of modern culture appears, and first of all - in the theater, the world of emotions, moral feelings and knowledge is enriched, aesthetic evaluations are formed, the independence and validity of knowledge increases.

Within the framework of the literature lesson, there is an opportunity to properly use the elements of dramatization, because the common aspects of literature and theater arts are shared.

In literature classes, interactive methods are used more than "role-play" theatrical scenes.

Mathematics and literature are not opposite to each other as many people think. Art and science serve to form imagination and creative ability in observing various events of life. Many mathematicians consider literature and mathematics to be inseparable.

A poet must see what others do not see, see deeper than others. This process is also observed in mathematicians. Mathematics, its symbols and graphics help to understand the meaning of some literary works and images. Teachers and students often use tables that perfectly organize the material during the lesson.

Also, students often make various graphs and logarithms during the lesson. An example of the use of a graph can be seen in a lesson on the study of Leo Tolstoy's novel War and Peace. While studying the characters of the writer's favorite characters, while reading the work, the students make a life chart of Amir Temur in the drama "Sahibqiron" by Abdulla Oripov. The graphic allows you to see the heroic deeds of Amir Temur and understand the character of the image.

Integration of Uzbek literature with physics

The interdisciplinary connection of physics, which seems to have nothing to do with literature, is unique and interesting. Almost all physical phenomena inspired artists.

It is difficult to find a writer in world literature who has not written at least once about earth and sky, sun and stars, thunder and lightning, comets and eclipses. Physical phenomena are always described in lyrical, epic and dramatic genres of literature.

The artist's ability to find a unique and beautiful natural harmony from a simple phenomenon is considered unique. By describing various phenomena of nature, Uzbek writers reveal to them beauty, harmony and events related to human life.

Integration of Uzbek literature with chemistry Throughout the history of mankind, chemistry has been a somewhat mysterious and somewhat romantic science. This feature encourages many writers and poets to include in their works images inspired by thoughts about matter and its

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transformation, emotional descriptions of events and processes.

Integration of the Russian language with Russian literature.

A modern graduate professional should create a portfolio before starting a job, which should present his achievements. One of the important qualities that a graduate should have is competence. This is a specialist who can be competitive.Any graduate specialist can be distinguished by his professional knowledge, professional skills, work experience, professional potential, personal qualities. All these indicators make up the concept of professional competence.

High professional competence allows a graduate specialist to quickly find the right job. The formation of professional competence mainly occurs in the educational process. A number of subjects help students develop professional competence. The subjects "Russian language" and "Literature", "Professional Russian language" are aimed at teaching students the ability to communicate competently in academic and professional activities, in everyday life. This determines the importance of these subjects. Studying any course largely depends on the student's ability to perceive and produce speech within the framework of various functional styles of the Russian literary language. The course of Russian language and literature teaches the student the most important methods of working with oral and written text, prepares him for a deeper and adequate understanding of all subjects of the cycle of general humanities and professional training.

Confident knowledge of your native language, ability to quickly understand the speech of others and competently respond to it, and the ability to clearly express one's thoughts orally and in writing is necessary for any specialist. Studying the subjects "Russian language" and "literature" helps to develop communicative competence, first of all.

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Research Article

# PROSPECTS FOR DIGITIZATION OF THE MARKETING DEPARTMENT OF AN EDUCATIONAL INSTITUTION

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## ABSTRACT

The article examines the prospects for digitalization of the marketing department of an educational institution, taking into account modern trends in the digital environment. The authors explore the benefits of introducing digital technologies into the marketing strategies of educational institutions, identifying their impact on attracting students, improving communications and building a brand. The article also discusses the challenges and possible risks accompanying the process of digitalization of marketing in the field of education.

## KEYWORDS

Digitalization, marketing, educational institution, digital technologies, attracting students, communications, branding.

## INTRODUCTION

The need for breakthrough growth and strengthening the competitiveness of universities at the current stage of development of national higher education requires the implementation of systemic and long-term efforts to find and implement strategic competitive advantages that can radically increase the efficiency of interactions within the marketing systems of regional markets. Among the most promising areas that promise a large-scale effect from the use of modern regional universities as part of the marketing function is the prospect of

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digitalization of marketing and operational processes, available at the current stage of development of university digital infrastructure and electronic scientific and educational environment.

The trend of the "digital revolution" in domestic education is at the initial stage of maturity, characterized by fragmentary organizational impulses and initiatives, the absence of a unified industry strategy for digitalization and the exchange of best implemented practices. At the same time, the modern consumer of economic goods, including educational services and products, is increasingly transforming the model of behavior and choice, in which the importance of rational justification, group consumer experience and cognitive learning, digital channels of marketing communications with the possibility of organizing interactive interactions [1].

Research methods. This systemic shift in consumer behavior, the emergence of an entire client group of "digital consumers" and the growth of its importance in the consumption structure, means the emergence of qualitatively new digital marketing opportunities and reserves available to regional universities and capable of qualitatively transforming the organizational model of competitiveness. However, the implementation of these reserves requires updating the organizational, economic and methodological support for the processes of strategic marketing management of regional universities.

Among the research in this area, one can highlight only works related to the study of project management within the framework of marketing of educational institutions, in particular the article by A. A. Maksaev, I. A. Shumakova and D. A. Shevchenko (2020) [2], which draws parallels between management and marketing of the project, as well as the work of Spanish researchers who consider the philosophy of university marketing management in a rather vague theoretical plane without offering applied solutions (Lafuente Ruiz de Sabando et al., 2017) [3]. One gets the impression that the authors, for some reason, look at university marketing and the process of managing it as disparate elements from different areas of scientific knowledge, without realizing the importance of their mutual integration. It is worth adding that university marketing is often seen as a sideline of the university administration's activities [4, 5].

In the context of educational markets, the specifics of these sectors significantly influence the formation and evolution of needs, requests, expectations, perceptions and prospects for interaction between educational organizations and their consumers. Despite the diversity of educational systems and institutions in the world, several key areas of transformation can be identified that determine long-term mutually beneficial relationships (figure-1):

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**Fig.1. Key areas of transformation of digitalization of university marketing**

**1. Personalized training:**

- The growing need for individualized educational approaches that take into account the level of knowledge, pace of learning and interests of each student.

- Introduction of technologies to adapt educational materials and assess progress, taking into account the individual characteristics of students [6].

**2. Online education and hybrid forms of learning:**

- Expanding remote learning capabilities and using online platforms for distributed delivery of educational programs.

- Development of hybrid forms of learning, combining traditional and digital methods.

**3. Development of competencies for the digital economy:**

- Demand for education aimed at developing the skills needed to successfully adapt to the digital age, such as digital literacy, analytical abilities and technical skills.

- Strengthening interaction with enterprises and industry to ensure the relevance of training programs.

**4. Evasion into the lifelong learning area:**

- Recognize the importance of lifelong learning to remain competitive in the labor market [7].

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- Introduction of learning formats that best meet the needs of adult students.

**5. Strengthening international educational relations:**

- Growing interest in education abroad and strengthening partnerships between educational institutions in different countries.

- Development of international exchange programs and joint educational projects.

**6. Focus on Social Responsibility and Diversity:**

- Increased attention to the social responsibility of educational institutions and their contribution to solving social problems [8, 9].

- Commitment to diversity in the learning environment, including support for students of different cultures, genders and social groups.

All these trends form the basis for long-term mutually beneficial relationships between educational organizations and their consumers, helping to effectively meet the needs of students and adapt to the dynamically changing conditions of the educational market.

Research results. As a result of this study, we consider the influence of the factors of the "digital consumer" model on the effectiveness of marketing interactions in the field of educational services. We propose an adaptation of the GAP analysis methodology to identify and implement growth reserves in the "university-consumer" pair. Through the introduction of a full-fledged digital marketing process, covering the stages of consumer choice, solution implementation and post-sales processes, we are exploring the possibilities of optimizing interaction with the digital consumer in the educational environment.

Taking into account the characteristics of the digital consumer in the field of educational services is an important direction for increasing the effectiveness of marketing interactions between universities and their clients. The adapted GAP analysis method allows you to identify gaps between expectations and the actual experience of the consumer, and the implementation of a digital marketing process becomes a tool for actively managing these gaps.

Digital marketing processes, including personalized communications, consumer data analytics, and advanced engagement technologies, are becoming key elements that support every stage of the digital consumer experience—from interest generation to after-sales service.

Cognitive and content marketing (information about the faculty on the website, holding open days and meetings with graduates of educational organizations).

Email marketing (distribution of information material about the faculty to the email addresses of educational organizations and potential applicants).

Mobile marketing and SMM (distribution of advertising materials through Internet resources and social networks).

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SEO marketing and targeted advertising (carrying out a targeted advertising campaign on social networks Facebook, Instagram, VKontakte, Odnoklassniki).

Media advertising and viral marketing (conducting online meetings with graduates of educational organizations, parents, advertising of the faculty in educational organizations, newspapers and magazines, on radio and television, transport).

In doing so, we highlight the need to adapt educational marketing strategies to meet today's digital consumer demands and offer practical tools to identify and bridge gaps in expectations and actual experiences, ultimately strengthening mutually beneficial relationships between educational institutions and their customers.

Conclusion. Digitalization of the marketing department in educational institutions provides unique opportunities to improve the efficiency of attracting students and strengthening positions in a competitive environment. The study identified positive aspects of the introduction of digital technologies, such as increasing the level of interaction with the audience, improving the quality of communications and forming a strong brand of an educational institution.

However, it is worth noting that the process of digitalization of marketing is also accompanied by challenges, including the need to constantly update technological solutions, ensure cybersecurity and adapt to rapidly changing market demands. Despite these challenges, the introduction of digital strategies in the marketing of educational institutions is an integral step in the era of digital development.

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Research Article

# TO THE STRATEGIC DEVELOPMENT OF THE NEW UZBEKISTAN IS MODERN MANAGEMENT

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## ABSTRACT

One of the most pressing issues today is the comprehensive development of the new Uzbekistan in the current period of rapid development, that is, in the socio-economic and technical-technological spheres. One of the main ways to solve these urgent issues is to organize modern management and ensure their effectiveness. Modern management today consists of digital management.

## KEYWORDS

Capabilities, Which Helps People To Improve All Their Activities, Digital Management.

## INTRODUCTION

The decree of the President of the Republic of Uzbekistan No. PF-60-79 "On the approval of the Digital Uzbekistan-2030 strategy and measures for its effective implementation" stipulates the transfer of enterprises and organizations in our country to digital management [1]. The role of digital management in effective solution of these tasks is incomparable.

Digital management is a modern, versatile tool with a very high level of capabilities, which helps people to improve all their activities. Digital management is currently becoming the main criterion for the success of social and economic sectors. There is no single opinion about digital management among scientists and experts. Therefore, as a result of our research, we found it necessary to give the following definition of

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digital management. "Digital management is an electronic system for obtaining optimal results based on marketing, information technology, innovation, and employee activation".

The contribution of small business entities and private entrepreneurs in the development of our country's economy is increasing year by year. We can see this only in the case of Andijan region. The share of small business and private entrepreneurship in the gross regional product of the region amounted to 93,433.1 billion soums in 2022, an increase of 5.1% compared to 2021. As of January 1, 2023, the number of registered small business entities is 22,114, of which 1,438 are newly established. 41.6% of these enterprises are small enterprises, 17.9% in the industrial sector, 10.5% in the rural forestry and fishing economy, and 5% in transportation and storage services.

Analyzing the activity of small business and private entrepreneurship in Andijan region, it was found that the number of those who are in crisis is increasing year by year.

In 2022, 3,312 small businesses stopped their activities, compared to 2021, this indicator increased to 857.

When the reasons for the failure of small business and private entrepreneurship enterprises were studied and summarized, it was observed that modern management was not properly organized. In order to properly organize modern management, it is necessary to first understand its content. Modern management is the successful management of an organization based on modern information systems in complex conditions where economic relations are a priority. In order to successfully manage small business and private entrepreneurship, it is necessary to take into account their specific features.

The smallness of working capital of small business and private entrepreneurship, its rapid turnover, the possibility of rapid replacement of means of production and other features reveal its many advantages. However, the most important issue is to find a place in the market, which takes into account the rapidly changing demand for new products, to launch the production of new products and to strengthen it, and a small business entity can quickly achieve this. In addition, the possibility of flexible organization of production is very high, and it is possible to put it on a successful path, taking into account market requirements and market conditions . Also, such processes as lack of administrative apparatus, short period of development of construction and project capacities, quick payback of capital expenditures are among the characteristics of small business.

Management of small business and private entrepreneurship at the level of modern requirements is based on the following. First, looking at small business enterprises as a socio-economic system, it is necessary to always remember that the following laws apply:

- scientific basis of m a q sad and its compliance with market demand;
- to the outside environment adaptability;
- small company structure of q names each other with mutually suitable descent;

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- planned and effective head care done increased to go
- industry shooting costs to go and resources a waste do not know
- management objects and of subjects mutually unity;
- the head of the house it is bad improvement.

Second, a small business enterprise leaders and private entrepreneurs head in the house of functions content they know is required:

- business plan salt sh . Work on it Max output or shown services for necessary cocktail, money, raw material and other resources account it will be removed . Work cost , marketing , risk and financial plans is made . 20 20 -20 22 years small business entities and private of entrepreneurs fracture reasons when studied, many of them benefit to get the most q house the limit of, damage. Do not build they don't know and from the bank received credit in his own words assignment that they didn't get it identified . When making a business plan this to issues separately attention to give demand will be done .

- organize to achieve Planned issues of the enterprise manage wiring according to the premises, internal budgets and transmission. Issues them solve for necessary b died resources (labor, financial, land- water and head a material) with to share. Issues in hangers responsibility formation. Highlight should be organized reach in the process of the enterprise organizational structure is formed.

- motivation. In the enterprise activity teacher of employees behavior This is the company within soluble issues (doable works) of with essence mutually adaptation, that is cocktail team members of the enterprise common goals are changing activation. This affairs cocktail team members their cocktail according to the results, of course, material, spiritual and spiritual stimulation based must die.

- Control. The results with standards (plan indicators). comparing to go He is one of the chiefs in his house consists of: standards installation, results measurement, achieved results with plan indicators if it matches, then it is expected to the results achievers of course material and spiritual Heading on the promotion. If, achieved results standards with between suitable if it does not fall, move aside reasons look at it and to them necessary changes input. Highlight provided that if achieved results plan indicators with between suitable not falling if q is the first in line performers not penalized, but standards say it will come out. Because the indicators of the plan are different installed can die.

Third, a small business enterprise leaders and private businessmen head to do technology see to know a must Management in science he is at home taught: formed matter or to the problem the internal and external input of the enterprise to the outside environment concerned necessary information work and say work

- different develop projects i what work. Each one project separately;

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- different Do not compare projects analysis to do and evaluation;

- of possibilities one selection, that is to do;

- to places and to the performers transfer and explanation;

- execution of the decision control to do;

- the results indicators with to compare;

- efficiency be careful.

Fourthly, a small business enterprise leaders and private entrepreneurs themselves with cocktail is crying people's inner experiences, their behavior influencer factors and in general enterprise within showing activity different of groups nature, types and with them various social issues, intergroups of relationships and to know need;

Small enterprise leaders, entrepreneurs their parents with and employees between mutually in relationships kindness. If is much higher, then to him proportionate respectively spiritual situation getting better and mutual cooperation is getting stronger of results efficiency increases.

Fifth, the enterprise in society action hooker rules based on shake your head methods and people to groups leadership styles to know song period It is common in our society relationships priority work relationship with in the same case enterprises methods shake head with. To us It is known that you shake your head q in the house methods available: administrative, social and social- psychological. Shake your head in the process of getting rid of the head all methods action but market in the conditions of methods priority work a must. Separately to people or to groups leadership to do unique properties have. Management in science of leadership q in the house styles differ: autocratic leadership style, democratic leadership style and liberal leadership style.

Sixth, a small business enterprise leaders and private entrepreneurs their own known period activities to evaluate relatively scientific of approach essence they know necessary is a must. Activity the results in assessment until the house of q approach in management separately it is emphasized:

$$\text{Efficiency} = \frac{\text{Activity results}}{\text{Expenses}} \quad (1)$$

Profitability and productivity indicators are calculated using the first formula.

As a result of long-term observations, it was found that the higher the level of talent, honest behavior and initiative, intellectual abilities of the heads of small business enterprises, entrepreneurs and their employees, the higher the results of their activities. It is necessary for the heads of small business enterprises and private entrepreneurs to evaluate the results of their activities with the above main economic indicators.

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Seventh, the heads of small business enterprises and private entrepreneurs should regularly study the news of "Management" and "Marketing".

In order to further increase the incomes of the population in enterprises, it is necessary to create such a management mechanism, which should ensure high economic development, stable growth and effective balance of the country's macroeconomics.

Perhaps the main change in the governance context in the last few years – more than changes in IT and other technologies – has been the erosion of business monopoly power, partly due to the loss of government grants and regulations and the growth of government intervention. This is due in part to antitrust laws and regulations, and in part to globalization, competition, and greater consumer choice. Without citing historical evidence, many scholars argue that business has become "hypercompetitive." We also hear that the power of managers within firms has changed from the Dickensian absolutism of the 18th century to a bargaining position, as in the German Mittlestand firms. Even if these changes have occurred, this does not mean that management has become more difficult, but rather the opposite . As the economy develops, an "invisible hand" appears in the background.

In turn, "efficient markets" emerge as information flows improve and transaction costs decrease. Many argue that market relations should be the primary way to regulate our economy, support our democratic politics and our ethos of independence. Management's role then narrows to reading and monitoring as intelligently as possible the markets they do not operate or manage. Social and political power is underestimated and efficient as "intervention" in the markets is considered. So, the management from the results one this our economic of our work more more efficient to markets is the transition, rationality in it rule does[3].

Based on the above, as a priority direction in the field of management, we have developed additional new principles of modern management.

We work came out principles of the following consists of:

- treated modern management done increase scientific basic awareness principle

$$IA = \{T; O; S; C; t\} \quad (2)$$

this where :

IA is scientific based principle ;

T is under study of the problem history ;

O - objectivity, that is objective from the laws use

S is the problem solution in doing systematic approach;

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C - optimal structure;

t - from time fruitful use

- Business center socio ¬-economic and technical- technological is a system ;
- of enterprises all lower systems mutually closely dependence principle ;¬
- units and work release of processes continuously development principle ;¬
- modern of management enterprise efficiency with economic mutually dependence principle .

Current at the time scientists and work producers between modern of management the only one definition is available not. At the beginning of the 20th century engineer F. Taylor in the world first b die lib to management about scientific works and practical the results publication made from 100 years more than time passed, this time inside management constant respectively developed went. Management the term in Uzbekistan for the first time in 1991 used.

of our republic all in enterprises modern management current reach necessary

Modern management What do we mean? Modern management is a type of management in which goals are achieved with the help of information technology, innovation, employee motivation, introduction of modern automation tools and obtaining the optimal solution.¬

Modern management is a direction of management that controls production and performance results. Global task of the manager responsibility scope is to expand. The same factors organization activities determines.

the world in practice modern of management main trends the following in the rules reflection delivered by:

- innovation approach is quantitative mathematical, statistical methods of assessment, engineering account - books, with expert help transition.
- evaluation and etc. This is especially modern technical and technological innovations constant respectively developed going networks for right comes;
- mutually connected elements collection as is considered, that is to management systematic approach;
- technical, ecological, economic, organizational, social, psychological and of management another fields account get like parameters contained comprehensive approach;
- integrated approach - communications study to do and reinforcement, separately management of components internodal the chain create;
- solution in doing management system the direction of this marketing approach means ;
- Modern in management, traditional in management that it was as, purposeful,

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functional, providing like all management lower systems for reasonable management standards normative and functional approach that establishes is available and need too minimum functions collection as considered useful effect unit for costs are determined;

- process approach - management process all of functions common is the sum of;

Current at the time in our republic of enterprises leader and specialists modern management content with complete familiar not. That's why for we modern management organize reach for in enterprises the following tasks current reach necessity offer we do:

- modern methods use
- modern to information and communication technologies have instrument and equipment installation, as well as ICT enterprise continuously work organize reach
- innovative management organize reach and current reach;
- enterprise employees encourage;
- automated management system current reach and from him efficient use

"Usta No'mon" enterprise is the last years (2018-2022). went of our research i.e. the result modern management algorithm offer we will¬

$$Z_b = I_m * I_a * I_i * I_x * I_{av} \quad (3)$$

This where :

$Z_b$ - modern management current reach level;

$I_m$ is an enterprise marketing index in activity;

$I_a$ - information from technologies use index;

$I_i$ - innovative management technologies current reach index;

$Ix_{_}$ - employees motivation index;

$I_{av}$ - automation done increase index.

Our research as a result modern enterprise with management activity efficiency that they are interrelated determined. That's why for we propose the following formulas we do :

$$S_k = \frac{Z_b \cdot N}{\sum_{i=1}^{n} X_i} \quad (4)$$

$$Z_b = \frac{S_k \cdot \sum_{i=1}^{n} X_i}{N} \quad (5)$$

in which: $S_k$ - enterprise activity efficiency;

$Z_b$ - modern management;

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$N$ - consequential indicator (profit , product volume and others);

$\sum_{i=1}^{n} X_i$- $i$ kind of expenses amount;

Modern management and enterprise efficiency between dependence showing the formula offer we do:

$$Zb = k * S_k \qquad (6)$$

this here:

k - modern management enterprise efficiency with coupling coefficient.

This coefficient is industrial networks according to different values have. This coefficient to determine according to our research industry in the field in the enterprise done increased.

## Conclusion

Results that's it showed that the average this coefficient is k = 0, we found that 4 is equal to 7. So, modern management one percent current reach enterprise efficiency of 0, 4 7 percent increases.¬

So of our new Uzbekistan all in enterprises modern of management current development of our country is continuous socio-economic and technical development take will come This while this in enterprises work employees who do well-being to increase service does.

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Research Article

# ANALYSIS OF THE ACTIVITY OF MULTIMODAL TRANSPORTATION IN THE CITY PASSENGER TRANSPORT SYSTEM

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## ABSTRACT

The formation of multimodal transport activities in the urban passenger transport system using the management of a single operator is a comprehensive approach to the organization of transport by combining various types of transport (buses, trams, subways, bicycles, taxis, etc.) into a single network. improving passenger convenience, efficiency and comfort.

## KEYWORDS

City public transport, city logistics, Mobility as a service.

## INTRODUCTION

Since ancient times, the use of logistics achievements in transport has been considered the key to increasing the efficiency of the domestic transport complex and strengthening its integration into the world transport system.

It should also be noted that in recent years, transport has played a major role in logistics processes and has a huge strategic resource, performing a key function in flow processes. In fact, transport logistics, as a new methodology for optimizing and organizing rational cargo flows and processing in specialized logistics centers, increases the efficiency of such flows, reduces inefficient costs and expenses, allows transport workers to be modern in order to best meet the needs of increasingly demanding customers and the market [ 1,2,4,7].

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When creating any passenger transport system, it is necessary to define goals and priorities. It is necessary to determine who is in charge on the city streets and whose interests are paramount. In the centers of big cities, people not only work, but also live. Heavy traffic flow poses a real environmental health hazard. First of all, it is necessary to create comfort for pedestrians, distinguish pedestrian zones, among other things. Priority should be given to the most ecologically clean modes of transport and means of transport. These include off-street transport (metro, monorail) and public transport (buses and minibuses, cars) on city streets [14,15].

## RESEARCH METHODS

In carrying out scientific research work, methods of observation, planning of experiments and modeling are used to shape the activity of multimodal transport in the city passenger transport system based on the management of a single operator.

1. Unified management and coordination: Establishing a single operator center for the management of all types of transport in the city is a complex but important process that requires the coordination of various transport services and the introduction of modern technologies [18].

The following steps can be taken to successfully implement this idea:

a) Analysis and planning:

- analysis of the current structure of traffic management in the city, identification of strengths and weaknesses, as well as problem areas.

- development of a strategy for combining different types of transport into a single operator center.

b) Stakeholder participation:

- consultation and involvement of all interested parties, including city authorities, transport companies, private entrepreneurs and public representatives.

- Ensure support from key actors and stakeholders.

c) Creating a legal and organizational framework:

- Development of the necessary legal and organizational mechanisms for the establishment of a single operator center.

- creation of coordination and coordination mechanisms of various transport services.

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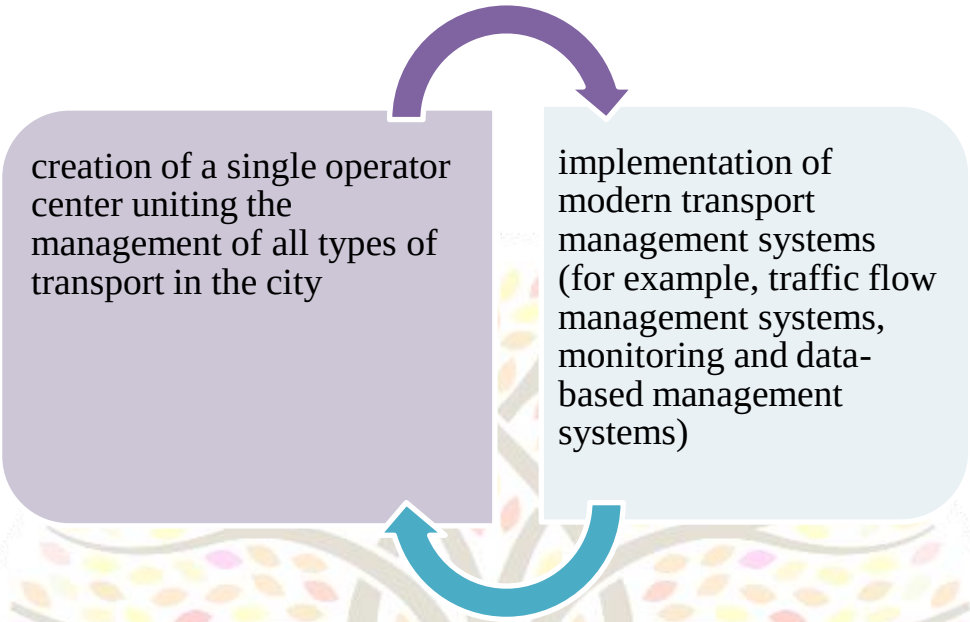


**1.1. picture Unified management and coordination in the organization of the city passenger transportation system**

2. Implementation of modern transport management systems (for example, traffic flow management systems, monitoring and data-based management systems). The introduction of modern transport management systems, such as transport flow management, monitoring and data-based management systems, is the main element of optimizing and improving the efficiency of urban transport infrastructure. Several steps can be taken to successfully implement such systems:

- Analysis and goal setting:

- analysis of the current situation in urban transport, identifying problem areas and needs.

- to determine the specific objectives of the implementation of management systems, such as reducing traffic congestion, improving route efficiency and reducing waiting times.

- Selection of appropriate technologies:

- Study of existing technologies in the field of transportation management, including geolocation systems, sensors, Internet of Things (IoT), etc.

- Choose the technologies that are most suitable for the goals of the project and the characteristics of the city.

- Regular update:

- Plan regular system updates to introduce new technologies and improvements.

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- monitoring trends in the field of transport management and introducing innovative solutions.

The introduction of modern transport management systems serves to make more efficient use of resources, reduce travel time and improve the overall experience of passengers.

Research results. Reduction of useful time of passengers is achieved on the basis of formation of multimodal transport activities in the passenger transportation system based on the management of a single operator and the introduction of the creation of an operator platform and the introduction of the improvement of management with the platform.

The activity of multimodal transportation in the passenger transportation system of Andijan city is analyzed;

The problems of single operator management of multimodal transportation in the urban passenger transportation system are studied;

The infrastructure of multimodal transport in the city passenger transport system will be improved;

The effectiveness of single operator management is developed during the operation of multimodal transportation in the city passenger transport system;

The development and efficiency of the single operator exchange platform in the city passenger transport system will be increased.

## CONCLUSION

The introduction of a multimodal system of transportation of citizens under the control of a single operator of the city transport system is an important step in the improvement of the city transport infrastructure. Based on the above, the following conclusions were drawn for the chapter:

1. A comprehensive analysis of the city's existing transport system, including transport types, infrastructure, traffic jams, passenger flow and weaknesses.

2. All modes of transportation are identified, including public transportation, taxis, bicycles, pedestrian zones, possibly even car sharing, and other alternatives.

3. It was revealed that the need to create a single operator center to manage all types of transport in real time is an urgent problem.

4. The need to ensure compatibility of systems and technological standards for data integration was analyzed.

5. Tasks for introducing modern technologies such as GIS (geographical information systems), IoT (Internet of Things) and big data have been set for effective management of the transport system.

6. The issue of creating a single ticket or card valid for all types of transport in the system was studied.

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7. The task of developing flexible tariff plans and ways to account for benefits and measures for different categories of the population was set.

8. The issue of developing a system of introducing a unified payment system in order to facilitate the use of different types of transport for passengers was raised.

9. Tasked with developing mobile applications and information boards to provide passengers with up-to-date information on schedules, routes and delays.

10. Training of employees on the use of the new system. In order to train passengers to use multimodal options, the task of determining ways of conducting information campaigns was determined.

The implementation of a multimodal system with a single operator management requires an integrated approach, cooperation with various stakeholders and attention to the needs of passengers. The main goal is to create a convenient, efficient and sustainable transportation system for city residents.

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Research Article

# TECHNOLOGIES OF ORGANIZING GAMES DURING TRAINING AND ACTIVITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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## ABSTRACT

This article describes technologies for organizing games during training and activities in preschool educational organizations.

## KEYWORDS

Types of games, methodology and technology, didactics, training, process, educational game, social life, psychological state.

## INTRODUCTION

In pre-school educational organizations, games fully ensure the implementation of the task of complex development of motor skills and mental processes, as their content is directed to the formation and replacement of movement programs. It is known that the movement experience acquired by a person in the process of development is expressed in the emergence and strengthening of movement programs at various levels. Thus, there is an interaction between sensor and motor components, different levels of their system, which is observed with the emergence of new movement programs.

In pedagogical practice, plot, action and didactic games with subjects are distinguished. Games are very important in the development of children, games can have a small, medium and high level of mobility. Children of preschool age learn through natural games (walking, running, jumping,

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throwing, scrambling). Games are one of the main means of physical education of children. They can be used from the age of two. During this period, children begin to master the movement skills necessary for life, such as running, jumping, throwing, and climbing.

Older preschoolers are able to evaluate their own efforts and capabilities as they compete in strength (hand pull), speed (sprint, shuttle run) and other qualities. From physical development, games help children develop qualities such as will, bravery, perseverance, endurance, and courage.

Children try to satisfy their greatest needs, usually through games. For them, the game is, first of all, activity, movement. During active games, children's movements improve, initiative and independence, confidence and perseverance develop. They learn to coordinate their actions and even follow some rules (at first, of course, in a simple form).

3-year-old children are usually in a very impressionable, emotional state: they are active, but they get tired quickly from different activities, they cannot walk (run) for a long time without a break. Therefore, it is necessary to control very active children: do not allow them to hang on their hands, jump from a great height, draw their attention to games with a slightly slower pace. The content of the games is gradually changing. At first, children perform actions with the instructions of adults, for example, they describe a chicken or a bird - they "sink grain", "fly". At the age of three, children move from imitating the actions of adults to various "figurative" or role-playing games: they play "aunt - aunt", portray a doctor, seller, driver, cook, etc. Children actively repeat not only familiar actions, but what they see.

The game lasts longer, its plot becomes more diverse and understandable. Later on, the game gets more complicated. Three roles appear in it, for example, one child portrays a sheep, the second - a wolf, and the third - a shepherd.

Independent games with various toys are very useful, children can be divided into groups of two or three. A child's actions are usually determined by the types of toys. For example, you need to run with flags, hoops, drive cars, roll balls, throw, hang.

Children are interested in such toys. In some independent games, children cannot immediately show activity and initiative, their movements are varied and limited. But in games related to the fulfillment of adults' tasks, children's actions are directed to a specific goal, they repeat the actions several times, strengthen their movement skills, develop agility and dexterity.

It is very important to guide the children even when they are engaged in the game. It is advisable to complicate the game of some of them, to teach others to finish what they started, and if the third one is playing quietly, it is advisable to talk.

Children often perform wrong and even dangerous actions in independent games. They jump on a chair or pole with their entire foot resting on their soles, and run with their soles on

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the ground. In such cases, different ways are used: an adult himself enters the game. Reminds children of a familiar and close image that they can imitate (how a cat gently jumps, how birds fly quietly).

The first games that should be taught to children will not have a specific plot and rules. The child performs simple, interesting tasks: he comes, takes the toy, runs to the adults and sees what is hidden in their hands ("Take the flag", "Run to me", "Find the flag").

A certain consistency should be observed when teaching games. For example, Catch Me is simpler than Catch You. In the first case, the child must catch an older person; in the second game there is a risk of being caught, so the child has to spend more physical effort. It is necessary that the games become richer and more varied in content, and include more complex tasks. If the child initially runs at the pace he wants to get the toy, after the game is well mastered, the pace of running should be determined by an adult.

Speech helps in creative development of game content, enrichment with rules and tactics, exchange of game experience, creation of new games. Speech helps to guide the behavior of the participants during the game, to teach the game, and to lead the game. Speech allows a person to think abstractly and make generalizations, helps to create his own images, enriches the game based on a creative approach.

Game activity affects the formation of free will in mental processes. For example, thanks to games, children begin to develop voluntary attention and voluntary memory. In game conditions, children concentrate better and remember more than in laboratory experiments. Conscious purpose (concentration, recall and memorization) is quickly and easily manifested in the child's actions during games.

The conditions of the game require the child to concentrate on the objects included in the game situation, to enter deeply into the content of the action and plot being played. If the child does not pay attention to what the game situation demands of him, if he cannot remember the terms of the game, he will be excluded by his peers. The need for communication and emotional stimulation forces the child to purposefully concentrate and remember his thoughts. The game situation and actions related to it regularly affect the mental development of a preschool child. In the game, the child interacts with the substitute of a thing (subject) - he gives the substitute a new playful name and performs activities with it in accordance with this name. A substitute object becomes a basis for thinking. On the basis of performing activities with substitute objects, the child learns to think about the real thing. Gradually, play activities with objects are reduced, the child learns to think about objects and work with them from the point of view of mind.

Thus, the game helps the child learn to think based on imagination. At the same time, in plot-action games, the child's experience of play and especially real (real) interactions forms the basis of a special feature of thinking, thanks to which he learns the point of view of other people,

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predicting their next actions. there is an opportunity to learn and shape their behavior accordingly.

Action games play a decisive role in the development of imagination. During the game, the child learns to replace the same objects with others, to assume different roles. All this helps to develop the imagination.

Substitute objects and many other play activities are not necessary in the games of older preschool children. Children begin to create new situations in their imaginations by equating objects and activities related to them. The game can be played internally.

The impact of the game on the development of the child's personality is that through it the child gets to know how adults walk, stand, and interact, which serve as a model for his own behavior; in the game, the child learns the basic skills of communication, qualities necessary for establishing relationships with peers. The game, which completely covers the child, forces him to obey the rules in accordance with his role, helps the development of emotions and improves the ability to control behavior through will.

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Research Article

# MODELS OF SOCIAL INNOVATION

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## ABSTRACT

The scientific article is a systematic review of current models of social innovation, focusing on methodology and practical approaches to their implementation. The work is based on the analysis of modern research in the field of social sciences, management and innovative entrepreneurship. The article examines various concepts of social innovation, ranging from traditional models focused on solving social problems to more modern ones that take into account the influence of digital technologies and global trends. The authors highlight the key features of successful models of social innovation, such as stakeholder participation, efficient use of resources and sustainability in the long term. Special attention is paid to the role of leaders and organizers of social innovation, their strategic thinking and ability to create partnerships for sustainable development. The article presents examples of successful implementation of social innovation models in various fields, including education, health, ecology and social entrepreneurship.

## KEYWORDS

Social innovation, modeling of social change, social entrepreneurship, innovative practices in the social sphere, sustainable development, public participation, social technologies, strategies for social change, ecosystems of social innovation, joint solution of social problems, inclusivity in social projects.

## INTRODUCTION

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Social innovation is a key element of modern social development, striving to solve complex social problems. In recent decades, the focus has shifted from traditional methods of solving social issues to the search for new, creative approaches. This has led to the formation of diverse models of social innovation aimed at changing stereotypes, eliminating inequality and supporting sustainable development.

One of the most widespread models is social entrepreneurship. In this model, business-oriented methods are used to solve social problems. Entrepreneurs create startups or companies aimed at solving specific social issues, and at the same time strive for financial stability. In the light of modern technological advances, the model of innovative technologies in education is becoming very relevant[1]. The use of modern learning tools, virtual classrooms, and artificial intelligence makes it possible to improve access to education and improve the quality of education, especially in remote and low-income regions. The creation of social laboratories and accelerators is becoming an effective way to support social innovation. Here, entrepreneurs and activists join forces to solve specific problems. Such platforms provide not only financial support, but also expert support and mentoring.

Social design emphasizes the importance of involving the public in the process of creating and implementing social innovations. Projects created taking into account the needs and opinions of end users are usually more successful and accepted in society. Collaboration between the public, private and non-profit sectors is a key element of successful social innovation. Partnerships aimed at mutual support and solving public problems contribute to a more efficient use of resources and a comprehensive impact.

Modern society is faced with a number of complex social problems that require innovative approaches and effective solutions. In response to the challenges of the time, models of social innovation have emerged – strategies aimed at transforming social structures and improving the quality of life. In this article, we will look at various models of social innovation and their impact on the formation of a sustainable society[2]. One of the popular models of social innovation is an approach based on the concept of "Design for social impact". This model focuses on creating sustainable and effective solutions to social problems through the design of innovative products and services. Design principles drawn from the world of technology and business are applied to social challenges, stimulating creative thinking and taking into account the needs of the end user.

Social entrepreneurship is another important model of social innovation. It involves the creation and development of business projects aimed at solving social problems[3]. This model combines the ideas of entrepreneurship and social responsibility, creating sustainable business models that promote social progress. The model of open innovation and social laboratories focuses on the collective and open development of solutions. It involves the

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cooperation of various stakeholders, such as government agencies, business, academia and civil society. This approach encourages the exchange of ideas, knowledge and resources to create more effective and sustainable social innovations. Public-private partnerships are becoming an increasingly important element of social innovation models. This interaction between government agencies and the private sector is aimed at jointly solving social problems. Such partnerships provide access to resources and expertise, which contributes to more effective innovation.

In the modern world, against the background of rapid technological progress and social changes, social innovations are becoming a key factor in the development of society[4]. Social innovation models play a crucial role in solving social problems, stimulating sustainable development and creating a favorable social climate.

## 1. Definition of social innovation

Social innovations are innovative ideas, strategies, concepts or practices aimed at improving society and solving social problems. They not only create new products and services, but also change social relations and structures.

## 2. Models of social innovation

2.1 The "Partnership for Change" model

This model involves cooperation between government agencies, the business sector and non-governmental organizations. The joint efforts of the parties make it possible to create comprehensive solutions to social problems, ensuring a sustainable and long-term impact.

2.2 The model of "Creating public partnerships"

This model is based on the active interaction of representatives of civil society and business. Partnerships with public organizations and enterprises stimulate the development and implementation of innovative approaches to social problems.

2.3 The "Creation of social enterprises" model

The creation of enterprises with a social orientation is becoming more and more relevant. These enterprises pursue social goals and, at the same time, ensure economic sustainability. The model focuses on creating jobs for vulnerable groups and improving their quality of life.

2.4 The "Education and Engagement" model

This model focuses on increasing the level of education and engagement of the population. Educational programs and information campaigns stimulate understanding of social problems and active participation of citizens in their solution.

## 3. Examples of successful implementation of models

An example of the successful implementation of the "Creation of social enterprises" model is the "Textile Social Factory", which not only produces environmentally friendly products, but also provides jobs for people with disabilities[5]. Models of social innovation are an integral part of

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modern society. Their successful implementation requires the interaction of the state, business and civil society. The development and support of social innovations are becoming key factors in creating a sustainable and equitable society.

In today's world, where social challenges are becoming increasingly complex, the application of innovative approaches to solving social problems is becoming a necessity. Social innovation models act as a key tool for changing social practices and improving the quality of life. This article provides an overview of various models of social innovation and their impact on the formation of a sustainable society.

Social innovations are new ideas, products, services or methods that effectively solve social problems and improve the quality of life[6]. They cover a wide range of fields, including healthcare, education, environment, technology and many others.

**The Source-Consumer model**

In this model, social innovations are created at the center of society (the source) and transmitted to consumers through various channels. This model emphasizes the importance of involving society in the process of creating innovations, ensuring their wider dissemination and assimilation.

**The "Partnership and Network" model**

Opportunities for social change are expanding through the creation of partnerships and networks. Organizations, government agencies, entrepreneurs and society combine their efforts to develop innovative solutions that can effectively cope with social problems.

**The "Design Thinking" model**

The application of design thinking principles to social innovation is becoming increasingly popular. This model focuses on understanding the needs and experiences of users, which contributes to the creation of more effective and targeted social solutions.

Social innovations not only solve specific problems, but also contribute to the formation of a sustainable society. They support the introduction of new approaches to social issues, ensure the participation of citizens in the process and call for public responsibility.

**Grameen Bank**

The microfinance model proposed by Grameen Bank has become a successful example of social innovation. It allows you to provide micro-loans to small entrepreneurs, contributing to the development of small businesses and the fight against poverty.

**Khan Academy**

In the educational field, Khan Academy is a model for the effective use of technology to provide free education to millions of people around the world. Social innovation models play an important role in finding answers to social problems[7]. Their implementation contributes to the sustainable development of society, emphasizing the need for joint efforts and creative approaches to solving the challenges facing humanity.

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Modern society is faced with a number of complex problems that require creative and sustainable approaches to solving. In this context, the use of social innovations – strategic changes in society aimed at solving social problems and improving the quality of life - is becoming increasingly relevant. This article examines various models of social innovation that play a key role in the transformation of society[8]. Social innovation models provide an extensive arsenal of tools for developing and implementing effective strategies for solving social problems. Combining these models, taking into account the specific needs of society and the active interaction of all stakeholders are the key to creating a sustainable and prosperous society.

## Conclusion

Social innovation models provide diverse tools for transforming society. With their help, it is possible not only to solve current social problems, but also to create a sustainable, inclusive society where every member of society has the opportunity to realize their potential. Following these models requires flexibility, creativity and a deep understanding of the sociocultural context, but it promises significant positive changes in society. A variety of approaches, including design, entrepreneurship, open innovation and public-private partnerships, create unique opportunities for the transformation of society. It should be recognized that innovative models require harmonious interaction of various stakeholders and support from society in order to achieve the best results in building a sustainable future.

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Research Article

# THE EVOLUTION OF THE CONCEPT OF ACADEMIC FREEDOM IN MODERN EDUCATIONAL INSTITUTIONS

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## ABSTRACT

The article explores the changes and transformations of the concept of academic freedom in the context of modern higher education institutions. The author examines the historical context of the formation of this concept, starting from its inception, and analyzes the impact of socio-cultural and technological changes on its evolution. The article examines key aspects of academic freedom, including freedom of research, expression, choice of educational materials and teaching methods. Particular attention is paid to changes in the application of academic freedom in modern conditions, such as the influence of political factors, the development of online education and changes in public perception of the role of universities. The author offers a reflective look at the current challenges and prospects associated with the evolution of academic freedom, emphasizing the importance of maintaining a balance between freedom and responsibility in educational processes. In conclusion, the article provides recommendations for preserving and strengthening academic freedom in the modern educational landscape.

## KEYWORDS

academic freedom, modern educational institutions, evolution of the concept, academic standards, academic ethics, student rights, university autonomy, academic censorship, intellectual freedom, freedom of research, academic structures and their influence, protection of academic interests.

## INTRODUCTION

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Academic freedom is a key element of the educational process that forms intellectual independence and diversity of ideas in educational institutions. Over time, this concept has undergone changes, reflecting the challenges and trends of modern education. The idea of academic freedom originated in medieval universities, where teachers and students had a certain degree of autonomy in choosing curricula and discussing issues[1]. However, even at that time, she was subject to restrictions by church and state authorities.

With the development of education and science, academic freedom has acquired new aspects and challenges. In modern educational institutions, this concept covers not only freedom of choice of academic disciplines, but also freedom of research, expression of one's own opinions and participation in public life. Modern challenges such as censorship, political pressure and the commercialization of education pose a threat to academic freedom. Educational institutions face a dilemma between maintaining an open exchange of ideas and limiting content according to different interests. The digital revolution is also contributing to the evolution of academic freedom. Online platforms, instant access to information and global communication networks create new opportunities for the exchange of knowledge and ideas, but at the same time raise questions about privacy and security.

To maintain academic freedom in modern educational institutions, active protection is necessary. This includes developing clear policies, supporting public dialogue, and creating mechanisms to ensure independence from external pressures. In the future, academic freedom will continue to evolve under the influence of changes in the educational and scientific paradigm[2]. It is necessary to strive for a balance between the open exchange of ideas and the observance of ethical and legitimate standards. Academic freedom is a fundamental concept underlying higher education and research activities. Over time, this concept has evolved, reflecting changing socio-cultural, technological and political realities. Today, academic freedom finds itself at the crossroads of tradition and innovation, facing challenges that present both new opportunities and potential threats.

The idea of academic freedom has its roots in medieval universities, where teachers and students had a significant degree of autonomy in the management of educational processes and research activities. However, over time, this concept has undergone changes reflecting political and social transformations. Modern technologies play a key role in changing the face of academic freedom. Virtualization of educational processes and access to a huge amount of information create new opportunities for students and researchers[3]. However, as the digital field grows, questions about data privacy, digital control, and cybersecurity sensitivity also arise.

Modern educational institutions strive to integrate a variety of perspectives into learning and research. This includes a variety of cultures, gender identities, and viewpoints. The

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intervention of different voices contributes to the enrichment of knowledge and provides a wider range of research approaches.Academic freedom-related constraints and challenges are also being brought to the fore. The increasing influence of politics on education, the threats of censorship and regulation pose serious challenges to freedom of thought and research. Modern universities and colleges are rethinking their role in society, striving to create educational environments that actively promote the development of critical thinking and civic responsibility. This requires a balance between freedom and responsibility.

In the future, academic freedom will continue to evolve under the influence of new technologies, social movements and political shifts. It is important to maintain a balance between freedom and limitations in order to provide a dynamic and innovative educational space.

Academic freedom is a fundamental principle of higher education, embodying openness, independence and freedom of thought in the learning environment[4]. This concept has been undergoing evolution throughout the long history of universities and colleges, and in modern conditions has become the object of discussion and change under the influence of socio-cultural, technological and political changes. Academic freedom has its roots in medieval universities, where teachers and students enjoyed a certain degree of autonomy in making educational and research decisions. However, the true breakthrough occurred in the age of Enlightenment, when the ideas of freedom of thought and expression began to receive universal recognition. The great minds of that time supported the concept of freedom of academic research as a key element of intellectual progress.

In the 20th century, academic freedom became a struggle against totalitarian ideologies such as fascism and communism, which suppressed freedom of thought and subordinated education to political goals. The protection of academic freedom has become part of the struggle for democracy and human rights[5]. During these years, many universities adopted charters of academic freedom, which guaranteed the independence of teachers and researchers from external influences. Modern educational institutions face a number of challenges that have an impact on the concept of academic freedom. One such challenge is the digital revolution, which has changed the way information is disseminated and created new opportunities for learning and research. On the one hand, this expands the freedom of access to knowledge; on the other hand, questions arise about authorship and control of information.

Academic freedom is a fundamental principle of the educational system, embodying the ideals of freedom of thought, research and learning. However, this concept is undergoing evolution in modern educational institutions, reflecting changes in society, technology and approaches to education. Academic freedom found its roots in medieval universities, where scientists and students enjoyed relative independence in their research and teaching. Over time, this concept has

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become inextricably linked to the ideals of freedom of speech and expression. Today, academic freedom is facing new challenges such as social change, political tensions, and technological progress. Social movements for equality and inclusivity have made adjustments to the understanding of freedom within educational institutions.

The introduction of modern technologies also contributes to the evolution of academic freedom. Virtual platforms, online courses and remote learning create new scenarios for knowledge sharing, but at the same time raise questions about privacy and information security. The globalization of education brings a variety of cultural contexts to educational institutions[6]. This requires a rethinking of traditional ideas about freedom in the context of a diversity of values and views. Modern universities strive to balance academic freedom with responsibility and ethics. The adoption of codes of conduct, the regulation of relations between teachers and students, as well as conflict management are becoming important aspects in ensuring fairness and security in the educational space.

In the future, academic freedom is likely to continue to adapt to changes in society[7]. The need to develop new norms and rules to ensure balanced freedom and safety of learning will become more relevant in an ever-changing world.

Academic freedom is a fundamental principle underlying higher education. It provides students, faculty, and researchers with the opportunity to freely exchange ideas, research, and opinions within the university community. The concept of academic freedom has ancient roots, but its essence and perception are constantly evolving under the influence of socio-cultural changes and technological progress.

The idea of academic freedom dates back to medieval universities, where scientists and students had some degree of independence from church and state. Nevertheless, the real recognition of academic freedom came in the age of Enlightenment. In the XVIII century, scientists began to advocate the idea of freedom of thought and study, defending the right to freely discuss ideas and criticize even authorities. Modern educational institutions continue to develop and refine the concept of academic freedom in order to meet the challenges of modern society. With the expansion of access to information and global interaction, universities are facing new questions and problems related to this principle. In modern conditions, academic freedom acquires new aspects in the context of the use of electronic resources[8]. Students and teachers can share ideas and information online, but questions about data privacy, digital security, and copyright arise.

In recent decades, the emphasis on diversity and inclusion in universities has also influenced the understanding of academic freedom. Educational institutions strive to create an environment in which every member of the community feels respected and is free to express their opinions, while respecting the diversity of points of view. Global challenges such as the pandemic also have an impact on academic freedom. The expansion of distance learning and restrictions on movement

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may affect the exchange of ideas and research, requiring new approaches to ensuring academic freedom in a virtual environment. Today's discussions around academic freedom include questions about the balance between freedom of speech and prevention of discrimination, ensuring safety in the educational process and digital information management.

The evolution of the concept of academic freedom reflects changes in society, technology and education. Modern educational institutions face challenges and find new ways to balance freedom and responsibility in the modern world. Academic freedom remains a key principle determining the dynamics and quality of higher education.

The evolution of the concept of academic freedom in modern educational institutions indicates the need to adapt to the challenges of the time. Preserving the principles of freedom in the context of new realities is becoming a difficult but important task aimed at ensuring high-quality and fair education in our time. The evolution of the concept of academic freedom in modern educational institutions is a complex process reflecting the changing values and challenges of modern society. Today, the balance between freedom and responsibility is becoming the cornerstone for maintaining a high level of education and research activity in a changing world. In conclusion, academic freedom remains a fundamental element of the educational system that promotes intellectual growth and innovation. Its evolution highlights the need for constant discussion and compromise in a changing educational landscape.

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Research Article

# THE PHILOSOPHY OF RECOVERY: THE ROLE OF SPIRITUAL PRACTICES IN OVERCOMING DRUG ADDICTION

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## ABSTRACT

The article examines the importance of integrating spiritual aspects into the treatment of drug addiction. The author offers an in-depth analysis of the impact of spiritual practices on the psychological and physiological state of addicts, highlighting key aspects such as self-awareness, understanding of life values and the search for meaning. The article highlights various spiritual techniques, including meditation, religious practices and therapy through art, and explores their impact on the recovery process. The authors also draw attention to the importance of adapting approaches depending on individual preferences and cultural characteristics of patients. The article emphasizes that the combined use of medical and spiritual methods can provide more effective results in the fight against drug addiction. The study provides practical recommendations for specialists in the field of addiction and healthcare, and also emphasizes the need for an integrated approach to the problem of drug addiction, taking into account both the physical and spiritual aspects of patients.

## KEYWORDS

philosophy of recovery, drug addiction, spiritual practices, overcoming addiction, spirituality in rehabilitation, self-awareness, spiritual development, psychology of recovery, addiction and personal development, conscious transformation, spiritual methods in rehabilitation, self-knowledge and self-overcoming, the role of meditation in the recovery process.

## INTRODUCTION

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The problem of drug addiction is becoming more and more urgent in modern society, affecting millions of people around the world. Traditional treatment methods often do not provide long-term results, which raises the question of the possibility of using spiritual practices in the recovery process. This article is devoted to the role of the philosophy of recovery and spiritual practices in overcoming drug addiction.

The philosophy of recovery is an approach to treatment that recognizes a person in his integrity, including physical, psychological and spiritual dimensions[1]. This approach is based on the understanding that recovery requires a deep impact on all aspects of the human personality. Spiritual practices occupy an important place within the framework of the philosophy of recovery, providing patients with tools to find the meaning of life, strengthen inner strength and develop spiritual stability. Meditation and mindfulness practices help patients get rid of stress and anxiety, which is a common reason for going into drugs. They also contribute to the development of an inner observer, which helps to better understand your emotions and aspirations. Participating in spiritual rites and rituals can help patients find new meanings in life and strengthen their connection with the community. This may be especially important, as social support plays a key role in the recovery process.

Recovery patients often note that developing a spiritual connection helps them find inner peace and motivation for change. This can be done through prayer, contention, or the study of spiritual texts[2]. Research shows that integrating spiritual practices into recovery programs significantly improves treatment outcomes. Patients using spiritual instruments are more likely to achieve sustained recovery and remain sober for a longer period. In the modern world, the problem of drug addiction is becoming more urgent and complex. People of different ages and social groups fall into the trap of addiction, losing control over their lives. Intervention in this tragic cycle often requires a comprehensive approach, and the philosophy of recovery, with a focus on spiritual practices, offers a unique perspective on the problem and its solution.

The philosophy of recovery is an approach to overcoming addictions based on rethinking values, changing the way of thinking and internal transformation of personality. It involves not only physical recovery, but also the restoration of the soul. The goal is not just to stop using drugs, but also to create a new, healthy life. Spiritual practices such as meditation, yoga, prayer and others play a key role in the philosophy of recovery[3]. They help a person to find inner peace, find the meaning of life and reconnect with themselves. Spiritual practices are becoming a powerful tool to strengthen the internal resources needed to overcome drug addiction.

Spiritual practices contribute to the transformation of consciousness, changing attitudes towards life and oneself. They help people find new ways to deal with stress, anxiety, and other factors that can be catalysts for drug use. This process not only supports recovery, but

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also helps to avoid relapses. The central aspect of the philosophy of restoration is the search for inner meaning and integrity. Spiritual practices become a guide in this inner journey. A person, gaining a deep meaning of life, finds motivation for change and moves from a state of dependence to a state of recovery. In the fight against drug addiction, when medical and psychotherapeutic methods do not always bring the desired result, the philosophy of recovery becomes a key component in the guiding system of getting out of the shadow of addiction[4]. This approach recognizes that drugs not only have a physical effect on the body, but also have a profound effect on the spiritual and psychological aspects of the human personality.

Recovering from drug addiction requires a deeper look at the roots of the problem. The philosophy of restoration involves rethinking the meaning of life, values and relationships. Addiction is seen not only as a physical defeat, but also as a spiritual loss. Spiritual practices such as meditation and mindfulness help to restore inner harmony. They train patients to look inside themselves, distinguish between their feelings and develop the ability to control their reactions. Studying philosophy helps people understand their values, beliefs, and place in the world. Patients can reconsider their attitude to life, gain new meaning and direction, which is essential in the recovery process.

Spiritual practices contribute to the development of inner awareness and understanding of the meaninglessness of drug use. This allows you to create a solid foundation for a decisive rejection of addiction[5]. The philosophy of recovery involves an individual approach to each patient. Therapeutic programs should take into account the unique spiritual needs and values of each person. Cooperation with representatives of spiritual communities can provide patients with the opportunity to benefit from spiritual practices based on the traditions and values of their faith. Incorporating elements of the recovery philosophy into educational rehabilitation programs will help patients develop new ways of thinking and attitudes towards life, which contributes to sustained recovery. In the fight against drug addiction, when medical and psychological methods are not always effective enough, the philosophy of recovery becomes a key tool on the way to recovery[6]. In this article, we will look at how spiritual practices play a crucial role in the process of overcoming drug addiction.

The problem of drug addiction is one of the most serious and urgent in modern society. Many people face the challenge of overcoming this severe condition, and traditional treatments do not always prove effective. In this article, we will consider an approach based on the philosophy of recovery and the role of spiritual practices in successfully overcoming drug addiction. The philosophy of recovery is an approach to addiction treatment based on understanding a person as a whole being. The main idea is not just getting rid of the substance, but also the full restoration of physical, psychological and spiritual well-being. This approach emphasizes

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the importance of finding the deep causes of addiction and working with them.

Spiritual practices play a key role in the philosophy of recovery. They are a powerful tool for restoring inner harmony and finding the meaning of life. Meditation, yoga, prayer and other spiritual methods help patients realize their inner resources, find inner peace and strengthen their will. Here are examples of successful use of spiritual practices in the recovery program. We will talk about how participation in religious communities, meditation classes and other spiritual practices helps to strengthen psychological stability and reduce stress, which is an important factor in the process of getting rid of addiction[7]. It is important to emphasize that spiritual practices do not exclude, but complement traditional methods of treatment, such as drug therapy and counseling. Using them together can significantly improve the effectiveness of a recovery program.

The philosophy of recovery, based on attention to the spiritual aspects of personality, provides a new perspective on the problem of drug addiction. Spiritual practices become an important tool in this process, helping people not only overcome addiction, but also build a more meaningful and fulfilling life.

## Conclusion

The philosophy of recovery with the emphasized role of spiritual practices provides a new perspective on the fight against drug addiction. Using spiritual aspects in the recovery process can be not only an addition to traditional methods, but also the key to long-term successful rehabilitation. This approach calls not only for physical recovery, but also for deep transformations in consciousness, which opens up new prospects for those who are looking for a path to freedom from drug addiction. The recovery philosophy provides valuable tools for overcoming drug addiction. Its unique ability to influence spiritual and psychological aspects makes it an important addition to traditional treatments. Recovery is not only physical, but also spiritual, opens the way to a full and meaningful life after a period of addiction.

The philosophy of recovery, based on spiritual practices, is a promising approach to overcoming drug addiction. This approach not only helps to cope with physical addiction, but also provides the internal transformation necessary for a full life without drugs. Spiritual practices become an integral part of the recovery process, inspiring patients to make positive changes and strengthening their mental state.

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Research Article

# INTEGRATION APPROACH IN DIGITAL TECHNOLOGY EDUCATION: BASIC PRINCIPLES AND CONCEPTS

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## ABSTRACT

The article is an overview of modern methods and strategies aimed at the effective implementation of digital technologies in the educational process. The author examines the basic principles of the integration approach, emphasizing its importance for the development of students' competencies in an era of rapid technological development. The article analyzes the key concepts of integrating digital technologies into educational programs, including the use of interactive educational platforms, virtual environments and online resources. Special attention is paid to integration methods in the context of various subject areas, as well as to support teachers in the process of introducing new educational technologies. The article provides readers with an understandable overview of the current state of integration of digital technologies into educational practice, and also offers recommendations on the optimal use of these technologies, taking into account the needs of modern learners. The results of the study contribute to the formation of more effective learning strategies that promote the development of skills necessary for successful adaptation to the digital age.

## KEYWORDS

Integration approach, digital technology training, educational technologies, learning principles, knowledge integration, digital literacy, multimedia resources, modern educational methods, technological training, training and integration into the educational process, the effectiveness of educational technologies, learning concepts.

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# INTRODUCTION

Modern education is faced with the need for constant development and adaptation to new challenges. One of the key aspects of this process is the successful integration of digital technologies into the educational environment. The integration approach becomes the basis for the effective use of digital resources in education. In this article, we will consider the basic principles and concepts of the integration approach in teaching digital technologies[1]. The integration approach in teaching involves not just adding digital technologies to traditional teaching methods, but creating a unified, cohesive educational process in which digital tools become an integral part of the curriculum.

The integration approach allows you to personalize learning, taking into account the individual needs and learning styles of each student. This creates a more flexible educational environment that promotes successful learning. The use of digital technologies makes lessons more interesting and interactive. The possibilities of visualization, virtual reality and other tools allow you to attract the attention of students and facilitate the assimilation of complex concepts. The integration approach promotes the development of critical thinking in students[2]. Digital technologies provide opportunities for research, analysis and critical evaluation of information, which is an important skill in the modern information society. The successful implementation of the integration approach requires the support and training of teachers. Teachers play a key role in the successful integration of digital technologies, so they must be equipped with the necessary knowledge and skills.

The integration approach involves changes not only in the learning process, but also in the assessment system. The assessment should reflect not only knowledge, but also the ability to put it into practice using digital tools. The integration approach in teaching digital technologies is a rethinking of traditional teaching methods in the context of modern challenges and opportunities[3]. This approach helps to create a more efficient, flexible and interactive educational environment where students are ready to successfully adapt to the rapidly changing world of technology.

Digital technologies have become an integral part of our daily lives, influencing various spheres of society, including education. In recent decades, the integration of digital technologies into the educational process has become a key area requiring special attention and a systematic approach. It is the integration approach in teaching digital technologies that ensures the effective use of modern learning tools and creates favorable conditions for the development of students in the digital age. The integration approach in teaching involves the introduction of digital technologies not just as an additional element, but as an integral part of the educational process. This approach is aimed at creating a

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unified and harmonious educational space that includes traditional teaching methods and innovative technologies.

Individualization of learning: Digital technologies make it possible to adapt the educational process to the individual needs of each student, creating personalized educational paths and tasks. Active interaction: The use of interactive technologies contributes to a more active involvement of students in the educational process, develops cooperation and communication skills. Development of critical thinking: Digital technologies provide students with access to a large amount of information, which requires the development of skills for critical analysis and evaluation of information. Cloud technologies in education: Using cloud solutions allows students and teachers to share information, work together on projects and have access to educational resources anywhere and anytime.

Virtual and Augmented Reality: The integration of VR and AR technologies creates unique educational opportunities, allowing students to immerse themselves in virtual learning environments and interact with 3D models. The use of Big Data in education: The processing and analysis of big data allows you to adapt training programs, identify individual trends in student development and optimize the educational process[4]. Development of digital literacy: The integration approach contributes to the formation of skills in working with digital technologies, which is an essential element of digital literacy. Increased motivation: The use of innovative technologies makes learning more exciting and interesting for students, which has a positive effect on their motivation to learn.

Readiness for a digital society: The integration approach prepares students for active participation in the digital society by providing them with the necessary skills and knowledge. Ensuring security: With the increasing use of digital technologies in education, data security and privacy issues are emerging. It is necessary to develop effective mechanisms for protecting students' information. Teacher training: For the successful implementation of the integration approach, it is important to provide training for teachers so that they can effectively use digital technologies in the educational process[5]. Digital technologies have become an integral part of modern education, providing new opportunities to improve the learning process and develop learning skills. However, for the full integration of digital technologies into educational practice, an integration approach based on certain principles and concepts is necessary.

The integration approach in teaching digital technologies involves combining traditional teaching methods with the use of modern digital tools. This approach is aimed at maximizing the potential of technology in order to improve the effectiveness of the educational process. The integration of digital technologies should be accessible to all students. This includes ensuring equal access to hardware and software, as well as adapting teaching methods to different learning styles. The use of digital technologies should be aimed at achieving specific educational goals. Teachers should clearly understand exactly what

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skills and knowledge they want to develop with the help of technology.

The integration of digital technologies should facilitate the interaction of students with each other and with teachers[6]. This includes using collaborative online projects, sharing knowledge, and solving problems together. Digital technologies can provide contextualized educational materials, making learning more interesting and understandable. This includes the use of multimedia presentations, virtual guided tours and interactive tasks.

The integration approach makes it possible to adapt learning to the individual needs of students. With the help of digital technologies, you can provide additional materials, tasks of varying complexity and forms of academic performance monitoring. The use of digital technologies in teaching contributes to the development of critical thinking among students. This happens through the analysis of information, critical thinking in solving problems and the development of creative thinking skills. Despite its many advantages, the integration of digital technologies into education faces challenges, such as the need for professional training of teachers and ensuring security in an online environment. However, the prospects include improving access to education, increasing student motivation and developing new forms of learning.

The modern world is increasingly entering the digital age, changing the face of education and requiring new approaches to learning[7]. The integration approach in education is an effective method of combining digital technologies with traditional teaching methods. In this article, we will consider the basic principles and concepts of the integration approach in the context of digital technology education.

The integration approach involves not just adding digital technologies to lessons, but creating a harmonious combination of traditional teaching methods and modern technological solutions. This may include the use of interactive whiteboards, online resources, software and other tools to enrich the learning process. The integration approach makes it possible to adapt learning to the individual needs of students. Using digital technologies, you can create personalized assignments, provide access to learning resources at any time, and support more effective tracking of each student's progress.

The integration of digital technologies contributes to the development of critical thinking and creative abilities of students. Interactive tasks, the use of virtual and augmented reality, the creation of multimedia projects — all this activates the mental activity of students and teaches them how to solve real problems[8]. The integration approach is aimed at building the competencies needed in the digital age. This includes not only technical skills, but also the ability to adequately evaluate information, work in a team, effectively use digital resources and solve problems in conditions of constant change.

The integration approach in teaching digital technologies is focused on preparing students not

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only for successful studies, but also for a successful life. He develops the skills of independent work, communication, analysis and decision-making, which is a key element of preparing for a future career and social life. The integration approach in teaching digital technologies opens up new opportunities for the formation of universal competencies and successful adaptation to the requirements of modern society. Therefore, the introduction of this approach into educational practices becomes a necessary step towards providing quality education in the digital age.

Digital technologies have become an integral part of modern education, providing unique opportunities for effective learning and student development. However, in order to maximize the potential of digital tools, it is important to apply an integration approach in the educational process. This approach involves combining digital technologies with the basic principles of learning, which contributes to a deeper and more effective assimilation of knowledge[9]. The integration approach involves the close interaction of digital technologies with the needs of students. Individualization of learning using interactive programs and online resources allows teachers to more accurately adapt educational materials to the level of knowledge and interests of each student.

Digital technologies provide extensive opportunities for creating interactive lessons. Game elements, virtual laboratories and online discussions stimulate the active participation of students, which contributes to better assimilation of the material. The use of digital technologies makes it possible to diversify the methods of knowledge assessment. Electronic tests, projects created in a digital environment, and multimedia presentations provide a more complete picture of student performance. Using cloud services allows students to easily share information, work on projects in real time and have access to materials from anywhere in the world. This contributes to the flexibility and mobility of the educational process.

The introduction of artificial intelligence makes it possible to personalize learning by providing students with individualized assignments and feedback. Data analysis also helps teachers to adapt learning programs more effectively. The creation of virtual environments provides students with the opportunity to immerse themselves in the learning material. Augmented reality allows you to combine virtual and real elements, which significantly expands the boundaries of traditional learning.

## CONCLUSION

The integration approach in teaching digital technologies is not just the introduction of new tools, but also the rethinking of the educational process, taking into account the opportunities provided by modern technologies. This area is becoming an important component of the formation of flexible, creative and technologically literate citizens who are able to successfully adapt to a rapidly changing world. In conclusion, the integration approach in teaching digital

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technologies is an integral component of the modern educational paradigm. The application of the principles and concepts of this approach makes it possible to effectively use digital technologies to achieve educational goals and develop students' learning skills.

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Research Article

# EFFECTIVE FACTORS AND PRINCIPLES OF TEACHING CHEMISTRY BASED ON INDIVIDUAL APPROACH

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## ABSTRACT

In the teaching of chemistry based on an individual approach, the individual direction of the student should be developed as a sequence of separate didactic modules designed to achieve specific didactic goals. Effective factors and principles of teaching chemistry on the basis of an individual approach are highlighted in the article based on the analysis of scientific works.

## KEYWORDS

Scientific, efficiency, technological, instrumental, system, humanitarian, manual, tool, object.

## INTRODUCTION

Today, there is a need to acquire knowledge of economics, law, innovative management, computer, ecological "literacy" in the teaching of chemistry, which ensures the success of training a competent specialist in the labor market. However, as many authors have pointed out, quality training of students in the field of chemistry has become complicated.

Teaching chemistry to students based on an individual approach is of independent importance during their future career. We associate the solution of the problem of teaching chemistry based on an individual approach with the selection and improvement of the necessary educational tools and their comprehensive use in the educational process. Well-known teachers and methodologists M.T.Akbarova,

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D.A.Shayzakova and others were involved in the development of educational tools, the creation of qualified and author's examples, and the creation of methodical manuals on their use in the educational process [2]. As a preliminary definition of educational tools, A.A. Grabetsky, L.S.Zaznobina, T.S.Nazarova include educational tools as "all material objects specially designed for the entire educational process or introduced by the teacher to have a greater pedagogical effect." [3].

Educational tools include textbooks, training manuals, models, banners, videos, multimedia, didactic handouts. Chemistry teaching aids are classified on different basis. In the works of A.A. Grabetsky [3], L.S. Zaznobina [4] and others, it is classified according to a number of signs. So, on the basis of the material carrier of information, printed, volumetric, natural, screen, etc. are distinguished. From the point of view of educational goals, they are divided into motivational, cognitive, generalizing, educational tools - as sources of creative work.

Based on the analysis of scientific works [7, 9, etc.], the following principles of teaching chemistry based on an individual approach can be indicated: the principle of scientificity, the principle of efficiency, the principle of technologicality, the principle of instrumentality, the principle of humanizing the methodical system. Let's look at these principles in detail.

1. The scientific principle implies the obligation to build a methodical system on the basis of existing (or specially developed) theoretical rules that provide the working mechanisms of such a system. This principle defines teaching according to an individual approach and is reflected in the structural structure, organizational forms and educational methods. In the teaching of chemistry based on an individual approach with the help of electronic educational resources, the individual direction of the student should be developed as a sequence of separate didactic modules designed to achieve specific didactic goals.

Agreeing with the opinion of A.M.Lozinskaya, T.N.Shamalo [8], we define the didactic module as not only the integral autonomous content of educational information, but also all the components of the methodical system (goals, content, organizational forms and educational methods, educational tools, education control and evaluation of results) as a functional independent unit. The technological implementation of the modules is the electronic educational resources of the information-educational environment of the school, which are hierarchically considered as didactic modules of the lower level. Teaching according to the individual approach should be aimed at the implementation of personal important goals of the student indicated at each stage, which allows to regulate the optimal size of the educational content of the module (electronic educational resources) and the choice of educational methods. Therefore, an individual approach to each student should be determined by the goal, appropriate content, methods and tools of education, stimulation of the student's thinking and self-organization, and the

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achievement of results according to predetermined criteria.

2. The principle of effectiveness consists in the need to plan the features that ensure the superiority of this methodical system over other existing (currently or in the future) similar systems in the development of educational goals. This principle should be reflected in the student's achievement of in-depth knowledge of chemistry, in the formation of the student's readiness for further education, in the reduction of the student's financial costs for additional education, in the reduction of the teacher's labor costs for the regular work of checking the students' homework. The principle of efficiency, taking into account the development dynamics and changes in the state educational standard, the formation of an individual approach to the teaching of chemistry requires the student to acquire independent learning skills on the basis of electronic educational resources, the content of the subject corresponds to the modern stage of the development of the science, and network resources distributed in the information-educational environment. Thus, the considered principle gives the student the opportunity to get high marks in the subject in the final state exam and to continue studying using information and communication technologies.

3. The principle of technologicalness indicates that the implementation of the methodical system should be easily transferred to the practice of other teachers, and the methodical system created for them should be designed taking into account the effectiveness of teaching with a contingent of students. According to this principle, at each stage of teaching chemistry based on an individual approach, the opportunity to use all components of the methodical system: goals, tasks, content, and methods should be formed to form an individual approach to the subject taught by the natural-scientific cycle teacher. E-learning resources, which will be the basis for the formation of an individual approach, can be selected by the teacher from the collections made in open modular systems, in accordance with the requirements of the control-measurement materials of the current school year and taking into account important personal goals.

4. The principle of instrumentality includes the use of ready-made or specially designed tools that ensure the effectiveness of the educational process. In accordance with the principle of instrumentality, the formation of an individual approach should include the use of ICT and education management system services in education. Therefore, the technologies and services used should have an independent content character that provides accessibility for a wide range of disciplines. Users' tools should be unified in order to ensure the unity of the technologies used for all users.

5. The humanitarian principle is to take into account the interests of students and teachers in the design, to ensure maximum comfort for their activities. E.F. Zeer [5] states that the student's personal potential is his real possibilities (knowledge, skills, abilities, physical and intellectual capabilities) and aspirations (the general direction of the person). The principle of

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humanitarianism allows to realize the personal potential of the student in teaching in the information-educational environment due to the possibility of adapting the electronic educational resources to the individual characteristics of the students. At the same time, the student moves from the object of the learning process to independently mastering the methods of working with educational information. In addition, it will be possible to create a comfortable psychological microclimate, because the student's mistakes are not presented for general review, but are discussed only with the student.

Within this study, taking into account the above principles, a methodology for teaching chemistry based on an individual approach was developed, the goals, content of education, forms, educational methods and tools included elements of pedagogical technology [9], including diagnostics of the introduction of student knowledge in chemistry, final state certification includes control and evaluation of educational results according to the criteria defined in the control-measurement materials. Methodological and organizational requirements for teaching chemistry on the basis of an individual approach, the principles of building methodical systems are staged, practice-oriented, control-evaluation stages in the information-educational environment on the basis of an individual approach, the goals, content, forms of educational organization, the formation and clarification of educational methods gives

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Research Article

# PEDAGOGICAL FEATURES OF FORMATION OF COMMUNICATION CULTURE OF TEACHERS OF GENERAL SECONDARY EDUCATION INSTITUTION

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## ABSTRACT

This article examines and analyzes the role of practical training of students as a factor in the formation of the pedagogical culture of the future teacher. The issue of personality culture, the mechanisms of its formation, as well as the need to educate a comprehensively developed personality of the future teacher is considered. As a form of professional training in higher education, practical training of students is based on a scientific theoretical foundation, which allows for the fulfillment of theoretical and practical tasks of professional training of a modern foreign language teacher. The article states that pedagogical practice in the learning process can help future teachers determine the correct choice of field of activity.

## KEYWORDS

Teaching practice, pedagogical culture, teacher, English teacher, abilities, skills, knowledge.

## INTRODUCTION

Formulation of the problem. Currently, a huge number of studies are devoted to pedagogical science, since the formation of an adequate, comprehensively developed personality, the general progress of human knowledge, and the rise of the country's culture and economy largely depend on it. Socio-economic changes in the state, the definition of a new strategy for the development of the institution of higher education have significantly increased the requirements for the training of teachers and teachers of a foreign language. Practical skills are

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important in the professional development of a future highly qualified specialist. Based on this, we cannot help but note the important role and significance of practical training in general and, in particular, teaching practice, during which philology students hone the skills and abilities they need to master, and the pedagogical culture of the future teacher is formed foreign language. Today, it becomes obvious that it is necessary to find new ways to optimally organize the practical training of future teachers and foreign language teachers, contributing to the development of their professional competence and the formation of a pedagogical culture. As a form of professional training in higher education, practical training is based on a scientific theoretical foundation, which allows for the fulfillment of theoretical and practical tasks of professional training of a modern foreign language teacher.

Thanks to practical training in schools and higher educational institutions, philology students can determine how correctly they have chosen their field of future activity, highlight the priority personal qualities of a teacher, and become convinced of how important it is for a modern teacher to know perfectly the theory of the discipline being taught and skillfully apply it in practical work. Various aspects of organizing and conducting teaching practice for students studying foreign languages are reflected in the scientific research of I. Arustamova , I. Bogdanov, V. Evdokimova, I. Ermak, A. Yesanina , I. Efremov, I. Lepetsinsky , V. Lozova, L. Zelensky, M. Zubkova, E. Kin, I. Prokopenko, V. Stenkova , O. Fortunatova, O. Khachirova . Consideration of various issues about the pedagogical culture of student trainees and teachers was carried out by: B. Ananyev, O. Anisimova, A. Asmolov, A. Barabanshchikov, E. Ilyenkov, I. Isaev, D. Karov, T. Levashov, S. Mutsynov , V. Novitsky, V. Slastenin , V. Sokolova. Purpose of the article. The question of the role of practical training as a factor in the formation of the pedagogical culture of a future foreign language teacher has not found sufficient coverage in scientific research. As a result, the purpose of the article is to determine the main tasks of teaching practice within the framework of the problem under study, to identify the need for its implementation, to consider the essence of the concept of “pedagogical culture”, to analyze the role of teaching practice as a factor in the formation of the pedagogical culture of a future foreign language teacher. It seems important to define the concept of practical training. Federal Law dated 02.12.2019 N 403-FZ amended the Federal Law “On Education in the Russian Federation” and certain legislative acts of the Russian Federation”, introducing the concept of “practical training of students” as a form of organizing educational activities when mastering an educational program in conditions of students fulfilling certain types of work related to future professional activities and aimed at the formation, consolidation, development of practical skills and competence in the profile of the relevant educational program. First of all, teaching practice is the most important link in the system of professional training of the future educator, teacher, pedagogue. This is an organic part of the educational process, carried out with the aim of forming in students a holistic idea of

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the educational complex of a modern educational institution and the system of pedagogical knowledge and skills for future practical work [1, p. 29]. The modern system of higher education is aimed at achieving a new quality of training specialists that meet the requirements of the country's economy and social development. The recently increased need for highly qualified teachers has increased the interest of psychological and pedagogical science in studying the personality of a teacher, the necessary conditions and stages of his professional development. And since the practical training of students is included in the process of preparing a graduate, it can be considered as one of the important stages in the training of competent specialists. Pedagogical practice is of vital importance for philology students and therefore has a serious moral and psychological impact on them. This is a kind of real meeting of future foreign language teachers with the corresponding social environment and with various aspects of their chosen specialty. Based on the direct participation of students in the educational process, pedagogical practice is aimed at mastering by future foreign language teachers the forms, methods, methods, techniques, tools of work of a modern teacher, the latest technologies for organizing training and education, aimed at the practical solution of important didactic and methodological problems, consolidation special practical skills of pedagogical activity. An analysis of pedagogical literature on the research topic [2, 3, 4] showed that during teaching practice, future foreign language teachers: - study organizational and methodological methods of functioning of different parts of an educational institution; - receive the necessary information about the work of a modern foreign language teacher; - acquire important information about the general system of work of the practice base; - get acquainted with educational and methodological literature; - develop professional communication skills with all participants in the educational process: students, colleagues, parents; - study students and the team as a whole; - take part in the current educational work of the teacher and class teacher as much as possible. The main objectives of the pedagogical practice of students of higher educational institutions are established by the Regulations on the practice of students of higher pedagogical educational institutions: 1. Consolidation and deepening of the theoretical and educational knowledge of students based on "immersion" in the real pedagogical process. 2. Consistent formation of psychological readiness for work at school among students studying foreign languages. 3. Systematic consolidation of future foreign language teachers' pedagogical skills and practical skills in the specialty being studied in educational institutions. 4. Constantly stimulating the need of philology students for continuous pedagogical self-education and self-education. 5. Mandatory mastery of modern scientific methods and forms of pedagogical activity, new effective teaching technologies, familiarization with best practices in the specialty being mastered. 6. Formation of a creative research approach to teaching activities, acquisition of skills in analyzing the results of one's work [5, p. 137]. There are also a number of specific regulatory documents in accordance with

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which the organization and conduct of teaching practice is built. These include: - recommendations for industrial (pedagogical) practice; - curricula for areas of training/specialties; - teaching practice programs. This or that attitude towards a profession is created, as is known, by the orientation of the individual, the motivational, ideological and regulatory aspects of behavior and consciousness. It should be noted that any activity must be motivated. When undergoing teaching practice, philology students form value and motivated orientations for successful professional activity. Thus, among the main motives for the activities of future teachers, foreign language teachers, we can highlight the following: - professionally significant motives; - socially significant motives. The former imply unconditional love for children, for the chosen profession, and assume the creative nature of the work of a foreign language teacher. The second includes the desire of philology students to gain new knowledge, skills, abilities, and the desire to be useful to society, realized in it. Also an important aspect of practical training is the mandatory stimulation and need to develop a number of needs among future teachers and foreign language teachers: - in communication with students, teachers, parents of students; - in mastering pedagogical and special knowledge, skills and abilities; - in pedagogical research work, - in professional pedagogical self-education. It is also necessary to note the versatility of the educational work of philology students during their internship. In this case, educational work includes communicating educational and educational information to students, explaining tasks, dividing various assignments between students, involving students in direct activities, competently regulating relationships, resolving conflict situations, coordinating the overall work of the team, and much more. Improving the teaching practice of philology students depends on how and what content trainees select for lessons, what teaching methods they use during classes, and whether the forms of organizing students' activities vary. In a number of cases, a philologist student, using methodological developments and recommendations, including materials from educational and methodological complexes in foreign languages, often incorrectly reflects their theoretical essence, subjectively approaches the implementation of fundamental principles, and also does not widely involve methodological, psychological, pedagogical, linguistic and other related information, as this implies the creative nature of his future profession. In this case, it is advisable to talk about the need for timely assistance to those undergoing teaching practice from methodologists of higher educational institutions and teachers of the school on the basis of which teaching practice is carried out. In modern conditions, a situation has developed that is favorable to the creation of a holistic scientific theory and methodology for preparing future teachers for educational work in the process of teaching practice. This is facilitated by the extensive experience accumulated by the country's universities, as well as numerous studies conducted by scientists. In our opinion, the construction of an integral system of

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methodological assistance can be facilitated by the study of individual pedagogical skills that have their own characteristics and require their own formation methodology in accordance with the conditions of a specific stage of professional training of a future foreign language teacher. Studying the mass experience of organizing teaching practice makes it possible, in addition to positive aspects, to note a number of negative ones that students who have chosen the profession of teaching a foreign language encounter. Often, shortcomings in the construction of the educational process are the cause of negative experiences of student interns and their failures in managing the real pedagogical process. A detailed consideration of the problem allows one to attribute to these negative aspects the insufficient involvement of philology students in active forms of educational and extracurricular work, since they contribute to the formation and development of important practical skills among future foreign language teachers. Currently, in higher educational institutions one can observe a clearly insufficient relationship and consistency in the study of the cycle of philological, pedagogical, and psychological disciplines, which is another obvious drawback. A. Guba outlined certain ways to solve this problem. He proposes a more in-depth, detailed study of the existing experience in teaching philological and pedagogical disciplines and introducing a number of significant changes to the actual curriculum of the country's pedagogical higher educational institutions that graduate foreign language teachers [5, p. 191]. Let us note that the concepts of "teaching practice" and "teaching skill" are closely related. Professionally important qualities of a teacher's personality in students are formed in the conditions of their inclusion in teaching activities, the initial stage of which is the practical training of students. It seems appropriate to consider teaching practice as a type of educational and professional activity aimed at updating the self-development of professional competence among philology students and the formation of a pedagogical culture. The study showed that the most important prerequisite for successful internship is the pedagogical culture of the trainee, the future foreign language teacher. Improving the culture of a teacher trainee during his professional training makes it possible to solve a number of significant problems that have arisen in recent years as a result of changing ideas about new priorities of education and upbringing. The pedagogical culture of a teacher is a general characteristic of his personality, which reflects the ability to successfully carry out educational activities. Without such a culture, teaching practice turns out to be paralyzed and ineffective. During the scientific search and study of pedagogical literature [5, 6, 7], it was found that the concept of "pedagogical culture" is not generally accepted and does not have a fixed, generally accepted scientific definition. Many researchers interpret it differently. However, while covering certain essential aspects of pedagogical culture, some definitions do not affect other, no less important points. Let us list several approaches to defining the essence of the concept of "pedagogical culture". Thus, a number of teachers present it as part of universal human

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culture, in which spiritual and material values, as well as methods of creative pedagogical activity necessary for a person to serve the historical process of generational change and socialization (growing up and formation) of the individual, are imprinted to the greatest extent. Others see in it an essential characteristic of a holistic personality, capable of dialogue between cultures on an individual and personal level. Still others understand it as a dynamic system of pedagogical values, methods of activity and professional behavior, the components of which are: pedagogical position and personal qualities, professional knowledge and culture of pedagogical thinking, professional skills and creative nature of pedagogical activity, self-regulation of the individual and culture of professional behavior. We find it interesting to define the concept of "pedagogical culture" given by V. Slastyonin , who understood the pedagogical culture of a teacher as the totality of a high level of development and improvement of all components of pedagogical activity and the same level of development and implementation of the teacher's essential personal strengths, his abilities and capabilities [5, With. 138]. V. Slastyonin identified the main components of a teacher's professional pedagogical culture, to which he included: - an axiological component; - technological component; -personal and creative component. According to the teacher, the axiological component is formed by a set of pedagogical values created by humanity and uniquely included in the holistic pedagogical process at the present stage of development of education. The technological component includes the methods and techniques of the teacher's pedagogical activity. The personal-creative component reveals the mechanism of mastering it and its implementation as a creative act [5, p. 167–168]. A number of other researchers highlight such components of a teacher's pedagogical culture as: - a clearly expressed stable pedagogical orientation of interests and needs; - harmonious mental, moral and aesthetic development; - installation on constant self-improvement; - culture of behavior and communication, pedagogical tact; - personal independence of the teacher; - general pedagogical erudition and competence; - friendliness, sociability and passion for work; - pedagogical skill. Pedagogical skill is the most important and structure-forming component of pedagogical culture. It is expressed in stable psychological and pedagogical knowledge, pedagogical exactingness and pedagogical tact of the teacher and educator. Speaking about the personal independence of the future teacher, it should be noted that the most important personality qualities in the initial period of professional development of a student of philology are: - interactive (promoting optimal subject-subject pedagogical interaction with students); - perceptual (contributing to the teacher's knowledge of the student's personality); - communicative (promoting optimal reception and transmission of information for organizing productive pedagogical communication). Conclusions. Thus, it is practical training that is one of the factors in the formation of the pedagogical culture of the future foreign language teacher, and also helps to realistically evaluate

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the knowledge, skills and abilities acquired by the student theoretically in psychological, pedagogical and philological disciplines and private methods, and allows us to identify the actual inclination of students to pedagogical activity. The article does not cover all aspects of the problem under consideration. Further in-depth study requires questions related to the methodology of practical training, the motivational component of students' practical activities, the definition of the functions of a teacher's pedagogical culture, and the stages of its formation. The study of these issues determines the prospects for further research.

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Research Article

# METHODOLOGY OF USING ELEMENTS OF MENTAL ARITHMETIC IN THE FORMATION OF MATHEMATICAL CONCEPTS IN ELEMENTARY SCHOOL STUDENTS

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## ABSTRACT

The article examines the theoretical aspects of the intellectual development of preschool children through an unconventional method of teaching preschool children mental arithmetic using Japanese horizontal arithmetic abacus , called “mental arithmetic”.

## KEYWORDS

Intelligence, mental arithmetic, teaching methods, mental arithmetic, preschool children.

## INTRODUCTION

The process of increasing the volume of information and the volume of knowledge in the modern information society is rapid. To ensure the competitiveness of specialists, the economy, and the state in the world market, citizens of the country need to continuously master constantly emerging new knowledge and skills. Initial preparation for this is carried out at school. But the time spent in school is limited and, of course, it is impossible to significantly increase it, since a significant part of the young working population will be cut off from production. The solution to this problem must be sought in the intensification of education. That is why new effective teaching methods are becoming an important component of the educational process today.

Today, the state, society and family determine the main goal of modern school education: not only teaching subject knowledge, but also developing

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the student's potential, creating favorable conditions for the realization of his natural abilities. This is due to the fact that rapidly developing changes in society and the economy today require a person to be able to quickly adapt to new conditions, find optimal solutions to complex issues, show flexibility and creativity, and not get lost in situations of uncertainty. The goal of the school is to prepare a graduate for life in modern society with the necessary set of modern knowledge and competencies that will allow him to feel confident in a rapidly changing environment.

To solve such problems, as well as due to the emergence of the information society, new pedagogical technologies, effective forms of organizing the educational process, and active teaching methods are required. A modern school graduate must not only gain knowledge, but also develop the readiness and ability to constantly improve the knowledge acquired, and "learn to learn" for the rest of his life. This approach defines the role of training, which consists in equipping students with such general principles, techniques, methods, actions that will allow them to solve a wide range of practical problems, distracting from the variety of external factors - to generalize essential features according to their content; to teach how to manage their mental and educational activities, rationally and productively master educational, scientific, technical and other literature and "not get lost" in the information flow, which ensures their full existence in modern society.

As you know, the human brain independently extracts important information from the world around us. And reading is inextricably linked with mental activity. The task of fast reading is to increase the efficiency of the reading process and its productivity. The solution to this problem can be achieved by developing new, effective programs of mental activity, by teaching new methods of encoding information coming from outside.

By acquiring speed reading skills, a person improves not only the area of reading - there is a complex impact on various aspects of a person's mental activity. During the learning process, a restructuring of thinking occurs.

Attention is of great importance in a person's life: without it, other mental processes cannot be complete. Fast reading requires increased attention. Therefore, it is necessary to develop the skills of mental concentration and concentration. Proper attention is of great importance for human mental activity. At the same time, it greatly influences the understanding of the text, the accuracy and depth of assimilation of the content. The effectiveness of reading largely depends on how much the reader is able to control his attention. Attention training is important not only for reading. All types of activities require attention and the ability to manage it. Naturally, after a careful, meaningful reading of the text, it is necessary to remember and retain the most important information from what you read. Therefore, effective memory training is necessary.

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The acquisition of new knowledge undoubtedly builds on existing knowledge in memory. Memorization is an active, creative process, during which an "increase in knowledge that fits into memory" is created by comparing the new and the old. Due to the informatization of society and education, one of the most popular directions is the development of memory based on information technology, based on various types of memory: visual, auditory, figurative, verbal logical, analog, algorithmic and others. These different types of memory must be used as aspects of one process, which complement and activate each other, significantly increasing the efficiency of memorization.

Let us note that the most convenient "testing ground" for the formation of these human qualities is mathematics. Let's look at them.

1. Attention is very important for learning mathematics. An "inattentional" error leads to an incorrect solution to the entire problem, unlike, for example, humanities subjects. There, an error in just one place does not change the essence of the entire text. And spending time returning to the beginning of solving a problem gives feedback - best of all, it forces you to be attentive.
2. Memory for mathematics - recalling the necessary definitions, statements, formulas. Mathematics contributes to the strong development of semantic memory, since in order to solve a specific problem it is necessary to select suitable previous material according to its meaning. There is a strong relationship between memory and logical thinking.
3. Comprehension is associated with the ability to analyze text. In addition, what is understood is better remembered. On the other hand, in mathematics, without analyzing the text, it is impossible to translate the meaning of the problem into the language of formulas. That is, mathematics, like nothing else, contributes to the development of the ability to analyze text.
4. Establishing relationships between concepts is the basis of mathematical perception. This gives rise to the development of the conceptual apparatus.
5. Fast reading is important everywhere, but in mathematics this is the ability to isolate the main thing to translate the meaning into mathematical language. Constant training has a strong impact on the speed of perception of material.

But already from the first grade there is an opportunity to engage in mental arithmetic, which largely develops these qualities. Unfortunately, the second half of the last century is characterized not only by the introduction of computer technology, but also by a decrease in attention to the development of mental arithmetic abilities. This began to affect students. Fewer and fewer of them showed a penchant for mathematics, and all students' ability to think strictly and carry out their reasoning logically decreased. Pedagogical science drew attention to this and proposed returning to the development of the ability to count orally. A new method of

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teaching mental arithmetic has emerged - mental arithmetic.

Thousands of years ago, the people of China invented an unusual abacus - the abacus. In the 16th century these same abacus reached Japan and also gained popularity there. These same abacus (abacus) help you learn how to quickly count in your head, add, divide and perform other operations with large numbers faster than a calculator can do it.

It has been proven that in humans, the right hemisphere of the brain is responsible for creativity, perception and creation of images, and the left hemisphere is responsible for logic. Therefore, it is necessary to take into account in the learning process that the synchronous work of both hemispheres provides enormous potential for the development of students. Mental arithmetic is the main means of developing the mental abilities of primary school students. And the main task of mental arithmetic is to involve the entire brain in the educational process. This is done by performing operations on accounts with both hands, and then in the mind. Mental arithmetic not only helps you master quick calculation skills, but also helps develop analytical skills. Abacus trains and improves mental processes. Over time, the need for accounts disappears. Students develop imagination and can carry out all calculations in their heads.

The main goals of mental arithmetic are concentration, the ability to focus on the task at hand, the development of photographic memory and creative thinking, logic and imagination, hearing and observation. With a professional approach and successful achievement of goals, the child can perform complex arithmetic tasks in his head. The program not only covers the mathematical area, but also helps the child in other educational areas. She gives him confidence. And what is important here is not spectacular performance in oral arithmetic, but rather the formation of the necessary qualities of the student.

The results of practice prove that mental arithmetic is very useful and effective. If you allocate two to four hours a week to implement this technology, then after just a few months of training you will receive certain results. Students noticeably improve their memory, develop creative thinking, and increase concentration and concentration. These changes were noted by the students' parents. There is also a significant increase in their overall academic performance. Students feel more confident in lessons and are more willing to go to school. True, mental arithmetic classes do not affect the ability to read quickly with full understanding of what is read. This also needs to be done from first grade. It is necessary not only to achieve the speed of reading text by the number of words in the text read per minute, but to train the ability to quickly understand this text. This can be achieved by training in retelling the text read, the ability to answer questions about the content and ask questions about it yourself.

compressive learning methodology is based on these developed qualities , which allows, through

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new forms of perception, discussion, analysis and comprehension of the material, to significantly increase the efficiency, speed and quality of learning. Compressive learning is a technology that teaches the ability to absorb significant amounts of information in a very limited time. It includes the integrated use of such areas as the development of memory, attention, fast reading techniques, the ability to analyze text, establish relationships between concepts, highlight new semantic information and material necessary for study, skillful use of infocommunication systems, technical and information teaching aids.

Of course, all components of compressive learning are interconnected and influence each other. A necessary condition for logical and meaningful memorization is understanding. The understood material is remembered better, quickly and for a long time, as meaningful associations are established with existing knowledge. Meaningful memorization occurs by reducing the amount of information using its "filtering," as a result of which truly new and important facts are highlighted in the material proposed for study. Semantic memorization is more economical, capacious, and productive. Thus, improving memorization is facilitated by translating the content of the memorized material when reading into the language of one's own thoughts. Associations are established with material previously acquired as a result of life experience. Moreover, it is not so much the information that is remembered as the thoughts that are associated with it. The development of intellectual abilities, as already noted, is based on the development of attention, memory, and thinking. The comprehensiveness of the approach to the development of intellectual abilities is precisely ensured by the compressive learning technique. The new compressive teaching methodology promotes the development of cognitive interest in children, teaches them to systematize and generalize the material being studied, discuss and debate. Undoubtedly, the new technique has an advantage over traditional ones,

After all, it contributes to the diversified development of the child, teaches him independence in cognition and decision-making.

Each of these components requires special attention, and the student must be prepared for each of them. At first glance, the additional time spent on developing memory, developing reading speed, the ability to analyze text, and reason logically may seem pointless, but they more than pay off in the next stages of mastering the educational material. This was shown by an experiment conducted in grades 4 and 5.

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Research Article

# METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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## ABSTRACT

The article is an analysis of current areas of methodological research in the field of methods of teaching Russian as a foreign language.

## KEYWORDS

linguodidactics, linguocultural adaptation, teaching Russian as a foreign language, communicative competence, testing, linguodidactic potential of computer tools.

## INTRODUCTION

The methodology of teaching Russian as a foreign language, like any independent discipline, has its own conceptual apparatus. The basic concepts that form the foundation of the methodology include: goals, objectives, content, principles, methods, techniques, means and organizational forms of training. The listed components are closely related to each other. The dominant role in the system belongs to learning goals. Goals are understood as the expected results of the joint activities of the teacher and students. Goals influence the choice of content, principles, forms, methods and means of teaching. Usually there are three main goals: practical, general education and educational. The general educational goal is to develop in foreign students: regional knowledge about the geography, history, and culture of the country; knowledge of the Russian language in comparison with the native one (learn a new system of concepts); general educational skills

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(work with a book and a dictionary, express your thoughts in written and oral form), etc. The practical (communicative) goal is to develop communicative competence in foreign students, the ability to communicate in Russian. The communicative goal is the formation and development of speech skills, the ability to communicate using linguistic means. In the context of Russian as a foreign language, much attention is paid to the formation of non-verbal communication skills, or the ability to use non-verbal means of communication (gestures, facial expressions). The educational goal is to develop in students: a positive attitude towards Russia, its history and culture; motives for learning the Russian language; views, beliefs, norms of behavior, value orientations. The content of teaching Russian as a foreign language is the educational material that needs to be mastered or that needs to be mastered in order to achieve learning goals. The basis of the content of teaching Russian as a foreign language is speech skills and abilities.

It is customary to distinguish the following components of the content of language teaching: 1) teaching material (language, speech), 2) knowledge, 3) abilities and skills, 4) topics, 5) communication situations, 6) texts. Practical knowledge of a language presupposes the assimilation of a certain amount of language material (phonetic, lexical, grammatical). Speech material is presented in the teaching content by speech samples (standard phrases), topics and situations of communication, and texts. To operate with speech material, it is necessary to know the rules of its formation and use in the process of communication. In textbooks, the content of knowledge is presented in the form of rules and instructions, which depend on the purpose of learning and are determined primarily by their practical necessity. The ultimate goal of language acquisition is the formation of speech skills and abilities based on acquired knowledge. Speech skill is an automated component of consciously performed activity.

It is customary to distinguish speech skills - phonetic, lexical, grammatical and motor, which provide the technical side of writing and pronouncing sounds. One of the basic categories of any methodology is the principle of learning.

The principles that should be followed in teaching Russian as a foreign language represent a system of general didactic, linguistic and methodological components.

General didactic principles reflect the basic principles of the theory of education and training developed in didactics. Let us focus on the leading principles of teaching foreigners. The scientific principle presupposes that the academic subject "Russian as a Foreign Language" corresponds to reliable linguistic information about the Russian language and the peculiarities of its functioning in different situations of verbal communication. In order to ensure accessibility, systematicity and consistency, traditional didactics involves teaching and mastering knowledge in a certain order and requires a logical structure of both the content and the learning process. When presenting educational material and organizing

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educational activities, it is recommended to go from simple to complex, from easy to difficult, from known to unknown, from concrete to abstract, from facts to generalizations, etc. This is relevant for foreign audiences studying Russian. One of the most important provisions underlying the organization of any learning process is the principle of visibility. Ya.A. Komensky called clarity the "golden rule" of didactics. The use of visualization makes it possible to ensure the effectiveness of teaching Russian to foreigners. In Russian as a foreign language classes, various types of visual aids are used: visual (paintings, photographs, drawings); sound visual arts (films, videos, television programs); sound (audio recordings); graphic (tables, diagrams); verbal (figurative verbal descriptions of events, facts, actions). The principle of consciousness and activity of students is one of the main principles of the modern didactic system, according to which learning is effective when students show cognitive activity and are subjects of activity. Activity and consciousness in teaching Russian as a foreign language can be achieved if you rely on the interests of students, use teaching methods such as didactic games, discussions, stimulate collective forms of work, interaction of foreign speakers in the learning process, for example, through the organization of dialogues.

Compliance with the principle of activity is closely related to the principle of the strength of learning outcomes. Strength of assimilation is achieved through a vivid presentation of the material, intensive training of the material immediately after familiarization and later, through independent creative use of the material. Teaching the Russian language is unthinkable without taking into account the linguistic principles of Russian as a foreign language, which are based on linguistic data.

The principle of systematicity considers the Russian language as a systemic formation, consisting of interconnected elements of different levels, united into a single whole. The principle of concentrism provides for such a nature of selection and introduction of lexical and grammatical material, which ensures repeated access to already studied material with its gradual deepening and expansion. The principle of language minimization is the selection of language and speech means for classes. The principle of functionality is that language material in classes is introduced taking into account the content of the statement.

In the practical course, this principle finds expression in the consideration of the form and meaning of a grammatical phenomenon in their unity. The principle of stylistic differentiation means the importance of taking into account in the learning process the linguistic and speech features characteristic of different speech styles. This is especially true when training future Russian language specialists. The choice of texts of a certain stylistic orientation, the volume, and depth of its elaboration depend on the purpose and duration of their training.

The features of teaching Russian as a foreign language reflect the actual methodological principles. Taking into account the practical goal

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of teaching the Russian language - to teach it as a means of communication - the leading methodological principle should be called the principle of communicative orientation. This means that students must always be involved in oral (listening, speaking) and written (reading, writing) communication. In accordance with the guiding principle, training should be organized in situations that are natural for communication or as close as possible to them.

Following the principle of communicativeness presupposes such an orientation of classes in which mastery of language as a means of communication and speech activity (that is, the goal of learning and the means to achieve the goal) act in close interaction. This involves solving specific communication problems in the classroom to include students in communication in Russian.

The principle of oral advance (or oral basis of teaching) presupposes: a) oral introduction and consolidation of educational material; b) the presence of speech practice, occurring orally on the basis of topics and communication situations selected for classes.

In the modern methodology of Russian as a foreign language, the interaction of oral and written communications during classes is recommended, which does not exclude the presence of oral advance at the stage of introducing the material and its primary consolidation and activation. The most rational sequence for teaching types of speech activity is: from oral speech to written speech, from passive forms of language proficiency (reading, listening) to active forms (speaking, writing). The principle of interconnected teaching of types of speech activity involves teaching language with the simultaneous formation of four types of speech activity: listening, speaking, reading, writing.

Important methodological principles of Russian as a foreign language include the principle of differentiated and integrated teaching. Its essence boils down to the following. On the one hand, each type of speech activity is characterized by its own "set" of actions and even its own lexical and grammatical design. On the other hand, integration takes place when working on language material, when teaching pronunciation, words, and grammar is carried out on a speech unit: word, phrase, sentence, superphrasal unity. The principle of integration is that, no matter what aspect of the language we teach, at the same time we use other aspects and develop other skills. The principle of professional orientation of training (taking into account the specialty of students) also seems important when teaching Russian as a foreign language. In classes with philology students, this principle should be reflected in the selection of educational material, in particular, topics and communication situations, reading texts, and assignments focused on the specialty. This principle is also implemented with the help of specially prepared programs for the language being studied, focused on the language of the specialty as a set of means by which the communicative needs of students in the chosen field of communication are realized

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(for example, "Russian language for international trade", "Russian language in the field of tourism").

The principle of situational-thematic organization of training presupposes such organization and conduct of classes in which the introduction and consolidation of educational material is carried out using topics and communication situations that reflect the content of the sphere of communication chosen for classes. The principle of the dominant role of exercises at all stages and levels of proficiency in Russian as a foreign language suggests that any explanation of new language material must be completed with an exercise that would show how the studied phenomenon of the Russian language functions in speech, how it is used to solve current speech problems of students. You cannot end a lesson at the stage of explaining something new, without reinforcing it.

Knowledge of the system of interrelated and interdependent teaching principles will make it possible to organize the process of teaching the Russian language to a foreign audience in accordance with its laws, to reasonably select the content of educational material, to choose forms and methods of teaching that are adequate to the goals, thus achieving the effectiveness of mastering Russian as a foreign language. Another basic category of teaching methodology is method. In modern methods of teaching a non-native language, the term method has two interpretations: didactic and actually methodological.

In a general didactic sense, the concept of method includes methods of interrelated activities of the teacher and students, aimed at achieving the goals of education, upbringing and development of students. For a language teacher, methods are important as sources of acquiring knowledge, developing skills and abilities. These methods include: working with text, a book, a teacher's story, conversation, excursion, exercises, and the use of visual aids in teaching.

Depending on the independence of educational actions performed by students, active and passive methods are distinguished; by the nature of the students' work - oral and written, individual and collective, classroom (classroom) and home. In accordance with the methodological interpretation, a method is a system of views and ideas about how the learning process should be structured. Among the methods as systems, there are: grammatical-translation, direct, conscious-comparative, audiolingual, audiovisual, conscious-practical, cognitive, communicative, suggestopedic, etc. These methods are grouped on different grounds: translated and non-translated (direct); conscious and intuitive, traditional and alternative.

Let us dwell in more detail on the characteristics of individual methods. Direct methods are based on the idea that learning a foreign language should imitate mastering the native language and proceed naturally, without specially organized training. Training should be carried out only in a foreign language; the native language of the students, as well as translation from the native and non-native languages are completely

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excluded. Direct methods include: natural, direct, audiovisual, audiolingual. The direct method is a method of teaching oral speech that models the conditions of the natural method of mastering a foreign language (i.e., the method of mastering a foreign language in the process of communicating with its native speakers). This method is similar to how a child masters his native language. A foreign language is acquired by imitation of ready-made models, repeated repetition of what has been heard and reproduction of new material by analogy with what has been learned. According to supporters of the natural method, teaching oral speech should be carried out in the same way as a child learns his native language in life (as it happens in nature). The purpose of training is the development of oral speech.

The main form of work is dialogue. Adherents of the audiolingual method believed that the automatic use of grammatical and phraseological structures of a language can be achieved by repeating them many times in specially prepared educational dialogues. The teacher must correct all errors in order to eliminate them in the future and ensure the correctness of speech. Advantage is given to oral speech over written language.

The following order of mastering types of speech activity is proposed: listening, speaking, reading, writing. The audiovisual (structural-global) method involves the widespread use of audiovisual teaching aids (strip films, slides, films) and technical means (tape recorder, radio, television); global presentation of material: tape recordings of texts and film fragments are not divided into episodes; grammatical structures are also introduced and trained in their entirety.

Mastering a unit of language is possible only through repeated repetition and memorization. Conscious methods involve students' awareness of linguistic facts and ways of using them in speech activity. This group of methods includes translation-grammatical, conscious-practical, conscious-comparative, and programmed methods. The consciously practical method takes into account the characteristics of the students' native language.

The conscious-comparative method involves students' awareness of the meaning of linguistic phenomena and methods of their application in speech activity, as well as reliance on their native language.

The grammar-translation method of teaching is based on an understanding of language as a system, the goal of teaching is reading literature, and the main unit of teaching is the sentence. Students get acquainted with works in the original language, grammar is studied in context, the native language serves as a means of semantization, analysis, elements of comparison and contrast are used, language teaching at the level of its grammatical structure, the predominance of passive forms of work, great attention to translation.

Combined methods combine features inherent in both direct and conscious teaching methods: speech-oriented learning, intuitiveness combined with conscious language acquisition, parallel

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mastery of all types of speech activity, oral advance;

This group includes communicative, active, reproductive and creative methods.

The communicative method ranks first among the most commonly used methods of teaching foreign languages. The essence of this method is that basic language skills are developed simultaneously (speaking and writing, grammar, reading and listening) in the process of live communication. Intensive methods are aimed mainly at mastering oral foreign language speech in a short time and with a significant daily concentration of study hours; they use the psychological reserves of the student's personality, collective forms of work, etc. in teaching.

The concept of technique is closely related to the concept of teaching method. Training is a specific sequence of actions. These actions, performed by the teacher and students, are called teaching techniques in the methodology of teaching a non-native language. The teacher's actions aimed at accomplishing a specific methodological task are called teaching techniques.

For example, a teacher must explain to students the meaning of an unknown Russian word. To solve this problem, he can use various techniques: translate the word into his native language, show the object denoted by this word, use its synonym or antonym, etc. Among the teaching techniques, there are groups of techniques: introducing new material; organizing mastery of the material; monitoring learning results. The student's actions aimed at completing a specific learning task are called teaching techniques, or learning techniques.

Among the teaching techniques, the following techniques are distinguished: understanding new material (recognizing linguistic guesses); mastering new material – participation in training, speech practice; self-control. In teaching Russian as a foreign language, a special place is occupied by techniques related to the organization of training students in performing speech operations and the organization of speech practice - techniques of using exercises. Exercise is a specially organized performance of individual or sequential operations, or actions, or any activity in order to master them, as well as improve them in educational conditions. There are several classifications of exercises, but most often they divide exercises into communicative (speech) and non-communicative (language).

Communication exercises are aimed at teaching speech activity. Language exercises are aimed, on the one hand, at developing metalinguistic competence in students, and on the other hand, at preparing for speech. Teaching methods can be translated, associated with the use of the students' native language, or non-translated.

Thus, checking the correct understanding of the text can be carried out using questions on its content in Russian or other techniques that do not involve referring to the student's native language, as well as by translating the text or its individual fragments into the native language. The choice of certain techniques is determined by certain

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factors, primarily the focus on teaching translated or non-translated language proficiency.

Each method is embodied in a system of teaching aids, with the help of which language teaching is carried out. There are teaching aids: for the teacher - curricula and programs, teaching aids, reference and scientific literature; for students - a textbook, teaching aids and dictionaries; audiovisual – films and videos, slides, audio recordings, tables and diagrams; technical – tape recorder, video recorder, computer, projection equipment. A textbook is the main teaching tool that contains material intended for students to master in various types of speech activity.

Teaching aids are auxiliary teaching aids that allow you to increase the effectiveness of mastering any aspect of the language or type of speech activity. There are manuals for teaching aspects of language, types of speech activity, and functional styles. A teaching manual is a book for a teacher that contains a description of the organization of the educational process and methodological recommendations for the use of certain teaching techniques.

Technical teaching aids include equipment and technical devices used for transmitting and storing educational information, means of monitoring the progress of assimilation, formation and consolidation of knowledge, skills and abilities. Teaching Russian as a foreign language is carried out in specially organized training sessions and during extracurricular hours. Both in and outside of classes, students can work individually, in pairs and in teams, with the direct or indirect participation of the teacher. Such external expression of the activities of the teacher and students, taking place in an established order and a certain mode, is called organizational forms of education.

The main organizational forms of theoretical courses are lecture (dominant form), seminar and practical lesson. In practical courses of the Russian language, the main organizational forms of training are: practical training (the dominant form), laboratory training, as well as various forms of extracurricular work - educational excursion, independent preparation for training sessions, theme evening, etc.

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Research Article

# PSYCHOLOGICAL COMPETENCE AS A DETERMINANT OF PROFESSIONAL SUCCESS OF A HIGHER EDUCATION TEACHER

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## ABSTRACT

This article is devoted to identifying the content of the components and personal determinants of life plans, represented by the autonomous correlation of career, matrimonial plans and the personal growth plan of graduate students in connection with their sexual differentiation. The substantive differences in the leading motives, goals and means of the motivational and organizational component of the life plans of men and women are considered; features of the emotional-evaluative component; differences in plan subjects for men and women; differences in personal characteristics that determine the autonomy of female and male life plans.

## KEYWORDS

Motivational-organizational, emotional-evaluative components of the life plan, subject of the life plan, personal determinants of the autonomous relationship between career, matrimonial plans, personal growth plan.

## INTRODUCTION

The system of higher professional education at the present stage of development of society is undergoing significant changes. To successfully implement innovations in new conditions, a teacher must have the necessary level of professional competence and professionalism. The problem of studying the characteristics of research and the formation of components of

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professional competence of teachers is one of the important scientific and practical problems. Of primary importance in this direction is the development of issues related to the development of professionally significant qualities necessary for a teacher to carry out professional activities.

In recent years, modern labor psychology has been enriched with many theoretical studies of professional competencies and professionally significant qualities of a teacher. Theoretical and methodological problems of professional pedagogical activity received serious coverage in the works of I.V. Vachkova , A.B. Karpova, M.M. Kashapova , B.F. Lomova, N.V. Nizhegorodtseva , V.I. Panova, Yu.K. Strelkova, L.Yu. Subbotina, M.V. Chumakova, V.D. Shadrikova . N.P. pays special attention to research on professionalism and professional competence. Ansimova , T.G. Brazhe , V.N. Vvedensky, N.V. Kuzmina, E.A. Klimov, A.K. Markova, L.M. Mitina, V.E. Orel , Yu.P. Povarenkov , N.S. Pryazhnikov R.V. Earnsteaks et al.

Professionalization acts as a specific form of labor activity of an individual during the professional stage of life, reflecting the process of his socialization and accompanying personal development. Professionalization as a psychological category reflects the process of formation of specific types of work activity of an individual based on the development and structuring of a set of professionally oriented characteristics that ensure the implementation of the functions of cognition, communication and regulation in specific types of activities and at stages of the professional path.

The internal side of mastering a profession is the formation of a psychological system of activity based on the individual qualities of the subject of activity through their reorganization, restructuring , based on the motives of activity, goals and conditions.

Analysis of the state of the problem of professional training of teachers, taking into account modern requirements for professional competence, study of work experience in this direction allows us to state the successful solution of many of the tasks. At the same time, for the successful implementation of professional activities, preschool teachers need a whole range of professionally significant qualities, with personal qualities playing a special role. The problem of identifying these qualities and studying the patterns of their development is insufficiently studied.

The development strategy of the modern education system dictates the need to revise approaches to training future teachers. Serious demands are placed on a modern teacher, which require not only the presence of high academic knowledge, but also the development of professionally important qualities and psychological competence in teaching. Considering the high social significance of the teaching profession, a condition for successful professional activity will be a clear expression of motivation to work with children, as well as achieving high results in matters of training, education and development of students. Accordingly, one of the priority areas of training future teachers is the formation of their

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psychological competence. Modernization of the system of training future teachers is focused on professional and personal development in teaching activities and the creation of conditions in which it occurs.

The results of an empirical study of psychological readiness for professional activities of a teacher are discussed from the perspective of factors of psychological readiness, emotional-value attitude and professional identity.

S.P. Sanina in her article "Formation of professional readiness of students to organize joint educational activities of junior schoolchildren" analyzes approaches to the problem of developing the professionally important competence of primary school teachers to build interaction with students and students among themselves as a joint educational activity. Particular attention in the article is paid to the important aspect of how students master the method of designing lessons.

In a joint article by E.V. Korotaeva and A.S. Andryunina examines the experience of educational activities with future teachers in the format of interactive learning. The content of the interactive approach is revealed, which is based on the provisions of symbolic interactionism , which emphasizes not only unidirectional contact, but also feedback. The positive results of introducing an interactive approach in training future teachers are demonstrated.

Achieving subject-specific educational results by students is one of the most important tasks of a teacher's professional activity. In the article "Psychological and pedagogical techniques for working on the mistakes of younger schoolchildren when mastering mathematical concepts" V.L. Sokolov presents the results of the developed methodology for developing students' initial ideas to scientific concepts, including examining the causes of errors made by junior schoolchildren when mastering mathematical concepts, and describing methods for working on errors.

A.A. Adaskina in her article examines the features of preparing bachelors—future primary school teachers—to teach literature using the system of developmental education. The article presents the reading attitudes of students, which complicate the competent analysis of literary texts and the competent teaching of literary reading. The author analyzes the forms of work within the framework of studying the methodology of primary literary education, associated with the formation of an attitude towards teaching literature as a subject of the aesthetic cycle.

One of the central tasks of pedagogical activity is education aimed at achieving personal educational results of students in educational and extracurricular activities. In the article "Educational activities as a resource for preserving and strengthening the psychological well-being of junior schoolchildren" M.A. Egorova and A.M. Terekhova analyzes the risks of psychological well-being due to being in unfavorable life circumstances, as well as the negative consequences of uncontrolled digitalization of the environment. The advantages

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of a system-activity approach to organizing educational work at school are presented.

N.P. Murzin and E.V. Cherdyntseva in her article presents a solution to the problem of designing means for assessing professional competencies of future teachers of primary general education according to the educational activity module of the "Core of Higher Pedagogical Education". Prospects for further activities are outlined to determine the levels of development of competencies in the educational activity module of future primary school teachers based on the creation of competency -oriented professional tasks.

An important professional competence of a modern teacher is the ability to organize educational activities for children with disabilities. Article by M.V. Yenzhevskaya contains an overview of the principles of organizing the educational process for children with disabilities. A competency-based model of organizing the educational process in primary school for students with disabilities is presented, which allows us to exclude predictors and triggers of microsocial exclusions .

The ability to organize joint educational activities is a significant competency of a modern teacher. In an article by a team of authors I.V. Voronkova, M.D. Rastorgueva and M.O. Enukova presents the features of communicative competencies, educational motivation and emotional attitude to learning of junior schoolchildren studying in different didactic systems: in the Elkonin-Davydov developmental education system and in the traditional education system. The results of the empirical study allow us to assert that the developmental education system makes it possible to the greatest extent to create conditions for the development of the capabilities of younger schoolchildren: problem situations are created in the lessons, by engaging in which children realize their needs for independent acquisition of knowledge and in interaction with both the teacher and their peers .

Taking this classification as a basis, we will make some adjustments to it: we will consider design and constructive skills as one group, since they perform one common function - anticipating the expected result. From communication skills, we will separate information skills into a separate group. The matter of communication, the transfer of social experience to the younger generation is so complex that it can be considered as an independent phenomenon. The third group of requirements for the personality of a future teacher consists of problems of the development of mental processes. The central problem of the intellectual self-education of the future teacher is the development of his qualities of pedagogical thinking. At the same time, such thinking procedures appear as the analysis of specific pedagogical situations, the identification of pedagogical problems in given specific conditions, the development of options for solving problems, etc. The teacher has to solve problems of different types: strategic, tactical and operational. The first of them are related to the general prospects of educational and educational work. The action of the second is limited in time,

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they are stage-by-stage. Still others are momentary, arising in short-term situations. However, no matter what problems the teacher solves, he uses certain methods and skills, which in turn represent specific mental actions expressed in the categories of pedagogical thinking. Changes in personality coincide with the changes it makes in the outside world. Without organizing conscious and active activities to change the surrounding life for the better, it is impossible to achieve genuine results in education. The strategic thinking of a teacher streamlines all his activities. The second level of pedagogical thinking is characterized by the teacher's ability to materialize his pedagogical ideas into unique technological designs. Without the development of such structures and technologies of the pedagogical process, the teacher dooms his work to random success, and most often to failure. It is too early to say that we can quite satisfactorily develop the technology of the pedagogical process. In practice, the teacher does this to the extent that his intuition tells him. Pedagogical science is indebted to the teacher and in this regard, unfortunately, in pedagogical work people often get down to business based on common goals - slogans, without knowing what means to achieve them, that is, they act by trial and error. Pedagogical thinking at this tactical level is manifested in the ability to develop educational tasks or create educational situations, draw up maps that can be used to practice skills in students. No less important is the third level - the level of the teacher's operational thinking. He has his own difficulties. They are determined by the infinite variety of specific conditions of pedagogical activity; the teacher needs both knowledge of the general laws of the pedagogical process and the ability to apply these laws to individual and particular phenomena. And this precisely requires independent creative thinking, manifested in the teacher's ability to achieve expedient achievements. In the pedagogical process, nothing is repeated exactly, nothing can be finally decided according to pre-prepared instructions, although behind each variant of a pedagogical act there is a certain generalized pedagogical scheme. As you can see, the content of intellectual self-education necessarily includes the development of the ability for pedagogical analysis and synthesis, the development of such qualities of thinking as criticality, independence, breadth, flexibility, activity, efficiency, as well as the development of observation, pedagogical memory and creative imagination. Equally essential for pedagogical activity are the emotional and volitional qualities of the teacher's personality, since the specificity of pedagogical work is managing the activities of other people and influencing the psyche of another person. With all the differences in the types of nervous system and temperament, character and abilities, the teacher must be distinguished by high emotional sensitivity to the personality of another person and have a strong morally educated will. However, we must keep in mind that the emotional-volitional sphere is the most individually diverse; it arises in a specific situation, under the influence of specific conditions and factors. Obviously, the task is to ensure that both the feelings and will of the teacher are formed, first of all, morally, so that

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they are in the power of consciousness, determined by the social orientation of the teacher's personality, and therefore it is necessary that all feelings, and with them the basic volitional qualities: purposefulness, perseverance, discipline, patience and others, so important in the work of a teacher, were a constant object of self-improvement.

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Research Article

# THE INFLUENCE OF A TEACHER ON THE DEVELOPMENT OF A CHILD'S PERSONALITY

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## ABSTRACT

The specifics of interaction between a teacher and children are traditional for educational psychology. This problem was highlighted in the second half of the 20th century by a number of psychologists: N.F. Gonobolina , N.V. Kuzmina, V.G. Maralov et al. When analyzing the situation of interaction between a teacher and students, domestic psychologists and teachers noted as the most important factor in this interaction the fact that the teacher is not only a source of useful information for the student, but also an example, a model that, to one degree or another, determines development the personality of each student, i.e. We are talking about the influence that the teacher's personality has on the student.

## KEYWORDS

Understanding, teacher, communication, child.

## INTRODUCTION

At the present stage, resolving the issue of effective interaction between teachers and students is of particular importance in connection with the restructuring of the educational process in school on a psychological basis.

The relevance of the problem has several aspects:

• pedagogical aspect - revealing the pedagogical foundations and conditions for professional growth of a teacher in the process of interaction with students; research on ways to practically

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promote the development of effective teacher-class interaction; development of methodological recommendations to solve this problem;

• psychological aspect - development of the teacher and student's need for improvement and personal growth; creating conditions for maximum realization of both parties in interaction; ensuring psychological literacy of interaction in the "teacher-student" system;

• social aspect - effective development of interpersonal relationships between teacher and students.

We believe that teachers are especially in need of psychological knowledge. Domestic teacher K.D. Ushinsky noted that if we want to "raise a child comprehensively, we also need to study him comprehensively" [9: p. 461]. A teacher can study his students correctly only if he deeply knows the general patterns of child development, the psychological patterns of the development of his abilities, interests, inclinations and other individual and personal characteristics. "The role of the teacher increases immensely; it requires the highest professionalism from him - the ability to turn relationships with students into the creativity of life," said A.S. Makarenko [3, p.193].

The effectiveness of any activity organized by a teacher is determined not only by a thoughtful choice of subject technologies, but also by the ability to manage emotional contacts with students, creatively build a system of pedagogically appropriate relationships, and constructively resolve emerging contradictions and conflicts.

The professionalism of a modern teacher is manifested in the fact that he solves communicative problems not so much on an intuitive, but on a conscious level, relying on knowledge of psychological and pedagogical laws.

At the end of the last century, the pedagogy of cooperation gained the support of many teachers, E.I. Ilyina, S.N. Lysenkova , V.F. Shatalov and others. The core of the innovative concept was the focus on the intrinsic value of the child's personality, equal partnership and the humanity of pedagogical interaction. Considering this issue, one cannot help but recall the famous teacher Sh.A. Amonashvili, whose works represent a synthesis of social psychology and humanistic pedagogy. According to him, it is humanistic pedagogy that is able to voluntarily dispose a child to be educated, to arouse in him the desire - unconscious and conscious - to "be educated, to be educated" [2: p. 432].

In the work "Humane-personal approach to children" Sh.A. Amonashvili [1] considers the initial pedagogical positions that predetermine the establishment of humane relations between the teacher and students. Only in an atmosphere of love, goodwill, trust, empathy, and respect does a student willingly and easily accept what the teacher gives him. The student, seeing how his dignity, independent thought, and creative search are valued, begins to strive to solve more complex problems. According to the author, it is possible to elevate a schoolchild to a pedagogically active environment through maximum consideration of the developing needs and potentials of the child's personality, striving to be self-sufficient and

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independent. The student needs to be helped to understand himself as a person, to direct him to build his inner world in accordance with the moral ideal of a person. In the relationship between the teacher and the class, there should always be a feeling that the students are being consulted, their opinions are taken into account, and they are trusted. The principles of classical pedagogy in the best traditions of humanistic education, according to Sh.A. Amo-nashvili , can be illuminated by the following basic provisions:

- "Manage the entire school life from the perspective of the interests of students;
- constantly demonstrate faith in the capabilities and prospects of each student;
- be ethical towards the student, respect and support his dignity" [1: p. 274].

Thus, the norm of relations between teachers and students at school should be humane or so-called pedagogically appropriate relations. Such relationships are subordinated to the achievement of educational results and are based on the voluntary recognition by students of the authority, rights, knowledge and experience of the teacher and his leadership. This is manifested in the desire of students to learn from the teacher, communicate with him and imitate him.

One of the founders of educational psychology, Lev Semenovich Vygotsky, in his work "On the Pedagogical Analysis of the Pedagogical Process" noted the following: at school we are dealing with two different processes - the development process and the learning process. The whole point is in the relationship between these two processes: it is only necessary to establish in what relation the learning process stands to the development process and what the teacher should do to facilitate development [4: p. 202]. "The teacher creates a series of embryos, that is, he brings to life developmental processes that must complete their life cycle in order to bear fruit. It is impossible to instill in a child in the literal sense of the word, bypassing the developmental processes, any new thoughts, you can only accustom him to external activities" [4: p. 214]. The teacher must never forget about this.

The reasons for the enormous moral influence of the teacher's personality on the student's personality lie in the very nature of man and human relationships that develop in the process of pedagogical activity. In this regard, it is necessary to turn to the psychological foundations of how people know each other and the formation of relationships between them. The problem of effective communication has recently gained great importance. It should be noted that the effectiveness of pedagogical communication is highlighted as an independent direction. The works of famous psychologists and teachers are dedicated to her: I.A. Zimnyaya, Ya.L. Kolominsky , S.V. Kondratyeva, A.A. Leontyeva, N.V. Kuzmina, A.A. Rean and others.

In foreign literature, many psychologists have addressed the issue of effective interaction. The representative of humanistic psychology, popular psychologist Carl Rogers, noted that for effective communication it is very important for the teacher to know that the child has a need for a positive attitude towards himself from others and

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a need for a positive self-attitude [5: p. 523]. The representative of individual psychology, Austrian psychiatrist and psychologist Alfred Adler, attached paramount importance to the interaction between student and teacher in the process of personality development. According to A. Adler's definition, "a teacher is a person who understands the problems of children [6: p. 326].

Thus, in solving the problem of effective interaction between teacher and class, both in domestic and foreign literature, preference is given to the idea of merging psychological and pedagogical knowledge and patterns of personality development.

Undoubtedly, we can say that teachers, starting from primary school, influence the development of children's personality in different ways. One of the main systems in school is the teacher-student system and there is no doubt that teachers occupy a central place, because they have a direct influence on the specific developing personality of the student.

The specifics of the teaching profession are revealed in constant communication with students who have their own rights, their own worldview, their own convictions and their own individual characteristics. But each teacher is individual, unique, possessing only his own personality traits and qualities. And the brighter and more original his personality, the higher his professional skill and the more significant his influence on the child's developing personality. Students are constantly, to a greater or lesser extent, influenced by the teacher's personal personality - his expectations, values, intellectual and creative abilities, character, etc.

The psychological and pedagogical literature provides several classifications of pedagogical communication styles. The most common classification of leadership styles, which is fully relevant to teaching activities, is the classification that distinguishes authoritarian, democratic and permissive styles. In most cases, the most effective in pedagogical communication is the democratic style. The consequence of its use is increased interest in work, positive internal motivation for activity, increased group cohesion, the emergence of a sense of pride in common successes, mutual assistance and friendliness in relationships.

The style of pedagogical communication expresses the characteristics of the teacher's communicative capabilities; the existing nature of the relationship between the teacher and students; creative individuality of the teacher; characteristics of students. The communication style reflects the general and pedagogical culture of the teacher and his professionalism. Styles do not exist in their pure form. And the options listed in the literature do not exhaust the wealth of communication styles spontaneously developed in long-term practice. In its spectrum, a wide variety of nuances are possible, giving unexpected effects that establish or destroy the interaction of partners. As a rule, they are found empirically. At the same time, the found and acceptable communication style of one teacher turns out to be completely unsuitable for another.

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The style of communication clearly reveals the individual's individuality.

A collaborative pedagogical style does not mean something in between authoritarianism and laissez faire. This style is characterized by fundamentally qualitative features. It requires from the teacher, firstly, the ability to structure learning, developing deep educational and cognitive interest in students, mobilizing the child's emotions as the energy of his psyche, his educational and cognitive activity, which becomes possible with one's own deep knowledge and interest in the subject.

Such a teacher should be distinguished by a high general culture and, above all, a culture of communication with both children and colleagues, based on respect for the personality of another person, for the personality of the student and the ability to be self-criticism and introspection in relation to oneself and one's behavior.

On the issue of schoolchildren's understanding of educational texts

The problem of students' understanding of educational texts is of great importance in the learning process. Working with text is a particularly important part of the educational process, so the scientific analysis of understanding texts is of paramount importance. The relevance of this problem is justified by those problems of the educational process that have not yet been resolved: not always schoolchildren, and even students, are able to adequately work with a book, which cannot but affect the quality of mastery of those subjects for which textbooks are studied by students. The development of means to influence the process of understanding text is one of the most important tasks of practical educational psychology.

However, the very concept of "understanding" has an ambiguous interpretation, and, above all, in terms of its relationship with the concepts of awareness, understanding, teaching, assimilation, mastery, and in foreign psychology - understanding , comprehension . From our point of view, these concepts can be correlated on the basis of such a definition of understanding, in which it is considered as identifying the area of tasks that are posed in the text and identifying the means by which they can be solved. Thus, the text can be understood if the subject of the teaching has identified the tasks that the author (or compiler of the text) set and the means by which these tasks can be solved. From this point of view, the concept of "understanding" cannot be identified with the concept of "clarification", since the second is not tied to specific tasks, but only to knowledge. Learning, like assimilation, are broader concepts than understanding, and cover not only identification, but also the ability to solve the required problems, using the means proposed in the text.

The problem of understanding texts is also connected with the problem of "translating" the text into a language understandable to the subject of cognition. From our point of view, we can understand the essence of the "translation" process by considering it through an analysis of the role of scientific and everyday concepts in the

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process of understanding the text. Equally important in the process of understanding texts are the stylistic characteristics of students. Students with different learning styles (for example, "deep" or "superficial") will process text comprehension differently and with different productivity. There are a number of techniques, the use of which is aimed at modifying the process of understanding text.

Identification of the conditions for student sovereignty in the educational process

The changes that have occurred in Russia over the past fifteen years - the formation of a market economy, the expansion of ties with Western countries, including the signing of the Bologna Agreement, could not but affect the change in the image of the modern Russian. The usual image of a person focused rather on adaptation and consumption (including culture) is replaced by the image of a person focused on creating himself, his living space, a person open to changing himself and his world. Education in Russia can no longer remain a matter of receiving information and then reproducing it by students. It should contribute to the development of man himself in a changing world. Today, a new understanding of education is emerging as, first of all, the path and form of formation of an integral person, his acquisition of a human image in the space of culture and in the time of history (V.I. Slobodchikov).

The main sign of sovereignty is value consciousness. Therefore, the task of the immediate environment of children (including parents, teachers, psychologists) is to promote the formation of value consciousness, which manifests itself already in adolescence. It is this that makes it possible for the image of the world to be determined by the way of life after leaving school, since "it is assumed that the school has formed an image of the world, a more or less complete picture of the world in which a person will live," and, upon graduating from school, a person will be able to form his own image life. The reason for the change in lifestyle is human openness as a systemic characteristic. With the distorted development of man as a system with "limited" openness, the sovereignty of his personality becomes very limited or impossible.

Through communication with people in a combined psychological system, values come to a person, as social norms and patterns of behavior. But they are not assimilated, but "transformed into one of the dimensions of the multidimensional world, turning it into the human life world - the true space of life," expanding it, turning it into reality. This is possible due to the generative effect of interaction: "there are qualities of phenomena that arise in the system, are generated by the system and provide it with the possibility of self-determination , becoming parameters of order, i.e., what is in open systems due to the correspondence of opposites.

Taking into account the above, one of the conditions for sovereignty, the formation of a person's value consciousness, we identify dialogic communication as a special type of interaction that facilitates the meeting of corresponding

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opposites, due to the openness of the interacting parties.

"The teacher is responsible for ensuring that, in interaction with culture, the child's world acquires new dimensions, expands and is streamlined. The teacher organizes the extremely significant act of the child's meeting with culture, making some selected elements of culture appropriate for the child, i.e. capable of fitting into value-semantic coordinates of his life world, to become personally significant for him, to find his place in it," which is impossible outside of dialogue, because the monologist is locked in the shell of only his own, "monologically perceived and understood world."

The result of the sovereignization process can be a person's ability to self-organize as an open psychological system. The ability for adults to accompany the student's process of sovereignty is closely interconnected with the knowledge of what constitutes the child's value consciousness, his mental space, and to promote their development in the process of communicative interaction.

Thus, pedagogical communication is a special communication, the specifics of which are determined by the different social-role and functional positions of the subjects of this communication. In the process of pedagogical communication, the teacher carries out (in direct or indirect form) his social-role and functional responsibilities for managing the process of teaching and upbringing. The effectiveness of the learning and education processes, the characteristics of personality development and the formation of interpersonal relationships in the study group largely depend on the stylistic features of this communication and leadership.

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Research Article

# FEATURES OF INNOVATIONS IN TEACHING DISCIPLINES OF THE PSYCHOLOGICAL AND PEDAGOGICAL CYCLE AT A UNIVERSITY

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## ABSTRACT

The article discusses the possibilities of using innovative technologies in the practice of higher education. Modern innovations are described, the components of which are methods of psychological study, cognition of the subject and interpersonal relationships.

## KEYWORDS

Innovative technologies, psychological disciplines, education, student, learner, cognition.

## INTRODUCTION

Teaching psychology in higher education under the conditions of an innovative education model is becoming increasingly complex. Modern teachers must not only be competent in the field of their specialty and ready to share deep knowledge of the subject taught, but also master new educational technologies that ensure the active involvement of students in educational, research and independent work. Teaching psychology requires the organization of such training that would ensure a natural transition from leading educational activities to professional ones with a corresponding transformation of motives, means, methods and results of activity. This can be achieved only by implementing the principle of professional orientation of all components of training, which allows the future psychologist to improve their professional competence, learn to take an active

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position, developing professionally sought-after personal qualities.

Innovative methods of teaching psychological disciplines are based on the principle of activity of the cognitive subject. At the same time, various forms of activating the personal position and life experience of training participants (written statements, dialogue, collective solution to a problem situation, group discussion, intergroup cooperation, etc.) also appear in another aspect - the formation of the psychologist's personality.

- All methods of teaching psychology can be divided into three main groups: software; problematic; remote; interactive [3, p.76].

- In the innovative approach to psychology teaching methods, they are usually called active, interactive teaching methods.

- Innovation is a complex of interrelated processes and is the result of the conceptualization of a new idea aimed at solving a problem and further - towards the practical application of a new phenomenon. Pedagogical innovations in the educational process can include: the content of educational material, technical means, pedagogical technologies, etc. We will focus on technology in more detail. On innovative teaching technologies V.D. Simonenko includes: interactive learning technologies, project-based learning technology and computer technologies [2, p.95].

- In the psychological theory of learning, interactive learning is learning based on the psychology of human relationships. Interactive learning technologies are considered as ways of acquiring knowledge, developing skills and abilities in the process of relationships between the teacher and the student as subjects of educational activity.

- Their essence lies in the fact that they rely not only on the processes of perception, memory, attention, but, above all, on creative, productive thinking, behavior, and communication. At the same time, the learning process is organized in such a way that students learn to communicate, interact with each other and other people, learn to think critically, and solve complex problems based on the analysis of production situations, situational professional tasks and relevant information.

- In interactive learning technologies, the roles of the teacher and students, as well as the role of information, change significantly. Let us briefly dwell on the characteristics of some interactive learning technologies and give examples of their use in the process of teaching pedagogical disciplines. Discussion (from Latin discussio - research, consideration) - a comprehensive discussion of a controversial issue in a public meeting, in a private conversation, dispute [3, p.79]. In other words, a discussion consists of a collective discussion of any issue, problem or comparison of information, ideas, opinions, proposals. The goals of holding a discussion can be varied: education, training, diagnostics, transformation, changing attitudes, stimulating creativity, etc. When organizing a discussion in the educational process, several educational goals are usually set at once, both

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purely cognitive and communicative. At the same time, the goals of the discussion are, of course, closely related to the topic. If the topic is extensive and contains a large amount of information, as a result of the discussion only such goals as collecting and organizing information, searching for alternatives, their theoretical interpretation and methodological justification can be achieved. If the topic of discussion is narrow, then the discussion may end with a decision being made.

- Let's look at a specific example of how this technology can be used in seminar classes. The student group (due to the specifics of the faculty, the group size is 12-14 people) is divided into 2 microgroups. Each microgroup receives a specific pedagogical technology. The assignment is given in advance and students have time to prepare. But, in addition to presenting their technology, microgroups prepare questions for the opposing team that would highlight the shortcomings of the technology that the rival team received [2, p. 21].

- Directly at the seminar lesson, first one microgroup presents its technology, and the rival team asks it questions. Then the second microgroup presents its technology and the students of the first microgroup ask it questions. Usually the discussion of the answers is very heated, additional, clarifying questions arise and the opposing team has the right to agree or disagree with the given answer. When the work comes to an end, there is a reflective moment. Students themselves evaluate their work, the contribution of each microgroup member to the overall work, and the work of students from the opposing team is also evaluated. The teacher acts as a coordinator and assistant during the discussion.

- "Brainstorming" aims to collect as many ideas as possible, free students from the inertia of thinking, activate creative thinking, and overcome the usual train of thought when solving a problem. Brainstorming can significantly increase the efficiency of generating new ideas in a study group. The use of this technology in the educational process allows us to solve the following problems [1, p. 14]:

- students' creative learning of educational material;

- connection of theoretical knowledge with practice;

- activation of educational and cognitive activities of students;

- developing the ability to concentrate attention and mental efforts on solving a current problem;

- formation of experience of collective mental activity.

- Brainstorming, for example, can be used to find solutions to pedagogical problems and situations. The didactic game is an important pedagogical means of activating the learning process in a vocational school. During the didactic game, the student must perform actions similar to those that may take place in his professional activity. As a result, there is an accumulation, updating and transformation of knowledge into skills and abilities, accumulation of personal

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experience and its development [1, p.79]. The technology of the didactic game consists of three stages: preparation, analysis. For example, solutions to the same pedagogical problems and situations can be found during the performance of game actions. Students are given a certain pedagogical situation in class, they assign roles, think about options for solving the situation, a game plot, and then present the chosen solution. Assessing the effectiveness of didactic games, the following can be noted [1, p. 22]:

- the game allows you to monitor students' knowledge;
- during the game, students form their own opinion and independence;
- the ability to make decisions in real conditions is developed;
- the ability to work in a team to solve a common problem is developed;
- the game develops initiative and a creative attitude to learning.
- The technology of project-based learning is considered as a flexible model for organizing the educational process in a vocational school, focused on the creative self-realization of the student's personality through the development of his intellectual and physical capabilities, volitional qualities and creative abilities in the process of creating an educational creative project. For example, by the end of the Educational Technologies course, students must develop and prepare a project for defense. Work on a project begins with choosing a topic. Students must choose a design object for themselves, that is, an educational institution of any type and level that they would really like to improve. To carry out a research project, it is necessary to clearly define its structure. The project must include a justification for the relevance (i.e. necessity) of a given educational institution, the goals and objectives of the educational institution, the services provided by it, prospects for its development, material and technical base, model of the educational institution, educational technologies that will be used in educational process, expected results of the activities of the designed educational institution.
- Such a project can begin as part of seminar classes and continues outside class hours until the necessary results are obtained. The defense (presentation) is carried out at the seminar. Types of project presentation: scientific report, business game, video demonstration, scientific conference, dramatization, theatrical performance; defense at the academic council, travel, advertising, press conference, etc. Project evaluation criteria must be: understandable and accessible to project participants; there should be no more than 7-10; known from the very beginning of work on the project; First of all, the quality of the work as a whole should be assessed, and not just the presentation. Computer learning technologies are the processes of collecting, processing, storing and transmitting information to the learner via a computer. To date, the most

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widespread technological areas in which the computer is [2, p.59]:

- a means for providing educational material to students in order to transfer knowledge;
- a means of information support for educational processes as an additional source of information;
- a means for determining the level of knowledge and monitoring the assimilation of educational material;
- a universal simulator for acquiring skills in the practical application of knowledge;
- a means for conducting educational experiments and business games on the subject of study;
- one of the most important elements in the future professional activity of the student.

The increased productivity of personal computers has made possible the widespread use of multimedia technologies. In particular, computer presentations are widely used in classes (both lectures and seminars). The computer also turns out to be an invaluable assistant in processing the results of student ratings. The use of computer technologies in the vocational education system contributes to the implementation of the following pedagogical goals [3, p. 76]:

- development of the student's personality, preparation for independent productive professional activity;
- implementation of social orders determined by the needs of modern society;
- intensification of the educational process in a vocational school.

In conclusion, I would like to note that the leading functions of innovative teaching can be considered:

- intensive development of the personality of the student and teacher;
- democratization of their joint activities and communication;
- humanization of the educational process;
- orientation towards creative teaching and active learning and student initiative in shaping himself as a future professional;
- modernization of means, methods, and technologies of training that contribute to the formation of innovative thinking of the future professional.

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Research Article

# METHODS OF TEACHING PHYSICAL EDUCATION AT SCHOOL

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## ABSTRACT

Physical education as a specific educational area, in addition to didactic methods, has a need for special methods in educational work. The primary purpose of this review is to show the importance and role of teaching methods and methods taken from sports training in the teaching of physical education.

## KEYWORDS

Teaching, methods, students, primary school, physical education.

## INTRODUCTION

One of the main problems in physical education lessons is the implementation of the curriculum. The distribution and specification of program tasks in the teaching of physical education for a large number of teachers is a difficult task when the requirements of modern teaching are taken into account. In physical education, there are programs and methods that allow a comprehensive study of personality, as well as their relative transformations. There is no doubt that general views and physical development are formed at school and throughout life under various influences. It is quite reasonable to ask the question: do organized and programmed physical exercises affect physical development and to what extent? Considering that physical education programs in primary schools were based on the fact that more motor information is obtained from a larger number of different physical exercises, students are not able to master

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them, and due to insufficient repetitions this does not have a significant impact on physical development. The quality of physical education in primary schools, based on available data, is such that it not only does not sufficiently express the desire for comprehensive physical exercise, but also does not have sufficient intensity and is clearly better organized. A large number of tasks in the curriculum cannot be implemented even by planned annual work programs in schools for objective reasons. Organized physical exercises have a positive impact on the anthropological status of students in order to transform it in the desired sense and volume [1, 3].

The study of various movement techniques and elements from various sports in the teaching of physical education is closely related to education. Learning in physical education teaching is a change in personality caused by physical exercise and environment, and also caused by the needs of the individual, which changes according to the demands of the times. Considering that physical education lessons last 45 minutes, we have ample reason to deal with instructional structures and norms, the application of which can lead to a lesson that is better formalized and technically correct, and, more importantly, - the significant impact of this lesson on the anthropological status of students will be greater.

Questions about the most effective ways of teaching in physical education lessons, which take learning success to a higher level, can be seen in teaching methods and the consistent application of teaching principles. The term "teaching method" represents "scientifically verified methods and procedures for teachers and students in the learning process, which provide optimal conditions for rational and effective teaching, the full implementation of the teacher's didactic creativity, the maximum manifestation of the student's individual and collective activity and the full development of his personality.

Physical education work at school is distinguished by a wide variety of forms that require students to demonstrate organization, initiative, and initiative, which contributes to the development of organizational skills, activity, and resourcefulness. Physical education, carried out in close connection with mental, moral, aesthetic education and labor training, contributes to the comprehensive development of schoolchildren. Successful solution of the tasks of physical education of junior schoolchildren is possible only if it becomes an organic part of the entire educational process, a subject of general concern of the teaching staff, parents and the public, when each teaching staff member fulfills his duties in accordance with the "Regulations on the physical education of secondary school students"

Our goal:

- Define what physical education is.
- Understand the role and benefits of physical education.
- Consider, through personal experience, the role of physical education in your life.
- Find out what changes have occurred in physical education in recent years.

So, what is physical education and what does it mean to me? Our own values and beliefs about

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physical education, linked to our socialization in the school environment (what experiences we had as children), significantly influence who we are and how we present them. The child's interest and conviction of the importance and significance of recreational physical education.

Physical education teachers must not only recognize and acknowledge their beliefs and values, but also that they can be challenged. Therefore, the starting point for defining physical education should be an examination of the experience of physical education and the extent to which this may influence our own definition of the subject.

However, throughout the development of the subject, physical education has focused on the physical, mental (emotional and cognitive) and moral (including social aspects) levels. Physical education is about more than just developing physical skills. This subject is more focused on the development of personality as a whole. This allows the child to achieve success in many areas of development. Physical education is not just about teaching specific sports skills. Although successful participation in physical education and sport may be the initial goal of the curriculum, it is also worthwhile to pay attention to developing students' ability to evaluate their own and others' work, increase responsibility for their own progress and, finally, apply their knowledge in difficult situations that will enable them to develop what are commonly referred to as higher order thinking skills.

Some scholars argue that the essence of the subject lies in the development that students can experience physically, socially, emotionally and cognitively. They suggest that students should participate in a range of physically active activities throughout the school day. The general physical development of a person can be considered as something more than learning according to the school curriculum. In fact, knowledge, skills and the understanding that they develop during school time can be applied in a range of different contexts, for example, outside of school hours, in any extracurricular activities, in sports sections. This premise proves that physical education has a greater impact than participation in specific activities. Thus, it can be argued (as with all other subjects of the curriculum) that what we teach in school is preparation for a person's future life. In this regard, some researchers have argued that instead of teaching students physical education, which assumes "mastery" of a measurable profile of physical activity achievements, steps should be taken to develop physical literacy. We can give the following definition of physical literacy: the presence of basic knowledge and ideas about the values of physical culture associated with health, applied, sports and other types of physical education activities. According to each individual's capabilities, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life cycle.

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The definition of "physical literacy" identifies several key attributes such as: motivation, confidence and competence, ability to interact in different environments, self-esteem, interaction with others and knowledge and understanding. Thus, the role of physical education is focused on maintaining health, developing skills and emotional qualities. However, the traditional view of this problem affects slightly different features of physical education, including:

- Health as a resource
- Promoting purposeful physical activities to improve quality of life
- Development of a person as an individual
- Helping students form their life goals and positions.

So, based on curriculum development, we can highlight some of the key ways in which physical education supports child development.

The main thing we need to understand is that physical education is more than just doing physical activity. When physical education is at a high level, it is able to ensure the most successful physical (and not only) development of students. Therefore, as a primary physical education teacher, we must constantly reflect and analyze how we ourselves define physical education. Early learning experiences are critical to children's long-term participation in physical activity. However, as stated earlier in this article, when analyzing physics education, it is important to examine other terms commonly associated with the subject. For example, it is impossible to imagine the term physical education without definitions such as physical activity, healthy lifestyle, school sports, anatomy, health and well-being.

Physical activity itself is a complex, multidimensional discipline. You can often find publications that recommend levels of physical activity. For example, recommended levels of physical activity for children and youth:

- A total of at least 60 minutes of moderate-intensity physical activity every day. At least twice a week, they should include exercises to improve musculoskeletal health (activities that place high physical stress on the bones), muscle strength and flexibility. And with childhood obesity rates on the rise, the focus is on schools to look at how proper nutrition and exercise impact overall health and well-being.

Primary physical education teaching focuses on making early experiences positive. The definition of physical education has been formulated in many ways. Each of them contains different main goals and associated benefits for the learning object. Using these physical teaching techniques, we substantiated physical education as a subject of the curriculum in primary school.

It is clear that physical education can influence physical activity levels. One of the key characteristics of a subject is influence. That is, the student's attitude towards physical activity can be imposed by his immediate environment, including teachers. If a positive outcome is seen, it is likely that students will have a positive attitude towards physical education. However, we must recognize that in terms of recommended

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physical activity, we do not aim to achieve any specific level of physical education, as each person is unique and individual. It is worth noting that physical education is not limited to school physical education classes. In order for teachers to create motivational levels for students' development and provide sustainable interactions within their core experiences, children must continue to participate in physical activities not only within the school, but also outside the educational setting. It is therefore important that we seek to develop links with other sporting organizations to support a child's development outside the school environment.

Physical education is and will be defined not only as a separate subject of study, but also as a combination of various sciences. Therefore, such sciences as physics, biology, mathematics and many others are closely related to physical culture. The starting point in understanding what physical education is is an analysis of how the physical education curriculum has evolved over time [1].

The Department of Education has determined that the purpose of physical education and instruction is primarily to promote student health and to identify the effects of physical and mental stress on student health. The results of exercise are clearly positive. It is also associated with mental and moral development; in particular, with the fact that correctly selected and performed exercises are important for the development of children's emotional mood, concentration, attentiveness and body control.

*Your experience teaching physical education will vary at different stages of student learning (between elementary, middle and high school), as well as how classes are conducted during class and after-school hours. Some of this experience will be positive, and some may be negative. You will conduct various kinds of sports and entertainment events, starting with school ones, some of which you will like, while others may be more suitable for your students. Some of the activities are aimed at boys, while others are interesting for girls. A considerable part of your knowledge will be based on the experience of colleagues, as well as your own beliefs [1].

Therefore, when writing work programs, the age and gender characteristics of younger schoolchildren are taken into account. The purpose of the physical education program is to form the foundations of a healthy lifestyle in primary school students, develop creative independence through the development of motor activity, and promote the comprehensive development of the individual through the formation of personal physical culture.

This is why we aim to provide opportunities to develop a clearer understanding of physical education as a curriculum subject. This will allow us to reflect on our own experiences and those of other teachers.

If we, as practicing teachers, sometimes do not always understand the purpose for teaching children a given subject, then how can our potential attitudes, beliefs and values influence the children we teach? We sometimes find it

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difficult to motivate not only ourselves, but also our students.

Therefore, before we begin to look at the teaching of physical education in primary schools, we must define and study the concept of teaching this academic subject, understand how physical education has developed over time. And by doing this, we can begin to reflect on our own perceptions of the subject and how this might influence our work.

Physical education is not just "physics". It is clear that, in terms of how the curriculum has changed over time, the subject is seen as a means of addressing issues such as the physical fitness of individuals, which includes not only the development of skills but also knowledge of one's anatomy - and that physical education can address issues relating to communication in society, in particular teamwork, as well as the development of personal skills and solving health problems. Continuing this thought, I would like to note that physical education is associated not only with physical education, but also with the emotional and social development of a person.

In past years, physical education was mainly focused on activities based on outdoor games (this tradition is still evident in many school curricula today). The school became more and more uniform and unified.

As professionals, we must promote high quality physical education in our educational settings. School leaders should promote and celebrate the value of physical education, physical activity and school sports.

Thus, turning to foreign sources, we note that this problem also exists in American schools. For example, AFPE (American Foundation for Physical Education) believes in the value of high-quality physical education, physical activity, and participation in school sports. "Each teacher has the opportunity to make a significant contribution to the development of health, emotional well-being of students, as well as improve the educational component at school" [5].

Physical education is effective education that supports and influences school development, helping to prepare children for an ever-changing world.

Therefore, if we are to provide quality physical education, we must work collaboratively within and between schools and local sporting organizations. Thanks to this, success will be achieved.

The purpose of this article was to determine the value of physical education at the initial stage of education and to analyze changes in physical education over time. This required us to define our own goals in this subject and how to convey them to students. From an educational perspective, what we consider to be key outcomes should be reflected in how we teach our lessons. Moreover, if we consider students at the center of education, then they must be at the center of the planning process. Therefore, the teacher must reconsider his thinking and attitude towards the subject.

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Therefore, it is advisable to ask yourself the following questions from time to time:

- Why should we teach physical education?
- How do I imagine an exemplary physical education teacher?
- What is physical education for me?
- What will I prioritize when teaching PE?
- What role does my personal experience play in teaching children?

It is important to recognize and evaluate how you personally define and value the value of your influence on a subject. Sometimes the individual influence of a teacher plays a greater role in the upbringing of a student than the entire school.

With the development of physical education, teaching methods also developed. Considering that physical education teaching can only influence students' proper growth and development, their motor and functional abilities, choosing effective methods is a real challenge. Teaching methods are based on teaching practice, because each teacher constantly researches and complements them with various innovations. Which teaching method a teacher will use depends on the specific tasks in the classroom, the nature and specificity of the teaching content, the level of abilities and training of students, motor abilities and external conditions. Practical experience shows us that all methods are interrelated, often complement each other and are often used interchangeably. In teaching physical education, methods taken from general didactics are mainly used, but since physical education as an educational field has its own specifics, there is a need for special methods in educational work with primary school students. The teacher decides which methods to use, giving him the opportunity to constantly explore and innovate the methods he uses.

Kragujevic (1987) describes physical education teaching methods such as:

• method of verbal communication or the method of "living words",

• demonstration or illustrative method,

The living words method plays an important role and can be used in all forms of teaching because choosing the right words at the right time can have a very stimulating effect on the motivation and performance of students. It should be constantly emphasized that physical education is not just a mechanical movement and movement of the body and parts of the human body in a certain space, but that it is a process that is initiated and regulated as an exchange of opinions, as communication, which has a certain impact on children and youth. The teacher's living word is indispensable when students are asked three questions that are critical to every physical movement: What is physical movement? What is it for? How is it used?

In teaching physical education, the word plays a formative, corrective and stimulating role, so this method is applied through description, explanation, analysis and conversation. The description is used at the initial stages, before the element is taught. When students need to create a true picture of a given movement, this is also the

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first step through which students become familiar with what and how a given action should be performed. Explanation is the dominant form of this method used in the initial stages of teaching, especially when demonstrating given elements. Explanations that accompany interpretations must be clear, understandable, accurate, adapted to the age of the students and their psychophysical abilities. Professional terms should be used that students can understand for this to have a positive impact. By analyzing in terms of efficiency and effectiveness, a teacher can achieve a lot by highlighting possible errors.

The demonstration method plays an important role in processing new material when students need to get a visual representation of an exercise that they need to reproduce later. In order for children to learn a certain exercise, it is not enough just to describe it and ask children to do it, but it is also necessary to show or demonstrate it. In the professional literature, this method is also called the obviousness method. In physical education teaching, it is presented in the form of direct demonstration by the teacher himself. Demonstration is used in the initial stages of teaching certain physical movements or exercises, which is the main method in the process of teaching a new element.

In general, we can say that in physical education classes the “living words” method and the demonstration method are more often used at the initial stage of training and are auxiliary methods in teaching physical education.

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Research Article

# DEVELOPMENT AND ASSESSMENT OF CORRECT PRONUNCIATION SKILLS IN PRIMARY SCHOOL STUDENTS

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## ABSTRACT

The article reflects the methods of teaching students correct pronunciation in primary school, types of training tasks, instructions for their use. There was also a reaction to solving existing problems in the correct pronunciation of sounds, as well as to the question of evaluation, experimental testing.

## KEYWORDS

Test experience, correct pronunciation, sound, letter, syllable, stress, difficult-to-pronounce vowels and consonants, dialect, literary language and their mutual difference, differences, intonation, stop, learning tasks, exercise, assignment.

## INTRODUCTION

When a person is active in social life, it becomes necessary for him to have skills such as communicating with the team, conveying his opinion to many people, reporting, calling. In this sense, one of the main issues is the development of correct pronunciation skills in elementary school students, starting from secondary schools. At the general secondary level of the educational system, the main task of today's education is to form the skills of students to work independently on the basis of the subject of their native language, to express their thoughts fluently and effectively in oral and written forms. After all, special importance is required to educate students as enlightened, in a word, well-rounded individuals.

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In this process, it is important to emphasize the importance of the young generation having knowledge, skills and abilities suitable for the development of society. In particular, the content and purpose of today's mother tongue education is to improve the pronunciation skills of students of the 1st-4th grade of general education schools, as well as to teach them to think independently and creatively, and to increase vocabulary, which is the basis of attractive oral and written speech. Its implementation also poses the problem of using modern pedagogical technology and creating innovative projects for mother tongue education.

It should be noted that in the "Mother Tongue" textbook, which is widely used today, information on the difference in pronunciation of the vowel [o'] is provided with examples . This is, of course, a positive phenomenon, but the comment that "in one case it is narrower and in another it is said more broadly" hardly helps the reader in practical terms. The given examples cannot be pronounced correctly without the teacher's help. In primary classes, this phenomenon is not distinguished.

For example, although the word "lake" is more narrowly pronounced , " wolf " is given more broadly, this does not always give the expected result. Taking this into account, it is necessary to give ample space to exercises related to the pronunciation of the vowel [o'] .

Exercise is effective only if it is based on continuous repetition. Effective assimilation of educational materials by the student is related to repetition . Because "The mother of knowledge is repetition."

It is known that from a psychological point of view, human memory, including student memory, is divided into certain types. Data read once is temporarily stored in normal memory and forgotten in the short term. If it is repeated continuously, it will go to permanent memory. E. Goziev noted the conclusions of G. Ebbingauz about the content, quantity and quality of information that the reader can remember. That he remembered 38 meaningless syllables when the student repeated them 55 times; He determined that 6-7 repetitions were enough to remember the material consisting of 38-40 words.

O'. Usmonova points to dialects as the reason for difficulties in solving this problem . The researcher emphasizes that the problem of pronunciation is not studied in Uzbek language, and in this regard, he relies on the valuable opinions of scientist F.K. Kamolov and professor S.I. Ibrohimov, who were the first to set the standards of literary pronunciation in his work.

From this point of view, in the system of important issues that should be researched in the direction of general secondary education, on the basis of educational materials related to the teaching of vowel sounds in students, to develop and implement a system for the formation and improvement of the pedagogical skills of independent, creative thinking and expressing one's opinion correctly and fluently in accordance with the conditions of speech. introducing new

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methodological approaches and testing them in practice is an important pedagogical problem.

1. Preparatory stage. This experimental test is the most productive method of scientific research, it determines the level of effectiveness of the idea born in the process of observations, the presented recommendation and the developed educational tasks.

The main goal of the experimental work is to study the didactic possibilities of the formation of the native language subject, in particular, the pronunciation skill, as well as to teach them to think independently and creatively, to increase the vocabulary, which is the basis of attractive oral and written speech, in students of grades 1-4, and to study the modern approach to this process. development of scientific and methodical recommendations for the implementation of methods.

In the course of the experiment, the ability of 1-4th grade students to master textbook materials was determined, and in this process, the levels of professional-pedagogical preparation were determined for explaining the development of pronunciation skills to the teachers of the native language subject. Students' knowledge levels were determined based on the questionnaire, presented text and topics. The following will also be known:

- Pronunciation skills were determined for students of 1-4th grade;

achievements and shortcomings in the use of textbooks and other visual aids in teachers' native language classes, in particular, in the development of pronunciation skills, were identified;

- questionnaire-answers were conducted in order to determine the students' attitude towards the exercises and tasks based on the development of pronunciation skills and to summarize their opinions.

2. The methods, forms and means of eliminating the shortcomings identified in the emphatic experiment-test stage are determined, and the pronunciation skills are developed in grades 1-4 . Based on the exercises and tasks, a methodology was developed for the formation of literary pronunciation and spelling skills in students.

Teaching tasks based on creative research, through the development of pronunciation skills, first of all, attention was paid to the ability of the student to pronounce correctly, to write correctly, to read prose and poetic texts expressively, and to express his personal opinion about the problem in oral and written form. After all, skill formation in the student is one of the most urgent and important pedagogical problems today. Therefore, it is necessary to form the skills of the correct application of the product of creative thought in accordance with the speech situation in the students of the 4th grade through the lessons of the mother tongue.

In the course of experimental work, the following scientific hypothesis was tested and proved:

- formation of students' pronunciation skills and speech competence through assignments;

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- the process of development of pronunciation skills was specially studied, its shortcomings, their causes were identified, ways and factors of their elimination were developed;

- the significance of the development of pronunciation skills and the didactic possibilities were understood, it was applied methodically correctly;

- the content, form, methods and tools were developed by developing the correct pronunciation skills in students;

- scientific-methodical recommendations were developed for teaching students the correct pronunciation skills, which form creative thinking, develop the ability to express one's thoughts correctly and fluently in various forms, and the level of efficiency is determined.

3. The following tasks were performed in order to realize the purpose of the work at the formative experiment-test stage:

- teachers were introduced to the developed scientific-methodical recommendations;

- the developed scientific and methodical recommendations were fully implemented in the teaching process;

- the scientific and methodical recommendations developed according to the obtained results were improved.

- Unexplained aspects of teaching 1st-4th graders to correct pronunciation, enriching their vocabulary, and forming independent work skills were identified, and recommendations were made that could be material for future scientific research.

In order to determine the content of educational materials for teaching correct pronunciation skills in the "Mother Tongue" textbooks of general education schools and the current state of students' speech skills, test sites were first identified. Experimental work was carried out in the 34th school of the Uchquduq district of the Navoi region, the 14th school of the Andijan city, and the 192nd and 102nd schools of the Almazor district of the Tashkent city.

A total of 400 students participated in the experiment. 200 of them were included in the test group and 200 in the control group. In the first days of the experiment, written work was collected from both control and experimental classes. It turned out that both groups had almost the same level of learning. Topics such as "We protect animals!", "Save trees!", "Congratulations to my friend" were given, and 30 minutes of preparation time was set.

During the experiment conducted in the 00th general education school of Karmana district, the following shortcomings were found in the speech of students:

– inability to write letter forms correctly;

- inability to write vowels correctly;

- there are mostly spelling mistakes in written speech. The results of the report obtained from

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the experimental and control groups showed that 80% of the students had these errors.

- it was noticed that students' behavior does not meet the requirements. For example, a 3rd grader cannot pronounce the sounds o', u, e, i, h correctly.

It is well known that the development of correct pronunciation skills in students has a great impact on their life skills. In general, how to organize a lesson depends on the qualifications of the teacher. One of the problems related to writing vowels in secondary schools also affects school teachers. During the experiment, it was found that some teachers do not have enough skills and qualifications in the formation of letter forms, factors of change, and teaching to write gracefully. Even experienced teachers are able to organize the lesson interactively and interestingly using various modern methods, but they are not able to give the students the necessary skills and competences in the subject of the mother tongue, in order to develop the correct pronunciation skills. It is good to be able to interest the students in the lesson, of course, but it is necessary to always remember that the main issue is to arm the student with the knowledge and skills that are always needed in social life through this interest. In order to find out the reason for this situation, the following was revealed when a questionnaire was conducted among school teachers in the city of Navoi:

1. What sounds do you have trouble saying?

2. Which sounds do students mostly have trouble pronouncing?

3. What pronunciation exercises do you use?

4. Which consonants cause problems in pronunciation?

5. Are the teaching materials provided in the textbooks sufficient for teaching the pronunciation of sounds?

6. What additional exercises do you use to teach correct pronunciation?

7. Is a set of exercises necessary for primary mother tongue classes? Have you tried it in practice?

8. Is there a student in the class who can correctly pronounce all the sounds in a word? How are they formed?

9. What information will you tell students about the benefits of literary pronunciation?

10. Do you use information technology opportunities to teach correct pronunciation? Which audiovisual aids work best?

As can be seen from the above answers, the professionals who organize mother tongue classes and teach students to use the language proficiently are not clear about the mother tongue DTS qualification requirements and, more importantly, the purpose of mother tongue education. The behavior of some people does not meet the demand.

The goal of teaching correct pronunciation also stems from the main goal of mother tongue teaching. It should be said that among the

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teachers there are those who clearly answered the question. In particular, the teacher of the 00th general education school in Navoi wrote the correct answer. But this is very little compared to the total number of teachers.

There is no logical answer to the question, "What skills or competences should students acquire through the topic of pronunciation?" Some will be referenced. Is there a student in the class who can correctly pronounce all the sounds in a word? How are they formed? The question was answered incorrectly.

Topics are interrelated and interrelated. Especially in the teaching of vowels, explaining them by connecting them to other (orthopedic, graphic) units of the language gives a great result.

In order to find out the opinions and skills of students in this regard, the following question was included in the questionnaire:

1. What sounds do you have trouble saying?

2. Which sounds do your classmates mostly have trouble pronouncing?

3. Have you practiced saying hard-to-pronounce sounds and words?

4. Which consonants do you have difficulty pronouncing?

5. What sounds do you say you get wrong when you speak?

6. Do you make independent tests on the correct pronunciation of sounds?

7. What sounds did your teacher repeat over and over to teach you in class?

8. Is there a student in the class who can correctly pronounce all the sounds in a word? Whose poem or book do you like best? Why?

9. Is there a difference between the language you speak to your family members at home and the language you speak to the teacher at school? What difference do you notice?

10. Which teacher's words are nice in your school? Comment why you like it!

These questions will help students identify problems with correct pronunciation.

The reason for raising the questions is that the content of the textbooks, which are the main means of education, must be at the required level, the educational materials must be able to serve the purpose of education, otherwise, the fact that some teachers do not have the necessary skills and qualifications to teach the correct pronunciation indicates the source of the problem. Educational materials in textbooks should be structured in such a way that they automatically direct the student to learning and independent work. If we take into account that the teachers working in remote districts of the republic do not have the necessary skills and qualifications for correct pronunciation, all attention should be paid to the creation of excellent textbooks and practical guides in this regard.

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The main purpose of testing the correct pronunciation exercises and tasks created during the study of the educational materials in the "mother tongue" textbooks was as follows:

To increase students' interest in learning correct pronunciation in 1-4th graders ;

- students of 1-4th grade have correct pronunciation, ability to work independently, creative approach, regularly increase their vocabulary and, based on this, achieve the ability to express their thoughts correctly and fluently in various forms;
- convincing the student that he can work independently in the process of performing the recommended exercises and exercises;
- to be able to influence others through one's speech;
- to develop correct pronunciation through exercises and assignments, first of all, to achieve that the student can pronounce each speech sound correctly, write correctly, read prose and poetry texts expressively, and logically express his personal opinion about the problem in oral and written form.

As a conclusion, it should be said that in primary mother tongue education, it is necessary to work with pronunciation exercises in a wider and deeper way, to develop various methods of exercise.

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Research Article

# METHODS OF TEACHING YOUNGER STUDENTS TO WORK WITH EXPLANATORY EDUCATIONAL DICTIONARIES

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## ABSTRACT

The article examines the interrelationships of the use of explanatory educational dictionaries for the development of speech competence in schools where education is conducted in other languages, in particular in Kazakh, educational vocabulary, existing problems, as well as differences in approaches between fraternal and unrelated languages to working with dictionaries.

## KEYWORDS

Speech competence, vocabulary, educational dictionaries, explanatory dictionary, schools where education is conducted in the Kazakh language, foreign language groups, related and unrelated languages.

## INTRODUCTION

When a person is active in social life, it becomes necessary for him to have skills such as communicating with the team, conveying his opinion to many people, reporting, calling. In this sense, one of the main issues is the development of correct pronunciation skills in elementary school students, starting from secondary schools. At the general secondary level of the educational system, the main task of today's education is to form the skills of students to work independently on the basis of the subject of their native language, to express their thoughts fluently and effectively in oral and written forms. After all, special importance is required to educate students as enlightened, in a word, well-rounded individuals.

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In this process, it is important to emphasize the importance of the young generation having knowledge, skills and abilities suitable for the development of society. In particular, the content and purpose of today's mother tongue education is to improve the pronunciation skills of students of the 1st-4th grade of general education schools, as well as to teach them to think independently and creatively, and to increase vocabulary, which is the basis of attractive oral and written speech. Its implementation also poses the problem of using modern pedagogical technology and creating innovative projects for mother tongue education.

It should be noted that in the "Mother Tongue" textbook, which is widely used today, information on the difference in pronunciation of the vowel [o'] is provided with examples . This is, of course, a positive phenomenon, but the comment that "in one case it is narrower and in another it is said more broadly" hardly helps the reader in practical terms. The given examples cannot be pronounced correctly without the teacher's help. In primary classes, this phenomenon is not distinguished.

For example, although the word "lake" is more narrowly pronounced , " wolf " is given more broadly, this does not always give the expected result. Taking this into account, it is necessary to give ample space to exercises related to the pronunciation of the vowel [o'] .

Exercise is effective only if it is based on continuous repetition. Effective assimilation of educational materials by the student is related to repetition . Because "The mother of knowledge is repetition."

It is known that from a psychological point of view, human memory, including student memory, is divided into certain types. Data read once is temporarily stored in normal memory and forgotten in the short term. If it is repeated continuously, it will go to permanent memory. E. Goziev noted the conclusions of G. Ebbingauz about the content, quantity and quality of information that the reader can remember. That he remembered 38 meaningless syllables when the student repeated them 55 times; He determined that 6-7 repetitions were enough to remember the material consisting of 38-40 words.

O'. Usmonova points to dialects as the reason for difficulties in solving this problem . The researcher emphasizes that the problem of pronunciation is not studied in Uzbek language, and in this regard, he relies on the valuable opinions of scientist F.K. Kamolov and professor S.I. Ibrohimov, who were the first to set the standards of literary pronunciation in his work.

From this point of view, in the system of important issues that should be researched in the direction of general secondary education, on the basis of educational materials related to the teaching of vowel sounds in students, to develop and implement a system for the formation and improvement of the pedagogical skills of independent, creative thinking and expressing one's opinion correctly and fluently in accordance with the conditions of speech. introducing new

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methodological approaches and testing them in practice is an important pedagogical problem.

1. Preparatory stage. This experimental test is the most productive method of scientific research, it determines the level of effectiveness of the idea born in the process of observations, the presented recommendation and the developed educational tasks.

The main goal of the experimental work is to study the didactic possibilities of the formation of the native language subject, in particular, the pronunciation skill, as well as to teach them to think independently and creatively, to increase the vocabulary, which is the basis of attractive oral and written speech, in students of grades 1-4, and to study the modern approach to this process. development of scientific and methodical recommendations for the implementation of methods.

In the course of the experiment, the ability of 1-4th grade students to master textbook materials was determined, and in this process, the levels of professional-pedagogical preparation were determined for explaining the development of pronunciation skills to the teachers of the native language subject. Students' knowledge levels were determined based on the questionnaire, presented text and topics. The following will also be known:

- Pronunciation skills were determined for students of 1-4th grade;

achievements and shortcomings in the use of textbooks and other visual aids in teachers' native language classes, in particular, in the development of pronunciation skills, were identified;

- questionnaire-answers were conducted in order to determine the students' attitude towards the exercises and tasks based on the development of pronunciation skills and to summarize their opinions.

2. The methods, forms and means of eliminating the shortcomings identified in the emphatic experiment-test stage are determined, and the pronunciation skills are developed in grades 1-4 . Based on the exercises and tasks, a methodology was developed for the formation of literary pronunciation and spelling skills in students.

Teaching tasks based on creative research, through the development of pronunciation skills, first of all, attention was paid to the ability of the student to pronounce correctly, to write correctly, to read prose and poetic texts expressively, and to express his personal opinion about the problem in oral and written form. After all, skill formation in the student is one of the most urgent and important pedagogical problems today. Therefore, it is necessary to form the skills of the correct application of the product of creative thought in accordance with the speech situation in the students of the 4th grade through the lessons of the mother tongue.

In the course of experimental work, the following scientific hypothesis was tested and proved:

- formation of students' pronunciation skills and speech competence through assignments;

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- the process of development of pronunciation skills was specially studied, its shortcomings, their causes were identified, ways and factors of their elimination were developed;

- the significance of the development of pronunciation skills and the didactic possibilities were understood, it was applied methodically correctly;

- the content, form, methods and tools were developed by developing the correct pronunciation skills in students;

- scientific-methodical recommendations were developed for teaching students the correct pronunciation skills, which form creative thinking, develop the ability to express one's thoughts correctly and fluently in various forms, and the level of efficiency is determined.

3. The following tasks were performed in order to realize the purpose of the work at the formative experiment-test stage:

- teachers were introduced to the developed scientific-methodical recommendations;

- the developed scientific and methodical recommendations were fully implemented in the teaching process;

- the scientific and methodical recommendations developed according to the obtained results were improved.

- Unexplained aspects of teaching 1st-4th graders to correct pronunciation, enriching their Unintelligible words for students found in the primary language and textbooks vary in their content. That's why for this of words the meaning in explanation their feature suitable respectively the most efficient method choose it is necessary This is the place one how many in the textbook words in the example word the meaning explain efficient method choose about our thoughts statement we will do. Elementary class "Mother language " and " Reading book " in textbooks to the students meaning you don't understand has been words much occurs . Theirs the meaning above shown _ and another methods with explanation can _

Language is a symbolic symbol of socio-political, cultural-educational, economic development of any country. The dictionary serves not only to learn the language, but also to provide information about people's culture, lifestyle and other aspects.

– In the sources, the following main tasks of the dictionary are distinguished, which are of significant social, political, and cultural importance for the development of society:

– teaching mother tongue and another language;

– description and normalization of the mother tongue;

– ensuring intercultural and linguistic communication;

– scientific examination and interpretation of language lexicon .

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Let 's start classes for , mainly , pictorial explanatory dictionaries useful that it is emphasizing that they the following in the form to be offer we want to :

Pass I 1 TOPH or of the hill ba ¬land , but increased he will die _ _ q ulay place _ increase _ What is it ? pass _ Horse pass without barley impossible _ Proverb . Wise followed from the pass eat _ Don't stay . m This and q t they Q o raq' ra said from the pass increase , eye il gamas , wide , flat to the pasture they came out A. Mukh ¬tor , Works . Pass to the waist Both Mu ¬Hammad Sharif and the donkey were tired fed up Q. Mirza , Olam g'ozal . _

BINOCULARS [f. - long ; + — seer ]

1 Uzo qn i near and big qi lib k ' shows , far away to see things _ and observation for service will do instrument ; binoculars . Commander binoculars to himself _ hold it , until it's gone q _ _ S. Ainiy , Q ullar . Nizamuddin case _ from within binoculars take the tree out of sight sorry started _ N. Safarov, Olovli traces _

MILL 1 Adapted for grinding grain and grain into flour, consisting of special parts, water, wind, electricity, etc. power-operated device. Water mill. Windmill. Te ¬girmon stone. Take grain to the mill. m Buried among countless trees on the banks of the river, the mill was humming. A. Qahhor, grandfather Asror. The rivers join the anhors and move the mill and the objuvoz. J. Abdullakhanov, Oriyat .

In the sources, the following main tasks of the dictionary are distinguished, which are of significant social, political, and cultural importance for the development of society:

– mother language and another the language to teach ;

– mother language describe and normalization ;

– languages and cultures relationship provide ;

– language lexicon scientific check and interpretation do [ 4] .

PEACOCK [a. — peacock ] Kyrgyz sheep to his family belongs to , colorful feathered , men's the tail fan shapely , beautiful bird _ Peacock such as blame khiromon , to dance fell one nice hall live _ E. Vahidov ( O' TIL )

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related to our research, we will focus on the educational task of picture educational explanatory dictionaries. Teaching the Uzbek language in Kazakh-language schools differs from teaching the Uzbek language in Russian classes. Because the phonetics, lexis, and grammar of a language belonging to a different family belonging to the Romano-Germanic family are foreign to the related languages, each subject requires a separate approach.

In schools where education is conducted in the Kazakh language, teaching the Uzbek language is a little easier. Words and vocabulary differ from each other phonetically, sometimes lexically, morphologically.

Pictured here the use of explanatory dictionaries increases the effectiveness of the lesson. The problem is that schools do not have sufficient explanatory dictionaries of the Uzbek language.

pictorial in primary education Creation of modern forms of explanatory dictionaries is the demand of the times. The forms of pictorial explanatory dictionaries compared with related and unrelated languages, pictorial, illustrated educational explanatory dictionaries are very important for today's Uzbek language education. Since it is for young students, the creation of multimedia, game-task explanatory dictionaries, electronic educational dictionaries, educational dictionaries in the form of mobile applications and the development of the methodology for their use are part of the research in this direction. is one of the main tasks.

Tasks that develop the skill of working with dictionaries:

Task 1. Look at the picture to better understand the meaning of the following words and explain what you understand based on the story.

LEAF [f.-> — leaf _ _ sheet ;] 1 ayn . yap - rots . Apple leaf . Vine leaf . Tobacco leaf _ Leaf what 's up _ _ m Here, spring has come , flowers leaf wrote . " Fist ". A tree in the leaf Shoda-shoda dews sinking q shy in the light suddenly on fire went _ U. Usmanov , Mysterious land . _

A lie leaf s. t. A plant ( cucumber , cotton , etc. ) from the ground now sprout from chsh at the time appears and dies , then dies _ _ _ _ to go leaf _ R ' oza yol g o n barg what is it ? meet with _ _ the only one It is necessary to hang q . N. Safarov, verse H school _

ATM [bank + (auto)mat] Automatic device belonging to a specific bank; it is installed in the bank ¬itself, as well as in other places (street, subway, stores) and serves for the customer of the bank to receive cash according to the code assigned only to him. That's it in addition tsi - lish it is necessary to use plastic cards Uzbe is in Kiston successful current reach enough _ _ advanced ATMs and terminals _ the tarmot demand is enough From the newspaper . Our bank sleep in the future service show the tarmot much by expanding the terminals 850 , and 100 ATMs _ _ to deliver planned _ From the newspaper .

FLAG 1 State, organization, union, military unit, etc., attached to a wooden or metal handle, wire,

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or chain, one or more colors. k. a cloth of a certain size with the image of the coat of arms, emblem and other symbolic symbols, decorations representing belonging to the pain, pain; tyg'.

National flag. Division flag. Portable flag. Installation of the flag, at the sessions of the Supreme Council of the Republic of Uzbekistan held on November 18, 1991 and July 3, 1992, the State flag of the Republic and the State coat of arms of the Republic were approved. " Uzbekistan _ Republic ". Suddenly his own _ _ raise the flag _ _ standing a bunch of parangili of wives to the photo fell _ S. Zunnunova , Olov .

2 Do n't go Makrad , , road _ Peace byro g' i. Freedom byro g' i, Musta q illik byro g' i. Justice byro g' i. m Great dream Rub your head , Great _ _ _ dream justice make it flag ! _ " Youth ". Young boys Let 's move the flag _ up . Grow up , dear _ give let's say Fa q at mother - to the Motherland . A. Oripov .

3 max. Uzbek _ in pottery widely used , but also similar _ _ _ _ decoration _ Ceramic of dishes on the edges of war some type of flag is called . " OzME " . _

The conclusion is that in order for the listening comprehension, writing, and speaking of students of the 1st-4th grade to be deeply scientifically based, it is necessary to enrich the Uzbek language classes with updated theoretical information that develops the mind and worldview that develops speech. . As we know, students of 1st-4th grade need to have a high level of grammatical knowledge when they convey certain information orally to the audience by means of the function of reading, listening, speaking and writing. will be

Educational dictionaries increase the quality of learning, but picture dictionaries are even more effective for elementary grades.

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Research Article

# CONSIDERING COMPREHENSION AS A SPEAKING SKILL IN PRIMARY EDUCATION

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## ABSTRACT

New pedagogical technologies used in primary education serve to develop skills and competencies necessary for life. In fact, education should be an integral part of real life, teaching processes should prepare the learner for all aspects of life and professional activity. Each academic subject serves to form one common competence. In particular, in language education, preparing the learner to read, listen, understand, speak and write has become the content of education as a great social necessity. A person learns and assimilates existence through the sense organs, but the understanding associated with perception is not studied separately as a skill and competence.

## KEYWORDS

Review, skill, skill, competence, perception, analytical thinking, listening comprehension, speaking, observation, look, compare, estimate, educational tasks, question, didactics, methodology, generality, specificity, essence, phenomenon, pragmatic approach, assessment.

## INTRODUCTION

In the practice of world pedagogy, understanding is not distinguished as a skill or competence. Part of it is assessed as part of reading comprehension skills in language education. It mainly focuses on understanding pictures, videos and audiovisual materials. In international pedagogy, visual understanding (understanding vision) does not exist as a separate competence. At the same time,

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visualizing information, analyzing and understanding visual information, and using visual tools and methods to communicate information can be considered as additional skills or abilities. It is used in areas such as design, marketing, data analysis and presentation preparation. Visual comprehension is the ability to analyze and interpret information presented visually, such as pictures, diagrams, graphs, etc. People with high visual perception skills have the ability to recognize and analyze visual elements, identify relationships, and draw information and conclusions from the information presented. This competence is especially important in fields such as design, media, marketing, advertising and art. Let's clarify the concept of visual literacy at this point: Visual literacy is the ability to understand the whole range of visual information - actually "reading", evaluating and asking questions or analyzing the literal and intended meaning of visual elements. This also applies to the effective use of images to convey meaning. Like oral and written speech, visual language has receptive and expressive elements, but reading comprehension is not developed or assessed as a skill in continuing education. Visual literacy also explores video visual context mixed with verbal information. Comprehension of seeing and understanding teaches understanding, correct analysis and description of objects, situations, processes and activities that can only be seen and understood in human social life.

Competency of review and understanding is the activity of the learner to review and understand the situation, subject, process, analyze and express his own conclusion. This means not only pictures and video materials, but the whole subject, situation, process and activity that the student will face in the future life. Also, in the dual education system aimed at preparing the requirements for the profession, it will be possible to evaluate their skills and qualifications based on studying the production processes along with the lessons . The development of the mechanism of transformation of the skill of understanding into skills and competence is one of the important pedagogical and methodical problems that must be solved today.

Comprehension skills are studied in connection with visual literacy in world pedagogy. According to Jamal Ryan, "The assimilation of information from visual formats is defined as visual learning. Students understand the information in the classroom better because they can see it. Visual information is presented in various formats such as images, flowcharts, diagrams, simulations, graphics, cartoons, coloring books, slide shows/presentations, posters, movies, games and videos . A teacher can use the above formats to display large amounts of information. According to research, students remember information better when it is presented visually and verbally. Visual learning helps students of all ages perform better on assignments and achieve academic success, as well as helping students develop visual thinking, which allows them to better understand and remember information by connecting ideas, words, and concepts.

Also, in problem-based learning, it leads to the development of higher-level thinking skills and

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creates teamwork skills in students. In fact, solving problems requires two skills: analytical and creative. Analytical or logical thinking skills use critical thinking and help the thinker to choose the best. In general, this approach, visual learning environment based on information and communication technologies, is of great importance in improving students' practical skills. . O'Neill: “Picture books tell a story with words as well as pictures . The picture interacts with the word, and the technical elements of illustration—color, line, shape, and composition—work to create and enhance the story. Sometimes by simply adding descriptions of characters and settings, and sometimes by explaining the accuracy of the text with sarcasm or additional information, it provides important clues to the understanding of the pictures in the picture books. Audio, video materials, illustrated books and albums cannot be the object of viewing and understanding if they have elements of verbal explanation and interpretation. Education should teach the student to see and understand things, situations, processes and activities that cannot be read and heard, and develop a system for evaluating the acquired knowledge, skills and abilities, and take them into account in the state educational standards.

F.I.Buslaev writes: "the first and most important thing is to develop the practical ability to understand what is expressed by speech forms and to use them correctly, that is, as educated people say, through oral and written exercises, the student can easily learn the speech forms characteristic of conversation and writing. we form the skill of understanding . "It is neither possible nor necessary to teach a high school student all the linguistic knowledge accumulated by mankind over the centuries. Therefore, choosing the most necessary knowledge from the mother tongue is one of the main issues. The question of how to acquire the necessary knowledge should also be decided. The student absorbs existence and knowledge by listening, reading and seeing.

The main criterion for choosing knowledge from the mother tongue is its level of usefulness and practical application. We understand useful knowledge from the mother tongue as knowledge that serves to form the skills of children's literate writing, creative thinking, correct and fluent expression of the product of thought in oral and written forms in accordance with the speech conditions, and ensures their education and development in the spirit of high human qualities.

In the first years of independence, systematic studies were conducted on the selection of educational materials, which are the basis for the creation of educational tasks, and the determination of the purpose and content of mother tongue education. In particular, Doctor of Pedagogical Sciences, Professor R. Safarova's emphasis in the 90s that the development of communicative skills and competences is the main task of mother tongue education, in particular, educational assignments, as well as the issue of assessment, in the conditions of the national revival of the Uzbek language in Uzbekistan as both the mother tongue and the state language. it should be noted that he

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researched important issues related to education . In this case, it is appropriate to pay attention to the formation of the skill of observation and the development of the skill of observation.

The following tasks should be carried out in elementary grades to develop the ability to read and understand:

T/r Stages of teaching comprehension in primary education As a result

1. Teaching students to see objects in the picture Can see the whole picture.
2. Teaching to understand the situation Learns to assess the situation.
3. Teaching to see and understand the process Learns to evaluate the process.
4. Teaching to see and understand the activity Learns to evaluate performance.
5. Teaching logical thinking and conclusion Learns to make correct conclusions based on what he sees.

Sh.Yusupova's doctoral thesis conducts research on the scientific-methodical basis of the development of students' thinking in the current Uzbek literary language classes, while developing the scientific-methodical basis of the development of students' thinking in mother tongue education, he also pays special attention to educational tasks that develop thinking. While forming the ability to see and understand, the student develops logical thinking on his own.

Kh. Muhiddinova carried out significant work in systematizing, ensuring the integrity and continuity of the education of the Uzbek language as the state language. In particular, it has been improving educational tasks based on the principle of continuity for the continuous education system. Q. Husanboeva's opinion on teaching independent thinking and thinking development is the most correct approach. Because in mother tongue education, especially in controlling the exercises performed in the classroom, it is important that the teacher directly sets an example in the development of students' literary pronunciation skills in the necessary places. In addition, the independent thinking and problem-based learning approaches developed by the scientist for literary education help to properly formulate educational tasks in mother tongue education.

Australian scientist Jack Richards was specially engaged in methodical, psychological-pedagogical research of educational tasks in the field of international pedagogy, especially language didactics . It should be noted that in its time western pedagogy focused on practicality . The first pragmatic ideas were the American philosopher and pedagogue D. Developed by Dewey .

The following comments of N. Mahmudov are particularly noteworthy: "In any language education, it is impossible to ignore the knowledge of language styles. Knowledge of language structure is essential for learning a language, knowledge in this regard is the basis. However, it is difficult to say that knowing the

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language is complete if the skills of how to use these construction units and how to apply them directly in speech have not been formed .

In fact, mother tongue, national words are the basis of intellectual development and understanding of the world. It is very important to take care of the timely development of the student's speech, to pay attention to his literacy. The more rich and logical a student's speech is, the easier it is for him to express his thoughts, the wider his ability to understand the world and existence, the more students can engage in meaningful and full-fledged communication with peers or adults in various speech situations, and the more active their thinking is in development.

The most important issue today is to bring education closer to life, to strengthen its practical importance. The linguistic landscape of the world and national cultures are formed in the student's thinking through the mother tongue. If the mother tongue is taught as a value and not as a mere subject, students will develop self-reflection and national pride. Then students will be more interested in learning their mother tongue. Students should learn the national mentality, life, and cultural heritage of the nation through the mother tongue. Of course, this is done through the development of educational tasks of a pragmatic nature. In mother tongue classes, students learn the rules of the language based on questions and assignments. The sentences and texts given in the exercise serve to increase the student's vocabulary, but how to work on them remains a problem. In the native language classes, not only comprehension, understanding, speaking, writing essays are taught, but they are also convinced that the native language is a living and natural language if they are directed to the educational literature through tasks that develop the skill of viewing and understanding.

Activation of work on the introduction of innovative approaches to the teaching of the mother tongue through educational tasks; improvement of scientific, methodical, psychological and pedagogical support system development for mother tongue teaching; Attracting the latest achievements of ethnolinguistics to the educational process is one of the important tasks of today.

If instructional tasks are properly used in native language classes, and students are properly guided through tasks to work with information, resourcefulness is not a problem in the information technology age. Now is the time to train knowledgeable students. The demand of today's era is to educate students who know and learn. In this case, the development of the ability to see and understand will be extremely necessary.

Speech skills are formed by mastering 4 main types of speech activity: reading, listening, speaking and writing, and the ability of students to independently apply the knowledge acquired during the period of learning a second language in practical speech activity helps to form speech competence. According to I.A.Zimnyaya, "competency is the achievement of high perfection of actions as a result of exercises and the automation of speech processes . " In this

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sense, it is necessary to use exercises effectively in the matter of review. After all, any skill and competence is mastered through repetition-based exercises.

COMPREHENSION is not only a speaking skill, but also a means of knowledge, learning and formation of professional skills in other subjects.

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Research Article

# RECOMMENDATIONS ON THE USE OF EDUCATIONAL TASKS IN SCHOOL LITERARY EDUCATION

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## ABSTRACT

the article deals with the development of literary education, in particular, important recommendations, conclusions on improving educational tasks, analytical study of the content of questions and tasks in teaching literature, the creation of scientific and methodological foundations for the development of educational tasks that reveal the essence of the work, consideration of criteria for assessing students' knowledge.

## KEYWORDS

Literary education, the content of education, the essence of the work, the analysis of the work of art, educational tasks, question, assignment, homework, knowledge, skills and qualifications.

## INTRODUCTION

In the following years, a number of innovative approaches and pedagogical technologies are used in the approaches to the teaching of fiction in general secondary education schools, in the methodology of teaching literature. However, there is still no significant change in this regard, that is, students have not been able to fully enter the content of artistic works. Even some teachers do not know the essence of the artistic work they are teaching, what is the writer's purpose in writing the work. One of the important problems in literary education is the issue of improving educational tasks. In this regard, from the pedagogical point of view, the scientists of our

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country have conducted scientific research, but the methodological aspects have not yet been fully worked out. At this point, it should be noted that H. Suyunov 's research on the methods of teaching to work on questions and tasks in literature education is important in literary education, but this research is almost twenty years old. Based on modern requirements, there is a need to improve the methodology of teaching literature, to develop a system of pragmatic educational tasks.

In this regard, it is possible to rely on G. Hamroev's theory of differentiation and classification of educational tasks in terms of task and content . Although this research is related to the development of educational tasks in the education of the mother tongue, this research is also important for the methodology of teaching literature at a time when the practice of teaching the mother tongue and literature subjects from the lower grades is taking place in the increasingly integrated education system.

In one of his articles, Cholpon wrote, "Literature is the pure water of enlightenment that cleans the black mud that has soaked into our blood, not only our body but also our blood, to give spirit to the dead, withered, extinguished wounded heart, to make our dim glasses bright and clear, and our eyes full of dust and dirt." "It is spring water that wipes and cleans," he says. These characterizations and similes apply only to the features of figurative expression characteristic of literature. Literature, through symbols, serves to give an artistic touch to past and future events, to enliven the vision of life in various colors and lines. In this way, it embodies the possibilities of emotional impact and imparting knowledge.

Evaluating literature as one of the main areas of culture, Methodist scientist S. Dolimov notes that the main aspect in this is the historical development of the nation, the feature of expressing its identity in artistic images: "First of all, literature describes people and their life, and this image is inextricably linked with historical truth and historical events . " Therefore, through the process of formation of literary knowledge in the students, a wide way is opened for them to study the human being, his complex inner world and psyche, and to know the surrounding world.

Adding questions and tasks to the methodology of teaching literature also has a good effect.

At this point, it is necessary to pay attention to the methodist M. Saidov's approach to distinguishing between the terms "exercise" and "assignment". The scientist divides educational tasks into three types among educational materials and distinguishes between them, and emphasizes that teachers often confuse the concepts of "exercise", "assignment" and "problem" during their work. The scientist agrees with the opinion of Doctor of Pedagogical Sciences A. Gulomov that "exercise is both a form of educational task and a specific method of teaching" and admits that the task is a part of the exercise, it is mainly expressed in the conditions of the exercise, and that the task expresses a narrower concept than the exercise .

It is known that in language textbooks, the terms "exercise", "question" and "assignment" are mainly used in natural and concrete sciences. All

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of them are a type of work included in educational assignments, and this term is also interpreted as educational assignments in some studies. At this point, we think that introducing the question of exercise in teaching literature will have a good effect.

Today, in general secondary education, questions and tasks are used in practice in teaching literature and explaining the content of an artistic work in the following context:

| T/r | Questions | Assignments |
|---|---|---|
| 1. | When was the shepherd's beautiful poem written? | Describe the image of Otabek. |
| 2. | How many novels are there by Qadiri? | Describe silver. |
| 3. | What is Fitrat's latest work? | Tell me which other character of the play has the same fate as Zebi. |
| 4. | Where did Avloni work as an ambassador? | Tell us about "Turkish Gulistan work". |
| 5. | What are the negative characters in the novel "Night and Day"? | Describe the character of Miryoqub. |
| 6. | Who is the father Farhad father in the drama "Abulfayzkhan"? | Give information about Fitrat's literary works. |
| 7. | Who were there at the meeting in the house of King Ziya in the novel "Otkan Kunlar"? | Verbally express your opinion about the character of Hasanali. |

In fact, these questions and tasks also serve to clarify the topic, but today the main goal of teaching literature is to read and understand the literary text and to be able to express what you understand orally and in writing.

As we mentioned above, the main goal of language education is the differentiation of the content and tasks of educational tasks. Therefore, in our research work, we decided to focus separately on the content and application of the terms "exercise", "question", "assignment". In our opinion, this is the most comprehensive "assignment", and in textbooks and manuals it includes a question and an exercise.

Success cannot be achieved without a perfect knowledge of national values, including the content of the work. That is why the question of what and how to teach in the methodology of

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teaching literature has been a problem from ancient times to the present day. This is a natural situation, since development depends on methodology, time makes its demands, methodology fulfills this order. Therefore, the question of what and how to teach is of constant relevance. In this regard, it is appropriate to present the issue of educational tasks in the content of "Literature" textbooks, to differentiate educational tasks in terms of tasks, and to analyze the attitude to educational tasks.

In current literature education, the main educational material of the science is theoretical information, artistic work, information about the author and his work, and educational tasks given for their assimilation and strengthening. In fact, this is an old-fashioned approach, and today's modern education should be based on text work.

It is not just a coincidence that there is an issue of self-awareness, which is the basis of education, in the teaching of literature. Methodist S. Matchonov emphasizes the place of literary education in this regard, as he sees spiritual maturity, which our ancestors have been striving for for centuries, alongside the process of self-realization. He notes that self-awareness opens the way to understanding others, thereby understanding the world and its mysteries . Professor Q. Yoldoshev's views are consistent with the above ideas. The scientist draws attention to the fact that literature is a means of self-knowledge for any person, and self-knowledge begins with understanding the other, and the exercise of understanding the other begins with feeling the characters in the works of art .

"A person knows his identity from a young age," says Professor A. Choriev, - first of all, he uses his power and, moreover, prepares to avoid external malicious influences. But today, this interaction between human sciences and art, including literature, is not enough. Literary criticism prevails over the direction of humanism in fiction and literary studies. After all, the point of commonality in pedagogy and fiction is humanities . In fact, in the image object of fiction literature, the complex inner experiences typical of a person are in the leading position, so it has a great opportunity to affect emotions. In this regard, it is no coincidence that the issue of personality development is mainly expressed in the content of fiction and the sciences related to its teaching.

Due to the fact that the materials given in the current textbooks are presented in a uniform manner, consisting of numbers and dates, the students are not interested, because the personalities of the creators are not made alive, the children cannot look at them as role models .

High-level training of the student should include the acquisition of theoretical knowledge, the formation of skills to work with them in the practice of analysis and interpretation of the work of art, the ability to understand the author and the work of art. In this regard, as Professor Q. Yoldoshev rightly noted, "Now the knowledge given on the theory of literature is not a means of testing and tormenting students' thinking, but rather information that helps to read and analyze an artistic work ."

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Three important stages of organizing the educational process using interdisciplinarity are highlighted . In the first stage, which is conventionally known as memorization, students are taught to apply the knowledge they have acquired in the natural sciences. This is mainly related to mastering the concepts of special and related subjects in primary education, and later it creates the basis for applying knowledge at a much higher level in the basic classes. Interdisciplinarity can be assigned to academic assignments. At the first stage, students are required to memorize knowledge of another subject through explanation, and at the next stage, attention is paid to the ability to transfer knowledge to another and to apply it independently. Therefore, it is possible to create educational tasks for the second stage as a stage of knowledge application. Generalizing - the third stage is directly aimed at the purpose of teaching the use of concepts, arguments, laws and theories to imagine the integrity of the text based on educational tasks, and the use of the basic laws of dialectics in explaining phenomena learned from various disciplines.

In our opinion, these aspects create a basis for evaluating the ability of teachers to organize and systematize their work related to educational tasks, to apply and compare the knowledge of students from different subjects.

The task of literary education does not end with the student's understanding and assimilation of the ideological content of the work of art, but it is also intended to educate them to become independent and figuratively thinking, spiritually mature people through educational tasks. Because there is one important means of being civilized - to be able to read and understand. There is no substitute for study assignments in this regard. There can be no talk of moral-aesthetic maturity without learning . In fact, working on any work, studying it on the basis of the assignment reveals the inner connection and balance between the ideological content of that work and the spiritual and spiritual needs of the reader.

## Conclusion

In conclusion, it can be said that in literary education, educational tasks play an important role in determining the content of the artistic text and the purpose of the creator. In this sense, the development of questions and assignments based on a pragmatic approach in the development of the methodology of literature teaching has a great effect on the formation of skills and competencies, and the questions that teachers ask verbally, in the form of brainstorming, during the lessons should be logical and lead to a deep understanding of the artistic work.

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Research Article

# ANALYSIS OF CURRICULUM TASKS TO DEVELOP COMPREHENSION SKILLS IN PRIMARY EDUCATION

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## ABSTRACT

Primary education new pedagogical technologies used in the process serve to develop skills and competencies necessary for life. In fact, education should be an integral part of real life, teaching processes should prepare the learner for all aspects of life and professional activity. Each academic subject serves to form one common competence. In particular, in language education, preparing the learner to read, listen, understand, speak and write has become the content of education as a great social necessity. A person learns and assimilates existence through the sense organs, but the understanding associated with perception is not studied separately as a skill and competence.

## KEYWORDS

Review, skill, skill, competence, perception, analytical thinking, listening comprehension, speaking, observation, look, compare, estimate, educational tasks, question, didactics, methodology, generality, specificity, essence, phenomenon, pragmatic approach, assessment.

## INTRODUCTION

In the practice of world pedagogy, understanding is not distinguished as a skill or competence. Part of it is assessed as part of reading comprehension skills in language education. It mainly focuses on understanding pictures, videos and audiovisual materials. In international pedagogy, visual understanding (understanding vision) does not exist as a separate competence. At the same time,

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visualizing information, analyzing and understanding visual information, and using visual tools and methods to communicate information can be considered as additional skills or abilities. It is used in areas such as design, marketing, data analysis and presentation preparation. Visual comprehension is the ability to analyze and interpret information presented visually, such as pictures, diagrams, graphs, etc. People with high visual perception skills have the ability to recognize and analyze visual elements, identify relationships, and draw information and conclusions from the information presented. This competence is especially important in fields such as design, media, marketing, advertising and art. Let's clarify the concept of visual literacy at this point: Visual literacy is the ability to understand the whole range of visual information - actually "reading", evaluating and asking questions or analyzing the literal and intended meaning of visual elements. This also applies to the effective use of images to convey meaning . Like oral and written speech, visual language has receptive and expressive elements, but reading comprehension is not developed or assessed as a skill in continuing education. Visual literacy also explores video visual context mixed with verbal information. Comprehension of seeing and understanding teaches understanding, correct analysis and description of objects, situations, processes and activities that can only be seen and understood in human social life.

Competency of review and understanding is the activity of the learner to review and understand the situation, subject, process, analyze and express his own conclusion. This means not only pictures and video materials, but the whole subject, situation, process and activity that the student will face in the future life. Also, in the dual education system aimed at preparing the requirements for the profession, it will be possible to evaluate their skills and qualifications based on studying the production processes along with the lessons . The development of the mechanism of transformation of the skill of understanding into skills and competence is one of the important pedagogical and methodical problems that must be solved today.

Comprehension skills are studied in connection with visual literacy in world pedagogy. According to Jamal Ryan, “The assimilation of information from visual formats is defined as visual learning. Students understand the information in the classroom better because they can see it. Visual information is presented in various formats such as images, flowcharts, diagrams, simulations, graphics, cartoons, coloring books, slide shows/presentations, posters, movies, games and videos . A teacher can use the above formats to display large amounts of information. According to research, students remember information better when it is presented visually and verbally. Visual learning helps students of all ages perform better on assignments and achieve academic success, as well as helping students develop visual thinking, which allows them to better understand and remember information by connecting ideas, words, and concepts.

Also, in problem-based learning, it leads to the development of higher-level thinking skills and

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creates teamwork skills in students. In fact, solving problems requires two skills: analytical and creative. Analytical or logical thinking skills use critical thinking and help the thinker to choose the best. In general, this approach, visual learning environment based on information and communication technologies, is of great importance in improving students' practical skills . . O'Neill: “Picture books tell a story with words as well as pictures. The picture interacts with the word, and the technical elements of illustration—color, line, shape, and composition—work to create and enhance the story. Sometimes by simply adding descriptions of characters and settings, and sometimes by explaining the accuracy of the text with sarcasm or additional information, it provides important clues to the understanding of the pictures in the picture books. Audio, video materials, illustrated books and albums cannot be the object of viewing and understanding if they have elements of verbal explanation and interpretation. Education should teach the student to see and understand things, situations, processes and activities that cannot be read and heard, and develop a system for evaluating the acquired knowledge, skills and abilities, and take them into account in the state educational standards.

F.I.Buslaev writes: "the first and most important thing is to develop the practical ability to understand what is expressed by speech forms and to use them correctly, that is, as educated people say, through oral and written exercises, the student can easily learn the speech forms characteristic of conversation and writing. we form the skill of understanding . "It is neither possible nor necessary to teach a high school student all the linguistic knowledge accumulated by mankind over the centuries. Therefore, choosing the most necessary knowledge from the mother tongue is one of the main issues. The question of how to acquire the necessary knowledge should also be decided. The student absorbs existence and knowledge by listening, reading and seeing.

The main criterion for choosing knowledge from the mother tongue is its level of usefulness and practical application. We understand useful knowledge from the mother tongue as knowledge that serves to form the skills of children's literate writing, creative thinking, correct and fluent expression of the product of thought in oral and written forms in accordance with the speech conditions, and ensures their education and development in the spirit of high human qualities.

In the first years of independence, systematic studies were conducted on the selection of educational materials, which are the basis for the creation of educational tasks, and the determination of the purpose and content of mother tongue education. In particular, Doctor of Pedagogical Sciences, Professor R. Safarova's emphasis in the 90s that the development of communicative skills and competences is the main task of mother tongue education, in particular, educational assignments, as well as the issue of assessment, in the conditions of the national revival of the Uzbek language in Uzbekistan as both the mother tongue and the state language. it should be noted that he

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researched important issues related to education . In this case , it is appropriate to pay attention to the formation of the skill of observation and the development of the skill of observation.

Sh.Yusupova's doctoral thesis conducts research on the scientific-methodical basis of the development of students' thinking in the current Uzbek literary language classes, while developing the scientific-methodical basis of the development of students' thinking in mother tongue education, he also pays special attention to educational tasks that develop thinking. While forming the ability to see and understand, the student develops logical thinking on his own.

Kh. Muhiddinova carried out significant work in systematizing, ensuring the integrity and continuity of the education of the Uzbek language as the state language. In particular, it has been improving educational tasks based on the principle of continuity for the continuous education system. Q. Husanboeva's opinion on teaching independent thinking and thinking development is the most correct approach. Because in mother tongue education, especially in controlling the exercises performed in the classroom, it is important that the teacher directly sets an example in the development of students' literary pronunciation skills in the necessary places. In addition, the independent thinking and problem-based learning approaches developed by the scientist for literary education help to properly formulate educational tasks in mother tongue education.

Australian scientist Jack Richards was specially engaged in methodical, psychological-pedagogical research of educational tasks in the field of international pedagogy, especially language didactics . It should be noted that in its time western pedagogy focused on practicality. The first pragmatic ideas were the American philosopher and pedagogue D. Developed by Dewey .

The following comments of N. Mahmudov are particularly noteworthy: "In any language education, it is impossible to ignore the knowledge of language styles. Knowledge of language structure is essential for learning a language, knowledge in this regard is the basis. However, it is difficult to say that knowing the language is complete if the skills of how to use these construction units and how to apply them directly in speech have not been formed .

In fact, mother tongue, national words are the basis of intellectual development and understanding of the world. It is very important to take care of the timely development of the student's speech, to pay attention to his literacy. The more rich and logical a student's speech is, the easier it is for him to express his thoughts, the wider his ability to understand the world and existence, the more students can engage in meaningful and full-fledged communication with peers or adults in various speech situations, and the more active their thinking is in development.

The most important issue today is to bring education closer to life, to strengthen its practical importance. The linguistic landscape of the world

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and national cultures are formed in the student's thinking through the mother tongue. If the mother tongue is taught as a value and not as a mere subject, students will develop self-reflection and national pride. Then students will be more interested in learning their mother tongue. Students should learn the national mentality, life, and cultural heritage of the nation through the mother tongue. Of course, this is done through the development of educational tasks of a pragmatic nature. In mother tongue classes, students learn the rules of the language based on questions and assignments. The sentences and texts given in the exercise serve to increase the student's vocabulary, but how to work on them remains a problem. In the native language classes, not only comprehension, understanding, speaking, writing essays are taught, but they are also convinced that the native language is a living and natural language if they are directed to the educational literature through tasks that develop the skill of viewing and understanding.

Activation of work on the introduction of innovative approaches to the teaching of the mother tongue through educational tasks; improvement of scientific, methodical, psychological and pedagogical support system development for mother tongue teaching; Attracting the latest achievements of ethnolinguistics to the educational process is one of the important tasks of today.

If instructional tasks are properly used in native language classes, and students are properly guided through tasks to work with information, resourcefulness is not a problem in the information technology age. Now is the time to train knowledgeable students. The demand of today's era is to educate students who know and learn. In this case, the development of the ability to see and understand will be extremely necessary.

Speech skills are formed by mastering 4 main types of speech activity: reading, listening, speaking and writing, and the ability of students to independently apply the knowledge acquired during the period of learning a second language in practical speech activity helps to form speech competence. According to I.A.Zimnyaya, "competency is the achievement of high perfection of actions as a result of exercises and the automation of speech processes . " In this sense, it is necessary to use exercises effectively in the matter of review. After all, any skill and competence is mastered through repetition-based exercises.

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Research Article

# METHODS OF WORKING WITH HOMEWORK IN PRIMARY LITERARY EDUCATION

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## ABSTRACT

The article discusses the issue of improving the methodology of work on homework, which is one of the main problems in the methodology of teaching literature. In particular, we are talking about the provision of homework, the organization of homework in textbooks, taking into account the age characteristics of the student, his psychophysiology, ranking homework taking into account the student's abilities, his ability to master. It was discussed what tasks to give when teaching samples of classical literature, especially when teaching the work of Alisher Navoi.

## KEYWORDS

Homework, assignments, classical texts, age characteristics, rank, classification of tasks, knowledge, skills, skills.

## INTRODUCTION

Education plays a decisive role in the development of every country, in the material and moral development of society. In recent years, noticeable changes and reforms are taking place in the education system of our Republic. The Ministry of Preschool Education was established, and the work of teaching children from kindergarten to language, literacy, and creative approach was started. Nevertheless, until now, no one has fully justified from a scientific point of view what it is appropriate to teach in which class

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to the students who are being taught in the primary grades and the following levels [1; p. 13].

Q. Husanboyeva reacts to the problems of homework: "The level of independence in thinking and activity, which is the basis of the student's spiritual maturity, is also reflected in the performance of homework. The most important condition for the completion of homework is that it should not repeat the facts from the lesson and textbook. Otherwise, there will be a case of blindly memorizing the educational material. Homework differs from the student's work in the classroom in that all tasks are performed independently by the student. It is very important to use this type of education to further strengthen and develop the activity of independent thinking formed in the lesson. Unfortunately, pedagogically correct organization of students' homework is not sufficiently dealt with in educational practice. Students are assigned homework in every lesson, but how to do it is not taught in a relatively broad way" [p. 4:240].

In fact, the following forms of homework assignments can be expected in the continuing education system:

| T/r | Start in the inner classes | High in classes |
|---|---|---|
| 1. | Memorizing the poem come . | Read the story _ come . |
| 2. | To the picture looking text make it up. | Home task do it. |
| 3. | Text make up come . | Memorize the poem . |
| 4. | Question and to assignments answer writing come . | Creator's life and creativity by reading come . |
| 5. | A fairy tale by reading come . | To the questions answer write it down. |
| 6. | Audio listen _ | |

In fact, homework should not be given without such a purpose, the task given to each group should be thought out in advance and have the possibility of easy assessment.

In methodological sources, the concept of educational content is interpreted differently. In particular, an authoritative pedagogue understands the content of higher education as a part of a specific social experience selected for learning and designed for students' mastery, methodically elaborated [2; p. 17].

Doctor of Pedagogical Sciences K. Husanboyeva also includes the teacher in the content of education [3; p. 37].

Indeed, the teacher has and will continue to play an important role in the education system, but the approach has changed a little: before the teacher was the subject of the lesson, now he has given up this place to the students. is giving, and it is also the most correct way.

Due to the vital necessity of the student being at the center of the lesson, the teacher should create an opportunity for his students to demonstrate

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the competences related to science, so that the student becomes active, otherwise he may become attached to the teacher's actions. Today's teacher is enough to be a good organizer, even he does not have to have a huge amount of knowledge. For today's student, the database is not a problem, he needs to be influenced by organizational processes such as teaching how to acquire knowledge, guiding him, posing a problem, encouraging him to find a solution.

Based on the criteria mentioned above, the main task of the literature teacher is to organize the literature lesson in an interesting way, and to distribute the educational material correctly. This is the most urgent issue of today. The theoretical and practical aspects of effective organization of the lesson have been thoroughly studied. Among the important issues that have not yet been studied as a separate study in Uzbek pedagogy, the problem of homework, which is considered crucial in the formation of the student and increasing the practical importance of science, is waiting for its solution. Need homework? If necessary, how much homework should be given to the student in which class? What form will it take? - such difficult questions do not have a clear answer within the framework of the educational system of Uzbekistan.

These questions have been thoroughly studied by world pedagogues. In the familiar Russian education system, the homework assigned to the student is developed in accordance with his age and psychophysiology.

In the world experience, some pedagogues are in favor of not giving students homework. Some believe that it is necessary to give a small amount, some say that it is necessary to give tasks that give pleasure to the student and increase his enthusiasm. For example, in the literature classes of our national schools, teachers do not know exactly which and how much educational material should be given as homework on the subject.

Everyone gives homework as much as they know, and then demands it from the student. In addition, all students are given the same homework, even though it is known that students' abilities do not duplicate each other. In the next lesson, everyone will be asked the same task and evaluated according to the same criteria. In the world experience, tasks are distributed to each of the students in the class based on their 315 unique characteristics and opportunities. The number of unsatisfactory grades does not increase even when homework is requested in the next lesson, because in the previous lesson, assignments are given that are sufficient for the student's intellectual ability. As a result, the student's interest does not fade, on the contrary, after completing the task, enthusiasm appears again, which is extremely important in education.

In the classroom process, tasks may not need to be distributed exactly according to the opportunity, because the teacher can help in the necessary places in the lesson. A student's parents may not be able to help him when homework is given, so homework should be given to each of the students within their capabilities.

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In the current literature classes, teachers are confusing when working with educational materials. The author's work is included in the curriculum, his work must be studied during the lesson, and information about the biography of the writer or poet is not in the classroom, but on the contrary, if it is given as homework, every student can do it. He may not be able to work alone with the text of the work, especially if there are examples of classic literature.

Teachers should give the student relatively easy, interesting and suitable tasks to complete at home. Working on the text of the work is somewhat difficult, so both teachers and experts who make tests for entrance exams are limited to more biographical information.

The life and work of a certain children's poet is taught in almost all classes of secondary schools. Teachers are often surrounded by the poet's biographical information in the classroom. During the observations, it became known that the tasks given at home are mainly related to the content of the work. The general nature of the tasks created for homework leads to the fact that the student cannot fulfill them at the required level.

If the homework assignments for children's poets are given as follows, students' interest and passion for the poet's works and personality will increase even more:

1. Find interesting information about the creator. The student who finds more will have a higher score.

2. Find interesting and important information about the poet.

3. Come prepared to read and memorize the poem expressively. The one who memorizes it expressively and without mistakes will get a higher score.

4. Who wrote poetry?

5. Write a letter to your favorite fairy tale character. Someone who writes impressively and convincingly will get a high score, for example.

So, the homework given to students in the primary education system should be voluntary, not forced, purposeful, planned and carefully thought out. The assigned homework should be prepared in a graded state taking into account the intellectual capabilities of the student, the text of the work should be analyzed in class, and information about the author's biography should be given to the student as homework. should be devoted and enthusiastic. It is clear that there are problems with this issue in all subjects, especially in elementary grades. Effective organization of homework depends only on the teacher. In the future, it is necessary to create methodical recommendations and sets of tasks for homework in the section of classes and subjects. One of the most important tasks of today is to create a homework system that teaches elementary school students to understand works of art and makes them interested in reading.

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Research Article

# ANALYSIS OF THE CURRENT STATE OF THE USE OF THEORETICAL INFORMATION IN LITERARY EDUCATION

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## ABSTRACT

This article reflects on the use of prepared proposals, the development of proposals and recommendations, taking into account the features of the genre in the development of theoretical knowledge and practical skills of folklore in the secondary special education system.

## KEYWORDS

Visual tools, illustration materials, audiova video materials, theoretical knowledge, practical skills, folklore, samples of folk oral creativity, new pedagogical technologies, reading literacy, independent thinking.

## INTRODUCTION

The methods of teaching fiction are chosen depending on the purpose. Q. Yoldoshev in his speech on "Leading principles of modern philological education" points out the root of the problems in teaching and comes to the following conclusions: should be formed as a person who can have a healthy attitude to any events and situations that happen in the world with his own point of view... for school literature, not the status or popularity of the writer or the work, but the student It is important that the level of serving to bring about the noble moral quality that should be formed in the future" . It is true that fiction serves to enrich the psyche and spiritual world of the student, but there is a need to teach tools that serve this purpose, including literary-scientific concepts and terms. It is necessary to analytically study what methods and approaches are used to

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create theoretical knowledge in literature classes today.

Studying the theory of literature in education is a traditional problem for the methodology of teaching literature. A. to the development of approaches to this issue. Fitrat, A. Saadi, G'. Karimov, N. Various aspects of this multifaceted problem have been highlighted by Uzbek scientists such as Mallaev. In particular, the structure of the studied concepts is defined, the stages of their formation are shown, the optimal methods and methods of their study are developed, and interesting experiments on the systematization of the main concepts of literary theory are offered. In particular, M. Koshjanov, O. Sharafiddinov, U. Normatov, N. Karimov, I. Gafurov, A. Among the representatives of the older generation, such as Rasulov, Q. Yoldoshev, D. Kuronov, S. Meli, Sh. Rizaev, R. Kochkarov, A. Ulugov, I. Yakubov, U. Dzhorakulov, N. Jabbarov, R. Thank you, U. The ideas about literature put forward by scholars like Hamdam were based on modern literary theory. Significant work has been done on the synthesis of the aesthetics of oral creativity, a detailed system of theoretical and historical poetics concepts, and a new perception of the literary process of the 21st century. However, the task of fully developing a literary-aesthetic category and a system of theoretical concepts in connection with the literature course has not yet been fully resolved. Undoubtedly, determining ways to improve the content of modern literary education, an important methodological problem - to continue developing new approaches to the ways of studying literary theory, for this, the process of studying literature, on the one hand, reflects their internal interdependence; on the other hand, it is important that the use of aesthetic categories and concepts implies solid mastering and conscious application of theoretical knowledge in life.

S. Qambarova: "To this day, the issue of the volume, system and sequence of literary and theoretical concepts studied at school remains controversial. Although there is a place for theoretical information in the structure of current educational programs and textbooks, the basic categories of modern aesthetics and literary theory - the concepts of author, work, and reader - are neglected. "From the 5th grade, it is necessary to provide direction to determine the ways of expressing the author's point of view, to form a set of concepts related to the study of the artistic work, such as world image, composition and artistic speech," he says.

In this regard, as professor Q. Yoldoshev rightly noted, "Now the knowledge given on the theory of literature is not a tool for testing and tormenting students' thinking, but rather as information that helps to read and analyze an artistic work."

As a result of a lack of deep understanding of the author's point of view, the position of the protagonist or the narrator, whose positive qualities are exaggerated, is understood (especially when studying non-narrative works). Formed theoretical concepts are not connected in a certain system in the minds of students. For example, categories and concepts such as style, genre, composition, direction, author's point of

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view, pathos are mastered separately from each other. The level of distinguishing the individual characteristics of these concepts is low, and even high school students do not have a clear idea of the relationship between them.

S. Qambarov said that one of the main reasons why students do not get enough knowledge about the theory of literature is the lack of a system of forming concepts that must be mastered in order to fully understand the work. Despite the fact that the programs in which the concepts of literary theory are included work, most of the teachers have not formed a systematic approach to the study of concepts and categories. In addition, it is no secret that the issue of evaluation of literary theory work is neglected by teachers. After all, it is clear from our experience that they consider it important to memorize the definition of a certain concept, to retell the plot of a work of art, to be able to show some qualities of the characters. This conclusion is confirmed by the results of the preliminary survey with literature teachers. Therefore, there is a need to choose the methods of presenting the theoretical material and the successful formulas of the definition of a certain concept.

The latest "Literature" textbook contains the following Nazari information:

**WE WILL LEARN THE BASICS OF ARTISTIC ANALYSIS:**

ANALOGY

In order for the work of art to affect the reader, for the reader to better imagine the events and characters, the authors use various artistic image tools. One such tool is called analogy. In a simile, one person, thing or situation is compared to another. A particular feature of the person, thing or situation being described by simile is emphasized. In most cases, similes are expressed by the suffixes "-dek", "-day" or the words "like", "like". That night was as black as a raven's wing. There is neither a twinkling star, nor a twinkling spark. Erkin Vahidov, from the epic "Nido" In this example, the poet compares the night to the black wing of a raven - a bird belonging to the family of crows, drawing the reader's attention to the darkness of the night. He threw the exposed part of the wire over the strawberry bushes. The wire coiled like a snake and fell on the bush. O'tkir Hashimov, from the story "The Last Victim of the War" In this example, the author makes the image of the wire look like a snake in order to vividly and effectively express it. Find examples of similes in the story "Goodness". What characteristic of the described person, thing or situation did the writer emphasize in these similes? Fill in the table in your notebook.

Or:

Folk art

Samples of folklore - folk tales, songs, proverbs, riddles first appeared in oral form and passed down from generation to generation until today. They are called "people's oral works" because they were created not by a single poet or writer, but by the people. Instead of the term "folk oral creativity", the word "folk" (English "folk" - "people", "lore" - "wisdom") can be used.

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Folk songs are one of the oldest forms of folk art. Some songs were performed by adults in a circle of adults, some were sung for children (for example, "Alla"), and some were sung by children. For example: I sprinkled wheat on the shelf. Mashrabboy doesn't leave the house, Am I sleeping, am I sleeping? only theoretical information is provided. Theoretical concepts of most genres are removed.

Q. Husanboyeva emphasizes that the issue of working with keywords is mainly useful in landscape lyrics. "The subject is studied in connection with the surrounding world," says the scientist. - Pupils observe natural phenomena together, try to artistically express what they see, etc. From the used words and phrases, the important ones for the topic are separated. Such independent research expands the student's worldview, discovers the artistry and accuracy of the landscape image. The acquisition of the text is carried out in an emotional, conscious way.

In the example of learning dramatic works, we were convinced that the teachers' attention to works by type and genre categories is not enough. To the model of studying the work according to its genre: getting to know the writer's aesthetic views; refer to the history and theory of genres; attract excerpts from literary and critical works; types of work include clarifying the methods of expressing the author's point of view, comparing works based on genre. In this regard, Q. As Yoldoshev noted, "First of all, reading a dramatic work is fundamentally different from other types of works and requires certain theoretical preparation. Because not everyone has this kind of training, dramatic works are not widely read. After all, even if the text of a play is read, it is not easy to understand it and understand its artistic meaning. After all, the author does not take part in the drama, his position is not visible at all, the axiological evaluation of the conflicts and the behavior of the characters during the development of the plot of the work, as well as the aesthetic impact of the work, depends on the reader's life experience, intellectual level, and spiritual level.

Qambarova said, "The educational analysis of a work of art differs from the analysis of literary studies. If in the scientific analysis the literary critic relies on the science data, in the educational analysis the teacher takes into account the age characteristics and knowledge level of the students based on the DTS and program requirements. But the construction of the plot, compositional structure, ideological-artistic features, system of images, language of the work remains an important condition of the educational analysis, and it is, first of all, the cooperation of the teacher and the student to reveal the ideological direction of the work, the theme, the character of the characters, mastering visual means together with the content. is the work of

According to S. Matchanov, "In the process of reading a literary text, it can be in the form of a teacher's explanation, in the form of a detailed examination of the work, in the form of describing the characters or identifying the means of visual expression... Deep meaning is the first and main condition of literary analysis. Analysis always

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focuses on a certain goal, determines its form and content. Therefore, to get into the essence of the work, theoretical knowledge related to its form is also necessary.

"Different from lyrical and dramatic works," writes Professor M. Mirgosimova, the space of life events covered in works belonging to the epic type is wider, in which the description or interpretation of events and heroes in prose is the leading; Conflicts, images of situations express meanings appropriate to the scale of the genre; The students must have a complete idea of the content understood from the characters' images, connected with their actions, struggles, feelings and interests, and create the idea of the work as a whole. It is the most important aspect in teaching literature that the students can distinguish the genre features of the work. This can be called a step towards understanding literature.

The artistic text is a kind of map, which reflects the image of the world expressed through words. Images (artistic details) and writer's personality (author's personality) play an important role in it. A certain concept is embodied in a set of ideas about a thing or phenomenon called by a certain word. "In the linguistic landscape of the world, basic words, in other words, words and concepts representing important elements of national culture, occupy a special place." In fact, the text and non-text concepts lead to the understanding of the essence of the work.

In order to understand poetic works, it is necessary to acquire theoretical knowledge about it. This aspect is also taken into account in the new "Literature" textbook:

PROJECT Work in groups.

Choose one of Alisher Navoi's Rubaiyat. Draw a picture or make up a story to help you understand the main idea of this verse.

**WE LEARN ABOUT RHYME AND RHYME**

In poetic works, verses usually end with rhyming words. This ensures the melodiousness and musicality of the poem. Verses in poems can rhyme in different order. Rhyming words in poetry are denoted by the same letter. For example: Besh asrkim, a lion in chains shakes the poetic palace. Alisher took the place where Timur's blade did not reach with a pen. (Abdulla Oripov) In this poem, the first line rhymes with the third line (palace - place), the second line rhymes with the fourth line (lion - Alisher). So, we can express the rhyme order of the poem in the form of a-b-a-b.

In the poetic works of our classic literature, the same word is usually repeated after the rhyme at the end of verses or stanzas. This word repeated after the rhyme is called radif. For example: Always be happy with your heart, whoever you are, be free. (Alisher Navoi) In this verse, the word "be" is used as a radif. When creating the rhyming order of poetic works, it is necessary to pay attention to rhymes, not radif. Create the order of reading the verses given in the textbook. In what order can the rubai be recited?

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Research Article

# THE ROLE AND IMPORTANCE OF CALLIGRAPHY IN THE DEVELOPMENT OF THINKING

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## ABSTRACT

The article describes the knowledge of elementary school students about calligraphy, teaching letter shapes, HARS, the rules of correct and beautiful spelling of words, the processes of writing letters, pen holding, posture and hand movements. In the elementary grades, the idea is put forward not only to consider learning to write as a tool for making baskets, but also to approach it as a factor of mental improvement.

## KEYWORDS

Calligraphy, alphabet, letter, letter forms, syllable, word, preparation for writing, skills, qualifications, knowledge, sanitary and hygienic

## INTRODUCTION

Calligraphy is one of the fine arts. At the everyday level, calligraphic handwriting is beautiful handwriting with some imagination behind it. The basis of calligraphy handwriting is font, that is, letters written in a strictly defined manner. The font can be taken from somewhere or invented independently - calligraphers come up with a font for the text so that the writing fills the text emotionally.

When initially learning to write with a single ruler, when there is repeated restructuring of writing skills, stable skills begin to form more quickly than when switching from one type of

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paper liner to another. E. Sokolova said that in classes where children were taught to write using this technique, mature writing was formed earlier, there are more students with a clear individual writing style.

In general, calligraphy handwriting can be very different depending on the tasks and skills of the writer. A "normal" calligraphy handwriting looks like this: If you want a special handwriting, curls are usually used, and the handwriting itself is quite sweeping:

Causes of poor handwriting. Lack of training and lack of time for it. If it is more detailed, beautiful handwriting consists of three components: development of fine motor skills of hands; knowing which handwriting is beautiful; the ability to produce unique beautiful letters by hand. Note that skills are not highly correlated: you may have excellent fine motor skills, but not understand calligraphy and cannot write beautifully; you can perfectly understand fonts (and you can work as a designer), but you have not developed fine motor skills and cannot write beautifully (and you are graphic editors).

Also, the research conducted by A. Luria and his colleagues showed that the articulatory movements of the speech apparatus play an important role in the writing process in children, that is, motor writing skills are regulated by the speech motor analyzer characteristic of the second signal system. Therefore, the interaction of speech-motor (articulation) and general motor analyzers is of decisive importance in the mechanism of writing.

So all three skills need to be learned. In general, this is the work of the school, but you should understand that only a few teachers know how to write with calligraphic handwriting. Therefore, you will have to spend time educating yourself or your child.

As a result of experimental research, E. Guryanov concluded that it is necessary to form visual and motor control during the development of writing skills in elementary school students, on the basis of which children are ready and able to independently prevent graphic errors.

The first thing you need to master to write well is motivation. The fact is that mastering calligraphy is a very difficult and painstaking task. You have to fight the toughest opponent: your old habits. And you will have to do it, sit motionless in a chair for a long time and gradually draw beautiful letters millimeter by millimeter. If you do not have a clear and strong motivation, you will always want to give up on this activity. Therefore, set yourself a clear goal.

Your ultimate goal should always be in front of your eyes.

And it's not just bravery: according to psychologists' research, we tend to overestimate the distance to the goal if we don't know exactly where the goal is. If you are a driver, you may have noticed this yourself: when you go to an unfamiliar place, the road seems long to you; when you return from this place to a certain starting point, the path seems much shorter. Therefore, keep the goal in mind.

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Evaluation of the current manuscript. This tip can be found in many materials about calligraphy, but we recommend using it as an auxiliary measure, not the main one. Finding mistakes in your handwriting is definitely good, but to find mistakes in bad handwriting, you need to write well and you don't know how yet. Do this:

Take a simple sheet of paper with a ruler from a school notebook (if you don't have one at hand, a checkered one will do). Think of a phrase that will measure your progress. It is better to use a pangram for this - all the letters of the Uzbek language are found in one copy. The bottom of labor is pleasure, the world is bright for the educated - it is dark for you. Write this phrase on a piece of paper and look critically at what is written.

As we mentioned above, looking for a role model is an important part of motivation. In addition, it is in this example that you learn calligraphy. There is no single calligraphic handwriting in nature, as there is no single standard in any art. Therefore, you just choose the handwriting you like and learn to write with it. If calligraphy attracts you, you will learn to invent your own handwriting over time. But it will be later - now you need to choose the material for training.

The only point is that for them, the bending of unused fingers becomes more important, because unbent fingers often smear uncured ink. What to do with your fingers - we told you above, hold a napkin with them to learn how to bend them.

Everyone should start learning with a pencil, children - with a thick pencil (it is easier to hold it in the handle). You have learned a little. We recommend that you use a fountain pen only when you are confident in yourself.

Exercises to change handwriting. Draw letters and numbers in the air. A simple exercise you can do anywhere. Imitating a pencil, take a little stick in your hand and start drawing letters in the air. The main thing is to learn to clearly visualize these letters. Writing with an ink pen. As we mentioned above, this option is for advanced users. Writing with an ink pen is a high risk, high reward. On the one hand, letters and words come out most beautifully when using an ink pen. On the other hand, it is very easy to smear the ink (or leave a blob), so you have to be very careful when writing something with an ink pen.

Outlines of dots can be found in various children's (and not only) coloring books. It looks like this:

There are options for children, there are options for adults, and the second one is a little more difficult for adults. The main task of these coloring books is to teach a person to draw the simplest geometric shapes. It may seem like child's play, but we advise you to buy such coloring books from time to time and color them - this will significantly improve your calligraphy skills at the beginning of training.

They help you master the basics of good writing. As you can see, there is also a connection of points, that is, the record is an "evolution" of the previous exercise. It is better to buy special notebooks with recipes, printed pictures will not give the right effect due to the distorted scale.

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Ways to teach a child to write beautifully

From the point of view of technique, there is almost no difference - choose a simple font and teach the child to write it. There are the motivational issues we discussed above – calligraphy is generally not fun for kids.

Thus, you will have to attract the child with a personal example.

Sample selection. To learn to write beautifully, you need to choose a certain font and learn it. As we said, it is recommended to print it and leave it in a specific place, the printout will support your motivation. Teaching the student to prepare daily letters.

Set aside 1 hour a day for calligraphy and practice. There is no need to start with words - you need to master the letters first. In this:

- get the letter, get the notebook on the meter,
- fill the line with this letter;
- capitalize the next line;
- write uppercase and lowercase letters in the next 2 lines;
- repetition at the end of the lesson;
- combining letters into words.

The next step is to combine the letters into words. There's one problem here – calligraphic font sets usually don't have connection methods. Therefore, you will have to show your imagination and independently come up with transitions between letters. We advise you to learn to write words when you learn to write individual letters confidently.

Well, if you know how to write letters and combine them into words, you have all the basic skills, all that remains is to combine them into automatism. It is necessary to write. There is a lot to write. This includes rewriting your favorite works, writing letters to other people.

About common mistakes. When learning to write, it is very easy to find back pain, and when it appears, nothing can be done about it. So your condition also depends on physical fitness.

Handwriting is very complicated. First, choose a simpler handwriting for yourself. If you choose complex handwriting, you will have more opportunities to leave your company before you achieve any significant results. Remember that no one limits you to one handwriting - when you learn simple spelling, you can accept something more complex.

The transition to difficult tasks happens very quickly. The art of beautiful handwriting is achieved through painstaking, diligent and methodical training. Don't move on to words without learning the letters. Not only will it be difficult for you, but you will also start correcting your mistakes. Spend more time on letters and only move on to words after the letters are well developed.

**Guide questions and assignments.**

There are special courses for left-handers. Yes, you can find anything on the internet, including good writing courses for lefties. But you generally don't need such courses - writing for right and left hands is very little different. The only point is that

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left-handers can smear the ink with the edge of their hands, but this requires proper adjustment of the hand and with the fingers stuck.

Fine writing skills can be useful in your work There are at least 2 professions that require this skill: font designers and wedding/party planners /... (the latter requires calligraphic handwriting to fill out invitations). But in any case, if you need to write something on paper to someone, you should use beautiful handwriting.

Calligraphy handwriting is a form of fine art. It takes a learner 3 to 6 months, one hour a day, to learn to write beautifully. Reasons for bad writing: lack of time and unwillingness of parents / school teachers to deal with the child.

To learn to write well, you need to have a role model and motivation. Pay special attention to your posture, because you may encounter problems during training.

Curriculum: 1) choosing an example to follow; 2) teach letters every day; 3) feeling confident - start writing words; 4) automatism, that is, strengthening the ability to write, write, write and write again.

**Calligraphy lessons for beginners:**

In fact, calligraphy is translated from Greek as "beautiful handwriting". The fine art of writing is used in the work of designers, tattoo artists, artists and can be a great hobby. In the age of computer graphics, handwriting became relevant and became the basis of a new trend called "lettering".

Here it is necessary to answer the question of what is needed for calligraphy.

A beginner calligrapher first faces the issue of choosing tools and materials for writing. How to choose the right paper? Which font should you prefer? What is the difference between the different types of feathers and holders? How to prepare a pencil for work?

In general, the correct grip of the pencil leads to an effective result. Calligraphy lessons can be compared to meditation. They calm and develop the mind, teach motor skills and perseverance, instill aestheticism. During physical exercises, the correct position of the body and breathing, organization of space are important. The author shows several exercises with recipes to teach the smoothness of lines. In the class of a professional calligrapher, the adjustment of the hand, the movements of the fingers and wrist during various movements of the artist's hand are explained in detail. Calligraphy also serves to develop the student's thinking. It is useful not only for school students, but also for adults.

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Research Article

# ANALYSIS OF THE CONTENT OF REFERENCES TO THE ORGANIZATION OF SPIRITUAL AND EDUCATIONAL WORK IN EDUCATIONAL INSTITUTIONS

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## ABSTRACT

the article reflects the tasks and approaches to improving the system of development of spiritual and moral educational work in this area, the development of spiritual immunity among students /pupils of educational institutions, arising from the content of the reforms carried out in the development of the spiritual and educational sphere in subsequent years.

## KEYWORDS

Education, spiritual and educational work, tolerance, personal example, kindness, humanity, continuity, cooperation, spiritual immunity.

## INTRODUCTION

The development of spiritual and educational work is the main means leading to the desired goal. Until a person is spiritually rich, he cannot reach material and other maturity. Only a spiritually perfect person can serve his family, society and the state. In this sense, the spiritual and educational reforms and political approaches carried out in our country in recent years are rising to a new level. Decision No. PQ-5040 "On measures to fundamentally improve the system of spiritual and educational affairs" signed by the President on March 26, 2021, defined the most important tasks to be performed in this regard.

In it, among other things, the following were defined as the priority areas for

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fundamental improvement of the system of spiritual and educational work:

- to turn a healthy worldview and creativity into a national movement in society by widely promoting the idea of "From national revival to national rise" based on the principle of goodness and humanity;

- ensuring the integrity of spiritual education in the family, educational organizations and neighborhoods;

- increase the population's culture of using the Internet global information network, strengthen their ideological immunity against ideological and informational attacks;

- regular study of geopolitical and ideological processes, effective ideological struggle against terrorism, extremism, fanaticism, human trafficking, drug business and other dangerous threats, and development of international cooperation in this regard;

- implementation of complex measures aimed at eliminating such vices as indifference to the destiny of the country, localism, clan-based bias, corruption, disregard for family values and irresponsibility in the education of young people , etc.

Also, the introduction of the position of publicist on socio-cultural issues, introduced in every general education institution, will serve to improve the work in this regard.

In state higher education institutions and their branches, regardless of the number of students, the position of vice-rector (deputy director) for youth issues and spiritual and educational affairs was introduced. In this case, the position of vice-rector (deputy director) for working with young people in higher education institutions was reduced.

In order to strengthen the stability of the socio-spiritual environment in the regions, to raise the spiritual qualities in the minds and hearts of the population, especially the youth, and to strengthen the unity in families and neighborhoods, a "Member of Spirituality and Enlightenment" was established in all districts and cities.

Most importantly, starting from the 2021/2022 academic year, the corresponding educational directions of the higher education system at the bachelor's level - "Spirituality"; at the master's level - "Professional spirituality" subjects were introduced. This allows further development of spiritual and educational work in the educational system.

As it is rightly stated in the content of the decision, the implementation in our country is extensive As a result of reforms and creative works, the way of thinking and worldview of our people is changing. In our country, the importance of the life-giving idea "From national revival to national rise" is increasing more and more in the establishment of a legal state and civil society. Despite the important work being carried out in this regard, a number of systemic problems remain, which hinder the effectiveness of spiritual and

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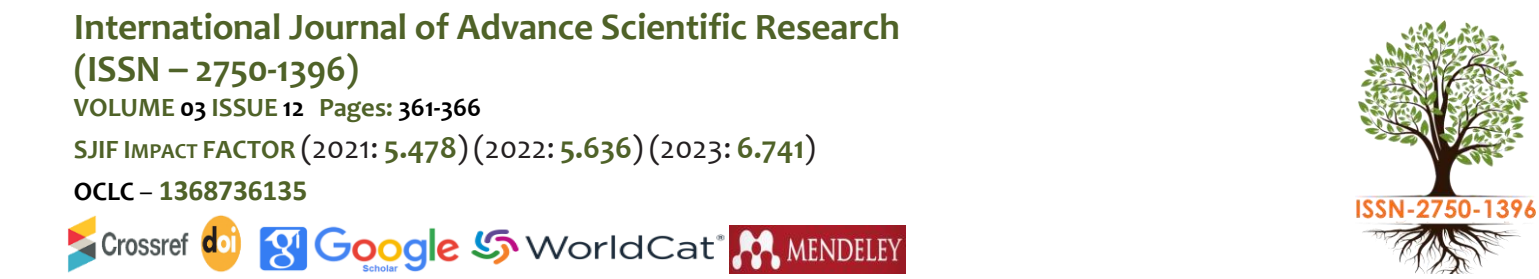

educational reforms in the process of social, economic and political reforms.

M. Kuronov said that spiritual and educational activities in higher education institutions are effective only when they are based on certain principles. Among the main principles that determine the effectiveness of spiritual and educational work in higher education institutions:

Also, students' b ' lajak professional features in consideration get _ unity special attention should be paid to

M. Belova and Azari conclusions and practical the experience summarized h ahead , higher education institutions , state and non-state organizations between spiritual and educational t ' four of h amkor level asserts the existence of :

1. Socio-political necessity level _

2. Headshot _ level _

3. Functional level .

4. Person level _

Wide meaning social-political , spiritual-educational activity throughout society state ra h bar - Radio, television , community , community under the auspices of the President organizations , political parties , Republican spirituality and enlightenment Council by take going things includes _ _ _ Well done in the institution organize the wearer and done increasing spiritual and educational affairs social in a sense privacy earns . Because this activity state institution the team from the feature come It 's going to start , it 's going to be long doer the process h osil will come

In particular , spiritual and educational processes organize in reaching whole system is available not our people , especially the youth spiritual from threats protection to do regarding enough

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level organizational-practical and scientific research works take not going , this in the direction state organizations , citizenship society institutions , public information tools and private of the sector social cooperation efficient to the road not placed .

Available problems solution spiritual and educational in educational institutions of work effect and effectiveness increase , extent and scale more expansion , country population , first of all , young people in the heart done being increased to reforms relevance feeling strengthening , in the field things of coordination the only one system create is one of the most important tasks.

In the continuing education system, the following can be defined as the priority directions of the development of the system of spiritual and educational work:

| № | Actions to be taken | Result |
|---|---|---|
| **1.** | **ensuring continuity of spiritual education** in family, educational organizations and neighborhoods ; | Cooperation is established, problem identification becomes easier. |
| **2.** | **implementation of comprehensive measures aimed at eliminating evils such as** indifference to the fate of the country, localism, clan-likeness, corruption, disrespect for family values and irresponsibility in the education of young people ; | Explanatory work is carried out on the example of exemplary people about these diseases. The consequences of irresponsibility are explained in real-life examples. |
| **3.** | to increase the culture of the population, especially students, to use the Internet global information network, **to strengthen the ideological immunity against ideological and informational attacks** ; | A culture of Internet use is formed. |
| **4.** | of culture, literature, cinema, theater, music and all types of art, **spiritual and moral criteria, national and universal values in the pupils/students ;** | Respect for national values, feelings of national pride and pride are developed. |

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| | | |
|---|---|---|
| **5.** | **regular study of geopolitical and ideological processes of pupils/students, terrorism, extremism, extremism, human trafficking, training in slavery and creating effective immunity against other dangerous threats** , and in this regard, raising the cooperation of educational institutions with specialists in the field to a new level . | Preventing indifference, not being indifferent to one's fate, warning others of danger, and teaching political vigilance have been achieved. |
| **6.** | **The issue of relying on the results of scientific research** in the development of spiritual and educational work , the effective use of scientifically based approaches in the next stages | It ensures systematic, reliable and effective activity in the spiritual and educational sphere. |

In particular, the issue of relying on the results of scientific research in the development of spiritual and educational work, and the effective use of scientifically based approaches in the next stages is one of the urgent tasks.

In doing so, developing effective and effective propaganda technologies and methods of spiritual and educational work; study of foreign experience in the organization of spiritual-educational and educational work, as well as detailed analysis and evaluation of today's ideological processes from a scientific-practical point of view ; to carry out monitoring of spiritual-educational and educational work in the area of pre-school education, general secondary, secondary special and higher education system, neighborhood and other structures, development of scientifically based educational technologies, proposals and recommendations for solving identified problems; organization of fundamental, practical and innovative research on spiritual education and social and humanitarian sciences, coordination of their implementation in practice.

In conclusion, it can be said that the development and implementation of propaganda programs suitable for the age of pupils/students in educational organizations, especially the education of students in the spirit of respect and tolerance towards the religion and philosophy of Islam, other religious confessions, inter-ethnic harmony and mutual kindness further strengthen the environment; regular teaching of geopolitical and ideological processes to pupils/students, terrorism, extremism, extremism, human trafficking, training in slavery and other dangerous threats, there is a need to implement

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spiritual and educational activities in interactive ways to raise the cooperation of educational institutions with specialists in this regard to a new level.

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Research Article

# ON THE ANALYSIS OF A WORK OF ART

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## ABSTRACT

This article provides information about the analysis of a work of art, its content, reflections on what exactly, what aspects should be paid attention to when analyzing a work of art. Samples are shown.

## KEYWORDS

Analysis of a work of art, literary analysis, author, reader, idea, title, linguistic.

## INTRODUCTION

Fiction, works of art are a divine force that can have a strong influence on people. It plays an important role in educating human emotions and mind. Together with the authors of the works of art, the reader gets into the essence of different aspects of life, characters and events and forms his own attitude towards them. It invites a person to think, to think and to analyze the happenings. When describing the human psyche, it is known that society and social environment are the main tools that shape and create it. Adolescent personality is a product of social relations, the reason for this is that it is always in the circle of people, within the framework of interaction with them. Therefore, the social environment plays an important role in his emotional and mental development.

When talking about a work of art, first of all, it should be noted that it is a means of artistic communication (artistic communication). It is known that a language event becomes a speech

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event only during communication. A literary work of art is a text made up of language tools, so it is also a speech phenomenon with an emphasis on essence. After all, a literary and artistic work is born on the basis of communication, that is, the creative process is essentially communication. This communication - the creative process is sealed in the text of the work [1]. Similar to a letter, in the process of reading the work, communication is revived, now the writer stands in the position of an imaginary "interlocutor", and the reader becomes a real interlocutor[2]. We see that an artistic text is an overdue artistic communication, and an artistic work is a tool that ensures the realization of this communication. Therefore, a work of art is understood as a means of artistic communication because it serves to realize artistic communication between the creator and the reader.

It is known that our writers and poets often compare the work to a child. In fact, it is worth comparing the birth of a work to the birth of a child. Similarly, an artistic work matures in the mind of the creator, when the time comes, it is written down on paper and delivered to the reader. That is, it is impossible not to create a work that has matured in the mind of the creator, the psychology of creativity requires this. The history of literature confirms this with many facts: many artists will create

knowing that their work may cause various unpleasantness in their life and even endanger their lives, they did not hesitate to create it.

A work of art is a whole, and any element of this whole cannot be removed without damaging the essence of the work [4]. The reason is that all the elements that make up a work of art are closely connected with each other, based on these connections, a whole is created, that is, a work of art is a whole made up of parts, a system.

The analysis of works of art usually leaves different impressions on different people, and this also leads to different evaluations of different creative products. In the analysis of a work of art, the information we need is the biography of the author, the name of the work, the theme of the work, the idea of the work, an opinion about the title of the work, linguistic analysis, the national character of the work, the knot in the work, culmination, solution, result, impression and approval of the work. As an example, we can look at the analysis of Jorjiy Zaydon's work "Farg'ona kelini":

Biography of the author: Jorjiy Zaydon (1861-1914) was an Arab writer, who worked not only in the field of literature, but also in the fields of language, philosophy, history, law, geography, and journalism. Famous historical novels: "G'assonlik qiz", "Horun ar-Rashidning singlisi", "Farg'ona kelini"

Title of the work: " Farg'ona kelini "; Genre: novel; creative method: realism;

Thematic description of the work: historical.

The theme of the work: the heroes of the work, Jahan and Zirgom, fight for their love despite many obstacles on the way to their love. Zirgom

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goes through many adventures to reach his love Jahan.

The idea of the work: Jorjiy Zaydon wrote in this novel based on the events that happened in the Arab caliphate in the 9th century, especially in Movarounnahr.

Opinion about the title of the work: the title of the work is very well chosen, it can show the high skill of the writer.

Linguistic analysis of the work: Phraseologisms: he wants to touch his heart, as if he had poured it, he raises the heat; Toponyms and place names: Ferghana, Kokan, Tashkent river, Iran, Baghdad, Arbadil, Tabaristan, Turkestan, deserts; Vocabulary words: dehqon, hokim, xizmatchi, cho'ponlar, lashkarboshchi, askarlar, kohin.

The national theme in the play: everyone prepares for Nowruz holiday, cleans yards, treats for guests, cooks food, people get gifts for their children.

The knot in the play: The governor calls Zirgham's mother to his palace without trusting him and tells one of his officials that he wants to give her to her husband in order to test him, and Zirgham's mother refuses and answers that she will take care of her only son, the governor gives them a place in his palace , years later Zirgom and the governor's daughter Jahan fall in love.

The climax of the work; The accidental meeting of Jahan and Zirgom after a long separation. After many difficulties and separations, two lovers are together.

Such an analytical approach serves to develop reading culture. In general, it is necessary not only to criticize or analyze the work, but also to promote it, in which special attention should be paid to the following:

| № | **The main directions of analysis and promotion of the work are the** | **Result** |
|---|---|---|
| 1. | Reviewers make recommendations on the suitability of the works for the age of the student; | The reader will not get tired of reading the work. |
| 2. | Creating a list of works that everyone should read on a scientific basis; | It points the reader in the right direction. |
| 3. | Establishing the use of attractive sentences and thoughts based on the works read in the promotion of the artistic work; | It makes the reader interested in reading a work of art. |
| 4. | Comparative study of the opinion of the author of the work and the attitude of the reader; | It allows you to make a correct and more accurate conclusion about the work. |

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| | | |
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| 5. | Compilation of the best reviews of the most widely read works. | This allows for a deeper understanding of the work of art. |

Also recently published and recognized by everyone «Jadidlar». You can also comment on the book "Life and work of Qadiri". The sentence in the book that caught my attention the most and helped me understand Qadiri better again is this: “Bo‘yniga tilla tumor taqqan qizlarni o‘ylamangiz olima deb”.

Abdulla Qadiri was a singer of enlightenment, an ambassador of justice and enlightenment. Not only Qadiri, but also the dreams and goals of all the representatives of modern literature were to spread enlightenment, encourage the people, boys and girls to learn. Qadiri, as the founder of Uzbek novels, put forward the ideas of nationalism, enlightenment, and modernism in the first samples of his work. Throughout his life, he denounced ignorance, decided to wash the hearts polluted by various household stains with the pure water of the spring of literature. He called the nation to wake up, be aware and think.

He bravely stood up for the truth even when he was giving up his life.

While I was reading the work, Otabek from "O‘tgan kunlar" appeared before my eyes in the character of Qadiri. Before creating each of his works, Qadiri tries to live in that situation in that life. He tries to put himself in the place of the heroes of the play. He even sheds tears for Kumush's death at the end. He was not killed by Qadiri, the work was written by Qadiri, but the subsequent events were controlled by fate, not Qadiri. "O‘tgan kunlar" is not a romantic novel, but the writer revealed the politics of that time, the tyranny of the khanate and the plight of the people through the work.

In addition, there are Kadiri's "Baxtsiz kuyov", "Juvonboz", "Uloqda" and other rare works about politics and enlightenment. Among them, another impressive work is the drama "Baxtsiz kuyov". This drama, written under the influence of the drama "Padarkush", had a tragic end like in Padarkush. In the drama, excessive spending due to ignorance, a useless luxurious wedding led to disappointing results. In the end, the protagonists of the drama, Salih and Rahima, cannot pay the debts for the wedding and stab themselves to death. The extravagance of the adults, as a result of not following the shari'a of Islam, leads to such consequences. As a summary of the drama, "Bid’at to‘yga qiladurgon oqchaga o‘g‘lingizlarni o‘qitinglar yoki jamiyatga iona qilinglar. O‘gil o‘qutmoq yaxshi ham farzdur,to‘yga isrof qilmoq bid’atdur" he concludes.

All this hinders the development of the nation and is self-defeating. Qadiri made a great contribution to the literature of Jadidism and is distinguished by his enlightenment and nationalism. The great legacy and name of the writer was justified in the

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years of Independence and is being recognized until now.

In conclusion, it should be noted that the importance of fiction in human life is very high. Humanity, justice, compassion, mutual solidarity, friendship, kindness, and immortal human feelings such as love are embodied in the mind, consciousness, and spirit of a person, and these feelings enter the hearts of people who are familiar with literature. will move. Emotions are felt and influenced not only through the mind, but through the heart. Therefore, works of art will remain an important and integral part of fiction. The most important thing is to understand what the author of the work wants to say through the analysis. Such analyzes give the reader a direction for reading, and help to find and understand the works. It is necessary to give recommendations to the students on how to read which work, to popularize the activity of "Asaxiy books" and "Uzum" platforms for choosing a work, and to enrich their content.

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Research Article

# FREEDOM AND EDUCATION: HOW THE EDUCATIONAL SYSTEM SHAPES THE FREE-THINKING OF A NEW GENERATION

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## ABSTRACT

The article examines the relationship between the educational system and the development of students' freedom of thought. The author analyzes the influence of curricula, teaching methods and the general educational environment on the formation of students' critical thinking, independence of thinking and readiness for independent assessment of information. The article also highlights the current challenges and opportunities faced by educational institutions in the context of stimulating free thinking, as well as offers practical recommendations for creating a learning environment conducive to the formation of free thinking among students. The research is aimed at attracting the attention of educational practitioners, researchers and decision makers to the question of how to make education a more effective tool for the development of free thinkers in modern society.

## KEYWORDS

Freedom of thought, educational system, formation of free thinking, new generation, educational methods, critical thinking, independence in learning, development of creative abilities, values of education, the role of teachers in the formation of free thinking, education and socio-cultural changes, innovations in education.

## INTRODUCTION

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In the modern world, freedom and education are closely intertwined, creating a unique space for the formation of free thinking among the new generation. The educational system is becoming not only a place of knowledge transfer, but also a key tool for personal development, contributing to the formation of critical thinking and civic engagement. In this article, we will look at how education influences the development of free thinking among students and what factors play a crucial role in this process. Education provides a unique opportunity for students not only to learn facts, but also to develop skills of analysis, critical thinking and independence[1]. Programs focused on the development of free thinking include disciplines that encourage discussion and debate, as well as project assignments that promote creative thinking. Teachers play a key role in guiding students towards an open and critical view of the world.

Free-thinking is inextricably linked to critical thinking. Educational programs focused on the formation of free thinking seek to develop students' ability to analyze information, identify bias and make informed decisions. Course projects, discussions and research assignments contribute to the development of students' critical thinking skills, which, in turn, opens the way to a free discussion of various points of view. Educational institutions, by creating an open and inclusive society, stimulate free discussion and exchange of ideas. Discussions on topical topics, lectures by invited speakers, research forums – all this contributes to the formation of students' diverse view of problems and the development of the ability to express their own opinions.

In the era of technology and globalization, educational institutions face challenges and opportunities in shaping free thinking. The Internet provides access to a variety of information, but also requires a critical approach to its assessment. The development of media literacy is becoming an important element of education, allowing students to evaluate information in terms of reliability and objectivity. In the modern world, education plays a key role in shaping the personality and culture of society. It not only conveys knowledge, but also has a significant impact on the worldview, values and ways of thinking of the new generation[2]. One of the important aspects that the educational system should take into account is the development of students' freedom of thought.

Freedom of thought is the fundamental principle on which personal development is based. Education should not only be a transfer of facts, but also a means of stimulating the students' thought process. Freedom of thought implies the ability to independently analyze, critically think and form one's own opinion. The educational system has a huge impact on the formation of students' freedom of thought. It is important that the training programs provide an opportunity for a diverse study of the material, stimulate discussion and encourage a research approach. Teachers should act as mentors who promote the development of mental creativity. The introduction of interactive teaching methods, such as discussions, project work and

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independent research, contributes to the active involvement of students in the learning process[3]. These methods not only enrich knowledge, but also teach students how to analyze information, make decisions, and express their own thoughts.

The development of free thinking is also linked to respect for the diversity of opinions and points of view. The educational environment should be open to different ideas and approaches. Discussion of controversial topics and respect for the opinion of each student create conditions for the formation of a tolerant and open society. Modern technologies also play an important role in the development of free thinking. The Internet provides access to a huge amount of information, allowing students to independently explore topics and form their own vision of the world. It is important to train the younger generation to critically evaluate information and distinguish facts from opinions. Education that places freedom of thought at the center of its goals contributes to the formation of active, critically minded citizens who are able to contribute to the development of society. Freedom of thought is essential for innovation, creativity and building a sustainable society. Therefore, the educational system must continue to evolve in order to support and inspire the new generation to think freely and independently.

In the modern world, freedom and education are closely interrelated, playing an important role in shaping the freedom of thought of the new generation. The educational system not only conveys knowledge, but is also a key tool for developing critical thinking, tolerance and respect for differences[4]. In this article, we will look at how education contributes to the development of freedom of thought among students, forming active citizens and leaders of the future. Education is a platform for the development of critical thinking, allowing students to analyze information, develop their own points of view and critically relate to the world around them. In the process of studying, students learn not only to memorize facts, but also to argue their thoughts, to develop a kind of critical filter for meaningful perception of information.

Education also plays an important role in the formation of a tolerant attitude towards differences. The versatility of knowledge presented in the curricula enriches students and broadens their horizons. Interaction with diverse cultures, ideas and worldviews promotes understanding and respect for diversity, which is important for the formation of free thinking[5]. Education also promotes the development of independence and responsibility. The learning process requires students to actively participate, independently search for information and solve problems. These skills are not only necessary in modern society, but also form conscious and responsible citizens who are ready to make decisions and influence the world around them.

Education is also a carrier and a shaper of values. In educational institutions, students influence each other by exchanging ideas and values. This exchange contributes to the formation of individual values and the strengthening of beliefs

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in freedom of thought. Free-thinking is also associated with a willingness to change and innovate. The educational system, contributing to the development of technologies and advanced teaching methods, forms students' skills of adaptation to change and flexibility of thinking. This is important in a rapidly changing world where free minds are able to find creative solutions to problems.

Freedom of thought and education are closely linked, and their interaction has a profound impact on the formation of the personality and worldview of the new generation. In today's society, where information flows are growing rapidly, the role of education as a tool that promotes the development of free thinking is becoming more relevant. Let's look at how the educational system shapes the free-thinking of a new generation.

**1. Education as a platform for free thinking**

Education plays a key role in the development of critical thinking, analytical skills and the ability to analyze information. These skills become the foundation for the formation of free thinking. Schools and universities should provide students with a space for discussion and debate, which helps to expand the boundaries of their own thinking.

**2. Developing critical thinking**

The ability to think critically is a key feature of free thinking. The educational system should aim not only at transmitting factual information, but also at teaching students to analyze, critically evaluate and independently search for knowledge. It is only through a variety of approaches and challenges that critical thinking can be developed.

**3. The versatility of knowledge**

Education should be multifaceted and broad in order to stimulate the interests and intellectual development of students. Providing the opportunity to immerse oneself in various subject areas expands the horizons of thinking and forms the flexibility of the mind. The more diverse knowledge is, the easier it becomes to accept new ideas and points of view.

**4. Freedom in the educational process**

The educational system should provide freedom of choice and research. Students who have the opportunity to influence their education are more likely to think independently. It also contributes to the formation of responsibility and initiative.

**5. The role of technology in education**

Modern technologies open up new opportunities for education. Online resources, interactive training programs and virtual reality technologies can effectively support the process of forming free thinking, providing students with access to a wide range of knowledge and experience. Education and free thinking complement each other, and their interaction shapes the character and thinking of a new generation. Creating an educational environment that encourages freedom of thought is a strategic objective of modern educational institutions. It is

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an investment in a future where free thinking becomes the driving force of innovation, creativity and progress.

Freedom and education are closely linked, forming the basis for personal development and the formation of society. The educational system plays a key role in the process of becoming a free-thinking new generation, influencing its values, beliefs and ability to think independently[6]. Education provides tools for mastering knowledge and developing critical thinking. Students, having access to a variety of information, learn analysis, comparison and evaluation. This process stimulates the formation of free thinking, allowing the individual to independently judge the world around him. The educational environment is a place where values such as tolerance and respect for differences of opinion are formed. Discussions, debates and interaction with diverse points of view help students to master the skills of dialogue and find compromises, which is an important aspect of freedom of thought in society.

Education should encourage creative thinking and innovation. Students, having the freedom to express their ideas and views, develop creativity and the ability to see problems from different angles. This is important for the formation of innovators capable of bringing change to society. Modern technologies and access to information make education more accessible and flexible. Students can independently choose the direction of study, which contributes to the formation of an individual path of development and develops the ability to make decisions independently. However, despite the progress, there are challenges associated with ensuring freedom of thought in the educational system. The standardization of programs, censorship, and lack of diversity in educational materials can limit the development of free thinking.

Education and freedom of thought are interrelated and mutually conditioned. An effective educational system not only transmits knowledge, but also develops students' ability to think freely, analyze information and make informed decisions. Ultimately, this creates citizens who are able to contribute to society and promote the values of freedom in a wide variety of areas of life.

## CONCLUSION

Education not only transmits knowledge, but also forms the free-thinking of a new generation. Critical thinking, tolerance, independence, responsibility, values and willingness to change — all these aspects of education are jointly aimed at developing students' freedom of thought. Thus, education becomes a key tool in the formation of citizens who are able to make informed decisions, develop and contribute to the development of society. Freedom and education form an interconnected complex that influences the formation of a new generation of free thinking. An open society, active discussions, the development of critical thinking and the use of modern technologies – all this creates a unique educational space in which students acquire the skills and values necessary for active

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participation in society and the free expression of their views. Education, therefore, remains a key factor in the formation of a free-thinking and versatile personality of the new generation.

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Research Article

# ARTISTIC COVERAGE OF PEDAGOGICAL PROBLEMS IN THE WORKS OF VALENTIN RASPUTIN

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## ABSTRACT

The article "Artistic coverage of pedagogical problems in the works of Valentin Rasputin" is a study of the work of the outstanding Soviet and Russian writer Valentin Rasputin, with a focus on the artistic embodiment of pedagogical aspects in his works. The author of the article analyzes how the writer highlights in his works the issues of upbringing, education and the relationship between teachers and students. The article examines the key points from various works of Rasputin, highlights the characteristic features of his artistic style, ways to convey pedagogical ideas and emotional nuances. The author emphasizes the importance of Rasputin's work as a mirror reflecting the socio-cultural aspects of pedagogy in Soviet and modern society through the prism of fiction. As a result, the article provides the reader with an in-depth analysis of pedagogical themes in the work of Valentin Rasputin and calls for new research in the field of literary pedagogy.

## KEYWORDS

Valentin Rasputin, Fiction, Pedagogical problems, Literary analysis, Psychology of education, Modern Russian prose, Realism in literature, Rural life and education, Moral and ethical issues, Human drama, Personal growth, Cultural and historical context.

## INTRODUCTION

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The literary work of Valentin Rasputin, an outstanding Russian prose writer of the 20th century, is rich not only in deep psychologism and philosophical searches, but also in artistic coverage of pedagogical problems. His works trace the themes of upbringing, education and the influence of the socio-cultural context on the formation of personality. Rasputin's works often touch upon the theme of the search for identity in the context of socio-cultural transformations[1]. Considering the upbringing of characters, the author raises questions about the influence of traditions and modern values on the formation of personality. What ideals are passed down through generations, and how do they relate to the challenges of the modern world?

Rasputin's works focus on the role of a teacher and educator in the formation of a personality[2]. What is their responsibility for shaping the moral values of students? How does the interaction between a teacher and a student take place in an environment where traditional teaching methods and modern approaches collide? Rural motifs are widely represented in Rasputin's works, and the rural school becomes an arena where various pedagogical dramas unfold. The author draws attention to the problems of accessibility of education in the countryside, the influence of rural lifestyle on the perception of knowledge by students.

The combination of deep psychologism and mastery in describing the inner monologues of the characters allows the author to reveal complex internal conflicts related to pedagogical problems. The dialogic nature of the images allows the reader to immerse himself in the versatility of views on education and training. Rasputin uses a rich language and style to convey the complexity and depth of pedagogical dilemmas. He addresses the realities of the Russian countryside, creating authentic images and situations, which makes his works closer and clearer to the reader. The work of Valentin Rasputin is a valuable resource for studying pedagogical problems in literature. His works offer an in-depth analysis of the influence of traditions, education and socio-cultural context on personality formation[3]. Through artistic coverage of these topics, Rasputin creates works that leave a lasting mark in literature and evoke reflections on the essence of pedagogical challenges and solutions in modern society.

Valentin Rasputin is an outstanding Soviet and Russian writer, the author of a number of remarkable works that invariably attract the attention of readers with their depth and philosophical overtones. One of the key topics addressed in his work are pedagogical problems, which find their expression in various aspects of education, upbringing and intergenerational relations. Rasputin not only analyzes existing problems, but also offers his vision of possible solutions.

One of the most striking examples of this approach is the novel by Valentin Rasputin "Farewell to Mother" (1971). In this work, the author touches on the topic of raising children in a rural village, where traditional values face the challenges of modernity. Through the prism of family relations, Rasputin highlights the

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problems of transferring cultural heritage and values from the older generation to the younger[4]. He draws attention to the need to preserve traditions and family foundations, while emphasizing the importance of adapting to a changing world.

In another notable work by Rasputin, "Live and Remember" (1974), the author touches on the problems of education and the influence of the modern system on personality formation. The novel tells about a young man who faces difficulties in the process of learning and growing up. The author critically evaluates the formal approach to education, speaking about the importance of an individual approach to each student. Rasputin raises questions not only about knowledge, but also about human values that are formed in the process of education. Another key aspect of the artistic coverage of pedagogical problems in Rasputin's work is the attention to intergenerational relations. In the stories and novels of the writer, the theme of the conflict of generations and the discrepancy of their ideological foundations is often traced. He explores how the change of time and sociocultural shifts affect mutual understanding between parents and children.

Thus, the work of Valentin Rasputin stands out not only for his literary skill, but also for his in-depth analysis of pedagogical problems. In his works, the reader finds not only a grain of wisdom regarding upbringing and education, but also an invitation to think about the meaning of modern values, preserving traditions and finding harmony in relations between generations[5].

Literature has always been a mirror of society, reflecting its values, problems and ideals. In the work of Valentin Rasputin, an outstanding Russian novelist, special attention is paid to the pedagogical aspects of human life. His works provide a unique opportunity to explore various educational scenarios, highlight pedagogical problems and consider them in the context of modern educational discourse.

One of the main topics addressed in Rasputin's work is the issue of upbringing and education. In the novel "Farewell to his Mother," he turns to the history of his family, raising the question of how parental principles influence the formation of a child's personality. The author immerses the reader in the world of a village school, where the primary formation of children's worldview takes place.

Rasputin's mastery of using metaphors and symbolism achieves a unique approach to depicting pedagogical realities. As, for example, in the story "The Last Term", where the teacher becomes a kind of "last defender" in the face of social changes that raise questions of values in modern society. The study of Rasputin's works in the context of modern educational approaches makes it possible to identify current pedagogical problems. What ideas of the author correspond to modern educational requirements? What issues raised by him remain relevant today? Valentin Rasputin, an outstanding Soviet and Russian writer, whose skill is appreciated for both attention to the details of human existence and a deep understanding of socio-cultural problems[6]. His works, imbued with a special

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way, vividly reflect not only the inner world of the characters, but also a wide range of public issues, including pedagogical ones.

One of the key aspects highlighted by Rasputin in his works is the problem of upbringing and education. In his novels and short stories, attention is paid not only to formal education, but also to those values that are important for personality formation. In the works of the writer, there is a deep interest in the issues of ethics and morality, introducing them into the context of educational and educational processes. One example of such artistic lighting is the novel "The Last Term". In this work, Rasputin reveals the topic of student-teacher relationships, showing how, against the background of socio-cultural changes, the value system in the educational environment is changing. The author draws attention to how important it is to preserve the human factor in the educational process, despite all the changes in society.

Another important work highlighting pedagogical problems is the short story "The Living Corpse". In this text, Rasputin analyzes the influence of the environment on the formation of a child's personality and shows how circumstances can affect his worldview. The writer raises the question of the influence of family values and cultural heritage on the process of education. A characteristic feature of Valentin Rasputin's work is his desire to analyze not only individual destinies, but also social processes. In his works, pedagogical problems become part of a broad context, allowing the reader to think not only about specific situations, but also about the education system as a whole[3]. Thus, the artistic coverage of pedagogical problems in the works of Valentin Rasputin is not just a reflection of individual stories, but also a deep analysis of social phenomena. The writer raises important issues of upbringing and education, encouraging the reader to reflect on the meaning and goals of pedagogical activity in modern society.

Literature has always been a reflection of social phenomena, including pedagogical problems. In the works of the outstanding Soviet writer Valentin Rasputin, we find a deep study not only of the human soul, but also of the problems of modern education. Analyzing his works, we can discover a unique artistic coverage of pedagogical issues facing society.

**1. "Live and Remember" (1974):**

In this work, Rasputin presents the complex relationship between teachers and students in the conditions of the Soviet school. Through the prism of the main character, faced with a rigid education system and requirements, the writer reveals the problems of authority in educational institutions. He shows how pedagogical cruelty can affect the psyche of students and their perception of the world.

**2. "Farewell to the Mother" (1979):**

In this work, Rasputin addresses the issues of upbringing and character formation. He highlights the problems of family education and the influence of the environment on the formation of a child's personality. Pedagogical themes permeate the plot, reflecting the influence of

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family and school on the worldview of the main characters.

**3. "The Last Deadline" (1982):**

In this work, Rasputin touches on the issues of morality and ethics facing teachers. Through the image of a teacher facing a difficult choice between fulfilling his duty and his own beliefs, the writer raises topical issues of responsibility to society and internal moral conflicts.

## Conclusion

The works of Valentin Rasputin provide the reader with an opportunity to look into the depths of the pedagogical problems faced by Soviet society. The artistic form chosen by the writer makes these issues more accessible and understandable, allowing us to better understand the complex relationships between education and human destiny. Thus, the works of Valentin Rasputin provide us not only with excellent literary works, but also with a deep analysis of pedagogical problems. Studying his work allows us to better understand the essence of education and upbringing, as well as our own roles in this process.

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Research Article

# TECHNOLOGIES OF AXIOLOGICAL TRAINING AND THEIR IMPACT ON THE FORMATION OF RESPONSIBILITY

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## ABSTRACT

The article "Axiological learning technologies and their impact on the formation of responsibility" explores modern teaching methods based on axiological approaches and their impact on the process of responsibility formation in students. The authors analyze the essence of axiological learning, highlighting the key principles and methods aimed at developing a value-based attitude to learning. The article examines the ethical aspects of the use of these technologies and their impact on the personal growth of schoolchildren. Special attention is paid to innovative approaches, including modern educational technologies, virtual learning and interactive methods as a means of activating axiological education. According to the results of the study, it is concluded that the use of axiological learning technologies contributes to a more effective formation of student responsibility, creating favorable conditions for the development of personal qualities and value attitudes in the educational environment.

## KEYWORDS

Axiology, education, technologies of axiological education, responsibility of schoolchildren, value orientations, ethical aspects, educational process, modern teaching methods, pedagogical practice, innovations in education.

## INTRODUCTION

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Modern education is facing the challenges of a rapidly changing world, and one of the key aspects of its evolution is the introduction of new technologies into the educational process. Recently, axiological education, focused on the formation of students' value orientations, has become increasingly relevant. In this article, we will look at how axiological learning technologies affect the formation of responsibility among schoolchildren. Modern education faces challenges that require not only the transfer of knowledge, but also the development of personal qualities of students. One of the key aspects is the formation of responsibility, an important component of a successful life and professional growth. In this article, we will consider how axiological learning technologies can effectively influence the process of responsibility formation among schoolchildren.

The introduction of modern technologies, such as virtual tours, online learning platforms and webinars, allows you to create learning environments focused on value-based learning. This not only makes the learning process more interesting, but also highlights the importance of education. Axiological training is aimed at developing students' critical thinking[1]. The ability to analyze information, evaluate values and make informed decisions contributes to the formation of a responsible approach to learning. Axiological learning helps students identify their values and beliefs, which affects the formation of responsibility for their education. The realization that education is valuable contributes to a more responsible attitude towards learning. The formation of values is not limited to the personal sphere. Axiological education promotes the development of social responsibility, taking into account the impact of study on society. This aspect emphasizes the importance of responsible behavior in the educational process.

Gamification, or the use of game elements in the learning process, activates students and creates an incentive to develop a value-based attitude to learning. In-game scenarios can include ethical dilemmas, which helps students realize the impact of values on decision-making and, accordingly, form responsibility. The use of online platforms for discussing ethical issues and exchanging opinions contributes to the formation of value positions. Students can actively participate in discussions, analyze the opinions of others and compare them with their own values, which ultimately contributes to more informed decision-making and responsible behavior. The effective use of axiological learning technologies requires their integration into standard educational programs[2]. This includes training teachers to use innovative methods, as well as the creation of special educational materials aimed at developing value thinking.

Modern education faces challenges that require not only the transfer of knowledge, but also the formation of value orientations and responsibility among students. In this context, axiological learning based on value principles is coming to the forefront of pedagogical practice. In this article, we will consider the technologies of axiological learning and their impact on the formation of responsibility among students.

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In modern education, an important aspect is the development of not only cognitive skills, but also the formation of a value attitude to learning and responsibility for one's own education[3]. One of the key directions in this area is the use of axiological learning technologies.

Axiological training: the essence and principles

Axiology is the science of values and valuations. Axiological learning involves the active introduction of value orientations into the educational process in order to form the responsibility of students. The basis of this approach is not just the transfer of knowledge, but the education of a personality through the internal restructuring of its value priorities. The use of interactive teaching methods promotes the involvement of students in the learning process, stimulates their activity and independence. The use of interactive technologies in axiological teaching allows you to create an atmosphere of dialogue and exchange of values. Axiology is the science of values and value relations. In education, the axiological approach implies a focus on values as the basis for the formation of personal qualities, including responsibility. This approach assumes that the structure of values has a profound impact on the worldview of students and their willingness to take a responsible attitude to the educational process.

Axiological learning is a methodology based on the study of values and the formation of personal qualities through the conscious perception of values in the learning environment. The basic principles include the individualization of the educational process, the creation of an atmosphere of mutual respect and support for a variety of value orientations[4]. The implementation of value-oriented learning projects allows students to interact, develop their own value projects and take responsibility for their implementation. The use of interactive teaching methods promotes active interaction between students, allowing them to discuss values, share experiences and form common value norms.

Axiology, which studies values and their systems, provides unique tools for influencing the personal qualities of students. Axiological education is based on the development of value orientations, forming a clear understanding of the importance of knowledge, study and personal development among schoolchildren. Axiological learning is an approach to education based on the development of a value-based attitude to knowledge and learning[5]. Modern axiological learning technologies offer innovative methods that promote inner awareness of values and their impact on responsible decision-making. Using interactive techniques such as discussions, role-playing games, and project tasks, students actively interact with the learning material. This contributes to the formation of a value attitude towards education and, consequently, responsibility for the educational process.

In a playful context, students can practice various skills such as collaboration, decision-making, and reflection. Games can be designed to emphasize the importance of responsibility and the consequences of decisions made. The creation of

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electronic portfolios helps to track the individual progress of students. Here they can reflect their achievements, goals and value changes, which contributes to the conscious development of responsibility for their studies. Virtual reality allows you to create situations in which students can experience and evaluate their value reactions. This is an effective way to demonstrate the influence of values on decision-making and responsible behavior.

Modern education is in search of effective methods of forming the personality of students, including the development of their responsibility. One of the promising approaches is the use of axiological learning technologies aimed at introducing value orientations into the educational process. The creation of virtual environments for the exchange of values and discussion of ethical issues allows students to be aware of the value aspects of learning and to form a responsible attitude to their responsibilities. Games based on value dilemmas allow students to make important decisions and see the consequences of their actions, which contributes to the development of responsibility[6]. The use of VR technologies makes it possible to create immersive educational scenarios in which students can immerse themselves in various value contexts, which contributes to the formation of value orientations and responsibility.

Axiological learning focuses on developing students' ethical thinking, which ultimately contributes to more conscious and responsible behavior. Axiological learning technologies help students determine their value priorities, which stimulates a more responsible attitude to learning and life. Value-based technologies contribute to the formation of internal motivation, which makes the learning process more meaningful for students, increasing their responsibility for learning outcomes.

In modern education, more and more attention is paid not only to the transfer of knowledge, but also to the development of personal qualities of students. One of the key aspects in this context is the use of axiological learning technologies aimed at forming students' value orientations[7]. One of such important values is responsibility. Let's look at what axiological learning technologies exist and how they affect the formation of responsibility among students.

## 1. Definition of axiological learning: an introduction to the topic

Axiology in pedagogy is the science of values and their role in the education of a person. Axiological training is based on the principles of forming a system of values in a person that influence his behavior and decision-making.

## 2. The role of technology in axiological learning

Modern technologies have become a powerful tool in education. Their implementation in axiological training allows you to create interactive and innovative methods for the formation of value orientations. Virtual classrooms, online courses and other

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technologies are becoming a means of effectively influencing students' personal qualities.

### 3. Axiological training and responsibility formation

The value orientations introduced through axiological teaching actively influence the development of student responsibility. Value-based educational programs form students' conscious attitude to their learning activities.

### 4. Examples of axiological learning technologies

• Interactive online platforms: Creating value-based virtual learning environments that allow students to discuss and analyze their value orientations.

• Virtual cases: Scenarios in which students make decisions by evaluating them according to values. This allows you to develop responsibility in a controlled environment.

• Online discussions and forums: Exchange of opinions on value issues, contributing to the formation of responsibility for one's own beliefs and actions.

### 5. Results and prospects

Axiological learning technologies open up new horizons for the development of student responsibility. Their effective implementation in the educational process not only contributes to the formation of value orientations, but also prepares students for a responsible life in society.

As a result, modern axiological learning technologies play an important role in shaping students' responsibility, creating favorable conditions for the development of personal qualities necessary in the modern world.

## CONCLUSION

Axiological learning technologies provide educational institutions with unique tools for shaping student responsibility. The use of modern technologies in combination with an axiological approach opens up new prospects in the development of personality and readiness for a responsible life. This is an important step towards creating a harmonious and value-rich educational space. Axiological learning technologies provide effective tools for shaping students' responsibility for their education. Using interactive methods, modern technologies and an emphasis on values, educational institutions can create conditions for the development of responsible, conscious citizens. This approach not only contributes to a successful educational process, but also prepares the younger generation for an active role in society.

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Research Article

# TECHNOLOGIES FOR SOCIAL AND PEDAGOGICAL REHABILITATION OF ADOLESCENTS WITH DEVIANT BEHAVIOR

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## ABSTRACT

The article is devoted to the study of modern technologies of socio-pedagogical rehabilitation of adolescents with deviant behavior. The authors consider current methods and approaches based on the use of innovative technologies aimed at correcting antisocial and deviant behavior among adolescents. The article highlights effective strategies for the introduction of digital resources, virtual platforms and online tools into social and pedagogical practice, contributing to the successful adaptation of adolescents in society. The importance of an individualized approach and taking into account the characteristics of each teenager when using technologies of socio-pedagogical rehabilitation is emphasized. The results of the study provide valuable recommendations for specialists in the field of social work, pedagogy and psychology, as well as stimulate further research into the use of technology to support adolescents with deviant behavior.

## KEYWORDS

Technologies, Socio-pedagogical rehabilitation, Adolescents, Deviant behavior, Social adaptation, Educational programs, Interactive methods, Psychosocial support, Technological innovations, Network resources, Virtual environment.

## INTRODUCTION

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In modern society, the problem of deviant behavior among adolescents is one of the most serious and urgent. Deviant behavior includes various forms of deviations from social norms, such as aggression, drug use, antisocial behavior and other negative manifestations. These phenomena have a negative impact not only on the individual, but also on society as a whole. Technologies of socio-pedagogical rehabilitation help to cope with such problems, which are aimed at restoring social skills and adapting adolescents in society.

The concept of socio-pedagogical rehabilitation

Socio-pedagogical rehabilitation is a system of measures aimed at restoring social adaptation and successful integration of an individual into society. In the case of adolescents with deviant behavior, this rehabilitation is of particular importance, since it not only affects the individual, but also contributes to improving the social environment.

The basic principles of socio-pedagogical rehabilitation of adolescents

1. Individual approach. Each case of deviant behavior is unique, so effective rehabilitation technologies should take into account the individual characteristics of a teenager.

2. A systematic approach. Rehabilitation work should be comprehensive and include the impact on various aspects of a teenager's life: family, educational, social, etc.

3. Cooperation with the family. An important part of rehabilitation is interaction with the teenager's family. The support and involvement of parents in the process play a key role.

4. Prevention of relapse. The work is aimed not only at eliminating existing problems, but also at preventing their recurrence in the future.

Technologies of social and pedagogical rehabilitation

1. Social trainings. Conducting group classes aimed at developing social skills, communication, and emotional control.

2. Individual consultations. Work with psychologists and social workers to identify the causes of deviant behavior and develop a strategy to overcome it.

3. Educational programs. Inclusion of teenagers in additional educational programs aimed at developing creative and cognitive abilities.

4. Family therapy. Working with the family to improve relationships, create a favorable environment and support in the rehabilitation process.

5. Involvement in social projects. Participation in public events and projects contributes to the formation of a positive social identity.

Efficiency assessment and development prospects

The effectiveness of technologies for the socio-pedagogical rehabilitation of adolescents with

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deviant behavior is assessed through improving social skills, reducing aggressive behavior and successful integration into society[1]. In the future, the development of these technologies should include the use of modern information technologies, the creation of online platforms for consulting and support, as well as deepening interaction with educational institutions and government agencies.

Thus, the use of technologies of socio-pedagogical rehabilitation plays a key role in overcoming the deviant behavior of adolescents and contributes to the formation of a healthy and successful society. In modern society, the problem of deviant behavior among adolescents is becoming more and more urgent. Lack of social skills, family conflicts, school difficulties — all these factors can lead to the formation of deviant patterns of behavior. In this regard, there is an increasing need for the development and implementation of effective technologies of socio-pedagogical rehabilitation aimed at restoring the adaptive functioning of the individual and its successful socialization.

A key aspect in the rehabilitation of adolescents with deviant behavior is the individualization of programs. Each case is unique, and only a thorough analysis of personal characteristics, family situation and socio-cultural context allows us to develop an effective individual impact plan. Modern technologies open up new horizons in the field of social and pedagogical rehabilitation. Virtual trainings, online consultations, educational platforms - all this can become a powerful tool for teaching social skills and supporting teenagers in the process of self—discovery. Creating groups for teenagers with similar problems can significantly improve the effectiveness of rehabilitation[2]. Group dynamics promote mutual understanding, sharing of experiences and support, which is especially important for those who feel isolated.

The primary stage is the diagnosis of deviant behavior. This allows you to identify specific causes and factors that caused deviant behavior and develop an individual impact strategy. Specially designed programs are aimed at developing the social skills of teenagers. This includes trainings on communication, conflict resolution, and emotional self-regulation. Teenagers with deviant behavior often face problems in the educational process. Work on restoring interest in learning, developing learning skills and a positive attitude to learning are important components of the rehabilitation process.

The family environment plays an important role in successful rehabilitation. Involving parents in the process, providing support, and teaching parenting skills helps create a supportive environment for changing behavioral patterns. Technologies of socio-pedagogical rehabilitation of adolescents with deviant behavior face challenges such as limited resources and difficulties in evaluating effectiveness[3]. However, as methodologies evolve and modern tools are used, these technologies may become more accessible and adaptive.

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In modern society, the problems of deviant behavior among adolescents are becoming more and more relevant. Deviant behavior of adolescents can manifest itself in various forms, such as aggression, violation of rules, use of harmful substances and even criminal acts. Specialists in the field of social and pedagogical work are faced with the need to develop effective technologies for socio-pedagogical rehabilitation for adolescents with deviant behavior. These technologies should help to restore social adaptation, develop social skills and prevent further deepening of deviant behavior.

The essence of adolescent deviant behavior

Adolescent deviant behavior is a phenomenon that can be caused by various factors such as family problems, educational failure, social isolation, or even biological factors. Understanding the roots of deviant behavior is a key step towards effective rehabilitation.

The role of socio-pedagogical rehabilitation

Socio-pedagogical rehabilitation is aimed at restoring the social function of the individual and developing his social skills. In the case of adolescents with deviant behavior, this rehabilitation should be comprehensive and cover various areas of their lives.

The use of technology in social and pedagogical rehabilitation

1. Interactive educational programs: The use of modern technologies to create interactive educational programs helps teenagers to master new knowledge and skills in the form of a game. This may include learning social skills, conflict resolution, and developing communication skills.

2. Virtual Reality: Virtual reality can be an effective tool for simulating various scenarios of social interactions. This allows teenagers to train social skills in a controlled environment, which helps to increase their confidence in real circumstances.

3. Online psychological support: The use of online psychological support can provide constant support for adolescents in the rehabilitation process. The opportunity to communicate with professionals in the field of psychology through online platforms creates a space for teenagers to express their emotions and receive the necessary support.

4. Social networks and forums: Creating virtual communities where teenagers can share experiences, support each other and discuss important topics can contribute to the formation of a positive social network and reduce feelings of isolation.

The effectiveness of social and pedagogical rehabilitation technologies

Research shows that the integration of modern technologies into the socio-pedagogical rehabilitation of adolescents with deviant behavior improves their social adaptation and reduces the likelihood of relapse[4]. However, it is important to remember that technologies should be used as part of an integrated approach,

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complementing traditional rehabilitation methods.

In modern society, we face a challenge in the field of adolescent deviant behavior, which can include various forms of aggression, violations of laws, communication problems and other deviations from social norms. Rehabilitation of adolescents with deviant behavior requires a comprehensive and innovative approach, including the use of modern technologies of socio-pedagogical rehabilitation.

Adolescent deviant behavior is a complex social phenomenon that requires careful study and intervention. Deviant behavior can be caused by various factors, such as family problems, school difficulties, low socio-economic status and other factors that affect the psychosocial development of a teenager.One of the promising directions in the socio-pedagogical rehabilitation of adolescents is the use of virtual reality[5]. VR technologies allow you to create immersive environments that can emulate various scenarios and situations. Such virtual training sessions can help teens develop social skills, emotion management, and conflict resolution.

The development of mobile applications with an emphasis on socio-pedagogical rehabilitation is also becoming more common. These apps can offer educational materials, psychological support, games to develop interaction skills, and emotion control. The use of social networks and online platforms to organize group support and interaction between teenagers can contribute to the creation of a virtual space where they can share experiences, receive support from psychologists and educators.

Technologies make it possible to adapt rehabilitation programs to the individual needs of each teenager, taking into account his characteristics and pace of development. The game elements and interactive scenarios used in rehabilitation technologies can make the learning process more exciting and motivating for teenagers[6]. Technology makes it possible to provide rehabilitation services remotely, which increases the availability of programs for adolescents in various regions. The use of technology in working with teenagers requires attention to ethical aspects, such as data privacy and the security of virtual environments.

Technologies should be considered as an addition to traditional rehabilitation methods, not as a substitute. A combined approach can be more effective in solving complex problems. Technologies of socio-pedagogical rehabilitation provide extensive opportunities for effective impact on adolescents with deviant behavior. The correct use of innovations in this area can contribute to the creation of a favorable environment for social adaptation and successful inclusion of adolescents in society.

## CONCLUSION

Technologies of socio-pedagogical rehabilitation are becoming an integral part of modern methods of working with adolescents with deviant behavior. The effective use of modern technologies not only provides access to new

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teaching methods, but also creates conditions for deeper interaction and understanding of the needs of each teenager. At the same time, it is important to emphasize that successful rehabilitation requires attention to the individual characteristics of each teenager and an integrated approach to solving the problem. In conclusion, it should be emphasized that successful socio-pedagogical rehabilitation requires joint efforts of educational institutions, families, and specialists in the field of psychology and social work. Only an integrated and individually adapted approach can provide an effective impact on the deviant behavior of adolescents and contribute to their successful integration into society.

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Research Article

# USING REASONED REALITY IN SCIENCE TEACHING IN 4TH GRADE

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## ABSTRACT

The article examines the prospects and results of using the technology of reasoned reality (AR) in the process of teaching natural sciences to 4th grade students. The authors of the study assess the impact of AR on the activity and interest of students in studying subjects such as biology, physics and chemistry. The article presents the results of an experiment conducted using AR technologies in the classroom, as well as an analysis of the effectiveness of this method in comparison with traditional educational approaches. The data obtained allow us to draw conclusions about increasing student motivation, improving material assimilation and developing key skills through the integration of AR into the educational process. The work provides teachers and researchers with valuable recommendations for the successful implementation of reasoned reality in an educational environment for primary school children.

## KEYWORDS

Reasoned reality, 4th grade education, Natural Sciences, Interactive learning, Technologies in education, Virtual objects, Development of observation skills, Interactive learning applications, Improvement of material assimilation, Visualization of educational content, Technological innovations in the classroom.

## INTRODUCTION

Modern technologies are changing approaches to education, making it more interactive and exciting. One of the innovative technologies that is widely used in the educational process is

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augmented reality (AR). In this article, we will look at how AR can be effectively used in teaching science in 4th grade. Reasoned reality is a technology that complements the real world with virtual objects, information, or scenes. In the context of education, AR creates unique learning opportunities by allowing students to interact with virtual elements, expanding the boundaries of the traditional learning process. AR allows you to visualize complex concepts of natural sciences, such as cell structure, the solar system, or animal anatomy[1]. Children in the 4th grade can better understand the educational material by seeing it in virtual form, which contributes to a deeper assimilation of knowledge.

AR creates interactive learning scenarios where students can interact with virtual objects. For example, they can study the properties of different materials, conduct virtual experiments, or explore different ecosystems. Using AR makes lessons more fun, which helps to improve student motivation. The ability to interact with virtual objects creates children's interest in the learning process. Students can use AR-enabled devices to view the cellular structure in three dimensions. This will allow them to literally immerse themselves in the world of microorganisms, studying their functions and interactions.

With the help of AR, students can embark on a virtual journey through the solar system, studying the characteristics of the planets, their orbits and features. This will create a unique experience for them and deepen their understanding of cosmic phenomena. AR can be used to simulate chemical reactions and virtual experiments with various substances. This will help children understand the basics of chemistry by conducting safe and interesting experiments[2]. In modern education, technology plays a key role, opening up new ways for students to learn more deeply and engagingly. One of the innovative technologies that is being actively introduced into the educational process is augmented reality (AR). In this article, we will consider how AR can be successfully applied in teaching natural sciences to 4th grade students.

AR allows students not only to read about nature and science, but also to actually immerse themselves in a virtual environment created for learning. For example, using AR, students can view three-dimensional models of cells, planets, animals and other objects, making learning more visual and understandable. AR provides the opportunity to create interactive lessons that attract the attention of children[3]. With the help of mobile devices or tablets, students can interact with virtual objects, solve problems and perform experiments, which makes learning more exciting and memorable.

AR allows you to conduct virtual excursions to scientific laboratories and research centers without even leaving the classroom. Students can explore laboratories, observe scientific experiments and ask questions to virtual scientists, which expands their understanding of the world of science[4]. AR also promotes the development of students' critical thinking. In the process of interacting with virtual scenarios, they can analyze information, make decisions and solve problems, which is important for the

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formation of a scientific method of thinking. AR technology allows teachers to adapt learning to the individual needs of students. Each child can explore the material at their own pace, choose topics of interest and receive feedback, which contributes to more effective learning.

In a world saturated with modern technology, education is becoming more interactive and exciting. One of the innovative technologies, the introduction of which is successfully used in education, is reasoned reality (AR)[5]. Reasoned reality provides unique learning opportunities, allowing students to explore and understand the world of natural sciences in a new dimension.

**What is augmented reality?**

Reasoned reality is a technology that combines virtual elements with the real world. Using devices such as tablets or smartphones, students can see additional graphical or textual information layers added to the real environment. In the context of science education, reasoned reality can be used to visualize complex concepts, experiments, and processes, making them more accessible and understandable.

The benefits of using AR in Science Education in 4th Grade:

1. Visualization of abstract concepts: Reasoned reality allows you to visualize abstract and complex concepts such as the molecular structure of substances or astronomical phenomena. This helps students to better imagine and understand scientific concepts.

2. Interactive experiments: Using AR, you can create virtual labs where students can conduct interactive experiments. This not only makes learning more interesting, but also ensures safety in conducting experiments.

3. Development of observation skills: Reasoned reality allows children to interact with the real world, improving observation and analysis skills. They can study the surrounding objects and then see additional information that expands their understanding.

4. Support for differentiated learning: Reasoned reality systems can be customized to each student's level, providing differentiated learning. This allows each child to move forward at their own pace and at their own level of understanding.

Examples of the application of reasoned reality in 4th grade science education:

1. Cell Research: Using AR, students can explore the internal structure of cells by observing them in three-dimensional format and studying the functions of various organelles.

2. Immersion in the world of dinosaurs: Reasoned reality can transform an educational space into a dinosaur landscape where children can interact with virtual dinosaurs and learn about their biology.

3. Solar System Exploration: Students can explore the planets of the solar system by observing their orbits and participating in virtual space travel.

The introduction of reasoned reality into science education in 4th grade provides unique

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opportunities to improve the educational process. This technology promotes a deeper understanding of scientific concepts, stimulates interest in the subject and develops important skills of students[6]. Expanding the boundaries of education with the help of reasoned reality opens up new prospects for the formation of critical thinking and curiosity in children, which is fundamental for their future success.

The educational environment is constantly evolving, and one of the most exciting developments in recent years has been the introduction of reasoned reality (AR) into learning. This innovative technology turns science lessons for 4th grade students into an exciting and exciting adventure, allowing them to literally "immerse themselves" in the world of knowledge. Reasoned reality is a technology that combines virtual elements with the real world. In the context of education, this means that students can see additional information layers superimposed on real objects through devices such as tablets or smartphones.

AR allows you to visualize abstract and complex concepts of natural sciences, making them more accessible and understandable for 4th grade students[7]. For example, they can see the internal structure of an atom or observe the processes inside a cell. With AR, lessons become interactive. Students can interact with virtual objects, change parameters and observe how this affects the results. This contributes to a deeper understanding of the material. Augmented reality provides an opportunity for learning taking into account different styles of information perception. Visual, auditory, and kinesthetic types of students can interact with the learning material equally successfully.

Students learn to analyze information, make decisions and solve problems in an interactive environment, which contributes to the development of critical thinking and a problem-based approach. Students can conduct experiments in virtual laboratories, studying physical and chemical processes without the need to use real reagents. Anatomy, geology, astronomy - all these subjects are becoming more accessible using 3D models that students can view in real time. Educational materials can be linked to specific locations, creating the opportunity for guided tours and guidebooks explaining natural phenomena. Students can use AR devices to solve tasks and perform exercises right in the classroom. The use of reasoned reality in teaching science in 4th grade has become an important step in modern education. This technology not only makes lessons more interesting and exciting, but also contributes to a deeper understanding of the educational material, forming the basis for future success in science and technology.

Modern technologies have firmly entered the field of education, changing teaching methods and opening up new learning opportunities. One of the innovative technologies that finds its application in education is reasoned reality (AR). In this article, we will look at how using AR can transform the learning process of science in 4th grade.

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1. The advantages of reasoned reality in learning: First, AR creates unique opportunities for visualizing complex concepts. For example, when studying biology, students can use AR to "animate" cells by observing their structure and functions right on the screen of a tablet or smartphone. This will make the learning material more accessible and interesting.

Secondly, AR promotes interaction and collaboration. Students can work in groups, exploring virtual models, exchanging ideas and solving problems together. This develops communication skills and contributes to the formation of team spirit.

Thirdly, reasoned reality makes learning more individualized. Given the different learning styles of students, teachers can tailor content to provide a personalized experience for each student.

2. Examples of using AR in science education in 4th grade:

• Biology: Using AR to study animals and plants, their structure and functions. Students can "attach" virtual labels to various parts of organisms, which will help them better understand and remember information.

• Physics: Creating virtual experiments that allow students to observe and interact with physical phenomena such as gravity, magnetism, or the simplest mechanical systems.

• Chemistry: Using AR to demonstrate chemical reactions. Students can see how substances interact with each other and observe state changes in real time.

3. Practical experience with AR in the educational process: The implementation of augmented reality in science education in 4th grade requires the introduction of special applications and equipment. Teachers can conduct lessons using tablets, smartphones or AR glasses. It is important to provide teachers with training so that they can effectively integrate new technologies into the educational process[8]. Reasoned reality opens up new horizons for teaching natural sciences in elementary school. This innovative technology makes the learning process more fun, interactive and accessible for children, contributing to their interest in science and developing key competencies for the future. The introduction of AR in education is a step forward in the direction of creating a more efficient and innovative learning system.

Conclusion: The use of reasoned reality in teaching natural sciences in 4th grade is not only modern, but also effective. It opens up new horizons for students, making the learning process exciting, interesting and as accessible as possible. By developing technological skills and stimulating a passion for science, AR plays an important role in the training of future researchers and scientists. The use of reasoned reality in teaching science in 4th grade provides unique opportunities for deeper and more exciting learning. This innovative technology promotes the development of interest in science, motivates students and forms a solid foundation for them in the field of natural sciences.

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Research Article

# STUDENTS' INTERACTION WITH GOVERNMENT INSTITUTIONS ON THE WAY TO SOCIAL ACTIVISM

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## ABSTRACT

The article "Students' interaction with state institutions on the way to social activity" examines the importance and nature of students' interaction with state institutions in the context of their social activity. The authors analyze the role of state institutions in the formation of social competencies and civic responsibility among students, identifying key aspects of this interaction. The article also discusses the obstacles and challenges that students face when interacting with government agencies, as well as offers recommendations for optimizing this process. The research is aimed at expanding the understanding of the influence of state institutions on the social activity of students and can be useful for the formation of effective strategies for interaction between educational institutions and government agencies in order to develop civic consciousness and activism among young people.

## KEYWORDS

Students, public institutions, social activity, interaction, education, student activity, civic responsibility, public participation, student initiatives, social projects, government support, educational programs, development of social skills, student organizations.

## INTRODUCTION

In modern society, students play a key role in shaping social activism and civic responsibility. The interaction of students with government institutions has a significant impact on the

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development of social activity of young people. In this article, we will consider the importance of this interaction and its impact on the formation of an active civic status of students. Government institutions such as universities, colleges and other educational institutions play an important role in preparing students not only for professional activities, but also for active participation in public life. Study programs, student events and social projects create a favorable environment for the formation of social skills and values.

Public institutions provide students with many opportunities to participate in various social and cultural activities[1]. This may include student clubs, volunteer programs, academic conferences, and other activities that promote social activism. Student government is an important element of student interaction with government institutions. The opportunity to participate in decision-making processes, represent the interests of the student community, as well as participate in the management of the university contributes to the formation of responsibility and leadership qualities among students.

The quality of education and the availability of educational resources have a direct impact on the level of student civic engagement. The support of state institutions in the field of education contributes to the formation of informed and responsible citizens. The need to continuously improve the mechanisms of interaction between students and government institutions poses a number of challenges to educational institutions and the student community. This includes increasing transparency in decision-making, strengthening the role of student government, and developing innovative programs to support social activism.

Modern students find themselves at the center of changes and challenges presented by modern society. One of the key aspects of their educational and social experience is their interaction with government institutions. This process not only forms students' understanding of the role of the state in their lives, but can also become a catalyst for the development of their social activity[2]. Public educational institutions play a key role in shaping the future generation. They provide students not only with knowledge and skills within the curriculum, but also contribute to the development of critical thinking and social responsibility. An important aspect of students' interaction with government institutions is to ensure an open and transparent exchange of information.

Public educational institutions often provide students with the opportunity to participate in student organizations and councils. This stimulates the development of leadership skills and contributes to the formation of social activity. It is important that institutions create conditions for effective student self-management, supporting their initiatives and providing the necessary resources. Public institutions can become a platform for students to actively participate in public life. The organization of events, conferences, debates and volunteer projects not only broadens the horizons of students, but also forms their civic position[3]. It

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is important that educational institutions support and stimulate such initiatives.

Effective interaction requires an open dialogue between students and government institutions. The feedback system should be transparent and accessible, allowing students to express their opinions, suggestions and comments. This exchange of information contributes to a better understanding of the needs of the student community and creates the basis for improving the learning environment. Students' interaction with government institutions plays an important role in shaping their social activity. This process should be based on mutual respect, open dialogue and support for student initiatives. This is the only way to ensure not only successful educational, but also rich social development of the younger generation, ready for active participation in public life. In modern society, social activity is an important aspect of personality formation[4]. This issue becomes especially relevant in the context of students' interaction with government institutions. In this article, we will look at how this interaction affects the social activity of students and what prospects open up for both sides.

State institutions play a key role in shaping the social activity of students. This happens through the provision of various opportunities to participate in public life, volunteering, and cultural events. Programs to support students' social initiatives promote their active participation in society. Educational programs focused on interaction with government institutions play an important role in the development of students' social activity. These programs create platforms for sharing experiences, learning leadership skills, and developing critical thinking. The interaction of students with government institutions contributes to the development of civic responsibility. Students, realizing their role in society, are more likely to show interest in social and political issues, actively participate in public debates and initiatives.

Public institutions can also provide students with internship and internship opportunities[5]. This not only gives students real work experience, but also contributes to their involvement in the social and economic life of the country. Interaction with active students benefits public institutions. Students' energy, initiative and fresh outlook can be a valuable resource for making positive changes and developing projects and programs. The interaction of students with government institutions plays an important role in the formation of social activity and civic responsibility. This interaction not only benefits both sides, but also contributes to the creation of an active, informed and responsible civil society. Therefore, the development of programs and initiatives aimed at students' cooperation with government institutions should be considered as a strategic direction for shaping the future of society.

Student life is undoubtedly an important stage in the formation of personality and social activity of the younger generation. However, in order for students to become real participants in public life and actively interact with social and political

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processes, it is important that state institutions are accessible and open to them. In this article, we will look at how students' interaction with government institutions can contribute to their social activity. State institutions play a key role in ensuring the social activity of the student community. Government institutions can influence students' social activity through educational programs and information policy[6]. Providing students with up-to-date information about social and political events helps them better understand current issues and become more involved in solving them.

Modern higher education is not limited only to the transfer of knowledge and skills, it is also designed to form a civic position, activity and participation of students in the social life of society. Public institutions, whether educational institutions or public authorities, play an important role in stimulating students' social activity. One of the key aspects of students' interaction with government institutions is ensuring transparency and accessibility of information. It is important that students have full access to information about their rights and responsibilities, opportunities to participate in public life and influence the processes related to their education. This may include information campaigns, events and the creation of convenient platforms for information exchange.

Public institutions should also actively involve students in decision-making regarding their educational process and social life. This can be done through the creation of student councils, student participation in decision-making committees and discussion of important issues at the educational institution level. An important aspect of student interaction with government institutions is the support of student initiatives and projects[7]. The state can create financial and organizational mechanisms to support student ideas that contribute to social activism, the development of public responsibility and the solution of pressing problems of society.

Another important aspect is the creation of conditions for the development of leadership skills among students. Government institutions can provide training programs and trainings aimed at developing leadership, communication and conflict resolution skills. This contributes to the formation of active and responsible citizens who are ready to participate in the public and political life of the country. Ultimately, the interaction of students with government institutions is an important point in the formation of an active and socially responsible citizen. By developing this aspect, state institutions contribute not only to the professional growth of students, but also to their willingness to take an active part in the life of society, contributing to its development and improvement.

In modern society, students play an important role in shaping social activity. Their interaction with government institutions has a significant impact on this process. In this article, we will look at various aspects of students' interaction with government organizations on the way to active participation in public life.

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**1. The role of state institutions in the formation of social activity:**

Government institutions such as universities, colleges and other educational institutions play a key role in shaping students' social engagement. Training programs, organization of events and opportunities for participation in public activities create the basis for the development of social interaction.

**2. Student organizations and clubs:**

Public institutions provide students with a platform to create and participate in various student organizations and clubs. This contributes to the formation of social skills, leadership and responsibility.

**3. Participation in civil and public life:**

Students, interacting with government institutions, have the opportunity to participate in various public and civic initiatives. This includes participation in charity events, volunteering and other forms of active participation in society.

**4. Access to resources and support:**

Public institutions provide students with access to various resources and support that contribute to the development of their social activism. These can be educational resources, scholarships, consultations and other forms of support.

**5. Interaction with the authorities:**

Students, realizing their role in society, interact with government agencies to express their opinions, suggestions and participate in making important decisions. This contributes to the development of an active civic status. Students' interaction with government institutions plays a significant role in shaping their social activity. From educational programs to opportunities for participation in public life, government organizations create favorable conditions for the development of students as active members of society. The development of this interaction is becoming an important aspect of building a civil society where every student has the opportunity to contribute to social development.

## CONCLUSION

The interaction of students with government institutions plays a key role in shaping the social activity of young people. This process not only contributes to the personal development of students, but also has a positive impact on society as a whole. The development of effective mechanisms of interaction is becoming a strategic task for the creation of an active and responsible civil society.

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Research Article

# THE ROLE OF AXIOLOGICAL EDUCATION IN THE DEVELOPMENT OF THE PREPARATION OF STUDENTS FOR SOCIAL-PEDAGOGICAL ACTIVITY

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## ABSTRACT

In the article is emphasized the importance of axiological education in the development of students' training for socio-pedagogical activities. The article presents scientific and theoretical views on the effectiveness of teaching pedagogical sciences in the development of young people's thinking.

## KEYWORDS

Students, education, social pedagogy, knowledge, development, pedagogy, axiology, education, activism.

## INTRODUCTION

It is difficult to imagine the development of society and country without knowledge and enlightenment. Special emphasis on education by the President of the Republic of Uzbekistan Shavkat Mirziyoyev and putting the issue of development of the digital economy on the agenda is an important step towards building an economically-socially, politically strong, democratic state in which the laws of the market economy are fully applicable. As the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, said: "As the sages of the East said, "The greatest wealth is intelligence and knowledge, the greatest inheritance is good education, and the greatest poverty is ignorance!" Therefore, for all of us, acquiring modern knowledge, becoming the owner of true enlightenment and high culture, should become a continuous vital need. If we pay attention to the progress of the fundamental reforms implemented in our country, it is not

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difficult to understand that they are based on the education of the young generation. Because the bright future of our country is in the hands of our young generations.

The development of continuous education in our country is directly related to the deepening of democratic reforms, that is, the expansion of the activity of civil society institutions of the educational process. The first direct familiarization of students with the values of our people, examples of written and oral creativity is carried out through pedagogic subjects. Axiological education is also characterized by the deepening of social education relations in students. Paying special attention to the development of socio-pedagogical activity in the students of pedagogy and psychology of higher education institutions, that is, in the classroom and extracurricular conditions, students study the values of our people, the masterpieces of written and oral creativity, is the basis for the development of the components of social pedagogical activity in them.

Decision No. PQ-4038 of the President of the Republic of Uzbekistan dated November 28, 2018 "On approval of the concept of further development of national culture in the Republic of Uzbekistan" in the implementation of tasks defined in other regulatory and legal documents related to this field, in the education system, high moral values of our people formed over the centuries and spiritual It serves to a certain extent in carrying out a number of scientific researches to preserve its heritage and develop it in harmony with world culture, to widely promote national culture, and to improve its place and position in the international cultural space. The topicality of the topic is that the comprehensive approach to education is increasing in our country, the development of youth is directly connected with the development of our country, its future, the formation of a well-rounded person, and the inculcation of resources of spiritual value into the minds of future pedagogues and psychologists is one of the urgent issues. Expression of moral purity, hard work, patriotism expressed in the masterpieces of folklore, thoughts about the sanctity of this dear motherland, every inch of its land, the content of lapars, songs and songs performed by artists, folk gifts, in a language understandable to students, in an interesting, unique way of performance. plays the role of an important resource in the deeper study of the roots of our history and in the development of social-pedagogical activity.

The purpose of the article is to inculcate spiritual values in the future pedagogues and psychologists of pedagogical higher education institutions, to prepare them for socio-pedagogical activities by improving axiological education, and to further develop their social culture. A brief analysis of scientific research on the topic. Scientists understand civil and moral education by socialization. Also, another group of scientists consider the socialization of the individual as the main goal of education. However, upbringing is one of the main factors of child socialization. "Social action is the basis of education, which distinguishes it from socialization." The term "socialization" was first

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used by the American sociologist F.G. Keddings in relation to people. He expresses the opinion that "development of social nature or individual character is preparation of a person for social life." The French scientist Emile Durkheim and the American sociologist Telcott Parsons emphasized in their studies that a person is regarded as a slow consumer of society's influence. This means the active role of a person in the process of socialization, his ability to influence life situations. The scientific essence of the article is that until now the essence of the concept of "social-pedagogical activity" has not been fully revealed in the pedagogical-sociological scientific literature. The reasons for the weakness in the spirituality of young people and the problems of improving the mechanisms of their identification, examination, and preparation for socio-pedagogical activities have not been sufficiently researched.

It should be noted that the purpose of the didactic system in improving the mechanisms of development of social-pedagogical activity based on values in future pedagogues-psychologists can be logically concluded about the level of development of social-pedagogical activity in students based on values during the experimental work. The following can be included in these integrated educational concepts: respect for values, knowledge of social-pedagogical activity based on values, having skills and the expression of development of social-pedagogical activity based on values in a person and its manifestation in various forms in his activity, the composition of competence of social-pedagogical activity .

Axiology (Greek: "axio" - value and "logos" - science, teaching) - value science; the science of values. Axiological education, the basis of systematic use of moral, work and patriotism education of young people was formed to raise a mature generation using spiritual values. One of such impressive tools is the installation of a statue to Alpomish, the beloved hero of our people, in the city of Termiz, to Nasriddin Efendi, the symbol of justice and truthfulness in the city of Bukhara, the creation of an avenue celebrating the love of young people in the epic "Tahir and Zuhro" in the Guzor district of Kashkadarya region, and the national heroes glorified in the oral works of our people in the parks of the cities. installation of figurines with their images is of great importance in the moral and spiritual education of students and in the composition of the social activity component. It is worth noting that "In this sense, the epic "Alpomish", which is a unique masterpiece of folk art, is a heroic song that shows the identity of our nation and is passed down from generation to generation. If the ancient and glorious history of our nation is an endless epic, it would be correct to say that "Alpomish" is the royal stanza of this epic. In this classic work, the virtues of our nation, which has survived the storms of history and the tests of life and death, and has always preserved its identity, such as tolerance, fortitude, nobility, loyalty and loyalty, have been expressed. Based on the analysis of our article, we defined the preparation of students for socio-pedagogical activities based on values as follows: social activity, self-management skills, high culture and discipline, active participation in socio-political, spiritual spheres of life, spiritual in

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educating the younger generation, is the upbringing of a citizen of a democratic society who implements humanitarian principles in harmony with moral values. The broadcasting of ancient songs, lapars, and sayings of our people by classical artists, songs performed by modern creative youth, examples of folk oral creativity, is an important contribution to the education of students and youth. Television and documentary films created by the creators of the Uzbek television based on examples of folk art are attracting great interest among students and youth. It is important to use examples of folklore as an important resource in educational work and the role of ceremonial events organized in connection with our national holidays. In the songs performed by artists on "Navruz", "Independence" and other national holidays, examples of the ancient oral creativity of our people are widely used, and such events not only educate young people morally, but are also one of the important tools that ensure the effectiveness of the development of the component of social activity in them.

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Research Article

# THE IMAGE OF AMIR TEMUR IN THE WORK OF ABDULLA ARIPOV

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## ABSTRACT

This article is dedicated to the image of the great commander Amir Temur, the protagonist of the drama "Sokhibkiran" belonging to the hero of Uzbekistan, poet Abdulla Aripov. The article explores the image of Amir Temur as an experienced commander, a just ruler, a caring father who respects and invariably adheres to human and religious laws, and who has a unique taste, deeply understands and appreciates literature and art.

## KEYWORDS

An experienced commander, a just ruler, a caring father who respects and invariably adheres.

## INTRODUCTION

In the gems of history, we can find some historical information about the personality of Amir Temur. A number of works have been created in the literary literature about the personality of Sokhibkiran, his spiritual and spiritual world. There are works from which the historical truth is skillfully transferred to art. The Hero of Uzbekistan, Abdulla Oripov, also wrote a poetic drama on the theme of our great grandfather, and convincingly describes to our people that Amir Temur's activities took place based on a clear plan.

In Abdulla Oripov's poetic drama, "Sokhibkiran" the character of the passionate Temur, who was repressed during the Soviet rule, was written

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with great pride. In the work, a realistic image of our great-grandfather Amir Temur was created, and his great role in the history of the country and people was artistically shown. It is known that many poems and stories, short stories and epics, dramas and novels have been written about the great historical figure Amir Temur. Abdulla Oripov did not repeat the content, images and similes expressed in these works. On the contrary, he approached a complex and multifaceted topic based on new views and created a deep poetic work about Amir Temur. In the epic, the main focus is not on the depiction of battles and destructive wars, but on the thoughts, opinions, observations, efforts, anger and love of the main character about life and people.

Amir Temur's kindness, anger and hatred were equally great. His kindness and care for workers, soldiers, builders, children and grandchildren is very exemplary. Even in the most difficult circumstances, he did not lose sight of honest people, honest people, relatives. He was able to respect them. On the contrary, he did not spare the people who betrayed the people and the Motherland, and severely punished the sinners. In the work of Abdulla Oripov, these qualities of Sokhibkiran, his great services to the country and people are revealed one after another. As a result, the great and noble, lively and natural image of Amir Temur is clearly manifested in the work. He is a wise man. He is embodied as a skillful commander, a just king, a ruler who highly appreciates human and religious laws and strictly follows them, a kind father, a person who has a deep understanding and high appreciation of literature and art and a unique taste.

It is also important that Abdulla Oripov did not idealize the character of Amir Temur in the drama. He openly showed his mistakes as a king, conflicts in his worldview, and tragic aspects of his fate. At the end of the work, Amir Temur mournfully remembers the merits and sins he has committed throughout his life and summarizes:

My life went by incessantly.

Maybe how many lives I have spent.

Won't they grab my skirt in the end? [1;122]

In the poetic drama “Sokhibkiran” the famous and beloved saint of Turkestan, Ahmed Yassavi, was created. Yassavi is described as a great thinker with infinite devotion and respect. Before marching to China, Amir Temur went to Turkestan to visit Yassavi's mausoleum, he wanted to receive white blessings from the great saint. This event is depicted in the work in a very impressive and dramatic manner. In this scene, the dramatist revives the spirit of Yassavi, who is lying in the grave, and makes him communicate with Amir Temur. In the interview, Ahmed Yassavi answered the questions of Sahibqiran:

No matter how attractive the intention, Timur,

It is suspected that a sword was formed [2;123] -

says. This answer resonates as the leitmotif of the drama. After all, war and bloodshed are not approved in the drama. On the contrary, the idea that complex problems should be solved

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peacefully by mutual agreement and consultation is put forward. Along with the image of Amir Temur, people such as Sultan Bayazid, Bibi Khanim, Amir Husayn, Ahmed Yassavi are also created alive and believable. In this, psychological analysis is used appropriately. Just as there are no flaws in the ideological content and interpretation of the characters, plot and composition of the drama "Sokhibkiran", the problem of conflict and dramatism is also correctly resolved in it. The dramatist reflected the conflict of the work in a wide and deep way. Consequently, the conflict of the work is based on the difference and struggle between good and evil, justice and injustice, honesty and dishonesty, purity and impurity, bravery and cowardice, loyalty and treachery. The language of the drama is simple and popular, short and concise. It has a lot of deep meaningful and figurative stanzas, and they are used in places with a specific purpose. In fact, Abdulla Oripov's work "Sokhibkiran" is a historical dramatic epic, in which the conflicting life of the great general, the great statesman Amir Temur, his tumultuous career, his sufferings in the way of finding a meaningless place for his personality in life, their personal heroism in life-and-death struggles is widely described.

Abdulla Oripov covers Temur's entire conscious life path in the epic, portraying him as a responsible child, a sincere person, a loving father, a passionate mentor of people of science and culture, a patron of literature and art, a great patriot, a famous statesman, a wise king, showed as a shrewd diplomat and a brave general. When Abdulla Oripov created the image of Temur, his love for the motherland, his sufferings when he was forced to live far from his homeland while he was fighting, and his heartfelt longing for the fatherland were depicted. is an example of a horse. The author was able to embody Timur as a great person by means of these spiritual events and dramatic situations. At the end of his life, Amir Temur made a will to his beloved grandson Mirza Pirmuhammad and expressed his thoughts as follows:

If you want to keep the throne as long as I do,

Think of your sword, be united.

My dears, program justice,

First of all, protect the Motherland and the Nation. [3;135]

In the drama "Sokhibkiran" the description of Temur's personal life is given due place. Therefore, Temur comes to life in the work as a real person. The author clearly revealed his human qualities in the example of his love for his beloved wife Bibikhanim and his children Shahrukh Mirza, Mironshah and grandson Mirza Ulugbek. As a result, Amir Temur is embodied in the reader's mind as an intelligent person with a pure heart. The valuable aspects of the entrepreneur's activity are that he created the system of governance of the country, and these are our inheritance. Abdulla Oripov wrote his pen fully aware of this heritage. [4;298]

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Research Article

# EXPRESSION OF PROVERBS IN THE WORK OF KUTADGGU BILIG

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## ABSTRACT

The article describes the characteristics of aphorisms in Yusuf Khos Hajib's work "Kutadgu Bilig", and the role of proverbs in the life of society and the state. The importance of the proverbs used in the article for today, their aspects that express the worldview of the people, is emphasized. The article focuses on the artistic value of the proverbs and sayings presented in the work, and the skillful use of unique similes by the author of the work.

## KEYWORDS

Proverb, wise words, knowledge, intelligence.

## INTRODUCTION

Nowadays, when achieving spiritual purification and moral perfection is being carried out in our society, it is important to restore our past, and forgotten values, and to study the works of such great people of the past. "Qutadgu bilig" (meaning knowledge that brings happiness) is the work that we should look at. We associate the appearance of this work with an extremely vital and spiritual necessity. The collapse of Arab rule in the socio-political arena, and the emergence of local independent states required the renewal and strengthening of its spiritual foundations. He served as a philosophical and moral guide for the Karakhanid state. He was able to show the strength and power of the artistic and aesthetic thinking of the Turkish people in his literary

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work. They are based on the vital activity of symbolic characters and their mutual proverbs.

Do the works of old age in youth,

When you get old, you lose strength, you don't have enough age.

You have seen the article above. It informs that a person should advance justice, legality, peace, and prosperity of the country in his youth. The integrity and development of the country depend only on the youth. How the people will be depending entirely on the leader of the country. In "Kutadgu Bilig" the head of state called the ruler "elig" or "bek". It should be noted separately that among the ancient Turks, I imagined the concept of homeland together with the people belonging to this homeland. This concept is represented by the word "el". This word expresses not only the people but also the concepts of country, land, state (kingdom), and country. Its combination with the word "day" is equivalent to the concepts of "people", "country", "homeland".

Another example;

If a good man enters with white milk, he will not change his ways until Death comes.

That is, a person's character accompanies him until the end of his life. Release the Uzbek counterpart with the soul that entered with blood.

A symbol of satisfaction (well-being). Each of them symbolically represents justice, luck, intelligence and prosperity (satisfaction). At the same time, they appear as holders of certain positions at work. In the image of Yusuf Khos Hajib, he is correct in proverbs, truthful in his behavior, truthful in his speech, mature, rich in eyes and heart, knowledgeable, intelligent, and calls for vigilance. Yusuf Khos Hajib expresses these thoughts through the speech of his characters. From the above texts, it became clear that with the help of proverbs, it reveals its essence, its true essence through symbolic details and actions. It is not for nothing that Kuntugdy was given the symbol of justice. With this, Adib reflects the belief that Justice, a just ruler and just laws should be at the top of the state. The name Kuntugdi is also suitable. Because the Sun gives everyone the same light. It warms everyone equally. For him, there is no difference between big and small, rich and poor. The worst vices before justice are: breaking the law, lying, drunkenness, violence, shamelessness, indifference, anger at work, not benefiting others, slander and crookedness. In his opinion, a real person does only good to all people and does not expect a reward from people in return. Kuntugdi said: "A good man never changes his nature, for if a good deed comes with white milk, he will not change his manner until death comes." Aytoldi devotes his whole life to strengthening the country's development, peace, tranquility and well-being. Yusuf Khos Hajib symbolically expressed the idea that "the state should be governed with justice and intelligence." Ogdulmish and Ozgurmish's questions and answers sometimes reach the level of intense discussion. Despite this, Ogdulmish is careful and

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intelligent, and as a result, he can convince Ozgurmish of his ideas. According to him:

An intelligent person knows the value of intelligence.

If a wise man sells knowledge, the wise man will buy it.

One of the current expressions of this proverb is "The goldsmith knows the value of gold, and the copper knows what it is." Moreover, he always preaches that all worldly affairs are a necessity of life. For this purpose, he talks and explains about farmers, merchants, shepherds, artisans, the poor, families, children and their upbringing. He is a determined person who works hard to achieve his goal. He is not a person who leaves his work unfinished and returns halfway. It is these qualities that lie at the heart of the confessions of the convert. The meaning of the word Ozgurmish is "awakening" or "awakening". His ascetic appearance corresponds to this meaning. He warns you not to waste your life with all kinds of petty desires, doing useless things. Arouses sleepless feelings. It is reported that there are things in the world that cannot be solved by the state or reason, that there are sensitive feelings in the human heart, and it is said that people should be vigilant in order not to indulge in these feelings and not waste their lives. Urmish is an observant, willful person. He declined Eli's offer to come to town. Although this sentence is repeated three times, he does not change his mind. He leaves for Elig only after the reasonable explanations of the son.

The wound from the beating heals and is quickly forgotten.

Swearing with the tongue does not end, its poison remains forever

A needle injury heals, but a tongue injury does not! It fits perfectly with the proverb. Uzgurish is a pious person. He puts religion and religion above all else. For him, going to the shops for good clothes, good food and all kinds of entertainment is equivalent to giving his soul to the wind. In his opinion, a person should enrich his soul and cleanse his body of all kinds of evil. The way is enlightenment. To prove his point, he said to Ogdulmish: "You and I both eat simple barley soup and if we go to sleep, we will both be hungry, so there is no point in painting such food with lipstick." q, you walk in kimhobs. , but I'll be content with a coarse woolen shirt, and if death comes tomorrow we'll both go naked! Therefore, it is necessary to enrich not the body, but the soul. "Kutadgu Bilig" is also an example of high art. In it, the poet's thoughts are decorated with beautiful images, life comparisons and subtle metaphors, impressive figures, wonderful symbols. Yusuf Khos Hajib felt the power of words and the inner possibilities of his native language at a subtle level, and wrote: "I knew Turkish words like a wild reindeer, but I studied them carefully." The poet's figurative system can give vivid ideas. The general situation of the 11th-century Turkish literature and the traditions of this literature. The image of the bow is one of the most used images in the history of our literature. falling in love with their lover, often making up for lost time. Their relationship with Sagittarius is

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relatively rare. The image of the bow in "Qutadgu Bilig" is related to the bow in "Devon Lugat at-Turk" and in ancient written sources, as well as in folklore.

**There is a very old saying in the parable,**

The father's place and horse will be left to the son.

There is a proverb that says, "The father's place and horse are left to the son." In the Uzbek language this proverb, "A horse is replaced by a woman", here the poet refers to youth, a period of enthusiasm like an arrow, the heart to a bow, but when youth gives way to old age, the dreams of the old heart are still alive as before. but they are difficult to achieve. At the heart of this is the fact that the hero is stuck in the vortex of a difficult life. It should be noted that this metaphor used by the writer later became a traditional image in Turkish literature, including Uzbek literature.

As we can see, here the beks are first compared to a brave lion, but in the next stanza, they reveal their true form. The "beheading" of this category is manifested. So, it is not the bravery of the lion, but its malice that is taken into account here. The poet compares oppression to a burning fire, and justice to flowing water: when one approaches, it burns and destroys everything, and from the flow of the other, such blessings flow. The poet's allusions are impressively expressive:

Listen a lot, say a little.

Think a lot, say a word.

Think a lot, say a little..

Its powerful effect distinguishes this similarity. The poet likens the tongue to a lion and thoughtfully warns the listening reader against the great danger of speaking bad and useless words. Some comparisons can be used to illuminate more than one image. For example, they use the image of an animal for people who are ignorant, uneducated, without intelligence, greedy and have bad behavior and bad habits. We can see that the image of the wolf was used concerning the commander of the army, the enemy, the brave, the husband and death. But not all of them have the image of a wolf in the same sense. If I compared the general to a wolf, it means that he is terrorizing the enemy with great strength, and if I compared a palace official to a wolf, then their stupidity and ignorance is emphasized. The best way to compare an enemy to a wolf is to look at its aggressiveness and aggressiveness. The comparison between death and the wolf is because neither of them can distinguish between good and evil. The interpretation of the same image with different comparisons is characteristic of the art of "Qutadg u bilig". For example, a person's face looks like bone, moon, soup, purple, or gray. The bone is thrown at the dishonest person in such a way that the poet pretends that no one needs him, that the person is like an abandoned thing. And the moon is a symbol of facial beauty (beauty in general) in Eastern literature. The soup-like appearance of the face indicates the attractiveness of a person's appearance. Purple is a symbol of a red face. A red face is a special "unit of measurement" of beauty. The gray color is a sign of the face of a person who is afraid or in an uncomfortable situation. This

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phenomenon can also be seen in several references to the army commander. They have the strength of a general, the terror of an animal like a lion, the constant vigilance of a tiger, the strength of a tiger, the aggression and attack of an enemy like a pig, and the courage of a pig. The wolf, with his skill in battle tactics, cunning and enterprise, is like a fox, his ferocity is like a bear, and he is vengeful. the basin and the camel are compared to the man, the night watchman and the sentinel owl to the owl. In general, the use of color comparisons when describing an object serves to highlight and exaggerate the different aspects of this object. In the comparisons, there are many life scenes related to the lifestyle of the Turkic peoples, especially farming and animal husbandry. Animals such as dog, lamb, wolf, sheep, deer, crow, jackal, red fox, meadows, dry sand, grass (fire) and spring. Among them are comparisons related to things such as grass, rope, written trap, rope, shackles., autumn, field, desert and phenomena such as dust, wind, tub (storm). All this shows that "Kutadgu Bilig" is the first great written epic in the Turkish language, which had a strong influence on the oral creativity of the Turkic peoples. After Ogdulmish returns from Ozgurmish, the following verse is also found in the Elig language:

If a person is patient, he will find his wish,

He who perseveres catches a swan.

The current versions of this proverb are "Patience is yellow gold!" , We know that Elig invited Ozgurmish to his place, but Ozgurmish refused this offer, saying that he had gone to the path of asceticism. The metaphor here is a beautiful and elegant way of summarizing this situation. In addition, the poet was able to express this situation very effectively, because the phrase "you did not accept my proposal" cannot deeply affect the feelings of the reader. "Remove the gauze and replace it with a thorn" creates images. Silk gasmol is the suggestion here; thorn - rejection. "Kutadgu bilig" metaphors can be found in many places, especially in places dedicated to the depiction of nature. When the poet paints the same moment or scene over and over again, he is limited to using the same metaphors. In one place, the night is represented by the metaphor of a black face, while in other places it is a rusty face, a lover's forehead, black hair, a black shirt of gray color and an Abyssinian beard (see). described through beaver skin metaphors. The metaphorical image of the sun is the daughter of Rome. It is also expressed in the metaphors of the shield (coral branch), the bright face, and the face of the beautiful girl. Such a variety of metaphors can be observed in places related to the morning landscape, most importantly, in the image of heroes. All this testifies to Yusuf Khos Hajib's high skill in artistic depiction.

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Research Article

# INTERCULTURAL INTERACTION AND ITS IMPACT ON NATIONAL IDENTITIES

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## ABSTRACT

The article examines the issue of intercultural interaction and its impact on the formation of national identities. The authors analyze various aspects of interaction between representatives of different cultures, paying attention to socio-cultural, psychological and linguistic aspects. The article explores how these interactions can influence the formation and change of national identities, identifying key factors contributing to the convergence or divergence of cultural groups. As a result of the work, conclusions are provided on how intercultural interaction contributes to the complex processes of personal and collective identity formation in a modern multinational society.

## KEYWORDS

Intercultural interaction, national identities, intercultural communication, cultural diversity, globalization and cultural flows, cross-cultural communication, influence of cultural stereotypes, intercultural competence, cultural shock, identity and self-awareness, multicultural environment, socio-cultural changes, cultural adaptation.

## INTRODUCTION

In the modern world, which is in a state of constant globalization, the issues of intercultural interaction and its impact on the formation of national identities are becoming increasingly relevant. The boundaries between nations and cultures are blurring, and people are faced with

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the need to communicate and cooperate on diverse levels. In this article, we will consider what factors influence intercultural interaction and how it forms national identities. Intercultural interaction can take various forms: from trade and economic relations to cultural exchange and migration. It is important to take into account that each of these types of interaction has a peculiar effect on national identities. Economic ties between nations facilitate the exchange of technology, ideas and goods. This creates a basis for communication and mutual understanding between representatives of different cultures[1]. However, on the other hand, such interactions may cause fear of losing one's own cultural identity due to the influence of a stronger economic partner.

Cultural festivals, educational programs and tourism promote the exchange of cultural values and traditions. This can lead to a broader understanding and respect for diversity, but it also raises questions about preserving the uniqueness of one's own culture.Increasing migration brings new elements to national communities, creating multinational societies. This can stimulate dialogue and cultural enrichment, but it also poses challenges in terms of preserving traditions and creating a balance between the new and the old. Intercultural interaction can lead to the expansion of the boundaries of national identities. People are starting to see themselves not only in the context of their nation, but also within the global community. This can lead to the enrichment of cultures, as well as the formation of a more tolerant and open society.

However, with the increase in intercultural interaction, there is a danger of losing the uniqueness and traditions of national cultures. Merging and overly active exposure to stronger cultures can lead to a loss of identity and the creation of cultural homogeneous zones. In the modern world, where borders are becoming more blurred and technology is reducing distances, the issue of intercultural interaction is becoming increasingly relevant. Against the background of globalization and international migration, people encounter representatives of different cultures in their daily lives. This phenomenon has a profound impact on the formation of national identities. Intercultural interaction enriches society with a variety of cultural experiences. People have the opportunity to study and understand the traditions, customs and values of other nationalities[2]. This mutual enrichment contributes to the creation of a more tolerant society where differences are accepted and appreciated.

However, despite the positive aspects, intercultural interaction can cause challenges for national identities. When faced with new cultural influences, people may begin to rethink their belonging to a particular nation. This can lead to the loss of some traditions and values, which calls into question the sustainability of national identities. However, a more constructive result may be the synthesis of cultures and the emergence of hybrid identities[3]. People can perceive themselves as part of several cultures,

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combining the best aspects of each of them. This allows you to create unique identities that can more easily adapt to a changing world.

With the global spread of media and the development of technology, intercultural interaction is becoming more accessible. People can share cultural contexts from the comfort of their homes. This provides a unique opportunity for the preservation and dissemination of cultural features. Education plays a key role in shaping a positive perception of intercultural interaction. Programs aimed at developing intercultural competence contribute to more effective interaction and understanding of diversity. To create a harmonious neighborhood of cultures, it is necessary to develop understanding and respect for cultural differences. This requires efforts at the level of public policy, education and interpersonal interaction.

In the modern world, increasing globalization and related events create a unique environment in which cultures collide, merge and interact. This process of intercultural interaction has a significant impact on the formation and change of national identities. In this article, we will consider what factors influence national identities in the context of intercultural exchange[4]. Global communication, travel and the exchange of ideas create unique opportunities for interaction between different cultures. This process, known as intercultural interaction, provides people with the opportunity to share experiences, values and traditions. However, like any process, it has its challenges, such as conflicts of values and language barriers.

Intercultural interaction has a direct impact on national identities. As a result of the exchange of cultural traits, new hybrid identities are formed, integrating elements of different cultures. This can lead to an expansion of the vision of one's national identity, a consciousness of one's involvement in the world community. Language plays a key role in the process of identity exchange. Mutual understanding based on a common language promotes deeper interaction. However, it is important to take into account that language can become a source of misunderstanding and conflict, which, in turn, affects the formation of national identity.

Intercultural interaction can cause cultural conflicts, especially when different values and norms come into contact. However, these conflicts can also stimulate the process of adaptation, leading to a more tolerant and diverse understanding of national identity. Education plays an important role in the process of forming national identity in the context of intercultural interaction[5]. Educational programs focused on understanding and respecting diversity can contribute to the formation of an open society where differences are welcome. Intercultural interaction is a complex process that has a significant impact on national identities. Openness to cultural diversity and respect for differences can contribute to creating a more harmonious world where everyone can preserve their national identity while perceiving and respecting the identity of others.

In today's world, where borders between countries are becoming increasingly blurred,

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intercultural interaction plays a key role in shaping public relations and national identities. This process not only reflects cultural enrichment, but also contributes to the evolution of national identity. In this article, we will consider how intercultural interaction affects the formation and change of national identities. Intercultural interaction is a process of exchange between cultures, which may include the exchange of knowledge, art, technology, as well as the interaction of people at the level of communication and joint activities. This process can manifest itself in various forms, such as migration, tourism, education, international business relations and cultural exchange.

One of the key aspects of intercultural interaction is the influence on language and lifestyle. Language, as a means of communication, becomes a bridge between cultures. Through language exchange, new lexical units are formed, as well as the transfer of cultural concepts. Lifestyle is also subject to changes under the influence of intercultural factors: from culinary preferences to traditions in clothing. With the growth of intercultural interaction, many societies are becoming multicultural, which creates both new opportunities and challenges[6]. On the one hand, multicultural societies are enriched by a variety of ideas, traditions and experiences. On the other hand, there are issues of integration, preservation of cultural heritage and creation of a common identity.

Intercultural interaction has a significant impact on the formation and evolution of national identities[7]. In the context of globalization, people are faced with a variety of cultural codes, which can lead to a rethinking of their belonging to a particular nation. On the other hand, this interaction can enhance a sense of pride in one's cultural identity and contribute to the formation of new national mosaics. Intercultural interaction plays a key role in the modern world, shaping social relations and national identities. This process enriches cultural heritage, opens up new perspectives and causes the need to find a balance between preserving cultural uniqueness and openness to diversity. It is important to realize that the interaction of cultures is not only a challenge, but also an opportunity for the harmonious neighborhood of different national identities in a single world.

The modern world is facing the rapid development of globalization, which leads to an increase in intercultural interactions. People from different cultures and national communities face each other in various spheres of life, from business and education to the social environment. This process has a significant impact on the formation and change of national identities. Intercultural interaction is a process of exchange and interaction between representatives of different cultures. It involves the exchange of information, values, traditions and ideas. National identity, on the other hand, reflects the sense of belonging and uniqueness that a person feels towards their nation.

Intercultural interactions can lead to cultural enrichment. People can learn new traditions, arts, culinary habits and languages through interaction with representatives of other nationalities[8].

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This exchange can lead to an expansion of cultural experiences and the creation of unique hybrid cultural expressions. Intercultural interaction can contribute to social integration. People who are faced with a variety of cultures can develop a more tolerant and open attitude towards differences. This, in turn, can contribute to the formation of new communities where national identities can become more flexible and inclusive. Migration is one of the key aspects of intercultural interaction. When people move to new countries, they face challenges in forming their national identity. They can preserve their traditions and at the same time adapt to new cultural contexts, which leads to the formation of unique identities.

Uncontrolled intercultural interaction can also cause conflicts in the field of national identities. Some people may experience a sense of loss of their cultural identity due to exposure to other cultures. This conflict may highlight the importance of balancing the preservation of one's own identity and openness to new influences. Intercultural interaction is becoming an integral part of modern society, and its impact on national identities is undeniable. The key factors are cultural enrichment, social integration, adaptation to migration and conflict management. It is important to consciously develop strategies that promote mutual understanding and respect in order to ensure a balance between preserving cultural identity and being open to new cultural influences.

In the modern world, where globalization is becoming an increasingly integral part of our daily lives, the issues of intercultural interaction and its impact on national identities are becoming particularly relevant. Faced with the diversity of cultures, people face challenges and opportunities that can both unite and divide societies. This article examines how intercultural interaction affects the formation and transformation of national identities. Intercultural interaction is a process of exchange and interaction between representatives of different cultures. This process can take place at various levels, including interpersonal, intergroup and international. It involves the exchange of ideas, values, customs, languages and other cultural aspects.

Intercultural interaction expands the horizons of the individual, giving him the opportunity to immerse himself in the diversity of cultures. This can lead to the formation of cosmopolitan identities, where people feel themselves to be part of the global community, above national borders. Interactive cultural processes lead to the exchange and fusion of elements of different cultures. This can lead to the emergence of new cultural phenomena that contribute to diversity and enrich the overall cultural palette. On the other hand, intercultural interaction can cause cultural conflicts. Differences in values, traditions and customs can become a source of tension and misunderstanding between cultures. Intercultural interaction can simultaneously contribute to the preservation and loss of national identities. Some individuals acquire new aspects of identity while maintaining their cultural foundation, while others may face the threat of losing their national identity.

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Intercultural interaction is a complex and multifaceted process that has a profound impact on the formation of national identities. Openness to diversity, understanding and respect for cultural differences are key elements of successful interaction. Understanding the impact of intercultural exchange on national identities contributes to the creation of a more tolerant and harmonious society capable of effectively coping with the challenges of the modern multinational world.

## Conclusion

Intercultural interaction inevitably affects national identities, presenting both challenges and opportunities. The ability of society to adapt to these changes and perceive them positively plays an important role in shaping a more open and understanding world. Intercultural interaction plays a key role in modern society, forming new forms of national identities. It is important to develop an understanding and respect for diversity in order to ensure a balanced impact and preservation of cultural traditions in the context of globalization.

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