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ADMITTANCE CEREMONIES AND EMBASSY RELATIONS DURING THE PERIOD OF ASHTARKHANIDS

Tulkin Mamatkobulov
2nd Stage Basic Doctoral Student Institute of History of the Academy of Sciences of Uzbekistan, Republic of Uzbekistan.

Abstract:
The article analyzes the reception ceremonies and embassy relations during the administration of Ashtarkhanids with the help of materials from historical sources and information from foreign literature.

Keywords: Ashtarkhanids, management, reception ceremony, embassy relations, Central Asia, Khorezm.

Introduction

Political processes in Central Asia and neighboring regions were also changing at an extremely fast pace. In particular, the neighboring Arab Shahs of Khorezm joined the Bukhara Khanate and the Safavids for permanent independence, the Safavid dynasty in the Middle East, and the Baburi dynasty in India. Naturally, there was a constant need to maintain relations with these countries. These processes gave impetus to the formation of unique relations in the khanate.

SOURCE ANALYSIS

Records of official reception ceremonies of the khanate can be found in several sources, chronologically they are divided into two groups (related to the period of Shaibani administration and Ashtarkhanid administration) and they can be divided into the following groups depending on the topic:

- Historical geo-cosmographic works;
- Memoir works;
- Literary works;
- Official documents.

In the study of the above problem, primary sources are of course important. The written sources of the first half of the 17-18th centuries can be divided into the following groups according to their content:

a) historical-geographical works: "Bahr ul-asrar fi manoqib alahyor" ("The Sea of Secrets about the Courage of the Great") by Mahmud ibn Wali, "Tarihi Olamaroi Abbasi" ("The Story of Abbas the Enlightener of the World") by Iskandarbek Munshi ("The Story of Abbas the Enlightener of the World"), Muhammad Yusuf Munshi" Tarikhi Muqim-khani", Muhammad Amin Bukhari's "Ubaidullanoma" ("Book about Ubaidullah Khan"), Abdurrahman Davlat Tole's "Tarihi Abulfayzkhan", Khojamqulibek Balkhi's "Tarihi Qipchokkhani", Sharafuddin A'lam ibn Nuruddin Akhund's "Tarihi Said Raqim" ("The Chronicle of Raqim"), Abul Abbas Muhammad Talib's "Matlab al-Talibin" ("The Goal of the Seekers of Truth"), Muhammad Amin ibn Muhammad Zaman Bukhari's "Mukhit Attawarih" ("Ocean of Chronicles"), Khodja Samandar Tirmidhi's "Dastur al-Muluk" (" Guide to Rulers") works such as;

b) literary works: "Muzakkir al-as'hab" by Muhammad Badi ibn Muhammad Sharifi Samarkandi, "Tazkirat al-muluk" by Mirza Sami and "Hatoriti Mutribi" ("Memories of Mutribi") by Mutribi Samarkandi;

c) official documents: "Materials for the study of Central Asian paleofacies in accordance with the laws of the XVII-XVIII centuries" and "Documents on the history of agrarian relations" [1: 15-17]; g) Tourist and embassy documents: I.D. Khokhlov's memories of the embassy trip (N.I. Veselovsky, Ivan Danilovich Khokhlov. The states that exist in Central Asia have had social, economic and political relations with neighboring or foreign countries for centuries. Among these relations, diplomatic relations are distinguished by their importance.

This can be observed in the example of the Ashtarkhanid dynasty, which ruled in Turkestan in the middle of the XVII-XVIII centuries. According to the sources, diplomatic relations were well established during the Ashtarkhanid period. This dynasty established diplomatic relations with the Baburis, Safavids, Ottoman Turks, Kazakh khanates, and the Russian state.

RESULTS AND DISCUSSIONS

The organizer of meetings related to the embassy and other diplomatic relations of this type was considered shigovul. Shig'ovul (Turkish Master of Ceremonies) - an official responsible for arranging the reception of foreign ambassadors and other high-ranking guests from other countries

In diplomatic relations, great attention is paid to the ambassador personally. According to existing traditions, ambassadors sent to foreign countries were appointed mainly from people close to the ruler, representatives of high-ranking and influential classes. Ambassadors were appointed and sent depending on the nature of political, military, and economic relations with other countries. There is information in the sources that ambassadors are assigned very interesting and responsible tasks. In many cases, the ambassadors were led by scholars. This is confirmed by the recorded information that the Khojas of Dzhoybor went from Bukhara to the lands of the Safavids or the Ottomans as ambassadors.

At the beginning of the 17th century, the Ashtarkhanid dynasty came to the throne of the Bukhara Khanate. They had active contacts with the Safavids, Baburis and the Ottoman Turkish Empire in terms of foreign policy. Between these countries there were diplomatic relations during war and peace. The state's foreign relations have changed over time.

In particular, in 1602, there was a struggle between the Ashtarkhanids and the Safavids for the land of Balkh. Shah Abbas I (1689-1629) arrives near Balkh with his army. The first battle is inconclusive and the two sides watch each other for a while. Shah Ashtarkhani sent an ambassador to Baqi Muhammad Khan (1601-1605) in the fortress. He brings in a letter and a scarf with a sword. The ambassador's visit in this way meant that if you are a man, go out and fight, and if you are a woman, put a scarf on your head and run[1]. In fact, Baqi should have killed the ambassador who went to Muhammad with his weapon, but the guards of the khan, who had noticed in advance, managed to eliminate the danger [9, p.72-73]. From the above information, it is clear that the ambassadors were directed according to the era. From the above situation, it is clear that when two sides had a conflict, either a representative of a certain religion or a person in a military position acted as an ambassador.

In 1603, in the fight against the Safavids, the Ashtarkhanids sent an ambassador to the Ottoman lands, Baqi Muhammad. He asked the Sultan for cannons and other military weapons. Sultan Mehmet III gave 20 cannons and 200 rifles [1]. It is clear from this information that these weapons given to the Ashtarkhanids were for the defeat of the Safavids. The reason is that the Safavids have always been a dangerous enemy for the Ottomans. The Ottomans tried to get closer to Turkestan khanates and Baburis through sectarianism. If the above situation is one reason, another reason is the desire to dominate the Middle East region alone. Another reason was to control the way to the pilgrimage.

The rulers of Ashtarkhani tried to establish relations with the Safavid dynasty based on the internal situation. For example, Vali Muhammad (1605-1611) and his nephew Imam Quli Khan (1611-1642) sent an ambassador asking for help from the kings of Iran in the struggle for the throne. In 1610, Vali Muhammad Khan Shahmuhammad was appointed the chief treasurer of the embassy sent in 1610. According to the information provided by Mulla Jalaluddin Munajjim, the ambassador will bring various precious and precious things from Bukhara to the king. He carries camels, pack horses, porcelain, musk, weapons, saddles, and whips [5]. The reason for this was the political turmoil in the Bukhara Khanate. Vali Muhammad Khan, Khan of Bukhara, who understood this well, was close to the relatively powerful Safavids of that time. In March 1611, there will be an uncle-nephew battle. Defeated, Wali is forced to go to Muhammad Abbas I. First he goes to Marv, then he goes to Mashhad and visits the rank of Imam Reza. Overjoyed, the king sends many valuable gifts to the khan. Among them were Iraqi horses, camels, tents, candlesticks, carpets, skins, furs, candles, etc. When Wali Muhammad arrives in Koshan, the king prepares a guard of honor consisting of soldiers to welcome him solemnly. 20,000 troops line up on both sides of the 3-farsakh road from Kashan to Isfahan. Houses, streets, markets up to Davlatabad will be decorated. When Shah Abbas I meets Wali Muhammad, he hugs him on horseback and is seen in a good mood. He walks through the 20,000-strong army. He gives Khan one of his houses. The next day, he meets her again and invites her to go hunting after dinner. On that day, there was a ceremony of sprinkling water in the Safavid palace, and Ashtarkhani invited Valimuhammad Khan to that place. In March-July of 1611, he was in the palace of Valimuhammad Khan. During this time, the Safavid king treated him well. In July, Valimuhammad Khan's army, which was going from the Iranian palace to Bukhara, gave Shah Abbas Khan 50,000 tumans of money, an army under the leadership of Zainal Khan Shamli, horses, camels, weapons, and tents. It can be seen from this information that the kings of Iran also tried to soften the relations between them by supporting Turkestan khanates to a certain extent and to keep the Ashtarkhanids in some kind of dependence on themselves. They used embassies effectively. The purpose of the above treatment and gifts of Abbas I was not to please the khan, but to gain control of Turksotno through the khan.

This is confirmed by the following information of the Spanish ambassador and tourist Silva de Figueroa about what he saw in Isfahan. He wrote that the pleasantness and elegant speech of the ambassador from Turiston, as well as his pleasant and neat appearance, very similar to that of the Iranian people, were surprising. He sat between the ambassadors of Rum and India in Isfahan and was on good terms with them. They were all offered a meal of rice, greens, and various wines instead of water, but none of the ambassadors seemed to object, the Spanish tourist says. During the process, they were served by three young men dressed in silk kimonos and with long hair. This information shows that ambassadors from Turkestan were well received like other ambassadors wearing gold ornaments, and there was a certain ambassadorial culture in this regard[6, p.5]. So, the Safavids tried to welcome the ambassadors from Turkestan. He realized that Turkestan was necessary for them both for political and commercial purposes. Also, the religious closeness between the two countries played a certain role in this. Muslims were closer than Christians, although they were of a different sect. This can be seen from the memories of the Spanish ambassador above.

During the Ashtarkhanid dynasty, diplomatic relations with the Safavids changed for the better. He tried to stabilize the country politically. In this regard, he conducted a certain internal and external policy. Imamquli Khan's coming to power and being at the top of the state administration also allows the Ashtarkhanid dynasty to rise further. Both domestic and foreign policy changed for the better during the reign of Imam Quli Khan. The following description given to him in "History of Muqimkhani" also indicates that he was a strong ruler with Nechog power. "There were no rioters or rioters in Balkh or Bukhara when Imam Quli Khan was on the throne of the state," writes the historian.

Imamkuli Khan had good diplomatic relations with neighboring countries. During his time, good relations were established with Iran, Russia, Turkey, India, Kazakh khanates. Imamkuli Khan was a ruler who understood the need to establish relations with the Russian state and to establish diplomatic relations with more countries for the development of the state. In particular, in 1613, he sent a delegation headed by his ambassador Navroz Khoja to Moscow. Imam Quli Khan presents the Russian tsar with an ambassador and offers to further improve trade relations between the two countries. Also, various gifts from the khanate as an ambassadorial gift; sent sovut, shunkor, fur, dried fruits to the Russian king [2]. Relations with the Russian kingdom will improve. In 1620, Russian Tsar Mikhail Fyodorovich sent his ambassador Ivan Khokhlov to Bukhara via Astrakhan. Ivan Khokhlov had to bring the tsar's label to Imamkulikhan. But he is not well received in Khiva. This situation has a negative impact on the behavior of the ambassador. When the ambassador was well received by the khan in Bukhara, the tsar returned without handing over the badge and three horses to the khan. As soon as the ambassador returned to Moscow, he told the king about the situation. Chobak, who was in Moscow at that time, told Balikov that the ambassador of the Russian tsar was not well received in Bukhara and was treated with disrespect, and emphasized that the horse would only be given to an allied country.

In 1624, Governor of Balkh Nadr Muhammad Khan sent an ambassador to the palace of Safavid Shah Abbas I. Shah Nadr Muhammad, who received the ambassadors well, sent him a black horse from among his personal horses and a white hawk and a falcon. The foreign policy goals of the Safavids lay at the bottom of this behavior of the Iranian king. Among them, possession of Balkh was considered an important link. It is worth mentioning that Balkh has always been a hot spot for Baburis, Ashtarkhanis and Safavids. Whichever dynasty ruled Balkh would have the upper hand in controlling the rest of its territory.

The Khanate of Bukhara maintained constant relations with the Baburi dynasty. By the time of Imam Kuli Khan, these relations improved a lot. In particular, Hakim Haziq, the ambassador who came to the khanate in 1586, was the son of Hakim Humam, who headed the Indian embassy. Hakim Haziq was a famous person of his time, a bright mind, a scientist, a poet and a doctor. Uzbek scientist I. Hakim Khazik played a big role in strengthening international friendship. Nizomiddinov emphasizes. On 16 Rabi 1628/13 November 1628, the envoys presented Imam Quli Khan with various gifts worth 150,000 rupees, including a magnificent tent made of silk and inlaid with gold, precious horses, elephants, and even Akbar Shah (1556-1605). left India with one of the swords belonging to They also brought a letter from the Babur ruler Shah Jahan (162-1658) expressing his regret at Nadr Muhammad's (1642-1645) attack on Kabul, but his willingness to ignore it in order to preserve his family's ancient ties to the Khanate. In fact, even the representatives of the Ashtarkhanid dynasty did not approve of his action. Muhammad Yusuf Munshii also gives detailed information in his work that the Baburi ambassador was received with great respect in the khanate and that he stayed in the khanate for about a year [4].

Embassy relations between the Ashtarkhanids and Baburis continued during the reign of the next rulers. The arrival of the ambassadors, their reception and sending back were carried out in a coordinated way between the countries. In many cases, when religious closeness and kinship were rejected, the main reason was territorial ownership.

Some time before the last march of Abdulaziz Khan (1645-1681), the ruler of Bukhara, Ashtarkhani, to Khurasan, the Indian ambassador to the Bukhara Khanate, Tarbiyat Khan, was sent back to India. On 22 Jumada 1634 II 1044/13 Dec 1634, the ambassador brought various gifts to Shah Jahan's palace, including 45 camels, 45 horses, Chinese goods and expensive carpets. Tarbiat Khan does not seem to have brought any letter from Nadr Muhammad for Shahjahan, but this deficiency was rectified a few months later when the ruler of Balkh, Nabahrabi, sent his ambassador to Shah Jahan [5].

Nadr Muhammad, who was the governor of Balkh, sent an embassy not only to the Baburis and Safavids, but also to Moscow. It was managed by a merchant named Khwaja Ibrahim, who visited Moscow several times and was sent from May 15 to June 14, 1638 (Muharram

1048), that is, two or three months before Yalangtushbi attacked Khorasan. Khoja Ibrahim brought rich and varied gifts to the Russian Tsar Mikhail, including 4 thoroughbred horses, 2 silk carpets, various lengths of cotton, and at least 90 precious stones (some weighing between 50 and 65 grams), some of which were set in gold. was Unfortunately, as a result of an attack on him on the way, the embassy convoy is robbed. In 1642, Imam Quli Khan abdicated and gave it to his brother. He said that he was going to perform Hajj. His brother sent two ambassadors to the Safavid palace. The king welcomed them very warmly. Even King Safi I (1629-1642) invited the ambassador to hunt with the ambassadors of Istanbul, Moscow and India. Meanwhile, King Safi I died and his son Abbas II (1642-1666) came to the throne. Imam Qulikhan was warmly welcomed by the Safavids everywhere. When he was two farsakhs away from the capital, the king personally set out to meet him. The two had a fling with each other, and a special party invited Khan to a celebratory party. When the khan, who stayed in the palace for two months, said that he had to go on pilgrimage, Shah Abbas II invited him to stay in the Safavid palace for the rest of his life. The goal was not mercy or tolerance, but control of Khurasan and Turkestan.

As a result of the events of 1645 and the conquest of Balkh by the Baburites, the Ashtarkhani ruler Nadr Muhammad Khan fled to Iran due to the betrayal of his son Abdulaziz. From this situation, Ashtarkhanid lands under slavery and Iran, which has certain political goals in relation to these areas. Shah Abbas II welcomes Nadr Muhammad with great respect. The army will line up from the capital to Davlatabad. Courtiers, musicians, scholars and all Bukhara people will gather to welcome the high-ranking guest. Expensive carpets are laid from Isfahan to Davlatabad. Music plays until dawn, bonfires light up the roads[5]. Nadr Muhammad's lavish reception was based on his mother's descent from Sayyids and his visit to Imam Reza's mausoleum. The main goal of the Iranian king Abbas II was to establish his rule in Turkestan with the help of Ashtarkhani ruler. In this matter, although he could not achieve his planned goal due to the problematic situation with the Ottomans in the west and the Baburis in the east, there was some effort to do so[6].

In the following years, the Ashtarkhanids tried to maintain certain moderate relations with the Safavids. There is an exchange of ambassadors between the two sides. In particular, Ashtarkhani sent ambassadors led by Abdulaziz Khan Kulumkhoji to the Safavid king in 1658 to the Safavid palace. Elchi Khan took two tigers along with the letter. In 1660, Abdulaziz sent an ambassador and sent two tigers as a gift. During the period of Abdulaziz Khan (1645-1681), foreign relations were well formed. He tried to make good relations with Iran, India, Ottoman Turks. In 1647, he sent his ambassadors to the land of the Safavids. At the same time, the Russian ambassador A. Gribov was also in the Safavid capital. Information about the ambassadors who went from Bukhara is preserved in his memoirs. In particular, he writes in his memoirs: "Ambassadors brought to the king of Iran (Abbas II 1642-1666) a golden chest with a golden lock, and there were precious stones in the chest." It also mentions some information about the reception ceremony of Bukhara ambassadors. "... In particular, Khurasan brought skins, goat hair, turbans, 50 camels with one saddle, 26 blankets and other things. Abbas II allowed the ambassadors of Abdulaziz Khan to sit together with other khans" [7].

In 1658, Abdulaziz Khan sent ambassadors led by Kulumhaji to the Safavid palace. Elchi Khan took two tigers along with the letter. In 1660, Abdulaziz sent an ambassador and gave him two tigers as a gift. This, in turn, indicates that Turkestan tigers were numerous in that period and were one of the main types of gifts in diplomatic relations.

In 1674, Subhonqulikhan (1681-1702) sent an ambassador to King Suleiman. Ambassadors bring rubob, lojuvard stones and precious gifts from Balkh. On March 31, 1685, the Baburi ruler Aurangzeb also sent an ambassador to Subhonqulikhan. We see that the ambassador was presented with valuable gifts sent by Aurangzeb and two elephants[8].

In 1685, Abdulaziz intends to go on a pilgrimage through the territories under the rule of the Sawafis. When the king learned that the Khan had come to Marv with his relatives, he ordered him to be greeted with great respect and escorted to Isfahan. Abdulaziz goes to Isfahan via Charjui, Marv, Nishapur, Semnon and Koshan. King Suleiman greets him outside Isfahan with respect. The high-level meeting will be held in Isfahan after a formal reception. Places it in a luxurious building with 40 columns. Historian Iskandar Munshi notes: "Khan's arrival coincided with Nowruz. They entertain Abdulaziz Khan with a big ceremony. Farewell will be held in a large garden. Lamps were placed on each tree.. then a valuable gift was given greetings and wished him luck in his pilgrimage. He gave him money to spend on the trip. Again, he gave a cup, a horse, clothes, camels and white falcons. The king ordered the responsible people to escort him to Kangar Bay. Abdulaziz Khan also improved relations with the existing Safavids due to internal problems. The ruler knew very well that the situation of the khanate would be bad if there were any problematic situation in foreign policy. In addition, the most optimal option for the pilgrimage route would pass through the Safavid region. This reason also encouraged the khan to improve his relations with the Safavids.

Embassy relations were continued during the reign of Abdulaziz Khan's brother Subhanquli Khan. During his time, efforts aimed at establishing diplomatic relations with Iran, India, and Ottoman states were continued. In 1684, an ambassador came from Aurangzeb, a representative of the Baburi dynasty. Indian Ambassador Zabardastkhan is very well received in Bukhara. He brings with him various spices, several elephants, a leopard. The main purpose of the embassy was to fight as a force against the Safavids. The main goal was Khorasan again.

Muhammad Yusuf Munshi also writes about this. He noted that Zabardastkhan brought many gifts, horses, camels, and falcons when he came. Shamsiddin brought Hafiz Sherazi's divan as a gift. It is noted that the face of Devon was copied by Muhammad Yodgor, a calligrapher. He does not hide his joy, saying that this devan is a particularly great gift for the king. Khan, who came to the Safavid palace in 1687, went to the holy city of Mecca in 1689, but he was not lucky enough to perform the Hajj. Muhammad Yusuf Munshi also writes separately about this. "The khan says that he wants to go to Hajj as soon as the Hajj season is approaching and leaves." When pilgrims reach an Arab country, the Arabs demand money from them. Khan agrees to give them 20 thousand dinars. The Arabs demanded more. They did not agree to 40 thousand dinars. He says that the Khan's guards have served the state for 40 years and will not obey his demands. They are used to war and want to settle this dispute with guns. Then the Khan's guards fight with the Arabs. In the battle, Abdulaziz Khan died with his guards and was buried next to his uncle and father in the Baqi cemetery in Medina[10].

On August 21, 1694, the Khan of Bukhara, Subhonqulikhan, sent an ambassador to the Safavid palace on the occasion of Shah Sultan Husayn's accession to the throne. The king welcomes the ambassador. The ambassador will be received at the same time as the ambassadors of Poland and the Pope (Vatican). The king gives golden robes to all the ambassadors[8]. The purpose of giving these gifts was to get closer to the Safavid kings and thereby slowly take control of the Khurasan region.

In his memoirs, F. Beneveni also gives information about Bukhara's relationship with Iran. He says that in 1722, many trade caravans were sent from Mashhad to Bukhara, Herat and Isfahan, but all of them were looted by Turkmens or Afghans, as a result, trade through Balkh stopped, in the fourth year, Kabul, He notes that caravans stopped going to Lahore and Indian cities. F. Beneveni sends his servant Miner to Balkh and Badakhshan in the guise of a merchant in order to find and identify areas where gold and silver mines are located. According to his information, more Bukhara goods were sold there, and merchants received payment for them from the people of Badakhshan in the form of gold and silver ingots. Miner was surprised by the Russian goods in the markets of Balkh and Badakhshan: they were nina, glass, scissors, beads, marten, beaver, moose fur and skin, green, red and dark blue movut. He writes that caravans loaded with gold and silver went from Badakhshan through Balkh to Mashhad 2, 3 and even 4 times a year. In Khorasan, these were converted into gold and silver coins, which were used to buy Iranian goods for Central Asia.

CONCLUSION

In conclusion, the rules of Yaso and Yusun specific to the Turko-Mongol tribes of conducting ceremonies in the Bukhara Khanate were formed in a state of assimilation based on the principles of Islam. In the organization of these processes, the position of shigavul occupied an important place. At the same time, the attitude towards embassy missions was constantly changing. This is shown by the relationship with the Safavids, especially during the rule of the Shaibanis, diplomatic relations were carried out in a hostile mood, but as a result of internal struggles, during the rule of the Ashtarkhanids, the two countries sometimes continued relations as allies.

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THE CONCEPT OF GLOBALIZATION AND ITS ESSENCE, CONFLICTS

Kudratillo Yunisov
Researcher of Andizhan State University, Republic of Uzbekistan

ABSTRACT:
In the article, the concept of globalization and its essence, modern forms of globalization, processes of globalization, conflicts are covered in detail with the help of information from scientific literature.

Keywords: globalization, process, conflict, form, essence, states, nations.

Introduction

At the present time, all the societies existing in the socio-cultural space of the world are involved in the rapidly expanding globalization process, and they are manifesting themselves as a huge global system. The researchers of the field are conducting research on problems such as the origin of globalization, development trends of countries and nations involved in globalization, modern conflicts of globalization, modern forms of globalization and the emergence of its new forms.

RESEARCH METHODS

Globalization and the formation of a common world history are interrelated processes. From a philosophical point of view, thoughts about the unity of the universe, the formation of common history Polybius' thoughts about the emergence of "General History" can be a methodological basis for the study of globalization. The emergence of globalization as an objective process in the world was also influenced by the formation of world religions. Because the single religious ideas influenced the formation of morals, spirituality, and lifestyle common to many people.

RESULTS AND DISCUSSIONS

Uzbek scientists O. Ata-Mirzaev, V. Gentshke, R. Murtazaeva also emphasize that globalization is an ancient phenomenon: "Ancient empires as polyethnic states are the first examples of globalization. People speaking different languages, belonging to different races and cultures lived side by side in them. ... The Achaemenid interregional world empire was considered the first example of globalization, and it partially occupied the territories of three regions - Asia, Africa and Europe. The Achaemenid state was divided into satraps. According to Herodotus, the regions of Central Asia belonged to the XI, XII, XV satraps" [1].

The development of civilizations and the Renaissance accelerated the emergence of globalization. The Arab thinker Ibn Khaldun's theory of civilization (umran) [2] can be one of the methodological bases for the correct understanding of the problem of globalization. Among the European thinkers, T. Mor's "Utopia", T. Campanella's "City of the Sun" stated that the goals and ideals of mankind are similar, O. Spengler's "Fading of the European Sun", A. Toynbee's "Research on History" spoke about civilization, its types and formation. ideas can also be applied to the study of the process of globalization that occurred as a result of the formation of the general history of the world.

In recent years, many scientific studies on the process of globalization have been carried out in Uzbekistan. The analysis of globalization by researchers means that it remains an urgent problem affecting all spheres of society and human life. Researchers have carried out a number of scientific and philosophical researches from the point of view of the main negative aspects of globalization and various processes taking place in the context of globalization, the fact that globalization leads to the transformation of national socio-cultural life, lifestyle, and values.

Within the framework of our research, in contrast to the approaches mentioned above, attention is focused on the conflicting aspects of globalization and its results, that is, the positive impact on the development of countries and nations that have joined the globalization process in some areas. It focuses on problems such as modernization, democracy, innovation, the spread of advanced technological innovations, and the creation of opportunities for development in the field of information and communication technologies.

Of course, in this research work, attention is focused on the analysis of the scientific research carried out earlier by the scientists of Uzbekistan on globalization. In particular, scientist S. Otamuratov who made a great contribution to the creation of the philosophy of globalization in Uzbekistan. Otamuratov's globalization and its impact on national development, the manifestation of national identity in the conditions of globalization, A. Begmatov's conflicts of modern globalization and its impact on the spiritual sphere and spiritual development of society, the introduction of innovations as a result of globalization, F. Yuldasheva's characteristics of spiritual renewal in the era of globalization, national and global spirituality, globalization and civilization, transformation of values, U.Saidov Eastern and Western civilization and their communication, B.Umarov essence and contradictions of globalization, Z.Kadirova the influence of globalization on the education of young people and the education of tolerance among them have analyzed scientific and philosophical problems [3].

In the scientific literature created on the problem of globalization, its forms are described as follows: political, economic, cultural, ecological, informational globalization. Military, information-communicative, spiritual, religious-ethical forms of globalization can be added to this series. It is natural that the expansion and deepening of globalization will bring about its new forms.

By the 20th century, the emergence of theories of industrial and later post-industrial society, the theory of open society also made a certain contribution to the study of globalization. Because industrial and post-industrial societies cannot develop without mutual economic relations. The open society defined by Karl Popper is in fact a globalizing society. A great deal of research is being done on the study of globalization by scholars in various fields. Globalization is analyzed in economic, political, historical, philosophical and other directions.

In scientific-philosophical and other literature, it is widely believed that the concept of "globalization" was introduced into scientific circulation by the members of the Club of Rome. But according to our observations, the concept of "globalization" was first used by K. Marx in his letter to F. Engels in the late 1850s: "Now there really is a world market. Globalization took place with the entry of California and Japan into the world market" [4].

Globalization has been described by researchers based on different approaches and many definitions have been given. In our opinion, the definition given by the French scientist B. Bundy to globalization is unique and fully expresses its characteristics. According to the scientist, globalization takes place in three stages: "Globalization is a continuous historical process; globalization - the process of world hegemony and universalization; globalization is the process of "washing away" of national borders" [5].

K. Omae, a professor at Harvard Business School, has a unique approach to globalization. In his book "World Without Borders", the formation of the global market has created globalization, and the EU, the US and Japan play an important role in it and defines the nature of the huge global market.

S. Huntington's "Clash of Civilizations?" According to his article, civilization is an important factor of historical development. In the context of globalization, civilizations interact. The expansion and rise of globalization may lead to a clash of civilizations in the future.

Scientists of Uzbekistan are paying great attention to the problem of globalization. Because the problem of globalization does not lose its relevance in the context of the world acquiring the features of a huge single world and the connection of all social phenomena to all social entities, on the contrary, it is becoming a more important problem. The reason for this is the increasing integration of states and nations in all spheres. In this regard, our scientists are conducting a number of scientific studies. In particular, a number of philosophical works were created that analyzed the impact of globalization on the spiritual sphere [7]. We will quote some of the definitions of globalization by Uzbek scientists.

According to S. Otamuratov, globalization is a process that covers the economic, political, cultural and spiritual spheres of society and has a revolutionary nature. "We look at "globalization" as a process and, at the same time, recognizing that it is an "abstract" concept, we mean that science, technology, technology is highly developed from the point of view of the present time and is becoming material wealth with its rapid popularization in the world"[8]. According to the scientist, globalization is a process that has a negative effect on national spirituality and leads to its decay. causes negative effects. "More precisely, under the strong pressure of highly developed countries, it is a manifestation of the unity of nations, countries and regions in all fields" [9].

A. Begmatov expresses the following opinion: "If we want to give a brief definition of globalization, it can be called the increase of interaction and dependence between the economy, culture, spirituality, and people of different countries"[10]. Professor A. Kadirov believes that globalization has arisen as a result of the progress of science and technology [11].

U. Saidov states that "... today, globalization can be described as an objective and natural process in the life of mankind, which is forming a "world society" that denies national and state borders" [12]. According to some scholars, the theories of globalization and approaches to it are different, so they emphasize that it is difficult to give a single definition of globalization [13].

Some of our scientists associate globalization with democratic processes. According to them, "Democratization has strengthened the phenomenon of globalization in parallel with itself. Because the convergence of states, nations, regions based on the same principles, and the fact that many similar sides are found in their practice is a general rule. ... Ideally, globalization and democracy are in the interests of all peoples and states, large and small, and thus it leads all states to progress and solidarity"[14]. As society becomes more free, it tends to globalization. Since the essence of these two processes are close to each other, globalization brings freedom to society.

According to the researchers who consider globalization as an objective process, it is "... an objective process, the emergence of new international organizations and international cooperation that arose as a result of the development of their activities as a result of the expansion of interconnection and cooperation between the countries of the world" [15]. When describing globalization, K. Kh. Khanazarov emphasized that it is an objective process: "Globalization is a qualitatively new stage in world development. It is the result of the development of production forces, science and technology, and society to new indicators

Russian scientists are conducting many scientific researches regarding the scientific-theoretical research of globalization. In this field, it is necessary to note separately the activities of the Scientific Research Center of the Faculty of Global Studies of Moscow State University and the UNESCO Chair "Philosophy and Dialogue of Cultures". A.N. Chumakov, who researches issues such as features of global processes and modern trends, dynamics of globalization in this field. It is necessary to recognize the Chumakov school. A scientific-theoretical magazine "Vek globalizatsii" dedicated to the study of modern global processes was established by this unique research center and it has been published since 2008. It is necessary to recognize another Russian scientist I.A. Vasilenko and his school, who conducts a number of scientific studies on globalization and the dialogue of civilizations. Our Russian colleagues have created monographs dedicated to the study of various aspects of this problem [17]. For example, I.V. Zalepukhina focused on the dialectical essence of globalization. Globalization: "In practice - a process and a result that has emerged and is developing, formed and in a state of growth. Among other processes, globalization is characterized by immutability and change, development, dialectics. A certain level of internationalization and integration corresponds to each stage of development" [18].

I.A. Vasilenko takes a new approach to globalization and describes it as a process dependent on civilization, and thinks that civilization is the result of globalization and, on the contrary, globalization is the result of the dialogue of civilizations and the dialogue of cultures. In his opinion, the essence of globalization is determined by the emergence and resolution of ethno-confessional, geopolitical, ecological, moral and cultural problems as a result of the dialogue of civilizations.

Russian scientists have expressed different ideas about the emergence of the era of globalization. In particular, A.I. Utkin defines globalization in the 19th - 20th centuries, researcher V.G. Fedotova "The first steps of globalization were related to the 19th century, the transformation of history into the history of the whole world, but the globalization of the 19th century took place as a result of the primary modernization process that took place in the West." [19], they know that.

Economist Yu.V. Yakovets, who has created many scientific works devoted to the problem of globalization, believes that it is necessary to study this process as a central problem of the 21st century, i.e. from demographic, natural-ecological, technological, economic, geopolitical and socio-cultural aspects. In order to prevent a clash of civilizations in the context of globalization, it is necessary to develop a strategy of cooperation between states and civilizations and mechanisms for its implementation [20]. In our opinion, this approach is methodologically incorrect. Because "Any civilization serves development based on the system of religious, scientific, moral and aesthetic values. They have more potential for creativity, forwardness and goodness than destructive potential. Civilizations of this essence do not clash. On the contrary, they interact, communicate and complement and enrich each other. Such communication can become negative only as a result of the intervention of subjects in accordance with their own interests and actions contrary to the goals of others. So, the problem is related to how the activities of the entities are carried out."

Within the framework of the problem of globalization, it is possible to list several currents that express their attitude to it. These are: globalism, anti-globalism, mondialism, liberalism, neoliberalism, radicalism, modernism, postmodernism, westernization, nomadism, etc. Scientific studies related to the specific development of historical national culture, values and traditions in the era of globalization and forecasting of this process are carried out by the Research Center of Socio-Cultural Cooperation Integration and Globalization operating in Belarus. From a dialectical point of view, globalization reflects the generality of social existence and socio-economic processes occurring in it for the peoples of the world. Various social processes, economic relations, cultural interactions, emergence of information, communication technologies, achievements in the field of science and technology have an equal impact on the lives of different countries and the peoples and nations living in them. As a result of this, some social entities are accelerating their development, while others are facing social conflicts. The conflicting nature of globalization is clearly reflected in this. Developing countries are obliged to enter into social relations with other countries and nations like themselves. This is a requirement for progress. Globalization is reflected in all elements, events and processes of existence. Globalization is present in all spheres of society, its dynamics, culture, values and even ideals, and the impact of this objective process on society and man is becoming more and more intense. Until recent times, globalization was realized as a high stage of the natural integration of mankind, but today this process requires the existence of a whole huge system connecting all peoples, societies, countries and states on Earth.

Globalization is a process that has a very contradictory nature, according to the recognition of most scientists. It reflects unexpected dynamics and twists, forcing the societies involved or involved in this process to respond to the challenges that globalization brings in their social life. Because there are no social entities that do not participate in the process of globalization or are not involved in it. Some of the countries are leading in this process based on their economic and social capabilities, others are developing under the influence of globalization and trying to participate in it, while others are dependent on the countries that lead globalization. On the one hand, the process of globalization brings great opportunities for the development of all societies, while others are living under different conditions and pressures of large countries.

CONCLUSION

Globalization is the highest stage of integration processes in human history. As a result, the world forms a huge global system, in which integration processes are becoming dynamic. There are no social subjects left outside of globalization. The effect of the event happening in one part of the world is certainly happening in another part. Until now, states and nations have never been so strongly connected and sought to do so. The process of globalization under study is objective and legitimate. But this objective process cannot be realized without the participation and activity of subjects. As of now, as a result of the intervention of various entities based on their own interests in globalization, this process is becoming more and more artificial.

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LINGUOCULTURAL ANALYSIS OF “FREEDOM” AND “LIBERTY” NOTIONS BY THE EXAMPLE OF THE STATUE OF LIBERTY

Ziyodillaeva Makhbuba Ermatovna
Doctoral Student of English Linguistics Department, BSU
E-mail: ermatovnamahbuba@gmail.com Phone number: +998918285204

Annotation:
Two notions, freedom and liberty has always been controversial topic in the field of linguo-conceptual study. Although they have similar meanings, several differential meanings can also be identified. The following article is going to analyse a number of idiosyncrasies by exampling “the Statue of Liberty” in American linguo-culture.

Keywords: freedom, liberty, linguistic image, free will, freedom of speech, freedom from prosecution, pride, "Cleveland Gazette".

Introduction

The concept of "freedom" is a concept rooted in both philosophical and everyday consciousness. The concept of freedom is broad, and it is usually associated with life, continuity, happiness, prosperity and success. The use of the concept of "freedom" can be explained by the fact that it refers to "a number of basic units of the image of the linguistic world, which are of existential importance both for a particular language individual and for a whole linguistic-cultural community." In American linguistic culture, two lexemes are used to express freedom: " freedom" and "liberty"

In the American linguistic culture, "freedom" is the main ideal and also the main value. For Americans, freedom has always been associated with freedom of personal choice and freedom of enterprise, unlimited faith in success and luck. This concept, which is considered in the minds of people, is presented in the form of the following lexemes: choice, life, peace, free will, liberty, freedom of speech, freedom from prosecution, pride.

According to etymological data, the name of the concept of "freedom" (freedom) goes back to the name of free, legal people. This interpretation of the word freedom is presented to us by Paul Auster in the novel "Leviathan": "It represents the concepts of democracy, freedom, equality under the law"[1]

The symbol of liberty in American society is the well-known statue of the same name - the Statue of Liberty. It is a symbol of a developed, democratic state, occupies a special place in the value system of American society, and therefore plays an important role in shaping the worldview of Americans. Americans know that the concept of freedom is relevant not only

[1] Auster, P. Leviathan / Paul Auster. – London: Faber & Faber, 2005. – 245 p.

for themselves, but also for other nations, and their task is to spread this ideal through cultural examples (books, films, other works of art). The concept of "Statue of Liberty" is a complex, multifaceted phenomenon saturated with philosophical content. It should be noted that this concept:

- unites Americans;
- based on individuality;
- has a rebellious force (because a person must inevitably fight for liberty and be ready to give his life).[2]

Historian David Glassberg, in his article "Rethinking the Statue of Liberty: Old Meanings, New Contexts", tries to reveal several meanings of the "Statue of Liberty" monument.[3] The idea of creating the statue appeared in 1865, and in 1870, it was presented as a gift of the French people to America during the centenary of American independence. But the symbolic meaning of this gift is related to the unique political situation in France at the end of the 19th century. Walter Gray explained this in detail in his biography of Edouard Labouillet. Historian Barry Moreno calls Lobulie "the ideological father of sculpture."[4] In the 1860s and 1870s, Labouillet and his circle in France fought to establish a liberal democratic republic against the absolute rule of Napoleon III on the one hand, and the revolutionary threat of the Paris Commune on the other.[5] Among a number of scholars, art critics Albert Boime and Maurice Agulkhan noted that the strict image of the Statue of Liberty contradicts the revolutionary images of freedom that were prevalent earlier in the history of France. This led to the naming of the statue as "Statue de la Liberté" by the French, who supported moderate politics in response to the uprisings of the 1870s. The philosophical and symbolic meaning of the phrase is interpreted as "freedom leading the world to enlightenment".[6]

The sculpture project began in the 1870s and 1880s amid severe economic depression and labor unrest in the United States. In light of the 1886 Haymarket Rebellion in Chicago and radical Henry George's unsuccessful bid for mayor of New York, speakers at the statue's unveiling that same year cited it as evidence of the resilience of American political institutions.[7] At the same time, the creators of the statue celebrated, on the one hand, the freedom provided by democratic political institutions under a constitutional government, and on the other hand, the end of slavery in America after the long civil war. In 1948, Herta Pauli and E. B. Ashton described the Statue of Liberty as the "Abolitionist Victory Column."[8] Although scholars Pauley and Ashton noted that by 1948 this meaning had long since been

[2] Multiurok.ru. https://multiurok.ru/files/kontsept-svoboda-v-amerikanskoi-ligvokulture.html

[3] David Glassberg, Rethinking the Statue of Liberty: Old Meanings, New Contexts. University of Massachusetts, Amherst, 2003. – p 3. https://archives.iupui.edu/bitstream/handle/2450/678/RethinkingTheStatue-Glassberg.pdf

[4] Barry Moreno, The Statue of Liberty Encyclopedia (NY: Simon and Schuster, 2000), pp. 57.

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[7] Alan Trachtenberg, The Incorporation of America; Culture and Society in the Gilded Age (New York: Hill and Wang, 1982).

[8] Herta Pauli and EB Ashton, I Lift My Lamp: The Way of a Symbol (New York: Appleton-Century-Crofts, 1948), p. 285

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lost, during the first fifty years of the statue's creation, the casualties of the Civil War had not yet faded from the memory of many Americans. At that time, some of them imagined that the chains of captivity were broken at the feet of the Statue of Liberty. For this reason, the Congress, which supported slavery at that time, criticized the statue, which the people consider to be a symbol of freedom.[9] In addition, in the eyes of many African Americans, this monument is depicted as a symbol of the victory over slavery and the achievement of political freedom. About this, the following sentences could be seen in the "Cleveland Gazette", an American black publication:

"It is proper that the torch of the Bartholdi statue should not be lit until this country becomes a free one in reality. 'Liberty enlightening the world,' indeed!..."[10]

The reason why the monument was named with the lexeme of "liberty", which is a broader concept of "freedom", can be found from the inscription on the tableau held by the statue in its left hand. July 4, 1776 (the day of independence of the United States) was written on it.[11] After all, from this date, the Americans won the blessing of freedom that opened the way to many political freedoms.

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[11] uz.svayambhava.org. https://uz.svayambhava.org/

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PSYCHOLOGICAL CHARACTERISTICS OF READING

Ataev Shukur-Ali Ayub-Alievich,
PhD, Docent, Tashkent State Pedagogical University
named after Nizami, Tashkent, Uzbekistan

ABSTRACT

This article examines the psychological characteristics of reading in foreign language classes, and also suggests the positive impact of reading on human activity and effective ways to overcome life's difficulties. And also, attention is paid to the psychological characteristics of reading, analysis of its definition and classification in the scientific literature. The positive influence of reading on human activity and ways to overcome life's difficulties is proposed.

Keywords: Foreign Language, The German Language, method, education, psychology, development, types of speech activity, reading.”

Introduction

As it is known, in the process of reading we try to understand and extract information contained in the text. This type of speech activity in human history arose simultaneously with writing approximately five thousand years ago in Mesopotamia by the Sumerians, i.e. much later than speaking and listening. Initially, the Sumerians wrote with sharpened sticks, squeezing wedge-shaped strokes on clay tablets. With the advent of writing came reading. Subsequently, this type of written speech became the main means of communication and cognition.

In this article we will try to describe in more detail the psychological characteristics and characteristics of types of reading in a number of scientific disciplines. And also, it will study and determine what happens in the human brain during and after reading texts of various types.

LITRATURE REVIEW

According to I.A. Zimnyaya, “reading is an active, purposeful, motivated, objective (content-based) motivational process of issuance and (or) reception, formed and formulated through linguistic thought (expression of will, expression of feelings, aimed at the communicative and cognitive activity of a person in the process of communication" [3].

As is known, such a concept as a receptive type of speech activity is interpreted as the semantic perception of a written text, the result of which is understanding. “From a psychological point of view, reading is a process consisting of reading technique and reading comprehension. Reading comprehension is related to reading technique as a goal and a means. Comprehension when reading is a process of penetration into the content of a text by establishing connections between its elements, one of the types of human mental activity.

The reader does not simply extract ready-made information, he compares the meaning of what he reads with his experience, existing information and knowledge". [1].
Following E.G. Azimov A.N. Shchukin, we understand the following: "Reading is always aimed at perceiving a ready-made speech message (and not at creating it), at obtaining information, therefore it is classified as a receptive type of speech activity. The peculiarity of reading is that the assessment of the success of its implementation is subjective and is expressed in the reader's satisfaction with the result obtained - the achieved degree of completeness and accuracy of understanding" [2].

RESEARCH METHODOLOGY

As is known, in the methodology of teaching foreign languages there are four main types of speech activity - listening, speaking, reading and writing. Accordingly, they can be divided into oral and written, i.e. oral types of speech activity include listening and speaking, and written types of speech activity include reading and writing.
The article uses a comparative analysis of literature on the topic, a comparative typological method in the study of general and national features of figurative means in foreign texts, component analysis, which includes a multi-stage identification and definitional analysis when reading the original text, state educational standards, educational and work programs, foreign studying textbooks and teaching aids on language teaching methods, observation, interviews, questionnaires, surveys, testing experiments and other methods.

ANALYSIS AND RESULTS

Speaking about the psychological characteristics of reading, first of all, we mean the understanding of various texts by readers, provided that they have formed and stored in memory, i.e. speech mental assessment, pre-formed by a person, meaning that he has already encountered texts with a similar structure in functional styles (colloquial, scientific, official business, journalistic, artistic), and has also previously built such models and their modifications.
One should take into account the fact that reading acquisition refers to linguistic features, i.e. the process of processing written text is observed. From the point of view of psychology, this strategy is considered a result of performing various tasks. These tasks are gradually acquired in learning a foreign language and, as a result, there is a transition to skills of an automatic and perceptual nature.
When considering the psychological feature of a (foreign language) text, attention should be paid to such a mechanism as forecasting. The teacher's ability to predict a certain text implies the verbal and semantic aspects of speech. The forecasting process depends on the reader's or teacher's accumulated experience in understanding texts of a different nature, i.e. The more we read, the more we penetrate into the essence of the issue being studied. This mechanism plays an important role in acquiring scientific and artistic texts, in which structure, clarity and regularity of presentation are observed.

Firstly, regular reading contributes to the development of thinking ability, which is a factor in determining human vitality.

Secondly, According to the results of a psychological study conducted at Yale University in New Haven, USA, in 2016, a person's stress levels are significantly reduced by regular reading. Whoever begins to read calms down and improves the functioning of the heart and blood vessels. Education can extend a person's life regardless of gender, financial well-being, level of education and medical care. This is stated in a study conducted by scientists from Yale University (USA) Evny Bavishi, Martin D. Slade, Becca R. Levy, after analyzing data from 3635 people over 50 years of age, a conclusion was made [7].

Also, in the course of research by American scientists, it was found that women with higher education and higher incomes read more books. [7]. According to the authors of the study, it is books that have a beneficial effect on health; reading newspapers and magazines does not lead to the same result. “This effect is often due to the fact that the reader’s mind is more engaged when reading a book than when reading a newspaper or magazine,” said Evni Bavishi in an interview on the program “Book up for a longer life: readers die later, study finds” for the magazine The Guardian.

The scientist also added the following: “We were surprised by the positive effect of reading books on human health more than reading the media,” adds E. Bavishi. That is, reading a specific work of fiction requires more time than any newspaper or magazine, which encourages the reader to empathize with the events in the work for a long time [7].

Jeanne Chall's article "Learning to Read: The Great Debate" reveals the role of reading for children from disadvantaged backgrounds. Chall spent three years visiting hundreds of classrooms, analyzing research and reviewing textbooks; she interviewed textbook authors, reading specialists, and teachers. Chall found that for beginning readers, knowing letters and sounds has a greater impact on reading achievement than the child's tested intelligence or IQ [8].

Reading has a certain positive effect on brain activity, in contrast to other types of speech activity, that is, listening and visual perception. Of course, thanks to reading, a person becomes more mature, so this type of speech activity improves memory, reduces stress, and develops emotional intelligence.

Thirdly, reading speech activity strengthens the ability to concentrate. Reading stimulates brain cells to improve their activity and helps develop cognitive skills and quick thinking. Detective and crime novels are especially important in this process, as they develop skills of better observation and attentiveness. For example, the Belgian Hercule Poirot, the hero of Agatha Christie's novel Poirot's Investigation, follows his own unique style. Even small details cannot escape him. Poirot, who has an excellent memory, does not disdain controversial tricks: conducting psychological experiments on suspects, searching their belongings or reading other people's letters. The Belgian's actions always horrify one of his partners, a true English gentleman, Captain Hastings. But the means for Poirot are always secondary, and the reader always witnesses that his highest goal is the desire of the next detective to get to the bottom of the truth and restore justice [9].

Fourthly, negative aspects in a person (fear, anger) lead to a complete failure of the immune system. Therefore, it would not be a mistake to say that the main factor in getting out of this situation is fiction. As a result, the reader develops empathy, that is, a feeling of feeling the role of the hero of a literary work.

Fifth, reading is of great importance in education in general, that is, it increases knowledge, vocabulary, and improves comprehension. Of course, studies on the benefits of reading are not only related to the field of psychology and pedagogy, but also in the field of economics. According to the research of scientists from the University of Surrey, the UK, "They conclude that those who voluntarily read at least ten books at a young age will later earn about 21 percent more." [10]

DISCUSSION

Time spent reading is ultimately a major factor in a person's longevity. So, by reading regularly, a person tries to overcome a negative emotional state and eventually comes out of this state. we can observe that in the process of reading it is a process of perceiving speech information expressed in literal symbols and noticing its content, through which students receive content from a written text in a foreign language, i.e. spiritual nourishment and try to think creatively.

CONCLUSION

To summarize, we can say that as a result of the analysis of foreign scientific literature, it is shown that it is desirable for the reader to read fiction not only in their native language, but also in other foreign languages. It was also established that this receptive speech activity was studied as an object of research within the framework of methods of teaching a foreign language, psychology, neuropsychology, pathopsychology and other disciplines. As a result, reading books is more important than periodicals in creating the basis for human survival.

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ISSUES OF FINANCIAL SECTOR DEVELOPMENT IN THE CENTRAL ASIAN COUNTRIES

Muyassar Mirzakarimova
Doctor of Science on Economics (DSc), Acting professor,
Fergana State University

Lola Azimova
Senior Lecturer,
Tashkent Institute of Textile and Light Industry

Abstract
This article is devoted to the consideration of the issues related to the development of the financial sector in Central Asian countries as a factor of sustainable development. In addition, the article analyzes the areas of banking system reforms in the countries of the region, the process of structural changes in the economy made through investments, problems with the improvement of the investment environment.

Keywords: financial sector, banking system, lending organizations, investment, national funds, structural changes, sustainable development.

Introduction

The development of the financial sector in the countries of Central Asia is not just the result of economic growth, but also its cause. The relationship between the financial sector and economic growth has varied across the world. For example, in Scotland, Belgium, Russia, and Japan, the financial sector served to accelerate industrialization, while in England, Germany, and France, the development of industry has resulted in the financial sector development.

Currently the economic cooperation relations between Central Asian countries are developing. Such priority objectives as “Implementation of bilateral and multilateral proactive diplomacy with Central Asian countries” have been set in the Decree of the President of the Republic of Uzbekistan dated February 28, 2023 № PD-27 “On the state program for the implementation of the development strategy of New Uzbekistan for 2022-2026 years in the year of caring for people and quality education”[1].

Formation of the national financial sector is an integral condition for the sustainable development of the countries of the region. The main goal is to eliminate distrust of the population and diversify the development of financial services. The rapid development and

[1]Decree of the President of the Republic of Uzbekistan dated February 28, 2023 № PD-27 “On the state program for the implementation of the development strategy of New Uzbekistan for 2022-2026 years in the year of attention to people and quality education”// https://lex.uz/docs/6396146

expansion of lending activity, relying on the flow of foreign capital and export earnings, have promoted the introduction of a wide range of firms and households to the financial market in the initial period. However, investors do not have enough confidence in the financial and banking sector. The population prefers “traditional” ways of keeping savings, not relying on deposits. In emergencies and under force majeure circumstances people rely more on financial support from family and friends than on bank loans. In addition, despite the fact that the network of banking institutions is expanding in the regions, there are still not enough opportunities to use them in remote areas. The low level of inclusion of the financial system can cause the maintenance of inequality of incomes of the population, limited access to education and health services, as well as stagnation of human capital development.

Literature Review

The economy needs an inflow of funds to create new types of production and modernize the existing ones, to fill the consumer market with the required goods and services, and ultimately to achieve the social goals of the development of society, assimilation of new techniques and technologies, as well as finding the sources for income. Such funds can comprise cash resources, bank deposits and shares, stocks, technologies, machines, equipment, patents, licenses, including trademarks, loans, and proprietary and non-property rights, including intellectual and industrial property. All these funds, assessed in the form of value, constitute the main essence of investments.

The economists Romash M.V., Shevchuk V.I. have provided different interpretations of the economic concept of “investment” which constitute the basis for developing main objectives[2]. It is necessary to include the formation of resources for the production stage of reproduction.

In addition, in the period of modernization and technological re-equipment of the modern economy, the formation of the following innovative resources is required:

a) new types of equipment, new technologies, new materials, new levels of skills and knowledge;

b) restructuring of the main institutions of current reproduction;

c) creating a new structural system of capital;

d) restructuring of economic systems and the entire national economy in terms of the composition;

e) provision of resources to transfer the economic system to the path of innovation-based development. This task of investments is determined by the objective connection of investment factors with innovation-based factors, their participation in the research, technical and innovative activities;

f) a group of social tasks related to the solution of the employment problem, the social sphere and other social effects of investment;

g) regulation of priority areas of economic development.

[2] Romash M.V., Shevchuk V.I. Investment financing and lending. - Minsk: “Knijnyy dom”, “Misanta”, 2004 -157 p.

According to this approach, the concepts of "investment" and "innovation" are closely related. This is also observed in the classification of investments by object:

• financial resources (cash, targeted bank deposits, shares, securities);
• material resources (machines, equipment);
• intellectual property (patents, know-how, technologies)[3].

In addition, innovation is the area that ensures attracting investments for creation of a high-tech structure of the economy, development and introduction of new technologies, production and export of competitive products with high added value. However, the high speed and efficiency of economic development is based not only on the amount of invested capital, but also on its quality, which is provided at the expense of innovations. Furthermore, a high weight of investments in the creation of various non-production objects indicates their low quality. This can cause disruption of the economy and financial crisis in the conditions of non-competitiveness of products. The rapid development of the innovation-investment process leads to the diversification of the industry, modernization of the core sectors of the economy, thereby raising the return on invested capital. This is confirmed by the fact that approximately 50-70% of the GDP growth in developed countries is achieved due to the use of the advanced new technologies.

Some scholars and economists in their research papers have comprehensively studied the problem of reproduction of a new type of technology and its characteristics in terms of the characteristics of the market mechanism.

From the point of view of P. Samuelson[4], investment means placing capital in order to obtain economic and (or) social benefits; expenses directed to the reproduction of capital (its expansion and support); current increase in the value of capital assets as a result of production activities in this period; the portion of income not used for consumption in this period.

Although various scholars provide different interpretation of the "investment", their original meaning is as follows: investments are funds, intellectual property, buildings, structures, which are not used for current consumption in order to expand them in the future, as a result of which it is necessary to obtain economic, social and other benefits. All the given definitions of the "investment" concept constitute the basis for the conclusion that this goal can be achieved by investing in innovations. Therefore, as a result of innovation-based activity, economic, social and other results are obtained not immediately, but after a certain period of time. This corresponds to the concept of "investment", which has a long-term nature.

Research Methodology

The main provisions and principles of dialectics have constituted the methodological foundations of the research. In the process of researching the problems related to the financial sector development such research methods as the method of analyzing the

[3] Romash M.V., Shevchuk V.I. Investment financing and lending. - Minsk: "Knijnyy dom", "Misanta", 2004. 157 p.
[4] Samuelson P. Economics / translated from English - M.: NPO "Algon", 1992. V. 1. - 333 p.

importance of foreign investment and loans, national savings, the method of collecting, processing and analyzing the datahave been widely applied. Logical analysis, synthesis, generalization, induction and deduction, systematic approach to economic events and processes have been used to make relevant conclusions on the research results.

Analysis and Discussion

According to the experts of the Institute of Macroeconomic Research and Forecasting, the development of the financial sector in Central Asian countries is not just the result of economic growth, but its cause. A 1% increase in the development of the financial sector has resulted in the increase in the economy by 0.5-0.25%. That is, there is a one-way relationship between the development of the financial sector and economic growth. Loans issued by banks have resulted in the economic growth, but economic growth did not promote creation of the additional demand for financial services. It is said that this is due to the insufficient development of the financial market, the lack of tools to attract money back into the sector and the low level of savings[5].

It was noted that in order to become a high-middle income country at the next stage, it is necessary to further develop the financial sector and ensure that economic growth creates additional demand for financial services. This requires gaining financial popularity.

According to the analysis, Kazakhstan is the leader in the region in terms of the level of development of the financial sector[6]. As of April 1, 2022, 22 banks were operating in Kazakhstan. The share of five major banks in banking sector assets constituted 64.7%. Kazakhstan is followed by Uzbekistan in terms of the financial development level. As of May 1, 2022, 33 banks were operating in the country, 12 of which were state-owned and they accounted for 81% of the banking sector's assets.

Tajikistan and Kyrgyzstan are close to each other in terms of financial development. 14 banks were operating in Tajikistan and 23 were operating in Kyrgyzstan in 2021. Turkmenistan has the lowest level of financial development among the rest of the Central Asian countries. As of April 2022, 9 banks were operating in the country, 4 of which are state-owned.

The use of banking services for the population is largely characterized by the number of automated teller machines. The number of ATMs in Kazakhstan constituted 95.8 per 100 000 adult population in 2020, compared to the world average of 41.2, and increased by 1.5 times over 10 years. In other countries of the region the number of ATMs is small relative to the population (48.4 in Uzbekistan, 41.8 in Kyrgyzstan, 21.5 in Tajikistan), however this figure is rapidly increasing. Over 10 years, the number of ATMs per 100,000 adult population has increased by more than 3 times in Tajikistan and Kyrgyzstan, and by 11 times in Uzbekistan.

The banking sector depth, measured as the ratio of bank assets to GDP, is higher in Uzbekistan among the countries of the region, and according to the results of 2021, it

[5] https://kommers.uz/markazij-osiyodagi-iqtisodij-osish-moliya-sektoriga-bogliqmi-yoki-aksincha
[6] Calculations of analysts based on IMF data.

accounts for 60.6% of the GDP (it was at the level of 32.9% of GDP at the beginning of 2017). The growth of bank assets, measured as the ratio of bank assets to GDP, has resulted in the rapid growth of lending in the country in recent years.

The loan burden on the economy increased from 20.6% to 44.4% in 2017-2021. Furthermore, the dominance of state-owned banks determines low levels of financial intermediation and limited access to finance[7]. The banking sector depth in Kazakhstan amounted to 46.9% in 2021. With the aim of improving the quality of the loan portfolio, the restructuring of the banking sector and the tightening of macroprudential supervision has caused a decrease in this indicator compared to 2017 (58% of GDP). The banking sector depth in Kyrgyzstan has grown significantly over the past 10 years due to the growth in the volume of loans issued (from 34% at the beginning of 2010 to 48% on April 1, 2022). Lending in Tajikistan has lagged behind economic growth, causing the ratio of bank assets to GDP to decline from 28.0% of GDP in 2011 to 22.7% in 2021.

With the exception of Kazakhstan, the countries of the region have not sufficiently integrated into the world financial system. This fact limits the inflow of foreign capital to Central Asian countries. The formation of a full-fledged regional financial market is currently seen in a separate perspective, but it can help countries join the global financial market. Herewith backlogs are still emerging - the international financial center “Astana” is operating, necessary measures are being undertaken to reduce barriers for regional and foreign investments.

Further development of the financial sector will help deepen regional integration and end resource dependence. Lack of banking services limits the development of the private sector, especially small and medium enterprises. Experts note the lack of services such as trade financing, loan guarantee, insurance[8]. Creation of developed financial intermediation provides an incentive for the development of trade and investment relations not only within the region, but also with neighboring countries.

For inclusive growth of the regional economy financial sector development, like increasing access to banking services, should also comprise non-banking services, including capital markets, insurance companies and other non-banking financial institutions[9]. As a result of low demand for savings services in the region, insurance products are still not popular.

Domestic funds possess a huge potential to be used to finance economic development in the conditions of limited foreign direct investment in non-raw materials sectors of the economy. In addition to the development of financial services (bank, stock exchange, insurance),

[7]IMF (2022) Republic of Uzbekistan. Staff Report for the2022 Article IV Consultation. Country Report No. 2022/189.Available at: https://www.imf.org/en/Publications/CR/Issues/2022/06/22/Republic-of-Uzbekistan-2022-Article-IV–Consultation-Press-Release-taff-Report-and-519919(Accessed 12 July 2022).

[8]Das, R. U. (2018) The Central Asian Republics, in Cho, J. —W. and Ratna, R. S. (eds.) The Asia-Pacific Trade Agreement:Promoting South-South Regional Integration and SustainableDevelopment. United Nations ESCAP, pp. 209–264. Available at:https://doi.org/10.18356/24f1ac70-en (Accessed 30 March 2022).

[9]World Bank (2016) Risks and returns: Finding financial trade-offs for inclusive growth in Europe and Central Asia. Review. Available at: https://documents1.worldbank.org/curated/en/983201481822358394/pdf/110764-WP-RUSSIAN-v2-PUBLIC-Risks-and-Returns-Over v iew-RUS.pdf (Access date July 12, 2022).

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attraction of population savings enables formation of reliable sources of economic growth (Figure 1).

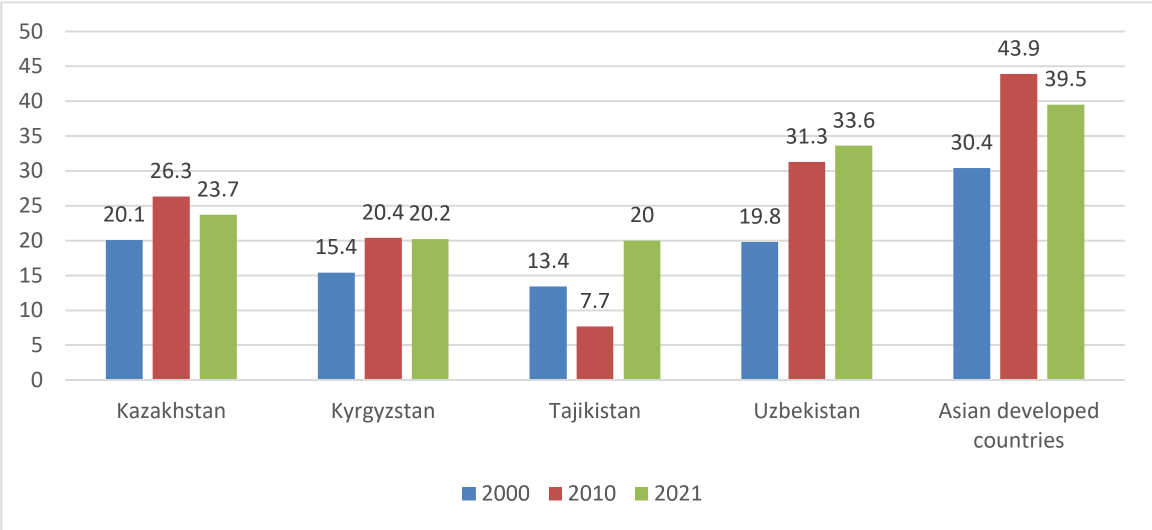

Figure 1. Gross national savings[10]

The structural reforms of national economic systems require the countries of the region to consolidate all their efforts. The share of thermal energy complex goods, metal ores, and agricultural raw materials in their export is high. The increase in the price of raw materials in the previous decades has not been used to fully diversify the economy. As before, the economies of Central Asian countries are strongly linked to price fluctuations in raw material markets. Implementation of structural changes requires political will, undertaking gradual actions on set goals.

Conclusion and Proposals

Improving the investment and business environment, including the development of small and medium-sized enterprises, attracting domestic and foreign investors, as well as creating an attractive environment for enhancing competitiveness of economic sectors play an essential role. Cooperation based on mutually beneficial interests and advantages of the countries of the region enables to reduce production costs, establish regional cooperative relations, and increase the processing of exported products.

Remittances (money transfers) are also a resource for the development of individual countries of the region. The growth of industrial potential and the service sector, together with the creation of highly productive jobs and the system of professional development and qualification upgrading will create an opportunity to reduce the dependence of countries on remittances and, at the same time, to strengthen social stability.

[10] Compiled by the author based on the IMF data.

The domestic financial sector should be the basis for comprehensive development of economic sectors of the countries of the region. In some countries, external funding must give way to domestic sources of leadership. First of all, the growth of savings will be possible under conditions of the increase in the living standard of the wide layers of the population and financial sector development.

International financial institutions will continue to act as accelerators of private investment and their flows may increase as institutional conditions improve. In addition to financial services, other services such as transportation, education, medicine, information technology, and tourism can help reduce dependence on raw materials. Time-related services will be the main driver of the growth of regional economies and they will enable to increase the openness of Central Asia and enhance productivity in the economy.

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THE ROLE OF SPIRITUAL HERITAGE OF WESTERN AND EASTERN PEOPLE IN YOUTH EDUCATION

Nargiza Hasanova
Tashkent State Pedagogical University named after Nizami

Abstract:
In this article, the use of the national spiritual heritage of the Eastern and Western nations in the education of young people, the education of young and talented representatives who can meet the needs of the nation and the world's requirements, and the formation of a new national ideology, the people's ma It was stated about the need to raise the morale.

Keywords: Youth, spiritual heritage, education, Eastern and Western culture, democracy, civil society, religious tolerance, interethnic harmony, human dignity, rule of law, socialization.

Introduction

Har bir mustaqil davlat, millat oʻz hayot tarzini, kelajagini ajdodlarning tarixiy tajribasi va jahondagi ilgʻor tamoyillar uygʻunligi asosiga qursa, yanglishmaydi. Ta’lim-tarbiya jarayonida yoshlarni milliy va umuminsoniy qadriyatlar ruhida, xalqimiz milliy ma’naviy merosi durdonalaridan, shuningdek, jahon fani erishgan merosdan unumli foydalanish muhim ahamiyat kasb etadi. Mintaqamiz Sharq va Gʻarbni tutashtiruvchi Buyuk ipak yoʻlining chorrahasida joylashgan. Shuning uchun har doim millatimiz Sharq va Gʻarb xalqlari milliy ma’naviy merosi bilan ma’naviy oziqlanib kelgan. Bugungi kunda yoshlar tarbiyasi masalasiga yurtboshimiz Sh.Mirziyoyev alohida urgʻu berib, shunday ta’kidlaydi: “... yoshlarni zamonaviy bilim va tajriba, milliy va umumbashariy qadriyatlar asosida mustaqil va mantiqiy fikrlaydigan, ezgu fazilatlar egasi boʻlgan insonlar etib voyaga yetkazamiz”[1].

Necha ming yillik tarix davomida ne-ne xoqonlaru xonlar, amirlaru shohlar hukm surib, ularning birlari millat dovrugʻini dunyoga tarqatgan boʻlsa, boshqalari yurtni abgor qilganligi ham sir emas. Oxirgi yuz yil davomida yurtimizning yetakchi oʻgʻlonlari foje taqdirga roʻbaroʻ keldilar. Qaramlik, tobelik kasofatidan bir qancha fojealar yuz berdi: Amir Olimxonning siyosatidan norizo boʻlgan Fayzullaxoʻja xalqim deya qon yutdi, ammo orzusi ushalmadi; Usmon Yusupov umrini xalqi uchun tikdi, ammo xalq asoratda qolaverdi; Sharof Rashidov xalq ogʻirini yengil qilaman deb koʻp urindi, ammo oxiri borib xalqni ham, uning oʻzini ham yomonotliq qilish boshlandi.

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[1] **Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга Мурожаатномаси. 2020 йил 29 декабр. https://president.uz/uz/lists/view/4056**

Bugungi kunda aytish mumkinki, O‘zbekiston jahon miqyosida o‘ziga xos barqaror siyosiy mavqe kasb etib kelmoqda. Jahonning eng ilg‘or davlatchilik an’analarini o‘zbekning milliy mintaliteti bilan, o‘z qadim udumlari bilan uyg‘unlashtira olgan yangilangan Konstitutsiyamiz – mustaqil mamlakatning Asosiy qonuni - har bir sohada batafsil ishlab chiqilayotgan qonun va kodekslar bilan amalda qo‘llanib, mustahkamlanib borilmoqda. Bozor iqtisodiyotiga o‘tish, mamlakatning ichki iqtisodiy tizimini uyg‘unlashtirish, ilg‘or texnologik jarayonlarni ishlab chiqarishga tatbiq etish borasida ulkan ishlar amalga oshirildi va oshirilmoqda. Ijtimoiy uyg‘unlik, barqaror osoyishtalik, xalq birdamligi fikrlar, qarashlar xilma-xilligi bilan bahamjihat rivojlanmoqda. Turli siyosiy partiyalar o‘z mustaqil yo‘nalishlarini shakllantirib, siyosiy muhorabaning madaniyatli usullarini, demokratik tamoyillarni o‘zlashtirib bormoqdalar. “Vatan manfaati, mustaqillik manfaatini hamma narsadan ustun qo‘yadigan, qalbida o‘ti va erk tuyg‘usi bor, g‘ayratli, kuyunchak”[2], ayniqsa, bugungi kun millat ehtiyoji va jahon talablariga javob bera oladigan yosh va talantli avlod vakillari maydonga chiqmoqda. Xullas, yutuqlar bisyor. Eng muhimi, xalq, millat o‘zligini anglab bormoqda.

Ammo, xotirjamlikka o‘rin yo‘q. Chunki bugungi tezkor globballashuv davrda turli muammolarga har on, har lahza duch kelinmoqda. Jumladan, jamiyatning, ayniqsa, yosh avlodning ma’naviy tarbiyasi borasida qiyinchiliklar dolzarbligicha qolmoqda. Insonlar ongining eski aqidalar asoratidan poklanishi oson savdo emas ekan. Ayniqsa, yurtning yetakchilari bo‘lishi lozim bo‘lgan ziyolilarimiz ruhiga singib ketgan ko‘nikmalarni yengib o‘tish mashaqqati har qadamda sezilib qolyapti. Agar katta-kichik rahbarlar ham odatan ayni shu ziyolilar toifasi ichidan yetishib chiqishini inobatga olsak, vaziyatning jiddiyligi yanada oydinlashadi. Ularning har biri jamiyatda o‘zi egallab turgan mavqe va maqomini butun mas’uliyati bilan, ko‘lami va zalvori bilan his etyaptimi, o‘tmish va kelajak oldida, xalq va Alloh oldida o‘zining har bir qadami uchun javob berishga hozirmi? O‘ziga ishonib topshirilgan vazifani eplab, ko‘ngildagidek uddalay olishga qudrati, bilim va iqtidori, iroda va saboti yetadimi? Nega jamoani boshqarish iqtidori, amalga oshirgan ezgu ishlari tufayli xalq e’tiborini qozongan, yaxshi nom orttirgan odamlar ba’zan kattaroq lavozimlarga munosib topilsa, ikki-uch yil o‘tmay tabiatida o‘zgarish paydo bo‘lib qolayapti?

Iqtisodiy va siyosiy islohotlar xalq ongiga teran yetib borishi, amalda jadal o‘zgarishlar hosil qilishi uchun insonlar ongida tub o‘zgarishlar yuz berishi zarur. Biz totalitar davlat mulkiga asoslangan iqtisodni rad etib, mulkchilik shakllarining turli-tumanligiga asoslangan erkin bozor iqtisodiga o‘tmoqdamiz. Siyosatda yakka partiya, yagona mafkura zo‘ravonligiga barham berib, ko‘p partiyaviylik, fikr va qarashlar xilma-xilligiga yo‘l ochmoqdamiz. Lekin insonlar tafakkurini eski andazalar, tor qoliplar tugal tark etishi qiyinchilik bilan amalga oshmoqda. Tafakkurimiz, qarashlarimizdagi yangi tamoyillar hanuz ancha yuzada, ongimizning sirtqi qatlamlarida qolib ketmoqda, ba’zan yangi qadriyatlarni ham eski o‘lchovlar bilan baholashga urinmoqdamiz. Insonlar duyoqarashida, ongida tub o‘zgarishlar

[2] Каримов И.А. Ўзбекистон: миллий истиқлол, иқтисод, сиёсат, мафкура. 1-жилд, Т.- «Ўзбекистон»- 1996, 245 б

yuz bermas ekan, Yangi Oʻzbekistonni qurish orzusi shirin xayolligicha qolaveradi. Maʼnaviyat va mafkuraga yurtimizda alohida eʼtibor qaratilishining bosh sababi ham shunda.

Inson agar Haq yoʻlida astoydil urinsa, vijdonan faoliyat yuritsa, daxldorlik hissi uygʻoq boʻlsa, halollik tamoyillariga amal qilsa, bashariyat turmush tarzi yanada goʻzallashadi, xalq faravonligi yanada oshadi. Ammo insonlarda faqat fazilatlar emas, qusurlar ham bor. Masalan, loqaydlik, gʻaflat, shahvatparastlik, takabburlik. Insoniy illatlar ichida eng qattoli – xudbinlik balosi, nafs balosidir. Bu kasallik jami ahli basharga begona emas. Shunga qaramay, dunyoning koʻpgina mamlakatlarida jamiyat bu illatni qandaydir hududlarda jilovlashga erishgan. Har bir inson oʻz huquqi va masʼuliyati meʼyorlarini muayyan oʻlchovlarda saqlab borishga odat hosil qilgan. Afsuski, sobiq totalitar tuzum davrida ayni shu meʼyorlarning asos tomirlari qirqib tashlandi, tub maʼnaviy negizlariga jiddiy rahna solindi. Kommunistik aqidaparastlar diktaturasi 70 yil davomida, izchil surʼatda million-million xalqlarni yalpi manqurtlashtirish siyosatini olib bordi.

XX asrning 70-yillariga kelib, aytish mumkinki, «Sovet Ittifoqi» atalmish ulkan bir hududda voqean «manqurtlar saltanati» shakllandi. Keyinchalik Oʻzbekiston Respublikasi Oliy Majlisining birinchi yigʻilishida birinchi Prezidentimiz I.A.Karimov bu haqda shunday fikr bildiradi: “Bu tuzum oʻz xalqining tarixini, uning ruhi va urf-odatlarini, oʻz avlod-ajdodini bilmaydigan manqurtlarga tayanar edi.”

Ana shu majburiy yuqtirilgan illat baʼzi insonlar ruhiyatida hanuz qaramlik asorati sifatida namoyon boʻlmoqda. Yoshlar xususida fikr bildirar ekan Sh.Mirziyoyev shunday taʼkidlaydi: “ Biz oʻz oldimizga mamlakatimizda Uchinchi Renessans poydevorini barpo etishdek ulugʻ maqsadni qoʻygan ekanmiz, buning uchun yangi Xorazmiylar, Beruniylar, Ibn Sinolar, Ulugʻbeklar, Navoiy va Boburlarni tarbiyalab beradigan muhit va sharoitlarni yaratishimiz kerak. **Bunda, avvalo, taʼlim va tarbiyani rivojlantirish, sogʻlom turmush tarzini qaror toptirish, ilm- fan va innovatsiyalarni taraqqiy ettirish milliy gʻoyamizning asosiy ustunlari boʻlib xizmat qilishi lozim**”.[3]

Bugungi kunda ham ushbu poklanish jarayoni davom etmoqda. Yangicha, mustaqil tafakkur zarurati hanuz dolzarb, milliy mafkurani shakllantirish, xalq maʼnaviyatini yuksaltirish bugunning ham eng muhim vazifasidir. Mustaqillik masʼuliyati ayni shu vazifalarni mukammal hal etishni taqozo qilib turibdi.

Odatda demokratiya haqida gap ketsa, uni xalq hokimiyati, davlat shakli, fuqarolarga va ularning ixtiyoriy birlashmalariga, boshqarishga oid qonun hamda qarorlarning maʼno-mazmuni, ijtimoiy manfaatlarni roʻyobga chiqarishga taʼsiri bilan bogʻliq holda taʼriflaydilar. Demokratiyaning asosiy qoidalari esa xalq hokimiyatchiligi, parlamentarizm, hokimiyatlarning boʻlinishi, siyosiy, gʻoyaviy plyuralizm, huquqiy, ijtimoiy, dunyoviy davlat institutlari, fuqarolarning ijtimoiy-iqtisodiy va siyosiy huquqlari kabi tushunchalar asosida sharhlanadi. Lekin Gʻarb qadriyatlaridan kelib chiqadigan ushbu taʼriflarda asosiy eʼtibor obyektga, yaʼni ijtimoiy-siyosiy

[3] **Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг Олий Мажлисга Мурожаатномаси. 2020 йил 29 декабр. https://president.uz/uz/lists/view/4056**

institutlarga qaratiladi. Ayni paytda demokratiyani harakatga keltiradigan kuch, pirovard maqsad boʻlgan inson va uning manfaatlari, ichki maʼnaviy olami eʼtibordan soqit qilinadi. Natijada Gʻarb demokratiyasi tashqi olamni, ijtimoiy-siyosiy hayotni, institutlarni takomillashtirishga ahamiyat beradi-yu, lekin asosiy masala — inson omilini esdan chiqaradi. Sharqona demokratiya esa, Gʻarb demokratiyasidan farqli oʻlaroq, dunyoni, ijtimoiy hayotni oʻzgartirishni insondan, uning ichki, maʼnaviy hayotidan boshlaydi. Insonni, uning maʼnaviyatini yuksaltirish orqali adolatli jamiyat barpo etish — Sharq demokratiyasining bosh maqsadi, albatta, biz bu oʻrinda Sharq demokratiyasini Gʻarb demokratiyasiga qarshi qoʻymoqchi emasmiz. Dunyo sivilizatsiyasining ulkan yutugʻi boʻlgan Gʻarb demokratiyasida oʻrganishga munosib tajribalar koʻp. Shu bilan birga, davlatchilik borasida qadimiy anʼana va qadriyatlarga ega boʻlgan Sharq dunyosining demokratiya masalasida oʻziga xos qarash va tajribalari, taraqqiyot modeli borligini inkor qilib boʻlmaydi.

Sharqona demokratiya, avvalo, quyidagi xususiyatlari bilan ajralib turadi: tegishli subordinatsiyani saqlash va iyerarxik munosabatlarda kam tajribali, kam bilimli kishi koʻp tajribali, keng bilimli kishiga itoat etadi; davlat va jamiyatni boshqarishda avvalo axloqiy, maʼnaviy meʼyorlarga rioya qilinadi; ajdodlar tajribasiga asoslangan anʼanaviy huquqiy munosabatlar saqlanib qoladi; fiqhda tarixiy anʼanalarga (Qurʼoni Karim va Hadisga) tayangan holda, huquqiy muammolar erkin hal etib kelingan; hukmdor saroyida davlat va jamiyat ishlarini boshqarishga oid ulamolar yechimida ishtirok etadigan

Kengashlar (Aʼyonlar kengashi, Vazir kengashi, Olimu fuzalolar kengashi singari) boʻlgan; hukmdor nafaqat oʻz hayoti, balki fuqarolarning turmushi, maʼnaviyati, ishonchu eʼtiqodi uchun ham javob bergan; ijtimoiy-siyosiy hayotni tadrijiy rivojlantirishga moyillik seziladi; inson va jamiyat hayoti siyosiy mafkuralar tazyiqidan holi boʻlgan; insonning maʼnaviy hayotini boyitish, yuksaltirish, boshqarish asosiy vazifa hisoblangan; inson, davlat va jamiyat manfaatlari oʻzaro uygʻunlikda qaralgan; jamoa hayoti va uning manfaatlari ustun qoʻyilgan.

Yusuf Xos Hojibning "Qutadgʻu bilig" asarida davlat va jamiyatni boshqarishda subordinatsiya va ierarxiya munosabatlari Aql (Oʻgdulmish) timsolida namoyon boʻladi. Muallif Aqlni (Oʻgdulmishni) asari markaziga qoʻyar ekan, aynan u orqali oʻziga xos, aytish mumkinki, sharqona davlatchilik konsepsiyasini ayon qiladi. Buni A.Yoqubov "axiyona davlat va jamiyat konsepsiyasi" deb ataydi (A.Yoqubov "Qutadgʻu bilig"da davlatchilik konsepsiyasi. — T., A.Qodiriy nomidagi Xalq merosi nashriyoti, 1997, 32-bet).Bu konsepsiyaga muvofiq, Aql shohni amaldorlar, maslahatchilar, elchilar, kotiblar, xizmatkor va fuqarolardan farq qiladigan sifatlarga ega boʻlgan shaxs sifatida tasvirlaydi. U kuchli aql sohibi, yuksak farosat egasi, koʻngli ezgulikka toʻla mohir ishbilarmondir. Bundan tashqari, u tajriba, maʼrifatparvarlik, adolatparvarlik va sadoqat bobida 12 fazilatni oʻzida mujassam etadi. Shoh bunday fazilatlari bilan xizmatkor va fuqarolaridan yuqori turadi. Aynan shu fazilatlar vazirlar, lashkarboshilar, kotiblar, xizmatkor hamda fuqarolarni unga hurmat-izzat, sadoqat koʻrsatishga, subordinatsiya va ierarxiya munosabatlariga muvofiq boʻysunishga undaydi. Shohni oʻzi qatori yoki oʻziga teng bilgan aʼyonlar, xizmatkorlar aksariyat hollarda unga chin dildan izzat koʻrsatmagan, oʻzidan past koʻrganlari esa uni taxtdan mahrum qilgan, hatto oʻldirgan.

O‘rta Osiyo mutafakkirlari hukmdorlarni komil inson sifatida tasvirlaganida, birinchidan, ularning fazilatlari barcha amaldor va fuqarolarnikidan yuqori bo‘lishi, ezgu va olijanob maqsadlarni amalga oshirishda murabbiylik, otalik qila olishi lozimligini ta’kidlaganlar.

Ikkinchidan, podshoh davlat va jamiyat ishlarini yaxshi bilgani, fuqarolarning orzu-intilishlaridan to‘liq xabardor bo‘lgani uchun boshqarishni subordinatsiya va ierarxiya talablariga muvofiq tashkil qila olishi zarurligi nazarda tutilgan.

Uchinchndan, amaldorlarni iqtidori va qobiliyatiga qarab lavozimga tayinlash podshohning vazifasi ekaniga e’tibor berilgan. Binobarin, past iqtidorli odamlar yuqori iqtidor egalariga, bilimli va tajribasi kam kishilar esa tajribasi ko‘p kishilarga bo‘ysunishi tabiiy, aks holda, davlat va jamiyat ishlarini oqilona tashkil etish, olib borish mumkin emas deb hisoblangan.

Umuman sharqona demokratik qarashlarda davlat va jamiyat ishlarini yuritishda adolat, axloqiy-ma’naviy mezonlarga alohida e’tibor qaratilgan. Ayniqsa, iymon-e’tiqod, ezgu amal, xushmuomalalik, birovning mol-mulkiga ko‘z olaytirmaslik, murosai madora, jamoa bo‘lib yashash, o‘zaro hurmat, amaldorlar faoliyatini qadrlash, qonunlarga bo‘ysunish, xalqning arz-dodini eshitish, nohaqlik ro‘y bergudek bo‘lsa, zaif, yordamga muhtoj kishilarni yoqlash, poklik, mehr-muruvvat va beg‘arazlikni ulug‘lash kabi fazilatlar jamiyat hayotida muhim o‘rin tutgan.

Sharq va G‘arb siyosiy qarashlarini taqqoslar ekan, rus olimi A.Panarin "G‘arb tafakkuri odamning olam ustidan ustunligini ta’minlash va tasdiqlashga qaratilgan sotsioantropotsentrizmga moyil, u dunyoni mensimaydi. Sharq donishmandligi esa kosmotsentrik, unda kishining barcha o‘y va hatti-harakatlari kosmos qonuniyatlariga muvofiq bo‘lishi zarur" degan xulosaga keladi[4]. A.Panarinning bu qiyosida jon bor. Chunki dunyodagi hech qaysi din yoki mafkura — na konfutsiylik yoki daotsizm, na buddaviylik, xristianlik yoki islom dunyoni zo‘rlik bilan o‘zgartirish tarafdori emas. Aksincha, ularning barchasida insonning ma’naviy-axloqiy fazilatlarini mukammallashtirish orqali ozod va erkin hayot qurish -g‘oyasi ilgari suriladi. Aslida, adolat odamlarning kosmos qonuniyatlariga muvofiq yashashi, nokasning komildan ibrat olishi, unga ixlos qo‘yib, e’tiqod bilan umr kechirishida yaqqol namoyon bo‘ladi.

Ma’lumki, ilk taraqqiyot bosqichida barcha xalqlar uchun odat va an’ana huquq manbai bo‘lgan. Hatto keyingi, masalan, quldorlik va feodal munosabatlar hukmron bo‘lgan davrlarda ham odatlar yozilgan (rasmiy) huquq shaklida mavjud bo‘lgan. Faqat odatiy huquqqa amal qilib yashash an’anasi o‘lkamiz xalqlari ijtimoiy hayotida XX asr boshlarigacha hukm surgan. Ma’lumki, ibtidoiy davrlarda yuzaga kelgan odatlar keyinchalik an’analar darajasiga ko‘tarilib, jamiyatdagi sinfiy munosabatlar ta’sirida odatiy huquqning yuridik me’yorlariga aylangan. So‘ngra ularga shariat, Chingizxonning yasoq usuli, Chor hukumatining qonunchilik tizimi ta’sir etgan; ijtimoiy-siyosiy va iqtisodiy o‘zgarishlar odatiy huquqni o‘zgartirgan. Hozirgi vaqtda odatiy huquq axloqiy-tarbiyaviy qarashlar sifatidagina uchraydi, yuridik munosabatlarga ta’sir o‘tkazmaydi. Ammo odatiy huquq belgilari oilaviy yoki shaxsiy munosabatlarda yashab keladi. Masalan, kelin o‘g‘irlash, kelin uchun qalin to‘lash, ko‘pxotinlikka intilish, erkakning qo‘ydi-chiqdi masalalarida tashabbuskor bo‘lishi, oila, urug‘ sha’ni, qadrini birgalashib himoya qilish, kattalardan iborat hakamlar — oksoqollar sudiga

[4] Панарин А.С. Пачитология. О лшре политики на Востоке и на Западе. М., Книжный дом "Университет". 1999. с. 19Н.

murojaat etish kabi urf-odatlar O‘rta Osiyo xalqlarining etnomadaniy hayotida hamon uchrab turadi. Hatto yurtimiz dunyoviy taraqqiyot yo‘liga o‘tgan xalqaro me’yorlarga asoslangan milliy huquqiy tizimlarni yaratayotgan bo‘lsada, madaniy-maishiy hayotimizda odatiy huquqning qoldiqlari batamom barham topgan emas. Aslida, bunday qoldiqlarning demokratiyaga hech qanday aloqasi yo‘q, ammo ushbu urf-odatlarning kishilar tasavvuri va turmush tarzida saqlanib kelayotgani, bir tomondan, etnomadaniy o‘ziga xoslikni, madaniy, plyuralizm va rang-baranglikni asraydigan omil hisoblansa, ikkinchi tomondan, tarixiy-madaniy an’analarni inkor etib, mudom yangi-yangi me’yorlar sari intilib yashashga undaydigan G‘arb demokratiyasining to‘g‘ridan-to‘g‘ri kirib kelishi va ko‘r-ko‘rona joriy etilishini oldini oladi.
Adolatni qaror toptirish sharqona demokratiyaga xos jamoa fikri va manfaatlari ustunligini ta’minlaydi. Chunki Sharq tafakkuri va hayot tarzida kommunitar (jamoaviy) g‘oya va tasavvurlar ustun turadi, shaxsning o‘zini namoyon etishi, hayotiy maqsadlarga yetishmog‘i, davlat institutlari bilan aloqalari uning jamiyatdagi o‘rni bilan belgilanadi. G‘arbda individ jamoaga, davlat va jamiyatga qarshi chiqishi, ularni rad etadigan g‘oyalarni ilgari surishi mumkin. Lekin Sharqda bunday harakatlar takabburlik, kommunitar an’ana va manfaatlarni mensimaslik sifatida qabul qilinadi. Sharqda "Hamma bir kishi uchun, bir kishi hamma uchun" tamoyili amal qiladi.
Bir so‘z bilan aytganda, sharqona demokratiyada insoniylik, mehr-oqibat, faqat o‘zi uchun emas, boshqalar uchun ham yashash xususiyatlari ustunlik qiladi. Sharq demokratiyasi — an’ana va qadriyatlar erkinligidir. Bu an’ana va qadriyatlar abadiy bo‘lgani kabi, Sharq demokratiyasi ham abadiydir.

Xulosa

o‘rnida aytish mumkinki, darhaqiqat madaniyat va san’at sohasida juda katta tarixiy o‘zgarishlar bo‘ldi. Ma’lumki, har qanday jamiyat hayotida rivojlanish madaniy va milliy qadriyatlarga tayanmasa yoxud xalq, millat o‘zining kim ekanini anglashga yetarli darajada erishmagan bo‘lsa, bunday rivojlanish xoh iqtisodiy, xoh ijtimoiy sohada bo‘lsin, kutilgan samarani bermaydi. Bunga yaqin o‘tmishimizdan ko‘plab misollar keltirish mumkin. Xususan, ko‘pgina davlatlarning boshqa madaniyatlar “panohi”da rivojlanish yo‘lini tanlashi yoki shunga urinishi qanday natija berganiga o‘zimiz ham guvohmiz. Aynan ana shu nuqtai-nazardan xalqimiz madaniyati va san’atini rivojlantirish, har tomonlama boyitish, uning ma’naviy poydevorini mustahkamlash jonajon yurtimizni rivojlantirish asosiy maqsadlarimizdan biri bo‘lmog‘i lozim.
Renessansning tayanch ustunlari bo‘lmish biz — pedagoglar, tarbiyachilar, o‘qituvchi, ziyolilar hamda ota-onalar bunday imkoniyat va shart-sharoitlardan foydalanib, ma’naviyati yuksak avlodni tarbiyalashimiz va iymonni qaror toptirish choralarini ko‘rishimiz hamda har bir shaxs, ayniqsa, yosh avlodni Uchinchi Renessans barpo etilishiga ishontirishimiz kerak.

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THE ROLE AND IMPORTANCE OF THE NEIGHBORHOOD (MAHALLA) INSTITUTE IN THE CONSTRUCTION OF CIVIL SOCIETY IN UZBEKISTAN

Dilshodbek Tursunboy ugli Komilov
Basic-Doctorate of Andizhan State University, Republic of Uzbekistan

ABSTRACT:
In the article, the role and importance of the neighborhood institute in the construction of civil society in Uzbekistan is revealed with the help of scientific literature and articles in periodicals. In addition, the issues of increasing the role of citizens' self-government bodies in the effective resolution of issues of local importance, as well as the realization of the right of citizens to join an association representing the common interests of citizens' gatherings were also analyzed.

Keywords: Uzbekistan, civil society, neighborhood institute, self-governing bodies, citizen assemblies.

Introduction

It is recorded in historical sources that for centuries the peoples of the East lived in neighborhoods, following certain rules and regulations. Today, the term neighborhood is developing and functioning as a self-governing body of citizens from a legal point of view. According to the Decree of the President of the Republic of Uzbekistan "On measures to further improve neighborhood institutions", increasing the role of citizens' self-government bodies in effectively solving issues of local importance, as well as joint meetings of citizens determined the organizational and legal measures aimed at further development of mutual cooperation with state bodies and civil society institutions on the basis of exercising the right to join an association representing their interests and strengthening their material and technical base [1].

RESEARCH METHODS

The fact that the neighborhood has a historical existence and a long past, as well as the national values, the way of life of the people as a community, fully embodies it. Today, it is impossible to create its legal basis without researching the actual process of neighborhood activity.

RESULTS AND DISCUSSIONS

However, during the former regime, on April 17, 1932, "Regulations on Neighborhood Committees in the Cities of Uzbekistan", on August 30, 1961, "Republic of Neighborhood Committees in Cities, Villages, Settlements and Villages" "Regulations" were adopted, but

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both documents did not grant legal personality rights to the neighborhood, while in the first one, rural settlements were completely forgotten, and in the second regulation, neighborhood committees were officially prohibited from opening ordinary kitchens and teahouses. And teahouses have always been the most crowded places of the neighborhood, and all the news in the neighborhood have served as the most cultural and educational place for people [2].

The First President of the Republic of Uzbekistan, I.A. Karimov, in his speech at the 18th Plenum of the Central Committee of the Central Committee of the former Communist Party held on November 24, 1989, before independence, said: "Neighborhood as an important link of self-government in residential areas the rights and powers of the committees were expanded" [3], and the rights of self-government bodies were further strengthened by the state. A system of solving local issues independent of the state was created.

In Uzbekistan, it was necessary to form and develop the activity of neighborhoods as self-governing bodies. At the II-session of the Supreme Soviet held in 1990, the Special Commission on the creation of a draft of the new Constitution drew attention for the first time as a self-governing structure. The local self-governance structure was included in the local self-governance system in the decisions made at the 11th session of the Supreme Soviet held on December 8, 1992. In it, it is established that "Neighborhood Committees" will be established instead of the former "Selskie sovet" (Village Councils) [4]. Scientific research on neighborhood activities showed that it was not possible to give them broad powers before they create legal and financial foundations in order to solve existing social and political issues in our country through self-governing bodies.

Based on this, on October 8, 1992, the "Mahalla" charity fund was established in Uzbekistan. They were assigned the task of regularly providing material, financial and practical support. The following were defined as the main tasks of the neighborhood charity fund:

-Continuously helping to preserve and enrich the traditions and customs of the people of Uzbekistan;

- to promote the ideas of being humane and compassionate towards low-income families, disabled people, orphans and lonely elderly people, to provide them with material and spiritual support;
- to support the social, economic and cultural development of neighborhoods in the conditions of the market economy [5].

The regular system of local authorities cannot be imagined without local self-government bodies of citizens. The basis of these agans is the gatherings of citizens - neighborhoods. They were created based on the historical traditions and mentality of the people. In turn, the importance of the neighborhood, which is an important social body of self-government, has always been very high. In the new conditions, the local bodies of state power transfer part of their powers and tasks to the local self-government of citizens. they should determine the possibilities of strengthening their role and strengthening their reputation by handing them over to management bodies.

It is worth noting that during the past period in our country, the neighborhood institution, which is a unique form of self-management institution, which fulfills and guarantees the unique traditions and values of our people to the society, has contributed to the development of civil society and serving to form.

Due to independence, the term "neighbourhood" was included in the Constitution for the first time in the history of our country. It was expressed in the Law of the Republic of Uzbekistan "On Self-Governing Bodies of Citizens" adopted by the Supreme Council on September 2, 1993.

In the law, the activities of self-governing agencies and neighborhoods in the formation of civil society are based on the interests of citizens guaranteed by the Constitution and laws of the Republic of Uzbekistan, based on the historical features of development, national and spiritual values, local traditions and it is necessary to understand the independent activity in solving the issues of local importance, taking into account the traditions. Citizen self-governance areas consist of the entire territory of the Republic of Uzbekistan, and cities, villages, hamlets are territorial units of citizen self-governance.

Recognition of generally recognized democratic principles is of great importance in the formation of citizens' self-governance bodies, in the election of their officials, and in the control of their activities. In Articles 3, 8, 20 of the Law of the Republic of Uzbekistan "On Self-Governing Bodies of Citizens", citizens have the right to self-governance in towns, villages, villages and neighborhoods on the basis of elections. on the basis of which it is determined.

In a word, the legal position of the neighborhood was established in the law based on the historical features of the development of our society, national and spiritual values, local customs and traditions, as well as universally recognized democratic principles. Today, on the basis of the assistance and support of authorities, law enforcement agencies, enterprises, organizations, institutions and officials in organizing the work of citizens' self-government bodies, Citizens' Self-Government support of relevant state bodies and public organizations is very necessary to organize and activate the work of the bodies and to mobilize the population for this work.

In Uzbekistan, self-government bodies occupy an important place in the life of the state and society. Therefore, the issues of formation and development of self-governing bodies and holding elections are reflected in separate legislation. Based on this, the Law of the Republic of Uzbekistan dated March 15, 2013 "On the Election of the Chairman (Elder) of the Citizens' Assembly and His Advisers" provides that the active role at the initial stage of reforms is at the discretion of the state and, first of all, the executive power. specifies that At the current stage of democratic changes, it is necessary to develop a long-term strategy of political, economic and social development, in which the role of the state should be fundamentally changed based on the ultimate goal of our democratic development - the goal of building a civil society [6]. The Law of the Republic of Uzbekistan on the Election of the Chairman of the Citizens' Assembly dated 15.10.2018 was adopted [7]. Pursuant to Article 17 of the Law, the following requirements are imposed on candidates for the position of chairman (elder) of the citizens' assembly:

Candidates for the position of the chairman (elder) of the citizens' meeting must be citizens of the Republic of Uzbekistan, as a rule, have a higher education, have lived in the relevant area for at least five years before the direct election, have organizational skills, work in state bodies or citizens who have work experience in non-governmental non-commercial organizations or in the field of entrepreneurship and other economic activities, as well as life experience and reputation among the population, are elected for a three-year term [8].

Nowadays, based on the activity of the neighborhood structure, by further deepening the reforms in the social spheres, the legal status of the neighborhood institution, which is the spiritual and educational basis of human development, and the improvement of the living conditions of our people, as a self-governing body, has been strengthened. . Article 5 of the Law of the Republic of Uzbekistan "On Self-Governing Bodies of Citizens" adopted on March 15, 2013 stipulates the following.

The main principles of the activities of citizens' self-government bodies are as follows:

The main principles of the activities of citizens' self-governing bodies are legality, the priority of human rights, freedoms and legitimate interests, democracy, transparency, social justice, independence in solving issues of local importance, community-based mutual assistance, social partnership, local tradition. -consists of taking into account customs and traditions [9].

It should be noted that if we compare the life of neighborhoods in the first years before independence with the status of today's neighborhoods, we can see that the difference between them has developed significantly, and while preserving the historical traditions of the neighborhood, it is being strengthened by law, developed Uzbekistan the socio-political functions of citizens' assemblies, such as world countries, are taken into account, and the tasks of local authorities are specially recognized in terms of further libelization of their participation in state and local governance. Within the framework of these powers, citizens' assemblies make proposals to further improve the activities of state and local government bodies and eliminate identified deficiencies on the spot, that is, they participate in the implementation of local governance.

Fundamental changes have taken place in the socio-political life of this law. First of all, it is explained by the fact that the management system is implemented on the basis of democratic principles and the role and position of self-government bodies of the population in social life has increased, as well as documents aimed at improving the activities of citizens' self-government bodies The Decree of the First President on April 23, 1998 "On the Support of Citizen Self-Government Bodies" and the December 2002 "Year of Prosperous Neighborhood" Program Development and Implementation on February 7, 2003, the decisions on the "Prosperous Neighborhood Year" program had a positive effect on the development of the system of citizens' self-government bodies.

Also, on December 25, 2006, the decision of the Senate of the Oliy Majlis of the Republic of Uzbekistan "On the action program for 2007-2008 to improve the activities of citizens' self-governance bodies" is included in the above documents.

Important historical changes in the system primarily serve to further develop the activities of self-governing bodies established in areas where service delivery methods are not fully replaceable. In this way, a sufficiently strong legal basis of citizens' self-governance bodies was created in our country, and this basis is regularly enriched and improved, taking into account the requirements of the time. The district has its high status because it is recognized as the brightest manifestation of the self-governing agencies, and at the same time the basis and support of the civil society. Among them, studying the importance and formation of the civil society of the neighborhood institute, which is the most common type of it in our country, is one of the most urgent issues today. Here, we can point out the aspects that characterize the importance of the neighborhood institution in deepening the reforms being carried out in the society. The Law of the Republic of Uzbekistan on Citizen Self-Government Bodies (adopted on April 14, 1999 and dated April 22, 2013 Uzbekistan "On Citizen Self-Government Bodies" It is considered an important historical source of citizens exercising their political, economic, social and personal rights in a practical, democratic way through these bodies.

Ensuring the rule of law in society is the main guarantee of achieving the effectiveness of all the reforms being implemented, further raising the standard of living of the population, and ensuring peace, harmony and stable situation in the country.

In 2017-2020, 38 laws and regulatory documents related to the neighborhood institution were adopted, and more than 50 of them were improved, and in turn, staff shortages in the neighborhood system have become the norm, and the employees of the neighborhood involvement in extracurricular activities, gatherings, and other activities had increased. Also, by this time, more than 200 tasks were assigned to neighborhood assemblies [10].

Also, the articles specified in the Law on Self-Governing Bodies of Citizens create a democratic environment for the purpose of regulating our society. , in particular, the government and parliament ensure that other state authorities do not illegally interfere with the activities of citizens' self-government bodies. Such activities are strictly defined by laws and other regulatory documents and serve the development of our society. Citizens included in the lists of the "Iron Register", "Women's Register" and "Youth Register" receive state support in the form of vocational training, employment and financial assistance in solving problematic issues in the neighborhoods. new effective mechanisms of neighborhood institute are being developed by the head of state and put into practice.

In order to ensure the existence of civil society in Uzbekistan, he defined the strategy of reforms in the following areas as the main conditions for the modernization of state authorities: limiting the powers of state authority, giving civil society institutions as much as is necessary for self-management in society. delegation of powers. In Uzbekistan, the issue of transferring a certain part of the powers of local authorities from the center to local authorities is the main part of the process of decentralization of local authorities. is also one of the most urgent tasks of today.

Starting from April 1, 2018, in each district and city of the republic, first of all, in remote areas with harsh natural climate, 2 per year and 3 villages (neighborhoods) in the coming years, step by step radical improvement of the living conditions, lifestyle and level of the population. In 2018, within the framework of the "Prosperous Village" program aimed at ensuring changes, modernizing the image of these villages (neighbourhoods) and creating jobs for the villagers, measures were taken to comprehensively renew the territories of 368 neighborhood communities in 174 districts of our country. defined as the priority goals of the program.

The repair of 127,143 houses, their appearance, and the improvement of their surroundings have a special place in the program. The Presidential Decree "Prosperous Village" and the government program for its implementation show that the state has paid serious attention to self-governing bodies and neighborhoods, and the main goal is to raise their role and place in social life. shows that the rapid changes in the system are particularly gratifying as they effectively solve the problems of the population in the community's activities,

In the Decree of the President of the Republic of Uzbekistan of April 2, 2019 on the measures to fundamentally increase the position of the neighborhood institute in working with the problems of the population No.5700 , preserving national traditions and values, ensuring family unity, raising a healthy and well-rounded generation, and solving the daily problems of the population is the closest social structure to our nation [11]. On the Development Strategy of the President of the Republic of Uzbekistan dated January 28, 2022, which consists of 7 directions and includes 100 goals, in order to further revitalize the activities of self-governing bodies and increase their legal status Decree No. PD-60 was reflected in the decree aimed at further development of our country in 2022-2026.

The first direction of the strategy is called the establishment of a people-friendly state through the development of a free civil society, the provision of human dignity and his legitimate interests, and the first goal of this direction is to increase the effectiveness of the activity of the neighborhood institution, to make it the basis of public management and control. turn into In order to solve socio-economic problems in the regions on the spot, it is envisaged to expand the powers of neighborhoods and strengthen their financial independence. Therefore, it serves to ensure the independence of the neighborhood institution as a link in the rhythm of the state and community management system, as well as a guarantee of the well-being of the community and the state.

This is to increase the participation of citizens in the neighborhood where they live today, to further strengthen direct communication between state bodies and neighborhoods, and to introduce an effective mechanism for working with residents in neighborhoods, as well as digitalization. further improvement of the processes will provide an opportunity to improve the system of citizens' appeals to all state agencies from the neighborhood, as well as to ease the burden of the people, to provide state and social services directly from the neighborhood institution, which is a lower body [12].

Today, more than 9,200 non-governmental non-profit organizations operating in Uzbekistan play an important role in protecting the rights and legal interests of individuals and legal entities, democratic values, and achieving social, cultural and educational goals, which contributes to the activity of the neighborhood. has a positive effect on development [13].

Self-management of citizens occupies an important place in the mechanism of society and state management. As mentioned above, citizens' self-government bodies do not belong to the system of state authorities. At the same time, self-government bodies of citizens and state bodies are closely connected with each other, because the people are the only source of these bodies. The state exerts its influence in solving important (territorial, financial, etc.) issues in the activities of self-governing bodies of citizens. According to Article 127 of the Constitution of the Republic of Uzbekistan, citizens' self-government bodies have state powers in the implementation of state functions. State bodies have the right to control the work done by self-government bodies of citizens.

The neighborhood plays an important role in fostering good neighborliness, respect and humanity in relations between people. It protects the social interests of citizens and provides specific assistance to the needy sections of the population. The fact is that it is necessary for the neighborhood to be a practical help in realizing economic and democratic changes.

The adoption of the Constitution and the legislative activities of the past years make it possible to create solid foundations for the formation of a legal state that guarantees the equality of all citizens before the law and the supremacy of the law. What do ordinary people expect from us today? First of all, it is expected that their appeals to state agencies will be resolved in a timely, impartial and legal manner. However, the lack of accountability, irresponsibility, and excessive formality of some leaders in considering citizens' applications and complaints is disturbing their people[14].

CONCLUSION

At the same time, the essence of the state has completely, fundamentally changed. At the initial stage, the state became the most active force of social renewal, the main initiator and leader of reforms, and the main implementer of new ideas in social life. The fulfillment of the tasks of the first stage of the establishment of the new Uzbek statehood was reflected in the increase and strengthening of Uzbekistan's international reputation, the establishment and development of friendship and cooperation relations with many countries of the world community.

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IMPROVING FINANCIAL AND CREDIT MECHANISMS FOR THE DEVELOPMENT OF SMALL BUSINESS ENTITIES

Jasurbek Ataniyazov,
Professor, Head of the Dept. of International Finance and Credit, Tashkent Institute of Finance, Uzbekistan,
Email: jasurbek156@gmail.com, ORCID: 0000-0002-4758-0781.

Abstract:
This article considers ways to improve the financial and credit mechanism for the development of small businesses. The purpose of this study is to develop scientific proposals and practical recommendations for improving the financial and credit mechanism for the development of small businesses in a modern market economy. During the study, the following methods were used: grouping, comparison, scientific thinking, economic-statistical, empirical evaluation, correlation-regression analysis, forecasting of research objects and presentation of results. An “active action model” of the taxation mechanism has been created in order to increase the economic activity of small businesses and ensure their efficient operation.

Keywords: financial and credit mechanism; microcredit; tax incentives; commercial credit; factoring and leasing; micro firms.

Introduction

In the world, the use of various financial and credit instruments to support small businesses through financial and credit mechanisms and the effective development of their activities has been developed by international financial institutions, and based on these instruments, the state pays special attention to creating favorable conditions for the development of small businesses[1]. However, in order to prevent a sharp decline in demand for goods and services during the current global pandemic, a slowdown in cash flows, and the emergence of a need for cash, the International Finance Corporation has allocated loans in three areas to support small businesses in Europe, Asia and Africa[2]. In addition, in response to the Covid-19 pandemic, the US government has developed 5 laws, the third of which provides for the allocation of funds in the amount of $377 billion from the state budget for additional lending to small businesses and providing them with extensive opportunities in accordance with the

[1] https://documents1.worldbank.org/curated/en/688761571934946384/pdf/Doing-Business-2020-Comparing-Business-Regulation-in-190-Economies.pdf. 2020 International Bank for Reconstruction and Development / The World Bank 1818 H Street NW, Washington, DC 20433.
[2] https://unctad.org/system/files/official-document/osg2020d1_en.pdf. Impact of the Covid-19 Pandemic on Trade and Development.

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support program for 2020- FY 2030. This, in turn, indicates the greater importance of small businesses for the economy and the need to effectively use the tools of the financial and credit mechanism in its development[3].

Particular attention is paid to scientific work aimed at improving methodological recommendations for supporting small businesses through financial and credit instruments by international organizations, which are the leading financial institutions in international practice such as the World Bank, the International Monetary Fund, the UN Development Program, the National Agency in the USA and federal ministries [1], as well as the Swedish Business Association, consisting of 43 thousand companies, uniting a society of trade associations and banking organizations around the world. These studies were developed by prestigious research centers, national agencies and ministries, associations, which made it possible to improve financial and credit methods for the development of small businesses based on the requirements established by international standards. However, important issues related to the theoretical foundations of the financial and credit mechanism for the development of small businesses, analysis of the practice of the financial and credit system for the development of small businesses in Uzbekistan, and ways to increase the efficiency of the financial and credit mechanism for the development of small businesses have not found a positive solution.

In recent years, Uzbekistan has been consistently implementing reforms aimed at further improving the business environment, supporting small businesses by providing broad freedom to entrepreneurship, including further increasing their export potential, introducing a preferential system for paying duties and taxes, and creating favorable conditions to ensure competitiveness manufactured products, as well as increasing the investment attractiveness of small businesses. Of course, in addition to the achievements achieved in this area, an urgent issue is the development of scientific proposals and practical recommendations aimed at in-depth analysis and elimination of problems that currently hinder and arise in practice in the field of finance and credit for the development of small businesses. Also, in the context of further strengthening of macroeconomic stability and achieving high rates of economic growth, a deep analysis and radical improvement of the existing financial and credit mechanism for the development of small businesses, which is considered one of the important sectors of the national economy, will determine the relevance of the research topic.

At all stages of the country's socio-economic development, the financial and credit mechanism served as the basis for economic development, embodied in objective economic laws. Research problems such as the role, purpose and objectives, as well as the structure of the financial and credit mechanism have been studied by many economists as research topics. In economic literature, the concept of “financial and credit mechanism” is used very widely. However, there is no single approach to the economic essence, content and its

[3] For appropriations from all legislation, see Government Accountability Office (GAO), COVID-19: Opportunities to Improve Federal Response and Recovery Efforts, Report to the Congress, GAO-20-625, June 25, 2020, https://www.gao.gov/reports/GAO-20-625/.

components. A number of researchers argue that the financial and credit mechanism is a method of organizing financial relations, consisting of elements and means of influencing economic processes in society [2].

In our opinion, such an interpretation does not reflect either financial tasks, goals, or the essence of the organization of financial relations. The logical basis will belong only to the indirect structure of the elements of the financial and credit mechanism. Another group of economists characterizes the financial and credit mechanism as a clear structure of individual subsystems, which includes the following: financial and credit planning, financial and credit levers, organizational structures, and the legal regime of the financial and credit system [3]. Some researchers believe that the financial and credit mechanism includes two subsystems, namely financial and credit support and financial and credit management. Also, in their opinion, it includes organizational structures and leverage.

The concept of "financial and credit mechanism" refers to the interdependence and influence of all its structural elements, which determines the possibility of effective functioning to achieve its goals. At the same time, the main emphasis is on the systematization and complexity of financial management. G.V. Bazarov believes that the financial and credit mechanism is an integral part of the financial management of the national economy. By his definition, this is a set of forms and methods of organizing financial and credit relations and their use to satisfy the interests of reproduction, preservation and development of the non-productive sphere and other social needs[4]. V.K. Senchagov defines the financial and credit mechanism as "an interconnected system of forms, financial and credit instruments and methods for organizing financial and credit management"[5]. According to A. Berger and G. Udel, the financial and credit mechanism is defined as a set of spheres or connections of monetary relations through which, through financial and credit instruments, they influence the socio-economic development of small businesses[6]. According to V.M. Oparin's definition, the financial and credit mechanism consists of levers and means of influencing the socio-economic development of society, integral financial methods and forms[7]. Some modern economists, however, highlight the financial and credit mechanism of enterprises, which includes a system of forms and methods for managing monetary relations between entities[8]. In particular, according to L.V. Popova, the financial and credit mechanism of an enterprise is a regulated set of forms and methods with the help of which an enterprise provides itself with the necessary funds, and also achieves a certain level of stability and liquidity, redistributing them between divisions based on financing conditions or lending, ensures profit and an increase in the value of capital[9].

Issues of the financial and credit mechanism for the development of small businesses were studied by foreign economists, such as M. Yunus[10], F. Allen, D. Gale[11], V.M. Mamut[12]. Research works of Commonwealth of Independent States (CIS) economists V.M.Oparin[13], V.I.Bukato, M.I.Lapidus[14], A.I.Balabanov, I.T.Balabanov[15], V.Fedosov [16], are devoted to levers and instruments, criteria for the implementation of the financial and credit mechanism by the economy and the state.

At the moment, in the scientific research of economists of Uzbekistan, such as B.Yu. Khodiev[17], R.S.Muratov, N.P.Pulatov[18], I.M.Alimardonov[19], U.V. .Gafurov[20], M.S.Rustamov[21] studied the issues of improving lending to small businesses, economic mechanisms of state regulation, taxation of small businesses and private entrepreneurship, as well as the organization of financial relations in small businesses.

However, it should be noted that in the above-mentioned studies, insufficient attention is paid to research on improving the financial and credit mechanism for the development of small businesses in Uzbekistan in the current conditions.

In our opinion, the financial mechanism of an enterprise is a financial management system of an enterprise designed to organize the interaction of financial relations and funds of funds in order to effectively influence the final results of production in accordance with the requirements of economic legislation. This is a system of movement of financial instruments, which is expressed in attracting, planning, stimulating and using financial resources.

Thus, in our opinion, the financial and credit mechanism is a set of monetary relations that influence the development of small businesses not directly, but indirectly, through financial and credit instruments.

The practical significance of the research results lies in the possibility of using the main ideas and materials of the work in developing programs aimed at strengthening the system of government measures aimed at creating an information and communication software system with the harmonization of world experience in regional stimulation and development of the activities and sphere of bank employees in the regions of the Republic.

Analysis and Results

Today, much attention is paid to the development of small businesses around the world; enterprises related to this area make up 90 percent of existing firms in the world[4]. The International Finance Corporation (IFC) estimates that about 65 million firms in developing countries, or 40 percent of formal micro, small and medium-sized enterprises, receive $5.2 trillion in financing annually. US dollars, an unmet need that is equal to 1.4 times the level of the current state of lending to global micro, small and medium-sized enterprises.

The largest share of the global financial gap is in East Asia and the Pacific (46 percent), followed by Latin America and the Caribbean (23 percent) and Europe and Central Asia (15 percent)[5]. In general, the volume of need for additional financing of small businesses increased by 2.9 trillion. dollars as a result of the consequences of the pandemic. The above situations necessitate the implementation of scientifically based ways to meet the need for financial resources by improving the financial and credit mechanism for supporting small businesses and introducing new sources of financing their activities.

[4] www.doingbusiness.org Beck, Thorsten. 2013. «Bank Financing for SMEs–Lessons from the Literature.» National Institute Economic Review 225 (1): R23-R38.

[5] https://www.worldbank.org/en/topic/smefinance

The Republic of Uzbekistan is implementing a number of measures to further liberalize tax policy, gradually reduce the tax burden, improve and simplify the taxation procedure, carry out tax reforms aimed at supporting business entities, protecting the rights and freedoms of business entities, limiting unjustified interference in their financial and economic activities. In this process, simplifying tax administration, reducing the tax burden, strengthening the incentive function of taxes, developing small businesses and increasing their role in the economy and reducing the tax burden are pressing issues today.

From January 1, 2019, individual entrepreneurs whose income from the sale of goods (work, services) in a calendar year exceeded 100 million soums, but no more than one billion soums were transferred to pay a single tax payment at a rate of 4 percent. That is, for payers who are truly small businesses, the amount of the annual tax payment can be reduced to 10 million soums. The rate of the single tax payment for microfirms and small enterprises in the service sector in 2019 was reduced to 4 percent. The single tax payment rate for legal entities (customs brokers) providing customs clearance services is set at 5 percent.

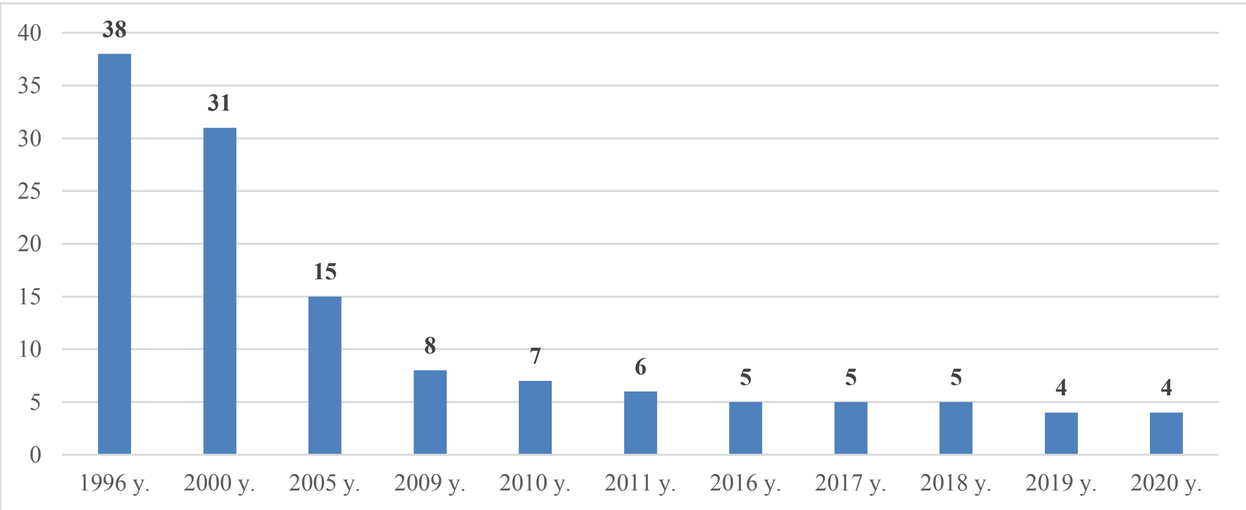

Fig. 1. Reduction of fixed tax rates for small businesses in Uzbekistan (%)

Source: compiled by the authors based on data from the State Tax Committee of the Republic of Uzbekistan

It should be noted that due to the reduction in the rate of the single tax payment, a large volume of funds is expected to be available to these micro-firms and small enterprises. The introduction of a simplified single tax for small enterprises and micro-firms is aimed at supporting the development of small businesses, increasing the share of the private sector in GDP, as well as supporting entrepreneurship among the population.

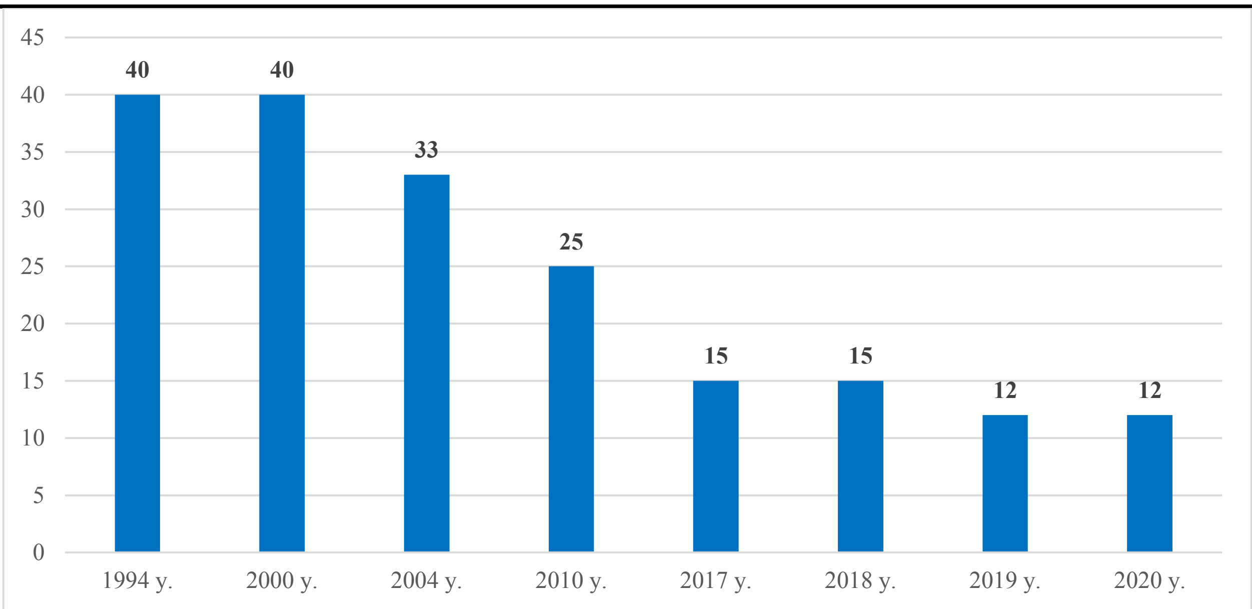

Fig. 2. Reducing the rate of the single social payment for micro-firms, small enterprises and farms

Source: compiled by the authors based on data from the State Tax Committee of the Republic of Uzbekistan

As can be seen from the data in Figure 2, the rate of the single social payment for microfirms, small enterprises and farms in 1994 was 40 percent; by 2000, this figure had not changed. In 2004, it decreased by 7 percent to 33 percent. In 2010, it decreased by 8 percent to 25 percent. If in 2015 the rate of the single social payment was 15 percent, then in 2019-2020 it was reduced to 12 percent. Compared to 1994, we see a decrease of more than 3 times.

To summarize, it can be noted that the reduction in tax rates established for small businesses in Uzbekistan and the rates of the unified social payment for microfirms, small enterprises and farms is explained by the fact that state tax policy is aimed at financial support for representatives of this sector and increasing their economic activity.

Providing tax benefits, reducing rates and creating various other benefits is of great importance for implementing structural changes in the economy and developing priority sectors. It is difficult for small businesses to understand the advantages of various forms of taxation and make a rational decision about reducing the tax burden for themselves.

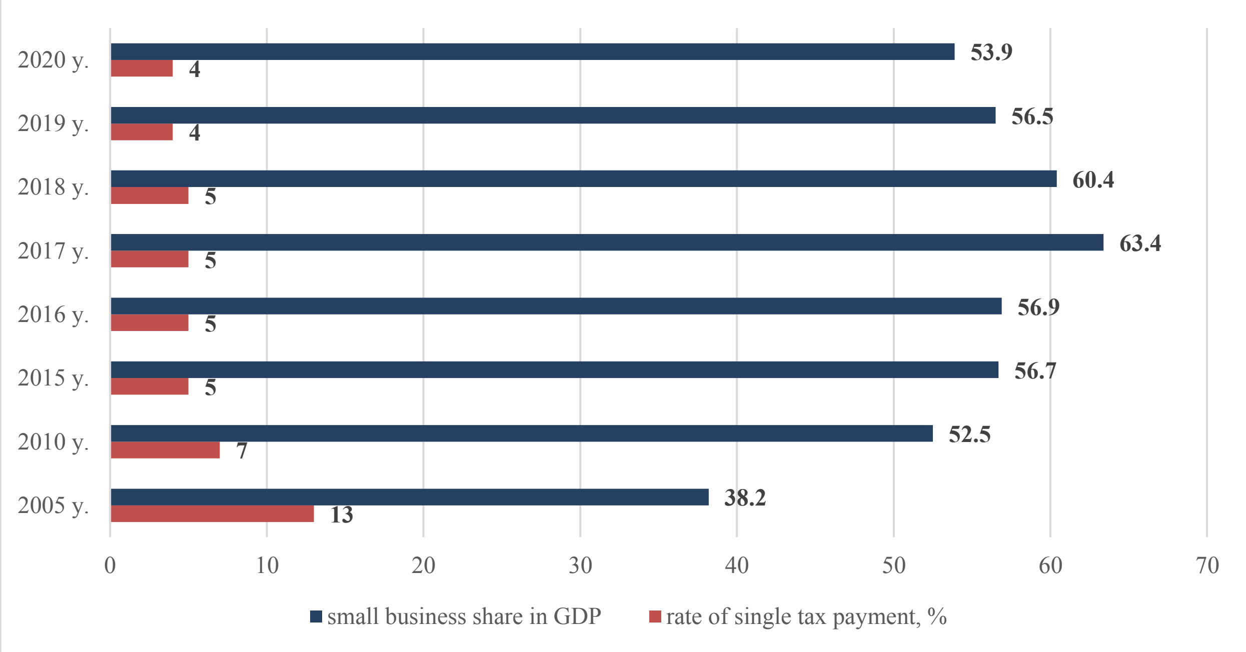

Fig. 3. Changes in the share of small businesses in GDP and the single tax payment rate in 2005-2020

Source: compiled by the authors based on data from the State Tax Committee of the Republic of Uzbekistan

Indeed, as a result of large-scale work on the development of small businesses and family entrepreneurship, the reduction of the single tax payment rate from 13 percent in 2005 to 5 percent in 2015, or more than 2.5 times, opens up great opportunities for the development of small businesses and private entrepreneurship . In particular, the share of small businesses in the gross domestic product of Uzbekistan in 2000 was 31 percent, while at the end of 2016 this figure was 56.9 percent. It should be noted that expanding the scope of microloans issued directly by commercial banks with financial support from small businesses plays an important role in the effective organization of their activities, and therefore, in Uzbekistan, special attention is paid to the issuance of microloans by commercial banks. In particular, in 2020, the volume of microloans allocated to this area amounted to 10.2 trillion. soums, compared to 2015 it almost increased 4.5 times.

In order to ensure the effective implementation of the tasks set in the regulations adopted in the field of financial support for small businesses in our country, measures are being actively implemented to develop family entrepreneurship, comprehensive support for artisans, as well as the direction of loan funds by commercial banks to stimulate entrepreneurial activity of young people, due to these loans, more than 20 thousand new jobs were created in the regions. In particular, in 2020, loans worth 3.6 trillion soums were allocated to the population for entrepreneurial activities, respectively, this is explained by the active implementation of measures aimed at developing this area and increasing the income of the population by providing employment.

Table 1 Loans allocated for financial support of small businesses (in main areas) (billion soums)

Main directions	2017 y.	2018 y.	2019 y.	2020 y.
Loans allocated from all sources of financing, total	19 564,7	30 648,9	55 430,0	48 389,7
Dedicated microloans	4015,0	6 205,9	10 777,5	10 194,3
For the development of family entrepreneurship and crafts		668,5	1136,1	2476,4
Development of the services sector	3 582,2	6 547,8	8 772,2	5 959,8
In support of women's entrepreneurship	2 782,3	3 361,5	4 499,8	4 895,9
To carry out business activities for the population		1 748,7	4 906,3	3 602,1
Due to foreign credit lines (millions of US dollars)	521,8	1 039,3	1 633,7	2 139,0

Source: compiled by the authors based on data from the Central Bank of the Republic of Uzbekistan

The data in Table 1 illustrates that in 2020, commercial banks are also actively implementing measures to attract credit lines from international financial institutions and foreign banks to finance investment projects of small businesses. To this end, from January 1, 2021, the state established cooperation with more than 30 foreign banks and international financial institutions to attract their credit lines, and for this purpose, loans in the amount of 2.1 billion were allocated to small businesses from the account of foreign credit lines US dollars or 5 times more than in 2015. In the Republic of Uzbekistan, pursuing a policy aimed at broadly involving the population, especially low-income families, in entrepreneurial activities and improving their well-being, by expanding the provision of loans for the purpose of investment and the formation of initial capital for small businesses and private businesses, as well as by increasing the volume of microcredit, contributes to achieving positive results. As of 2020, a large share of credit investments directed to small businesses and private entrepreneurship fell on the share of joint-stock banks such as Ozmilliybank, Microcreditbank, and Ozsanoatqurilishbank. These commercial banks are actively implementing measures aimed at providing preferential loans to provide financial support to small businesses and private entrepreneurship in the economy. In particular, the priority activity of JSCB Microcreditbank in the lending market is supporting small businesses and private entrepreneurship, as well as providing microfinance services to business entities.

Table 2 The share of some commercial banks in the total volume of loans allocated by banks of the Republic of Uzbekistan to small businesses and private entrepreneurship

	2015 y.	2016 y.	2017 y.	2018 y.	2019 y.	2020 y.
Total loans issued by commercial banks to small businesses and private entrepreneurship	100,0	100,0	100,0	100,0	100,0	100,0
"Ozmilliybank"	14,9	14,6	16,9	18,2	13,7	16,2
"Ozsanoatqurilishbank"	7,1	7,1	7,2	5,9	4,0	5,3
"Agrobank"	7,7	6,4	6,3	5,4	3,3	4,7
"Microcreditbank"	7,1	7,1	3,4	6,3	4,2	5,6
"Kishlok Kurilish Bank"	4,8	4,9	5,2	4,8	3,2	4,3

Source: compiled by the authors based on data from the Central Bank of the Republic of Uzbekistan

JSCB "Microcreditbank" carries out its activities by developing small businesses and private entrepreneurship, intensifying individual labor activity, family businesses and home-based work, creating new jobs, providing access to microfinance services to the general public, especially in rural areas.

It is known that the pandemic, which occurred throughout the world in 2020 and continues to exist, has had a negative impact not only on the health of the population in countries around the world, but also on the state of development of national economies. The consequences of the pandemic have had a negative impact on small businesses operating in the national economy, especially through supply and demand channels. An important role in this process was played by the implementation of a number of measures aimed at financial support for small businesses from the state and the creation of preferential conditions.

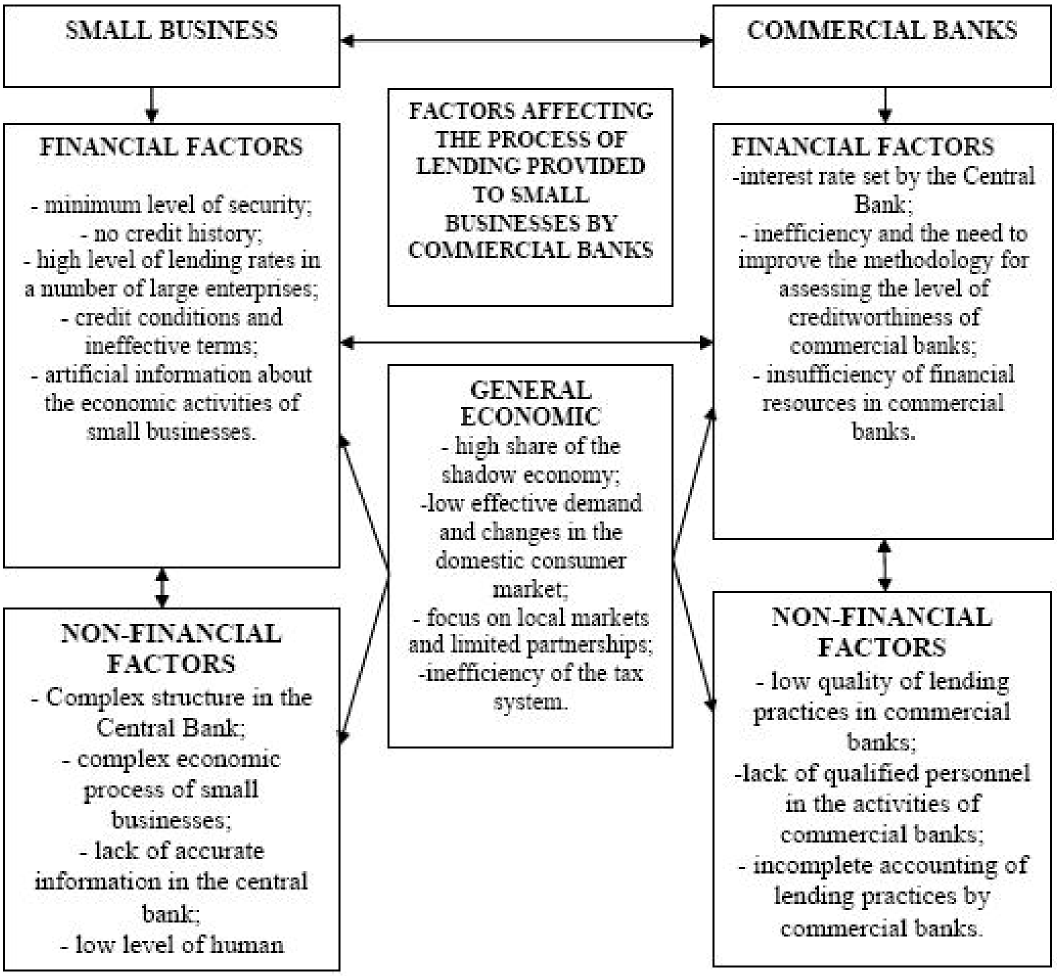

Fig. 5. The process of lending provided to small businesses by commercial banks

Source: compiled by the authors

In the current economic crisis, the financial and credit mechanism is considered important in the development of small businesses in Uzbekistan, since it is this properly organized system that ensures the achievement of the development of small businesses; it has been established that it consists of a set of the following interrelated components (elements) that bring into action forces affecting him.

There are the following problems associated with lending to small businesses and private entrepreneurship: incomplete formation and insufficient development of market infrastructure, including microfinance, uneven distribution of this service market across regions; the presence of factors that negatively affect the development of microcredit practice for small businesses; the need for large volumes of loans for investment, replenishment of initial and working capital by small businesses and private entrepreneurship; the slowness of the processes of attracting loans allocated by foreign financial funds to the activities of small businesses and private entrepreneurship, including women entrepreneurs; insufficient use of the opportunity to attract preferential credit lines and grants from international financial institutions and foreign governments to further expand the activities of small businesses and private entrepreneurship.

Discussion

One of the most difficult problems hampering the development of small businesses is that most small businesses do not have sufficient financial resources to meet their investment and working capital. Banks are forced to increase the risk on loans by increasing the interest rate on loans due to the low guarantee of small businesses. At the same time, the insufficient financial security of small businesses necessitates increasing the economic efficiency of the small business sector, limiting lending with fixed assets, that is, the collateral guarantee that they provide in exchange for the funds received.

Measures were examined to ensure the transformation of small businesses into an integral part of the financial and credit mechanism in ensuring the socio-economic development of Uzbekistan, improving their structure and infrastructure in the context of economic modernization, as well as ways to increase the competitiveness of small businesses. To ensure that small businesses become an integral part of the mechanism for achieving socio-economic development, it is advisable to implement the following measures:

application of the preferential principle of taxation of small businesses that ensure economic activity;

financial assistance to the sustainable functioning of a small enterprise and its ability to withstand a competitive environment in a modern market economy and economic pandemic situations, including the use of special benefits to support the development of forms of small business entities,

systematically stimulating the economic activities of small businesses, ensuring the greatest possible freedom in the distribution of financial results;

strengthening the interaction of structures, non-governmental non-profit organizations and other entities directly interested in the development of small businesses;

To summarize, we can say that improving small business financing lies, first of all, in eliminating problems associated with eliminating barriers to the activities of representatives of this area, creating an extensive database of their activities, forming a resource base for commercial banks, attracting foreign credit lines, creating benefits for commercial banks related to lending to their activities, the formation of a clear information base consists in the formation of a specific information base, as well as eliminating problems associated with collateral.

Conclusion

During the research process, the following scientific conclusions were formed:

1. The financial and credit mechanism is not limited to the scale of the enterprise's activities, but is based on a system of direct interconnected relations with budgetary and extra-budgetary funds, banks and other creditors, and institutional investors. When developing a

financial strategy for small businesses in the regions, a system for ensuring the fulfillment of current financial obligations, placing temporarily free financial resources and increasing their efficiency was demonstrated.

2. Based on advanced foreign experience in lending to small businesses, conducting special surveys among small businesses and the shortcomings identified as a result, the necessary recommendations for organizing the further lending process and its application in the practice of Uzbekistan have been developed.

3. In recent years, Uzbekistan has consistently implemented reforms aimed at financial support for small businesses, the development of economic sectors and the creation of favorable conditions for making payments in trade in goods and services without any restrictions. Opportunities were identified to stimulate the activities of small businesses, increase their financial stability and, ultimately, strengthen their role in increasing the sustainability of the national economy.

4. High rates on loans allocated to small businesses in the republic, and a large number of loans are provided for a short period of time, on unfavorable terms for the entrepreneur. In turn, loans in foreign currency create additional costs for the entrepreneur due to the constant growth of exchange rates. In accordance with this, a compensation procedure was developed to cover interest costs on loans provided to small businesses in national currency, not exceeding 1.75 times the base rate of the Central Bank. This procedure facilitated the conclusion of agreements on the basis of guarantee, compensation and resource funds of loans allocated on the basis of financial assistance provided by the state fund for the support of entrepreneurial activity.

5. A systematic procedure for installment payment of taxes was introduced for small businesses operating for more than three years, and for business entities that paid accrued taxes on time, but are unable to pay off tax debt due to financial circumstances. Also, a procedure was developed for granting the right to participants in foreign economic activity who have been importing goods for more than three years, fulfilling their obligations on customs payments, but who are unable to pay payments on time due to financial circumstances, to pay customs payments in installments.

6. Loans allocated as financial assistance to small businesses are recommended to be allocated taking into account the internal and historical potential of the regions of the republic and the level of development of business entities carrying out their activities. This contributed to the expansion of the development of the historical business roots of the region and the increase in export-oriented national products on the world market.

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THE RELATIONSHIP BETWEEN HELICOBACTER PYLORI AND ARTERIAL HYPERTENSION WAS ANALYZED

Boboyorova D. N.
Bukhara State Medical Institute. Uzbekistan

Abstract
The literature review analyzes studies on the role of Helicobacter pylori in the development of hypertension in recent years, using data from the scientific literature, important data aimed at solving the mutual pathogenetic relationship between the two problems. The result of several tests is H. pylori: people with pylori have a higher risk of developing hypertension than people who are not infected. H. pylori has been shown to be the pathological mechanisms of pylori's effect on the body. H. pylori The mutual pathogenetic dependence in the development of pylori and hypertension is based on data on the occurrence of endothelial dysfunction, which is accompanied by an increase in the number of inflammatory cytokines, homocysteinemia, and a decrease in vitamin D.

Keywords: arterial hypertension, Helicobacter pylori, risk factor, endothelial dysfunction, pathogenetic dependence, homocysteinemia.

Introduction

Arterial hypertension is an independent, chronic disease, the main manifestation of which is the syndrome of arterial hypertension, which is not associated with other causes. Despite the development of modern medicine, arterial hypertension (AH) remains a medical and social problem due to its wide prevalence and severity of complications. This is due to the wide spread of this disease, the lack of blood pressure control even with drug therapy in a significant part of patients, and the fact that hypertension is the most important risk factor for the main cardiovascular diseases - myocardial infarction (MI) and cerebral stroke, which mainly determine the high mortality rate in the world. According to the forecast, by 2025, the number of hypertension patients in the world will increase by 15–20% and reach almost 1.5 billion [1].

Recently, the number of people suffering from hypertension has been increasing from year to year, and their age is becoming younger. For a long time, hypertension was considered as a multifactorial disease. The prevalence of hypertension in developing countries is seen as a consequence of progress and changes in lifestyle. In addition to smoking, genetics, diet, and other factors, H. pylori has been considered a potential risk factor for hypertension in recent years. Despite this, traditional risk factors do not appear to be sufficient to explain the rising rates of hypertension, which further indicates that attempts to control the problem with traditional measures may never be adequate or decisive [2].

The prevalence of Helicobacter pylori among all segments of the population is very wide. According to the literature, more than half of people worldwide are infected with this bacterium. In Africa, Mexico, South and Central America, the prevalence of this infection reaches 70-90% among the entire adult population. A number of scientific studies are being conducted around the world to study various variants of the manifestation of Helicobacteriosis. Today, the high rate of infection in the population with H. pylori makes it the biggest hidden danger to human health. Ever since H. pylori was discovered in the human stomach, it has long been thought to be associated only with gastrointestinal diseases. Currently, many studies have shown that H. pylori is etiologically associated with many extraintestinal diseases.

Helicobacter pylori (H. pylori) is a spiral-shaped, gram-negative micro-aerophilic bacillus. Its morphology is heterogeneous in the sense that it can take a helicoidal, spiral or curved shape, with 2-6 flagella, a bacterium that naturally colonizes the epithelium of the human stomach.Its dimensions range from 0.5 mm to 1.0 mm in diameter and from 2.5 mm to 5.0 mm in length. It is characterized by the production of urease, which, through the production of ammonia, creates a microenvironment with a pH higher than the pH of the gastric mucosa, which allows it to survive. Cultivation of *helicobacter pylori* is somewhat difficult because it requires a longer incubation period than most bacteria (5 days instead of 24 hours). and enriched culture media should be used.

In the course of studying over this topical topic, the results of the latest new research have emerged, a large body of evidence strongly suggesting a causal, causal relationship between H. pylori and extragastric disorders, this information give us Helicobacter plori affect not only the gastroentinal tract can specific negative effects other extragastric disorders for example such as metabolic disorders including, disorders especially cases stroke psychiatric,[4] complications of gynecological disorders,[5] from severe vomiting to preeclampsia,[6,7] and especially it can be pointed out that during the research of the work of the author Izadi we can see Helicobacter plori undoubted cause of such diseases of the ears, nose and throat from benign diseases to malignancies[8] such as, laryngeal carcinoma and lung cancer[9], haematological disorders[10] caused by iron deficiency anemia to idiopathic thrombocytopenic purpura ITP [11].

Based on several studies, the results confirmed that H. pylori is a vital risk factor for hypertension. People infected with H. pylori had a 13.4% higher risk of developing hypertension than uninfected individuals.

According to the results of scientific studies, it can be said that patients with hypertension who are positive for H. pylori have significantly higher blood pressure than patients with hypertension who do not suffer from infection. In addition, eradication of H. pylori has been reported to improve hypertension. H. pylori infection has been found to be an independent risk factor for carotid plaque formation and stroke. A number of studies have indicated an association between H. pylori and acute coronary syndrome, suggesting that H. pylori infection is a risk factor for cardiovascular CVD disease, moreover, patients with H. pylori

infection have an approximately 3 times higher risk of coronary heart disease than healthy individuals [14,15].
A number of studies have shown that mild systemic inflammation by provocations of H. pylori infection is associated with metabolic syndrome and atherosclerotic cardiovascular disease. Altered blood cholesterol levels, such as elevated levels of low-density lipoprotein (LDL) and decreased levels of high-density lipoprotein (HDL), are major risk factors for cardiovascular disease and metastatic N. pylori syndrome, infections may be associated with elevated LDL cholesterol levels, the most significant risk factor for atherosclerosis, and that eradication of H. pylori may play a positive role in the treatment of prophylactics atherosclerosis[16].

Pathogenic Mechanisms

Based on existing scientific research, various mechanisms have been proposed to explain the association of *H. pylori infection with cardiovascular disease.*
Possible mechanisms of H. pylori's effects on the body are:
1) activation of the inflammatory process with the production of cytokines, eicosanoids and other mediators[17];
2) molecular mimicry between bacterial antigens and components of macroorganism tissues with their further autoimmune damage[18];
3) interaction with mast cells with subsequent secretion of biologically active substances acting on blood vessels, bronchi, and other internal organs;
4) development of allergic reactions, predominantly of the immediate type;
5) reduction of the intestinal barrier function, leading to the entry of toxic products and allergens into the blood;
6) the absorption of macro- and microelements, in particular iron, for the processes of its vital activity and, consequently, the theft of the macroorganism[19].
Based on laboratory and experimental data, it has been hypothesized that inflammation plays a fundamental role in atherogenesis and acute thrombosis. From an epidemiological point of view, support for this hypothesis has been obtained in a series of prospective cohort studies that demonstrate that inflammatory parameters (such as fibrinogen, C-reactive protein, and serum amyloid A), cell adhesion molecules [such as intercellular adhesion molecule (ICAM)-1], and cytokines (such as interleukin-6) are all elevated baseline in patients at risk of future coronary occlusion. In addition, evidence from randomized clinical trials suggests that the efficacy of common prophylactics such as aspirin and hydroxy-methylglutaryl (HMG) CoA reductase inhibition may depend in part on interactions with the inflammatory system. Taken together, these findings raise the possibility that therapies that target low-grade chronic inflammation could provide new future strategies for preventing cardiovascular disease.

There is increasing evidence that inflammation plays an etiopathogenetic role in the development of atherosclerosis and that certain markers of inflammation are associated with a greater risk of coronary artery disease. Markers such as C-reactive protein (CRP), blood leukocyte count, plasma fibrinogen, or the presence of heat shock proteins (TSS) worsen the prognosis of coronary artery disease[21].

Inflammation can also contribute to the development of hypertension by causing endothelial dysfunction and inducing oxidative stress. Minieco et al. hypothesized that H. pylori infection may lead to activation of a cascade of inflammatory cytokines with the release of vasoactive substances from the site of infection. Levels of various inflammatory cytokines, including IL-1beta, IL-2, IL-6, and TNF-alpha, were significantly elevated in individuals with H. pylori infection.These inflammatory cytokines can contribute to the development of insulin resistance. Insulin resistance can then further increase overall peripheral vascular tension. In addition, people with H. pylori may have elevated levels of fibrinogen, a biomarker of vascular inflammation that could inhibit a decrease in nitric acid (NO) levels, which in turn would cause vasoconstriction and increased peripheral blood vessel tension. Due to such a long, prolonged inflammatory reaction due to *H. pylori*, a chronic inflammatory reaction of low severity occurs, provoking an atherogenic process through changes in some cardiovascular risk factors, such as coagulation factors and lipids, with the release of fibrinogen, reactive protein C, TNF-α, and interleukin 6 (IL-6), in addition to an increase in the number of white blood cells in the blood, which can cause prothrombotic condition[23]. In adults, *H. pylori causes an active chronic inflammatory process with the presence of neurophils, T-lymphocytes, B-lymphocytes and plasma cells;* In other words, it triggers a reaction that is both cellular and brachial in nature. The specific cellular response is characterized by the activation of 1 helper T lymphocytes, causing an increase in the release of cytokines, especially IL-1, IL-6, IL-8, TNF-α, and interferon. The ability to induce cytokines differs in H. pylori strains, with CagA+ strains being observed to produce the most intense release and the greatest variety of cytokines, on the other hand, it has also been observed that soluble extracts of H. pylori *promote plaque aggregation in the gastric mucosal microcirculation[24].*

By focusing on inflammatory processes associated with H. pylori, chronic inflammation caused by H. pylori infection [25,26] activates various mediators that have been associated with endothelial cell dysfunction associated with MetS[25,26].The studies of Rasmi Y. and Raeisi S. studied the mechanism of endothelial dysfunction in the pathogenesis of cardiac syndrome X, caused by structural and functional disorders of endotheliocytes as a result of inflammation and proliferative changes from H. pylori, leading to a change in the elastic properties of blood vessels through pro-inflammatory cytokines, cell adhesion molecules, growth factors, and acute-phase proteins. Indeed, H. pylori increases levels of inflammatory mediators such as MetS-related tumor necrosis factor (TNF)-α, interleukin (IL)-1, IL-6, IL-8, interferon (IFN)-γ, fibrinogen, thrombin, intercellular adhesion molecule, and vascular cell adhesion molecule; these MetS-related inflammatory mediators directly or indirectly damage vascular walls, thereby causing atherosclerosis[28] H. pylori-mediated inflammation, has been associated with atherosclerosis and the above-mentioned inflammatory mediators have been implicated in the pathophysiology of MetS-associated hypertension.

Change in blood lipids H.pylori infection causes an increase in cholesterol and triglyceride levels with a decrease in HDL levels, contributing to the development of dyslipidemia, a known cardiovascular risk factor. A number of authors suggest that the formation of oxidants is also important. A decrease in antioxidants has been observed in patients with H. pylori, which may lead to the activation of lipid peroxidation and therefore to the development of atherogenesis, since the oxidation of low-density lipoprotein (LDL) is the first of the major steps in the atherogenic process. Cross-reactivity with antibodies of heat shock proteins (BTS) Another theory is anti-BTS antibodies with cross-reactivity. H. pylori has been shown to produce BTS-60 with a fairly new cardiovascular risk factor, as it has been observed that increased homocysteine levels are associated with an increased risk of cardiovascular disease. In this regard, patients with chronic gastritis, usually caused by Helicobacter pylori infection, have decreased absorption of vitamin B12 and folic acid, thereby causing secondary hyperhomocysteinemia.

Since traditional risk factors do not account for a subset of cases, homocysteine, a "new" risk factor, is being considered with increasing interest. Homocysteine is an intermediate in the metabolism of the proteinogenic amino acids methionine and cysteine. Numerous retrospective and prospective studies have consistently found an independent association between mild hyperhomocysteinemia and cardiovascular disease or all-cause mortality. Starting with a plasma homocysteine concentration of approximately 10 μmol/L, the increase in risk occurs according to a linear dose-response relationship without a defined threshold level. Hyperhomocysteinemia, as an independent risk factor for cardiovascular disease, is thought to be responsible for about 10% of the overall risk. Elevated plasma homocysteine levels (>12 μmol/L; mild hyperhomocysteinemia) are considered cytotoxic and occur in 5-10% of the general population and up to 40% of patients with vascular disease[30,31]. Hyperhomocysteinemia is associated with changes in vascular morphology, loss of endothelial antithrombotic function, and induction of the procoagulant medium. The most well-known forms of damage occur due to homocysteine-mediated oxidative stress. Numerous agents, drugs, diseases and lifestyle factors, especially acting as direct or indirect antagonists of cofactors and enzymatic activity, have an impact on homocysteine metabolism. Folic acid deficiency is considered the most common cause of hyperhomocysteinemia. Adequate folic acid intake of at least 400 mcg per day is difficult to maintain even with a balanced diet, and high-risk groups are often unable to meet these folic acid needs. Based on the available evidence, there is a growing need to diagnose and treat elevated homocysteine levels in high-risk individuals in general and patients with manifest vascular disease in particular. Subjects in both populations should first undergo a baseline homocysteine test. Unless manifestations are already present, intervention, if any, should be based on the severity of hyperhomocysteinemia. In line with the recommendations of other working groups and consensus groups, we recommend a target plasma homocysteine level of <10 μmol/L. Based on various calculation models, a reduction in elevated plasma homocysteine concentrations could theoretically prevent up to 25% of cardiovascular events. Dietary supplements are inexpensive, potentially effective, and free of side effects, and therefore have an exceptionally favorable benefit-risk ratio. Results from current randomized controlled intervention trials should be available before screening for hyperhomocysteinemia and its treatment in an apparently healthy population can be recommended.

Hyperhomocysteinemia is an emerging cardiovascular risk factor as it has been observed that an increase in homocysteine levels is associated with an increase in cardiovascular risk. In this regard, in patients with chronic gastritis (usually caused by H. pylori infection), it may lead to decreased absorption of vitamin B12 [33] **.**

Deficiency of these substances can lead to impaired methionine metabolism and methylation deficiency causing elevated serum levels in patients with H. pylori infection. This is consistent with our finding that with or without hypertension in individuals with Hcy Hcy infection. However, Hcy (NO) inhibits the secretion of nitric oxide by endothelial cells, causing platelet aggregation and vasoconstriction [34]. Hcy may also promote the binding of lipoproteins to fibrinogen and contribute to the onset of arteriosclerosis and hypertension. DBP is highly dependent on peripheral resistance, while SBP is mainly dependent on cardiac output. Patients infected with Hylori had significantly higher levels of fibrinogen, a marker of vascular inflammation that inhibits the decline leading to vasoconstriction of NO, and increased peripheral blood vessel tension. 33. As mentioned above, may inhibit the release and promote the binding of Hcy NO lipoproteins to fibrinogen This may explain why. , infection with H pylori , . was associated with DBP but not SBP It was also consistent with characteristics according to which participants infected with H pylori had higher levels of PP. According to researchers at the University of Maine and the University of Arkansas, the use of B vitamins to lower homocysteine levels is an effective means of lowering blood pressure and may be particularly useful in the treatment of drug-resistant hypertension.

UMaine Professor Emeritus of Psychology Merrill Elias, who is also an Honorary Collaborating Professor in the Graduate School of Biomedical Sciences and Engineering, collaborated with Dr. Craig Brown, associate professor of ophthalmology at the University of Arkansas, to publish a peer-reviewed editorial in the American Journal of Hypertension on the treatment of drug-resistant hypertension by lowering homocysteine levels with B vitamins.Homocysteine is an intermediate compound involved in the regulation of vitamin levels. Elevated homocysteine levels are the result of genetic mutations or an insufficient supply of vitamins B6, B12, folic acid, and riboflavin (B2). High homocysteine levels are associated with impaired nitrous oxide synthesis, which is associated with constriction of small vessels and is a risk factor for hypertension, cardiovascular disease, stroke, and neurological diseases. Decrease in levels Homocysteine is relatively inexpensive because it is achieved through vitamin supplements. While recent literature supports the efficacy and safety of homocysteine reduction in the treatment of hypertension, the validity of this generalization has been questioned, sparking a controversy that lasted more than 15 years and, according to the researchers, slowed the use of homocysteine lowering as a treatment for hypertension. Elias and Brown reviewed the literature on both sides of the conflict and concluded that early criticisms of lowering homocysteine levels were premature and that supplementation with adequate amounts of vitamins B2 (riboflavin), B6, folic acid, and B12 can safely lower blood pressure by as much as 6–13 mmHg [35].

The updated reference value for normal homocysteine levels is ≤10 μmol/L. However, many laboratories define normal homocysteine levels at 11.4 μmol/L. Elias and Brown argue that there is a need to update laboratory values for normal homocysteine levels and determine whether risk-protective values should be even lower.

Vitamin treatment is a potentially important adjunct to the medical treatment of drug-resistant hypertension, but therapy should be led by a physician or a qualified health care provider, the researchers said.

Approximately 12.8% of the world's population suffers from drug-resistant hypertension, defined as the inability to achieve a target blood pressure level of 140/90 mmHg with the use of three classes of antihypertensive drugs. The new definition of hypertension - 130/80 mmHg - makes it even more difficult to achieve successful treatment.Some research has confirmed that H. pylori, which directly affects vitamin D metabolism, may be an alternative explanation for the causal relationship between H. pylori and hypertension. It has been confirmed that vitamin D can regulate the renin-angiotensin-aldosterone system (RAAS), one of the main hormonal mechanisms for blood pressure regulation [36] Gastritis associated with H. pylori may interfere with the absorption of many trace minerals, and in patients with H. pylori-positive vitamin D levels had lower levels [37]. Shafrir et al. It has also been shown that people without H. pylori infection can effectively absorb vitamin D from their diet, and it can be hypothesized that H. pylori may contribute to the development of hypertension due to its effect on vitamin D metabolism in vivo.

Conclusion

We have attempted to investigate the association between H. pylori and AH based on the analysis of the results of the scientific study published above. The presence of information in various literature that refutes each other and has not yet been fully clarified indicates the need for a broad study of this front and requires scientific research.

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PRIMARY CLASS TEXTBOOKS IN A NEW EDITION

Xolboeva Gulnora Anorboevna
JDPU Boshlang'ich ta'lim metodikasi kafedrasi mudiri p.f.n., dotsent

Abstract

In this article, by using the "4K" model (critical thinking, creativity, collaboration, communication) in the new generation textbooks created for grades 1-4 in improving the quality and efficiency of primary education, students' critical thinking, creative approach, teamwork it is thought that it is aimed at developing working and communication skills .
After the adoption of the Law "On Education" of the Republic of Uzbekistan, extensive positive changes are being implemented in the education system, particularly in primary education.

Introduction

To regularly improve the knowledge, skills and abilities of primary school students, to regularly fill the gaps in the students' knowledge in a timely manner, to create conditions for the regular development of talented and intellectual potential, advanced the use of pedagogical technologies and best practices, that is, the introduction of information and communication technologies into the educational process, their effective use, facilitating the work of teachers, regularly improving the skills of primary school teachers, and using the experiences of developed international countries is considered one of the urgent tasks of today.

New generation textbooks for grades 1-4 were created as a solution to the theoretical-practical ideas of developing primary education along with comprehensive tasks to improve the quality and efficiency of primary education, scientifically based ideas.

The efforts of our head of state in fulfilling these tasks deserve special praise.

President Sh.Mirziyoev made the following comments when he got acquainted with the presentation of new generation textbooks developed for primary classes at the International Congress Center on December 29, 2022: "Today we will talk about improving the quality of education and new textbooks. So who will deliver these new textbooks to our children? Of course, a teacher! New textbooks developed for primary classes will be taught on the basis of experience in 14 regions from January 1. "At the next stage, we will also develop textbooks for grades 5-11. We need to teach young people in creative fields. We need to review both the subjects and the lesson hours," he said.

Starting from the new academic year 2023-2024, the curriculum for primary school students has been reworked, a new generation of textbooks conforming to world standard requirements has been published, and 12 titles of textbooks and educational materials for children admitted to the 1st grade have been published. The "President's gift" was handed over to the children.

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On August 14-17 of this year, a training course for primary school teachers was organized on the topic of "Modern Methodology of Teaching in Primary Classes" in the implementation of new generation textbooks . More than 300 of our advanced pedagogues and methodologists from 14 regions of our republic were trained as trainers in the training course. During the 4-day study, the authors of the textbooks and our advanced practicing teachers learned about the methods of teaching primary school subjects, assessment of students' results, ensuring interdisciplinary integration, as well as delivery to regional trainers and practical application. training sessions, seminars and trainings were organized. This study was organized in cooperation with the republican scientific-methodical center for the development of education, the Ministry of Preschool and School Education, and the National Research Institute named after Abdulla Avloni.

New generation textbooks for elementary grades are aimed at developing students' critical thinking, creative approach, teamwork and communication skills by using the "4K" model (critical thinking, creativity, collaboration, communication).

Foreign experiences in the implementation of this innovative approach were studied. In particular, students in countries with advanced education such as Singapore, China, England, Finland, and Estonia are taught on the basis of the 4K principle. It focuses on developing 21st century skills.

Taking into account the inclusion of communication, research, and creativity skills that include 4K in international assessment programs such as PISA, PIRLS, this in turn creates a foundation for our students to achieve good results in international ratings.

What is the "4K" model, one wonders?

The 4K approach includes 4 principles:

1. Critical thinking

Critical (critical) thinking: This methodology involves the development of students' skills of critical evaluation of information, formation of their own opinions and judgments. Students learn to approach problems analytically and form their own perspectives based on logical reasoning.

2. Creative thinking

Creative Thinking: Students learn to use new approaches to achieve their goals, develop innovative solutions, and develop creative problem-solving skills.

3. Communicability

Communicativeness: Students learn to express their thoughts clearly and clearly, to listen and understand the interlocutor, to effectively use language tools to convey information.

4. Collaboration

Collaboration: Textbooks are designed to help students develop teamwork skills. It helps students learn the skills of collaboration, effective communication and mutual support.

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New generation textbooks, along with creating a number of conveniences for teachers and students, also set new requirements for the production of school textbooks.
elementary school textbooks should not exceed 300 grams. In practice, the weight and size of textbooks correspond to the regulation approved by the Government Decision No. 726.
By decision, the general technical regulation for setting the safety requirements for printing products for educational institutions was approved and fully complies with this regulation.
For example, requirements for the packaging of printed products intended for writing, educational publications and additional educational publications, identification of printed products, selection and control of samples, preservation of the life and health of document users, environmental protection, as well as the prevention of actions that lead to consumer confusion, the impossibility of using narrow fonts in educational publications for general secondary education and secondary special and professional education, for educational institutions the fact that it is not allowed to use newsprint and glossy paper in printing products is reflected in the textbooks of the new generation of the primary class.
Also, depending on the age group and publication weight, the new generation of textbooks consists of:

1. Publications by age category:
grades 1-4;
5-9 grades;
It is intended for grades 10-11 .

Publication weight textbooks for :
300 grams for grades 1-4 ;
400 grams for 5-6 grades ;
500 grams for grades 7-9 ;
For grades 10-11 and from 600 grams not to exceed etc., it is the elementary school textbooks that are distinguished by the fact that the above criterion is fully followed.
There are a number of changes in the content and design of the tasks given in the creation of new generation textbooks. For example, some of the textbooks presented for grades 1-3, in particular, books on visual arts, Uzbek language and musical literacy, were developed using augmented reality technologies . obvious k ' z thrown away stands _
First grade textbooks have a set of stickers that students use as reflections. For example, if the lesson was not difficult and everything was learned, the student would put a sticker with a happy face (I did it all) in his "circulation" notebook, if something for the student if not mastered or not fully mastered, then the learner affixes a sticker representing a neutral emotion. If the student has not mastered the lesson and the learning material is difficult for him, then a sticker with sad feelings is chosen.
This reflection is useful for students, and it is useful for the teacher in analyzing his educational activity, in understanding the extent to which students have mastered the learning material.

QR codes are included in the textbook, which makes it easier for the teacher and the student to learn new topics. Fathers also help mothers prepare their children for extra lessons.

In the 1st grade textbooks of the new generation, a new subject, Informatics and information technologies, is introduced. This subject serves as a convenient and necessary tool in mastering the initial computer literacy of students. In the process of globalization, ICT tools penetrate into all fields and to communicate with them indirectly and directly is one of the urgent tasks of forming the skills of using ICT tools of today's youth. The introduction of computer science and information technologies from the primary school level serves to increase students' ICT literacy and to form the skills of proper use.

The Alphabet textbook for 1st graders consists of one notebook and 14 conditional symbols are given in the Alphabet textbook and 4 conditional symbols in the notebook, and these symbols are included in all textbooks. The task of these signs is to make it easier for the students to approach the tasks in what way and in what form.

For the first time in the alphabet notebook, the student begins by writing the word "Father" (instead of the reference, it began with the word "Mother" in previous textbooks). In this regard, it is commendable that the father is the pillar of the family, the head of the family and the leader of the family in our national values.

In 1st grade 1-2 notebooks, it is desirable that the student learns uppercase and lowercase letters at the same time, and printed and written forms are used. In this process, the student develops the ability to distinguish between written and printed forms.

The fact that the mother tongue and the reading literacy book are separate, that rules are included in the mother tongue lessons, and that special attention is paid to grammar are useful for students. In the reading lessons, the ability to distinguish fiction from a mature age, the introduction of international Peers research topics, children getting acquainted with examples of world literature, and the fact that it is structured in accordance with international research, create convenience for students. Instead of information, the previous textbooks were mother tongue and reading literacy integrated into one textbook, which caused difficulties in the student's acquisition.

It is effective for students to assign logical thinking tasks in elementary mathematics textbooks, and to connect the solution of each task with natural science. As there are many examples and problems in the mathematics textbook, there are also complex topics...

The 1st grade educational science textbook is very interesting for students and was created based on our national values.

From page 1 of the educational textbook, the picture of the President of the Republic of Uzbekistan Sh. Mirziyoev and "Our dear children!" an address beginning with, as well as confirmation with a personal signature will help to increase the love for the Motherland in any person.

Natural Science Workbook is designed to be fun for students. It is integrated with other subjects, which makes it easier for students to learn .

The creation of a technology textbook and a separate technology exercise book was a very correct approach to mastering this subject.

Visual arts, physical education, and music literacy textbooks are also very student-friendly. Along with theoretical information, students' learning of these subjects is distinguished by practical training and creative work. For example, it is convenient and interesting for students to see, hear and listen to examples of musical genres through QR codes in a music textbook.

New generation textbooks are aimed at comprehensive development of students and include the following competencies:

Collaboration: Lessons are designed to help students develop teamwork skills. It helps students learn the skills of collaboration, effective communication, and mutual support.

Communication: Textbooks are aimed at developing students' ability to communicate with others. Students learn to express their thoughts clearly and clearly, to listen and understand the interlocutor, to effectively use language tools to convey information.

Creative thinking: Textbooks develop creative thinking and the ability to innovate. Students learn to use new approaches to achieve their goals, develop innovative solutions, and gain creative problem-solving skills.

Critical thinking: This methodology includes the development of students' skills of critical evaluation of information, formation of their own opinions and judgments. Students learn to approach problems analytically and form their own opinions based on logical reasoning.

The new generation of textbooks created for primary school students serves for the comprehensive development of students, not only knowledge, but also the formation of skills necessary for successful adaptation to modern society.

Therefore, taking into account that elementary school is the most beautiful and fundamentally effective page in human life, a child acquires the knowledge, skills, skills and basic interdisciplinary competence that he will acquire throughout his life in elementary grades with the help of his teacher.

The school period, the stage of learning, begins when a child who first steps into school discovers a new world. At the same time, if we turn to new generation textbooks and use them fully in practice, we will achieve high results in order to gain students' love for the school, to make them interested in education, to lay the groundwork for their future success. We are sure that the use of the "4K" model in the preparation of new generation textbooks is an important modern approach that has passed many tests.

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COMPARATIVE CHARACTERISTICS OF THE MOTOR POTENTIAL OF CHILDREN 7-10 YEARS OLD WITH THE REGULATIVE REQUIREMENTS OF THE FIRST AND SECOND AGE GROUPS OF THE "SALOMATLIK" HEALTH TESTS

Tillaev Sharifjon Omonboevich,
Teacher, Fergana State University

Abstract
The article studies the issues of adequate comparability of normative indicators of motor fitness of children of primary school age with the requirements of health tests " Salomatlik "

Keywords:Motor fitness, primary school age, sensitive age period, heterochrony , normative indicators, Salomatlik health tests.

Introduction

In order to study the level of motor readiness of primary school students aged 7-8 years, the main indicators of physical fitness were measured using pedagogical testing : 30 m run, 3x10 m shuttle run, standing and running long jumps, throwing a tennis ball at a target and at a distance , general flexibility, pull-ups on the bar , bending and extension of the arms while lying down and jumping rope

old children during their annual cycle of education in a comprehensive school , assessed according to a battery of normative indicators for this age group, borrowed from state standards for physical education, showed that the dynamics of motor abilities are identical with children in other regions.

Considering that children of primary school age are not yet familiar with many technically complex physical exercises, during the study they were offered quite familiar motor actions that children master while studying in the first grade and recommended by many authors (1,2,8) for pedagogical testing physical capabilities of children of primary school age and comparative results are presented with the normative indicators of the Salomatlik health tests of the first age group.

According to studies of the motor readiness of 7-year- old children during their annual cycle of study in a comprehensive school in quarters of study and assessed on the basis of a battery of normative indicators for this age group borrowed from state standards for physical education , the dynamics of motor abilities have been shown to be identical with children in other regions.

The results of the research revealed that boys at the age of 7 in the 30 m run had an average result of 7.57 s with an individual range of fluctuations from 9.2 s to 6.6 s ($t = 9.2$; $p < 0.001$), to 8 years, performance in speed capabilities increases by 4.35%, reaching an average value of 7.24 s, with an individual range of fluctuations from 8.6 s to 6.3 s ($t = 9.2$; $p < 0.001$). At 9 years of age, the performance in the 30 m run in children is an average value of 6.83 s with an individual range of values from 7.5 s to 6 s, the overall significant improvement was 5.66% ($t = 2.34$; $p < 0.05$). At 10 years of age, the performance in the 30 m run in children is an average value of 6.34 s with an individual range of values from 7.3 to 5.5 s, the overall significant improvement was 7.17% ($t = 2.34$; $p <0.05$). This fact indicates that by this age period the structure of high-speed running acquires the features of completeness and further improvement occurs due to improved physical abilities. Assessing the dynamics of changes in speed abilities in children from 7 to 9 years old, it was revealed that the increase in performance in the 30 m run was 9.77%, and by 10 years this figure averaged 6.34 ± 0.05 s and amounted to a difference of 7.17 % _

Standing long jump, as a speed-strength factor, is a universal exercise that characterizes the degree of children's motor skills and physical qualities, occupying a significant place in the motor activity of younger schoolchildren (3,4,5,6,7).

In the course of studies of motor abilities in primary schoolchildren, it was revealed that the standing long jump test in boys at 7 years of age had an average result of 95.8 ± 1.81 cm, with extreme individual indicators ranging from 130 cm to 71 cm. By the age of 8, second-grade students ' standing long jump testing results significantly improve by 19.36% ($t =4.9$; $P <0.01$) and reach an average value of 118.8±1.56 cm with the best indicator in this age group being 140 cm and the worst being 100 cm.

Pupils at 9 years old show an average result in standing jumps of 127.2±1.10 cm, and at 10 years old they show an average result in standing jumps of 138.4±1.07 cm with individual differences between the maximum result of 158 cm and the minimum result 120 cm . The overall year-to-year increase was 8.09% ($t =3.4$; $P <0.01$), and fourth-grade students aged 10 years averaged 138.4 ± 2.6 cm.

It was revealed that the successive growth of students over the age period from 7 to 10 years in terms of performance in the standing long jump test for the age period under study was 24.68%.

When performing long jumps with a running start at the age of 7, boys studying in the first grade show a result equal to an average of 156.6 ± 1.76 cm, with individual extreme differences from – 123 cm to 195 cm. By the age of 8, schoolchildren show results significantly exceeding the initial indicators equal to an average of 198.4 ± 1.91 cm with extreme values of 220 cm and 138 cm, with a total increase of 21.0% ($t = 12.3$; $p < 0.01$). At the age of 9, boys take a running long jump at an average of 210.5±1.21 cm, with the best results among the examined schoolchildren being 230 cm and the worst being 187 cm. By the age of 10, fourth grade boys showed a significant increase in long jump performance up to 241.1±1.42 cm, amounting to a significant progressive interannual increase of 12.69% ($t =4.22$; $p<0.01$). It should be noted that the continuous increase in the result in long jumps with a running start over the age period from 7 to 10 years was 35.04%.

The degree of coordination abilities in primary schoolchildren was studied based on the results of test tasks when throwing a tennis ball at a target from 6 meters. Monitoring analysis of the results in this test revealed that 7-year-old students showed results on average 4.6 ± 0.17 times, with an individual spread of the studied indicators from 3 to 5 times. By the age of 8, 2nd grade students have an overall significant increase in coordination performance in throwing by 5.7% (v = 14.5%; P < 0.05), with an average value of 4.9 ± 0.29 times

Table 1 Level of physical fitness of children 7–10 years of general education schools in Fergana region (X ±Sx)

No.	Tests	Age (years)					
		7 years n =56	8 years n =52	Difference 7-8 %	9 years n = 45	10 years n =24	Difference 9 - 10%
1	Run 30 m, sec	7.57±0.06	7.24±0.05	4.35	6.83±0.03	6.34±0.05	7.17
2	Standing long jump, see	95.8±1.81	118.8±1.56	19.3	127.2±1.10	138.4±1.07	8.0
3	Pull-up on the bar, one time	1.82±0.09	2.05±0.11	11.2	2.37±0.10	2.68±0.09	11.5
4	Throwing a tennis ball at a distance, m	11.41±0.23	12.1±0.19	5.7	14.98±0.35	23.16±0.29	35.4
5	Throwing a tennis ball at a target, one time	2.42±0.12	2.98±0.13	18.7	3.41±0.13	3.73±0.13	8.5
6	Flexion and extension of the arms while lying down, once	10.31±0.20	13.07±0.45	21.1	13.6±0.20	15.1±0.20	9.9
7	General flexibility , see	3.06±0.12	2.82±0.11	7.8	2.96±0.12	2.74±0.11	7.4

In throwing a tennis ball at a distance, 7-year-old students showed an average result of 11.41 ± 0.23 m with an individual range of results ranging from 1500 cm to 800 cm. By the next age period, they had an overall increase in throwing performance of 5.70 % (t = 9.67 ; P <0.001), which amounts to an overall mean value of up to 12.10 ± 0.19 m (with results varying from 1550 cm to 900 cm), and 9-year-old boys showed results from 2450 cm to 1005 cm with an average result of 14.98±0.35 m; 10 year old boys showed results from 2800 cm to 1590 cm with an average result of 23.16 ± 0.29 m; the overall increase was 50.7% (t = 12.14 ; P < 0.0 0 1).

Another test indicator that determines coordination capabilities in children of primary school age was assessed according to the data of the motor test, shuttle run 3x10 m and it was revealed that 1st grade students covered this distance in an average of 10.6 s, with v = 19.3%; P <0.0 5), and children of 2nd grade on average ran this distance in 10.5±0.14 s, with v = 19.6%; P <0.0 5).

The motor test “jumping rope”, which is a favorite motor action for children of the primary age period of study in the school physical education system, when assessing their potential motor abilities based on the results in this test, it was revealed that first-graders in the process of performing these jumps in 1 minute had a result of 23 .4±0.19 times, with a variation spread of 18.3%., and 2nd grade students significantly exceeded the result of first graders and had an average result of 24.4±0.14, with v = 18.3%; P <0.0 5 .

This problem is of particular scientific and pedagogical relevance in children's sports, where, according to monitoring studies of domestic and foreign scientific publications, a factor has been identified that significantly rejuvenates the composition of national teams , which gives grounds to assess the levels of motor readiness of children at the early stages of schooling and compare their data with the requirements " Salomatlik " health tests , which will allow laying a methodologically sound basis for a differentiated approach to assessing their physical fitness. (Table 2)

Monitoring studies of literary sources on this issue revealed that in the lives of children at certain stages of their life development, time intervals of motor abilities were identified, which were called sensitive periods, based on physiological facts.

table 2

Estimated gradation of the level of physical fitness of primary school students school education system, %

Age	n	Physical Fitness Tests																				
		30m run (sec)			Standing long jump (cm)			Shuttle 3x10m run. (sec)			Pull-up on the crossbar - not (times)			Forward lean (cm)			300m run (min)			Average performance for all tests, %		
		Fitness level																				
		IN	WITH	N	IN	WITH	N	IN	WITH	N	IN	WITH	N	IN	WITH	N	IN	WITH	N	IN	WITH	N
7	18	13	69	18	24	64	12	32	57	eleven	32	43	19	35	59	6	12	62	26	24.7	59.7	15.6
8	16	9	74	17	19	70	eleven	29	59	12	36	47	17	24	69	7	14	69	17	21.8	64.6	13.6
Difference 7-8 years, %		29.8	6.8	5.6	20.9	8.6	8.4	9.4	3.4	8.4	11.2	8.6	10.6	31.5	14.5	14.3	14.3	10.2	14.7	11.8	7.6	12.9
9	12	14	78	8	21	7 2	7	23	64	13	46	33	21	23	68	9	8	7 9	13	22.4	65.8	11.8
10	14	8	79	13	16	80	4	thirty	61	9	10	74	16	18	67	15	3	87	10	15	74	eleven
Difference 9-10 years, %		42.8	12.6	38.4	23.8	10	42.8	23.3	4.6	30.7	78.2	55.4	23.8	21.7	1.4	40	62.5	9.1	23	33	eleven	6.7
7	18	13	69	18	24	64	12	32	57	eleven	32	43	19	35	59	6	12	62	26	24.7	59.7	15.6
10	14	8	79	13	16	80	4	thirty	61	9	10	74	16	18	67	15	3	87	10	15	74	eleven
Difference 7-10 years, %		38.4	12.6	27.7	33.3	20	66.6	6.2	6.5	18.1	68.7	41.8	15.7	48.5	11.9	60	75	28.7	61.5	39	19.3	29.4

The most favorable sensitive periods in children allow for more pronounced progress in improving individual motor abilities. However, at present, the onset of sensitive periods in relation to certain motor abilities of children remains a subject of wide discussion. Each component of motor readiness can be characterized by different indicators and demonstrate different chronological changes.

Data on the nature of the manifestation of motor abilities at various stages of ontogenesis are numerous and the scope of their variations with age tends to progress during the transition from one age period of life to another. Factors in the manifestation of sensitive periods in the development of children's motor abilities at the stage of school education are most often analyzed in relation to chronological age and the degree of their biological age.

It is well known that sensitive periods are determined by maturation and natural biological changes in the body and, as a consequence, in the development of the musculoskeletal system. It has been experimentally revealed that the most favorable period for general flexibility is the most suitable age of 7–10 years, when the high elasticity of tendons, ligaments and joints is a beneficial factor that positively influences this process. The most influential factors affecting sensitivity – this is increased body length (acceleration), respectively muscle mass, as well as increased heart volume, total blood volume and a higher hemoglobin concentration. In this regard, physical education teachers working with this age group should especially take into account the factor of the sensitive period of development of children's motor skills.

Professor A.A. Guzhalovsky , based on long-term studies of the motor readiness of children of primary school age, pointed out their sensitive age stage when a period of increased plasticity of the functional systems of the body appears.

Monitoring the results of testing the motor readiness of children of primary school age showed that changes in performance in short-distance running, included in the standards of the Salomatlik health tests , occur unevenly.

Goncharova O.V. in the process of experimental studies on a similar age group of children when studying the effectiveness of accentuated training effects on the body, he expresses the opinion that there are age-related and individual characteristics in their development.

Sensitive periods in relation to the motor abilities of children with a specific age period is an integral indicator. The variety of identified connections confirms that the adaptive capabilities of a developing organism are determined by the interaction of a complex set of functional systems with constantly changing conditions of the external and internal environment, which leads to the heterochronic development of body systems depending on their adaptive abilities at a certain stage of ontogenesis.

Modern scientific research on age sensitivity and identifying the greatest sensitivity to the development of motor abilities in different periods of growing up and identifying new sensitive periods in relation to motor abilities, confirm the heterochrony and variability of this stage of development.

According to E.A.Seithalilova , each child has his own individual path of biological development, because in children of different ages, body functions develop at different rates, while the highest rates of motor sensitivity are observed in younger schoolchildren with high mobility of excitation and inhibition at the same time, in comparison with "inert" "types of children. The manifestation of speed-strength abilities is associated with the manifestation of lability and is not related to the properties of the nervous system. It was revealed that during the same age periods, growth processes are activated, but differentiation processes are slowed down, which gives grounds for the conclusion that during the period of age-related sensitivity , external influences rely on mature functional systems, including natural inclinations with readiness for external influences.

The properties of sensitive periods and the range of potential variability of structures and functions under the influence of external influences are the most significant characteristics for understanding the nature of the relationship between external influences and developing motor abilities.

Research by domestic authors (shkh , ts,ea , rs) has established that primary school age is the most favorable period for the targeted development of physical abilities in children.

According to studies of the motor readiness of 7-year- old children during their one-year cycle of education in a comprehensive school in quarters of study, assessed on the basis of a battery of normative indicators for this age group, borrowed from state standards for physical education, showed that the dynamics of motor abilities are identical with children in other regions.

During the period of age-related sensitivity , external influences rely on mature functional systems, which include natural inclinations that reflect readiness for external influences. Individual characteristics are diverse and appear at the earliest stages of ontogenetic development of children. Identifying various aspects of the development of motor abilities and the diversity of rates of age dynamics in accordance with psychological characteristics is important not for searching for an accurate assessment of the age “cut”, but mainly for studying the very process of individual development of sensitive and critical periods of their development.

The accentuated properties of sensitive periods and the range of potential variability of structures and functions under the influence of external influences are the most significant characteristics for understanding the nature of the relationship between external influences and developing motor abilities.

A pedagogical experiment conducted aimed at studying the dynamics of changes in motor qualities in the annual cycle of education in children of primary school age allowed us to conclude that it is necessary:

- taking into account the individual characteristics of the physical development and motor readiness of children.
- optimal dosing of physical activity, taking into account the morpho-functional characteristics of a growing organism;
- regular implementation of medical and pedagogical control.

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IMPROVING THE POSITION OF UZBEKISTAN IN INTERNATIONAL RATINGS AND INDEXES IN THE FORMATION OF INTERNATIONAL FINANCIAL CENTERS

Alimardonov Elshod Dilshodovich
PhD, Associate Professor of the Department “International Finance and Credit”,
Tashkent Institute of Finance, Uzbekistan
e-mail: alimardonov_elshod@inbox.ru

Abstract:
In this article defining factors of methodology an evaluation of an investment climate of the country for wide attracting foreign investments into national economy, the importance of acquiring the highest sovereign credit rating of the country, actions aimed at improving the international rating and index indicators of our country, and also the scientifically-proved offers with a view of the further improvement of a favorable investment climate of Uzbekistan are given.

Keywords: foreign investment, the investment climate and its evaluation methodology, country risk, sovereign credit rating, international economic and financial indices.

Introduction

At the moment when the process of globalization is deepening in the world economy, increasing the international competitiveness of the national economy, as well as increasing the export potential, production based on high technology, and the modernization process require attracting large-scale investments to the sector. Foreign investments have a great role in these processes. The investment climate in the country and the conditions created for foreign investors are important for attracting foreign investments to the national economy.

In addition, innovative development based on modern and advanced technologies, a comfortable lifestyle will certainly have an impact on financial and economic indicators related to various relationships. Currently, as a result of the implementation of programs for the comprehensive development of the cities of our country, the appearance of a number of cities, especially the city of Tashkent, is fundamentally changing. This confirms that our government pays great attention to the development of economic and financial power and infrastructure of the cities of country.

The 92nd goal of the "Uzbekistan - 2030" strategy, approved by the decree of the President of the Republic of Uzbekistan No. PF-158 dated September 11, 2023, is " Developing mutually beneficial relations with traditional partners, expanding the geography of international cooperation, joining global production and supply chains [1]”. Therefore, it is important to improve the position of Uzbekistan in international ratings and indexes in the formation of international financial centers and to activate the attraction of foreign investments.

Sh.Sh.Davirova studied the theoretical and practical aspects of the sovereign credit rating model, revealed the essence of the concept of "Sovereign rating", studied the "Three Whales" methodology, developed a model based on these methodologies, rating in Uzbekistan researched the ways of formation and development of the market. [2]

A.U.Burxanov va F.Q.Sindarov tadqiqotlarida suveren kredit reytinglarida O'zbekistonning o'rnini yaxshilash imkoniyatlari o'rganilgan bo'lib, ular asosan O'zbekistonning suveren kredit reytingidagi o'rnini mustahkamlash, bu orqali esa mamlakatimizning xalqaro imijini oshirgan holda mamlakatga xorijiy investitsiyalarni jalb etish, byudjet taqchilligini xorijiy manbalar hisobidan moliyalashtirish kabi davlat moliyasining bugungi kundagi dolzarb masalalariga e'tibor qaratishgan. [3]

A.U.Burkhanov and F.Q.Sindarov studied have explored the possibilities of improving Uzbekistan's position in sovereign credit ratings, which are mainly aimed at strengthening Uzbekistan's position in sovereign credit ratings, thereby attracting foreign investments to the country while increasing the country's international image, focused on current issues of financing the budget deficit from foreign sources. [3]

N. Karimov noted in his scientific research that international stock exchanges have become the main centers of attracting and financing foreign investments. But at the same time, the weight of developing countries remains low in the total volume of financial transactions in international stock exchanges, which shows that they have the opportunity to strengthen their activities in international stock exchanges through depository receipts of issuers of developed countries [4].

London, New York, Tokyo and Singapore are the main centers of foreign exchange trading according to the order of decreasing volume of transactions - noted A.V. Vahobov and T.S. Rasulov in his scientific works. According to them, London as an important financial center occupies a third of the entire market, large centers are also located in other countries, for example in Germany, Switzerland, Hong Kong (Syangan) and France[5].

Based on the materials studied by T.Narbaeva and B.Khidirova, it was concluded that international ratings and indexes increase the prestige of Uzbekistan on the world scale, strengthen its position, and ensure transparency[6].

Methods such as induction and deduction, systematic, statistical analysis, and scientific abstraction were extensively used in the process of scientific study. In the article, on the basis of the use of the method of scientific abstraction, conclusions were made regarding the improvement of Uzbekistan's position in international ratings and indexes in the promotion of attracting foreign investments in the country and the formation of international financial centers, and scientific proposals and practical recommendations were given in accordance with the conclusions.

Analysis and Results

Tadqiqotlarimiz koʻrsatadiki, ayni paytda mamlakatlarda yaratilgan investitsion muhitni baholovchi bir qator jahonda keng tarqalgan metodologiyalar mavjud boʻlib, ularning qatorida BERI (Business Enviromental Risk Intelligence (BERI)) indeksi, xalqaro agentliklar tomonidan mamlakatlarga beriladigan "Suveren kredit reytingi"ni alohida ajratib koʻrsatish mumkin.

Our research shows that there are currently a number of widely used methodologies for assessing the investment environment created in countries, including the BERI (Business Environmental Risk Intelligence (BERI)) index, the "Sovereign Credit Rating" given to countries by international agencies.

In our opinion, country risk and sovereign credit risk related to foreign investments have a number of similarities as well as distinctive differences. In particular, the concept of country risk reflects the financial risks that arise in the implementation of economic operations directly or indirectly related to the cross-border location of funds and international activities. This risk is determined by the country's current and future financial and economic indicators and their impact on the fulfillment of international obligations of customers or counterparties. Sovereign credit risk is a narrow concept compared to the country's risk. Financial risks arising from the ability to borrow are shown.

Sovereign credit risk is a narrow concept compared to country risk. It shows the financial risks that arise in terms of credit and lending related to foreign economic activity, ability to fulfill financial obligations to foreign partners, financing operations of foreign investments and international solvency.

The country's high sovereign credit rating given by one or more international rating agencies provides domestic producers with the opportunity to accelerate the attraction of various forms of foreign investment, in particular, the issuance of Eurobonds, as a result of which the sources of financing for investments in the national economy increase. At the same time, it provides a number of preferences for attracting foreign investments.

It should be noted that, today, size of foreign direct investment flows is increasing from industrialized countries to investment-grade developing and market economy countries.

In 2023, the sovereign credit ratings of developing and transition economies leading in attracting foreign direct investment are respectively China – AA, Hong Kong – AA, Brazil – BB, Singapore - AAA, India - BBB, Indonesia - BBB, Kazakhstan - BBB, Uzbekistan - BB. [7]

Commonwealth of Independent States countries that have sovereign credit ratings from international rating agencies are actively attracting investment resources from the international financial market to the national economy.

Ratings given by international rating agencies are divided into long-term and short-term ratings according to their duration. The long-term rating given to the country indicates the issuer's ability to meet its debt obligations on time, and they range from "A" to "D" divided into categories. Based on our research, according to the sovereign credit rating given to countries by international rating agencies, the investment environment created in them can be divided into 3 main groups, they are favorable, speculative and default investment environments.

The investment environment in countries without a sovereign credit rating is equated with a speculative investment environment. Also, "Standard & Poor's" international rating agency determines the sovereign credit rating of the country in the next 2 or 3 years on the basis of 4 indicators, they are “Positive” - the rating may increase, “Negative” - the rating may decrease, “Stable” - the rating will not change, “Variable” - are sovereign credit ratings that can increase or decrease.

It should be noted that GDP, inflation, employment of the population, gross external debt and servicing of foreign investments, state budget efficiency, the results of the country's balance of payments are the main indicators for determining the country's sovereign credit rating.

Taking into account the modern changes in the world economy, the Republic of Uzbekistan has implemented and is increasing various economic measures aimed at obtaining and increasing the country's (sovereign) credit rating of the leading international rating agencies. In particular, we can see a certain part of the complex of such measures in Table 1

Table 1. Various economic measures of the leading international rating agencies of the Republic of Uzbekistan aimed at obtaining and increasing the country's (sovereign) credit rating [8]

Stages	Legal and regulatory documents
Stage 1. Legal and economic actions of the leading international rating agencies of the Republic of Uzbekistan to obtain the country's (sovereign) credit rating	1) Decision of the President of the Republic of Uzbekistan dated November 26, 2010 No. PD-1438 “In 2011-2015, on the priorities of further reforming and increasing the stability of the republic's financial and banking system and achieving high international rating indicators” 2) Decree of the President of the Republic of Uzbekistan dated April 7, 2014 No. PD-4609 “On additional measures to further improve the investment climate and business environment in the Republic of Uzbekistan”. 3) Decision of the President of the Republic of Uzbekistan dated July 21, 2018 No. PD-3877 “On additional measures to diversify sources of external financing”
Stage 2. Legal and economic actions of the leading international rating agencies of the Republic of Uzbekistan to increase the country's (sovereign) credit rating	1) Decree of the President of the Republic of Uzbekistan dated January 17, 2019 No. PD-5635 “On State Program of Implementation of the Action Strategy for the Development of the Republic of Uzbekistan in Five Priority Directions for 2017-2021 in the Year of Active Investments and Social Development”. 2) Decree of the President of the Republic of Uzbekistan dated June 2, 2020 No. PD-6003 “On improving the position of the Republic of Uzbekistan in international ratings and indices, as well as introducing a new mechanism for systematic work with them in state bodies and organizations”.

Also, it should be noted that in Annex 3 of the Decree of the President of the Republic of Uzbekistan No. PD-6003 dated June 2, 2020, the most important performance indicators for the international rating and indices that are a priority for the Republic of Uzbekistan

(KPI) has been established, which aims to raise the country's sovereign credit rating to BBB by 2030 (see Table 2).

Table 2 The most important performance indicators (KPI) according to the international rating and indices that are a priority for the Republic of Uzbekistan [9]

№	Naming of rating, indices and structural indicators	Responsible state bodies	Current situation	2021 year	2022 year	2023 year	2030 year
1.	Sovereign Credit Ratings	Ministry of Finance (T. Ishmetov)					
1.1	Fitch Ratings	Ministry of Finance (T. Ishmetov)	“BB-” (stable)	“BB-” (stable)	“BB-” (stable)	“BB-” (stable)	“BBB-” (positive)
1.2	S&P Global Ratings		“BB-” (stable)	“BB-” (stable)	“BB-” (stable)	“BB-” (stable)	“BBB-” (positive)

It should also be noted that the adoption of the Decision PD-4210 of the President of the Republic of Uzbekistan dated February 25, 2019 “On measures to improve the position of the Republic of Uzbekistan in international ratings and indexes” although specific goal-oriented activities have been carried out to form a positive reputation of our country in the international arena, to ensure an objective and honest assessment of the position of the Republic of Uzbekistan in international rankings, despite the measures being taken, shows that the country does not have a comprehensive system for assessing the compliance of the implemented reforms with international criteria and standards, which helps to maintain national ratings in the relevant areas.

In order to form a comprehensive and independent system of evaluating the reforms implemented in our country, as well as to ensure the improvement of the republic's position in international rankings:

– The national system of monitoring and evaluating the position of the Republic of Uzbekistan in international rankings of the Ministry of Innovative Development of the Republic of Uzbekistan and the Ministry of Justice (hereinafter - the National Monitoring System) was created;

– The criteria and indicators of the priority international ratings, which help to measure the quality of management and the effectiveness of the policy, evaluate the process of changes taking place in the country, and develop the priority directions of reforms based on the results of researches, have been determined as a component of the National Monitoring System.

As the first stage of the establishment of the national monitoring system, research institutes in the republic were assigned 17 different international ratings recognized by the general public [10] and a number of tasks were assigned to them.

The National Agency for Project Management under the President of the Republic of Uzbekistan, the Ministry of Information Technologies and Communications Development and the Agency for Information and Mass Communications under the Administration of the President of the Republic of Uzbekistan are responsible for improving the position of the Republic of Uzbekistan in international rankings and specific structural indicators. Together with other ministries, agencies and research institutes, a single portal "Republic of Uzbekistan in international rankings" [11] was created on the Internet until April 1, 2019, which includes the following:

– annual reports on international ratings, as well as recommendations of international organizations and experts aimed at improving the state of affairs in relevant areas, indicating the terms of study and publication of reports;

– information on the advanced experience of foreign countries on indicators of international ratings;

– public opinion polls in the areas of relevant ratings, as well as the results of social and scientific research;

– complete and accurate information on each indicator section in the form of international rating questionnaires, including statistical information;

– the possibility of conducting various social polls on relevant ratings;

– online training resource on relevant international rating methodology;

– an opportunity for respondents to submit suggestions for further improvement of legislation and law enforcement practices on the ground.

The research institutes responsible for individual ratings are the Ministry responsible for improving the position of the Republic of Uzbekistan in international ratings and specific structural indicators, as defined in the Decree of the President of the Republic of Uzbekistan dated January 17, 2019 No. PD-5635 and offices are assigned tasks.

Table 3 The status of changes in the assessment indicators of Tashkent city in The Global Financial Centers Index (GFCI)

Indicators	**September 2022 (Issue 32)** [12]	**March 2023 (Issue 33)** [12]	**September 2023 (Issue 34)** [12]
Number of evaluations in the last 24 months	13	31	46
Average rating	562	555	539
Position (position) within 10 participating financial centers	10	9	7

The Global Financial Centers Index (GFCI), which has been published since 2007, has included the city of Tashkent as an affiliated financial center from 2022. Today's situation is presented in Table 3. In order for GFCI to be fully indexed and rated, it is first necessary to increase its associate center status. In particular, it is necessary to increase the number of grades (grade indicators) to 150.

Conclusion

In our opinion, we believe that it is appropriate to pay special attention to the following in order to fundamentally improve the investment environment in our country, to introduce a system of criteria for evaluating business conditions generally accepted in world practice, and to receive the "favorable investment environment" assessment given by international rating agencies to our country's economy.

Firstly, the value of GDP per capita should not be reduced to at least 1100 US dollars, and the volume of GDP due to crises in industrial production should not be reduced below 20%, and measures should be taken to ensure its continuous growth over the last 10 years.

Secondly, the status of the national currency as an international currency (at least 3% of the reserve currencies based on the IMF as a reserve currency, and 1% of the daily world currency trade as an actively traded currency) is used in international calculations increasing the level, the ratio of Gross external financing needs (% of CAR plus usable reserves) to the sum of international financial receipts and usable foreign currency reserves (Gross external financing needs (% of CAR plus usable reserves), as well as international financial net external debt (assets) in a narrow range It is necessary not to increase the ratio of narrow net external debt/CAR (%) to revenues from 100%, and the ratio of the foreign trade balance deficit to international financial revenues by 10%.

Thirdly, not to increase the rate of growth of the weight of the total public debt to GDP from 4%-7%, the ratio of net debt to GDP (Net debt/GDP (%)) from 80%, and interest expenses from the total income of the state from 15%, the level of influence of the local banking system on state assets should be less than 20%, state debts in foreign currency that will be extinguished within 3 years should exceed 40% of gross state debts, ownership of state debts by non-residents, as well as stock market indices 60 %, when unemployment increases by 15%, when GDP falls by 6%, various conditional guarantees given by the state, that is, to ensure that the size of the state's obligations does not exceed 60% of GDP.

Fourthly, not to return to the regime of exchange rates fixed by the monetary bodies that regulate the currency, to maintain their independence in regulating the country's money circulation, transparency in the mechanism and means of influencing the industry, clarity in the policy regarding the level of state intervention, the central bank's financial not to limit the functions of the last creditor in the system, to maintain the accuracy or reliability of statistical data published by monetary authorities, not to increase the annual consumer price index by 10%.

Conclusion

In general, in order to widely attract financial resources from the global investment market to our country, it is necessary to receive a high-level sovereign credit rating from the world's leading international rating agencies, deepen market reforms, liberalize the economy, and develop local production.

In our country, a number of positive activities are being carried out to ensure the international competitiveness of the national financial market and to accelerate its development, as well as to ensure the mutual harmony of domestic capabilities and advanced foreign experiences in the formation of international financial centers based on the introduction of modern international standards. In this regard, in order to modernize the infrastructure of the national financial market, it is necessary to ensure the stability of the exchange rate of the national currency, the possibility of working with digital management and information, as well as to increase the size of the secondary securities market and bond transactions, to further liberalize and internationalize the stock market.

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MEASUREMENT OF POLICE EFFECTIVENESS IN THE DETECTION AND FIGHT OF CRIMES IN NIGERIA

Echeonwu, Macdonald Silas
Department of Political Science, Faculty of Social Sciences,
Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria
Email: macdonaldecheonwu135@gmail.com +2347034277709

Asiegbu, Victor Iheanyichukwu,
Ph.D, Department of Political Science, Faculty of Social Sciences,
Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

Omenka, Job Alobo
Department of Political Science, Faculty of Social Sciences,
University of Nigeria Nusuka, Enugu State, Nigeria
Email: alobjobi18@gmail.com

Abstract

The Nigeria Police Force is an entity created by the constitution with a mission to maintain a crime free society. The study investigated the Nigerian Police efficacy in crime detection and combat in Rivers State. Consequently, the research questions that guided the study were as follows: what is the degree of achievement by the Nigerian Police Force in crime detection and combat in Nigeria? What are the obstacles encountered by the Nigerian Police Force in crime detection and combat in Nigeria? The study used strain anomie theory as its theoretical framework and utilised both survey research design and simple random sampling approach, respectively. The research employed both primary and secondary data. The secondary data obtained from journals and textbooks were analysed using content analysis. The primary data collected from questionnaire items were presented in tables and analysed using the 4-point Likert scale, with a criterion mean standard of 2.50. The research results demonstrated that the Nigeria Police force has difficulties like inadequate funding, insufficient staff training, and a lack of modern crime-fighting equipment's. In conclusion, the research, among others, suggests that there should be adequate budgetary provisions for the Nigeria Police Force, personnel should undergo modern combat and police training, as this would enhance their performance in delivering services.

Keywords: Police, Policing, detection, fight, crimes.

Introduction

The basic duty of the police in every organised society is to tackle the issue of crime and insecurity. The police, as an authorized agency, are entrusted by the state with the responsibility of safeguarding lives and property, upholding laws, mitigating civil unrest, preventing and investigating crimes, and apprehending those who violate state laws (Alpert & Dunham, 2004). Ideally, the police as a security mechanism in any society is believed to be ever ready in the detection of insecurity and crime suspects before they execute their plans. Law enforcement agencies, both worldwide and in Nigeria, perform investigations into millions of offenses annually. However, a significant proportion of these investigations lack the use of efficient criminal identification tools. The failure to use appropriate identification procedures is associated with the lack of apprehension of many offenders, leading to the misidentification of innocent individuals as wrongdoers (Bertomen, 2005).
The police play a crucial and strategic role in society, as they are essential for maintaining peace and order, promoting development, and upholding democracy. Therefore, every responsible government must take into account both the supportive and restrictive functions of the police in the society. The main function of the police is to enforce existing laws and maintain social order. However, there are various security systems that significantly assist the police in carrying out their duties. Policing has always been indispensable in every society for the maintenance of order, security, and social cohesion. The importance of law enforcement becomes increasingly apparent in contemporary societies due to the presence of various diversities and contradictions resulting from population heterogeneity, urbanization, industrialization, and conflicting ideologies regarding the appropriate socio-political and economic structure (Reiner, 2000).
Weber (1968) argued that in the past, policing was seen as the duty of all adults in a community. During medieval times, all adult males were required to help prevent and control crime and disorder in society. However, the rise of the state led to a shift in policing philosophy. The state introduced large bureaucracies with centralized power structures and professional staff, which changed the traditional idea that policing was the responsibility of everyone. The worldwide research on police has mostly concentrated on four fundamental categories of police conduct: detection, provision of services, use of arrest, and employment of force (Sherman, 1983). Specifically, police use of detection includes field interrogation, traffic stops and other investigative techniques. The use of force by law enforcement agents is seen in instances of police torture, violence, and arrests carried out with or without a search warrant (Zhao & Ren, 2015). The amalgamation of these four fundamental police behaviours is often used by law enforcement agencies in industrialized nations such as the United Kingdom and the United States. In Nigeria, field interrogation and stop-search activities have been discovered to be connected to the situational variables related to criminal identification, which in turn influence the behavioural tendencies of the police (Otu, 2006).

Statement of Problem

The correlation between the suitability of police conducts and the contextual factors influencing it has been recognized as the primary cause for the inadequate criminal identification process conducted by law enforcement agents in many societies. The efficacy of the police in criminal identification and apprehension is influenced by the many techniques used by law enforcement agents. The Nigeria Police Force, along with other security organisations in some societies, seems to exhibit a deficiency in the ability to thoroughly and meticulously investigate, or re-examine, if necessary, criminal accusations against suspects in order to establish their guilt or innocence. This may be attributed to the challenging circumstances surrounding criminal activities in the present world. According to a news article as captured by Haruna (2016), the Nigerian Army apprehended and subsequently freed 249 individuals who were detained at various periods due to suspicions of their affiliation with the violent Boko Haram group in Borno State. The individuals in custody, comprising of 34 minors and 46 females, were handed over to the State government subsequent to the army's declaration that they were absolved of the charges for which they were detained. More so, in a report published by the International Centre for Investigative Reporting (ICIR), Chijioke (2021) highlighted the case in which the Enugu Police officers arrested nine individuals, falsely accusing them of murder. Shockingly, among those detained was a 14-year-old kid whose age was manipulated to 18 in order to subject him to trial and imprisonment. The Police have accused them of committing the murder of three police officers and causing damage to a Hilux Van owned by the Nigeria Police Force. To effectively combat crime and criminality, it is crucial for security agencies such as the Nigeria Police Force to conduct thorough investigations of crimes and perform comprehensive background checks on suspected criminals prior to making arrests. This approach will greatly contribute to the efficient management and prevention of crimes and criminal activities within the society.

Furthermore, Enumah (2019) reports how a Judge from the Federal High Court in Abuja penalized the Nigeria Police Force with a fine of N5 million for unlawfully detaining Esther Olubode, a nursing mother. Olubode was arrested and held by the anti-robbery squad of the Police in different police stations within the Abuja metropolis. The court, while pronouncing the verdict, strongly criticized the personnel of the Nigeria Police for violating the plaintiff's basic human rights by their arbitrary arrest and imprisonment of the plaintiff. This research therefore aims at evaluating the efficacy of the Nigeria Police Force in identifying criminals and combating illegal activities in Nigeria.

Research questions

i. What is the degree of achievement by the Nigerian Police Force in crime detection and combat in Nigeria?

ii. What are the obstacles encountered by the Nigerian Police Force in crime detection and combat in Nigeria?

Research Objectives

i. To examine the level of achievement by the Nigeria Police Force in the detection and combat in Nigeria.

iii. To identify the obstacles which the Nigeria Police Force face during crime detection and combat in Nigeria.

Scope of the study

This study focused on the Nigerian Police Force effectiveness in the detection and combat of crimes in Nigeria and the challenges they face in the detection and fight against crime in Nigeria. The geographical area of this study is Rivers State. The study gathered the needed data from 3,532,990 voting population as registered by the Independent National Electoral Commission (Tolu-Kolawole & Blankson, 2023).

Literature and Theoretical Review

The Concept of Police and Policing

The police force is a governmental organisation tasked with upholding public order and combating criminal activities in every society. In Nigeria, Policemen are government officers whose primary responsibility, as outlined in the constitution, is to effectively combat and manage illegal activities, as well as prevent and regulate crime (Odekunle, 2000). Law enforcement organisations have the primary duty of identifying criminal activities, capturing the individuals responsible, and presenting compelling evidence to persuade judges and juries of the guilt of the offenders beyond any reasonable doubt (Nicol, 2008).

Policing encompasses the efforts made by various formal and informal institutions and groups within a society to regulate social interactions and behaviours, ensuring the safety of community members and adherence to societal norms and values. It is a subset of control procedures that include establishing a system of monitoring together with the imposition of penalties for any detected deviation (Reiner, 2000).

Theoretical Framework

Strain Anomie Theory

The Structural Strain Theory was developed by American sociologist Robert Merton in the late 1930s. The theory postulates that crime does not just arise from deprivation, but rather from a disconnect between desired objectives and the available means to achieve them. Merton maintains that deviation is not caused by abnormal people, but rather by the cultural and structural aspects of society, which give rise to social difficulties. He starts with the conventional functionalist standpoint of value consensus, which posits that all members of communities have identical values. However, due to the varying positions individuals have within the social system, such as differences in class status, they do not have equal opportunities to actualize the shared ideals.

According to Haralambos and Heald (2001), social and cultural systems exert pressure on individuals positioned within such structures, leading to the manifestation of socially deviant behaviour. Individuals who strive to conform to the societal expectation of economic success, but are unable to attain it due to lack of education, financial resources, or other necessary means, can encounter significant stress. Merton therefore posits that there are three potential reactions to this strain. Initially, one may attempt what Merton refers to as innovation. Despite still valuing success within their culture, individuals may resort to unlawful methods, such as theft or robbery, to get money due to the unavailability of legitimate ways to reach this goal. Another potential reaction is what Merton referred to as retreatism. The individual abandons the quest for financial achievement and indulges in self-harming conduct, such as substance addiction. Merton's analysis revealed the reaction of rebellion, in which individuals reject the culturally prescribed objective of economic success and instead participate in revolutionary actions or seek to modify the existing system (Lynch, 2009).

In Nigeria, like in other contemporary nations, education plays a crucial role in facilitating social mobility. Consequently, persons who possess a strong educational background are more likely to get lucrative employment opportunities and achieve professional success. Individuals without access to high-quality education have challenges in establishing social connections, thereby impeding their ability to achieve a high social status. Individuals who are unable to achieve success via conventional means often have a strong need to resort to socially approved methods in order to reach their goals (Onwuenme, 1986). In Nigeria, the absence of education, employment opportunities, and effective government are seen as catalysts for crime and criminal behaviour within the society. These circumstances often lead individuals to engage in what Merton referred to as innovations, such as criminal activities, robbery, arson, and corruption.

Methodology

The study used survey research design since it allows the researcher to get the views of a wide and representative sample of the public. The sample for this research was selected from the voting population of 3,532,990 individuals registered by the Independent National Electoral Commission for the 2023 general elections in Rivers State (Tolu-Kolawole & Blankson, 2023). Moreso, the simple random sampling approach was used to choose a total of 450 individuals residing in Rivers State, Nigeria. These individuals were chosen from three specific local government areas which are Obio/Akpor, Eleme, and Ikwerre local government areas respectively. The research used both primary and secondary data acquired via surveys, journals, and textbooks, all pertaining to the subject area. A total of 150 questionnaires were sent to respondents and police officers in each designated local government area, resulting in a total of 450 questionnaires. However, only 370 questionnaires were collected and used for the research. There were a total of 10 questionnaire questions that addressed the topic of police efficacy in crime fighting and the issues faced by the police in Nigeria. The data from the respondents' were presented and analysed using statistics tables and a criterion mean based on four-point Likert rating scale. Additionally, thematic content analysis was used as a technique to analyse the secondary data. In addition, the analysis outcomes were used to determine the agreement or disagreement with the questionnaire items and address the research inquiries of the investigation. A criterion mean is determined as follows: SA = 4; A = 3; D =2; SD = 1

Hence; criterion mean $\frac{\text{Weighted total}}{\text{Sample size}}$

and;

This $\frac{4+3+2+1=}{4}$ $\frac{10}{4}=2.5$

Therefore, the average of the scores, obtained by dividing the sum by the entire number of alternatives, is defined as the criteria mean, which in this case is 2.5. those with a mean score below 2.5 are considered negative and are thus disagreed with and rejected. Conversely, those with a mean score of 2.5 and above are considered positive and are therefore agreed with and accepted.

DATA PRESENTATION AND PRESENTATION OF FINDINGS

Research Question One: What is the degree of achievement by the Nigerian Police Force in crime detection and combat in Nigeria?

Table 1: descriptive statistics on the level of success by the Nigerian Police Force in fighting crime.

S/N	Level of success by the Nigerian Police Force in the detection and fight against crimes	SA	A	D	SD	Total	Mean	Decision
1.	The Nigerian Police is efficient in-service delivery in Rivers State	31 (124)	70 (210)	94 (188)	165 (165)	370 (587)	1.59	Rejected
2.	The police employ divers' crime detecting mechanisms	196 (784)	67 (201)	94 (188)	13 (13)	370 (1186)	3.21	Accepted
3.	They have really improved in detecting crimes in Rivers State	199 (796)	96 (288)	58 (116)	17 (17)	370 (1217)	3.29	Accepted
4.	Some detected crimes were swept under carpet by the Police in Rivers State	206 (824)	93 (279)	39 (78)	32 (32)	370 (1213)	3.28	Accepted
5.	The rate of crime has declined in Rivers State due to Police professionalism	65 (260)	80 (240)	172 (344)	20 (20)	370 (864)	2.34 (864)	Rejected

Source: Field work, 2023

The table above contains 5 questionnaire questions related to the subject topic. The interpretation of the table is based on the frequency of the respondents' replies, which are shown in various percentages for each item. This interpretation will be further described below.

The result from table 1 showed that questionnaire item numbers 2, 3 and 4 were accepted by the respondents as the level of success by the Nigerian police in the detection and fight of crime in Rivers State, because the mean values of the accepted items were above the criterion mean of 2.50; while items 1 and 5 were rejected by the respondents. Respondents rejected items 1 with a 1.59 mean score meaning that there is need for the Nigeria Police Force in Rivers State to improve in service delivery so as perform efficiently on their duties. Responses from respondents prove that no doubt, the police have improved in their efforts at detecting crimes with a mean score of 3.28, however, some members of the force take part in corrupt practice while investigating assigned cases and this is not good for the image of the force

Research question two: What are the obstacles encountered by the Nigerian Police Force in crime detection and combat in Nigeria?

Table 2: Descriptive statistics on the challenges faced by the Nigerian Police Force In crime detection in Nigeria

S/N	Some challenges faced by the Nigerian Police Force in the detection and fight against crimes	SA	A	D	SD	Total	Mean	Decision
6.	Poor salary structure and motivational packages for police personnel	205 (820)	85 (255)	47 (94)	33(33)	370 (1202)	3.25	Accepted
7.	Lack of modern crime fighting equipment	146 (584)	80 (240)	124 (248)	20 (20)	370 (1092)	2.95	Accepted
8.	Some police officers engage in bribery and corruption in the course of their duties	149 (596)	96 (288)	75 (150)	50 (50)	370 (1084)	2.93	Accepted
9.	Lack of professionalism in the discharge of their duties	199 (796)	96 (288)	58 (116)	17 (17)	370 (1217)	32.9	Accepted
10.	Lack of police-citizen relationship	31 (124)	70 (210)	94 (188)	165 (165)	370 (587)	1.59	Rejected

Source: Field work, 2023

Table 2, seen above, contains 5 questionnaire questions pertaining to the subject matter. The interpretation of the table was determined by analysing the frequency of the respondents' replies, which were expressed as percentages. The following discussion elaborates on the varying degrees of percentages for each item.

The results from table 2 shows that respondents accepted items 6, 7, 8 and 9 but rejected item number 10. The accepted items are all above the 2.50 criterion mean standard. With a mean score of 3.25, respondents agreed that one common challenge faced by the Nigerian police in the detection and fight of crime in Rivers State is the poor salary structure officers receive and the lack incentive packages which act as a motivation to officers. Again, respondents accepted that the lack of modern crime fighting equipment with a mean score of 2.95 and the unprofessional nature of some members of the force affect their service delivery level in Rivers State with a mean score of 32.9. To Zhao and Ren (2015) one reason why the Nigerian Police fail to effectively combat crimes is as a result of lack of funding, no motivation and not collaboration between the police and the rural dwellers.

Conclusion/ Recommendations

The police in every society act as an institution established and recognised by the government to maintain peace, order and at same time fight against crime and criminality. The police employ different mechanisms and procedure in her efforts to fighting crimes. However, in Nigeria, it the police has over time being bedevilled by different challenges. This study further establishes the fact as a crime fighting agent, the police has improved in some aspect, however, there is need for further improvement. Sequel to the study findings and conclusion, the study recommends as follows:

i. There is need for adequate funding and budgetary provisions for the Nigerian Police Force. The government should properly fund the police at all levels to ensure they improve in their fight against crime and criminality in the country.
ii. Officers of the Nigeria Police Force should be sent on modern combat and police training within and outside the country. There is need for training and retraining of the officers so as to get them abreast with modern day policing techniques
iii. The federal government should create jobs and employment opportunities for the citizens as this will further help curb crime rate in the country. When citizens are engaged in gainful ventures, they won't have the opportunity to be engaged in crimes and illegal activities.
iv. There is need for police-citizen relationship and collaboration as this will help fight crime and promote community policing. When there is synergy amongst the police and the people, crime would be reduced to its barest minimum.

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METHODOLOGICAL BASIS OF SOCIAL PEDAGOGICAL AND SOCIO-PEDAGOGICAL ACTIVITY DEVELOPMENT

Tulaganova Dilfuza Rustamdjanovna,
Tashkent University of Applied Sciences ,
Teacher of Preschool Education Methodology

Abstract
Annotation This article provides an understanding of the criteria, principles, and methods of pedagogy and social pedagogy, in which children are responsible for their behavior as a member of the future society; caring, volunteering work, the ability to find will power in difficult circumstances, overcome difficulties, hardworking, endless love for motherland, humility, gratitude and other qualities are highlighted.

Keywords: personality, development, activity, socialization, society, education, upbringing, teaching, pedagogical activity, social pedagogical activity , social education , social education , social care, influencing people , social structures of education , social protection , spiritual support.

Introduction

Reforms in the economic, political, spiritual and social life of our country are being implemented consistently. The reforms implemented in these areas, which form the basis of the country's development, are mainly aimed at people and their interests. If you ask the president President Sh.M. Mirziyoyev what torments him most, he will say the education and behavior of our younger generation. Today, when we have started building a democratic society based on the rule of law in our country, educating all members of our society, first of all, the young generation, in the social spirit is one of the most urgent issues. After all, every person, as a member of our society, is a creator of reforms and updates in our social life, a subject of society; and secondly, he is a participant in this process. In this respect, a person is an object of society. It is known that the development of society, the development of social and spiritual life consists of complex processes. Of course, such a process has different effects on people. Science is reflected in the system of knowledge, its concepts and criteria. Concepts are one of the forms of reflection in the process of perception of the existing world. In the process of development of any science, concepts are combined, expanded and reproduced in the science criteria. The criteria combine more general, fundamental, so-called "original" concepts. From these concepts, the concepts used in this science are formed. In recent years, the process of differentiation in pedagogy has intensified. Many new scientific fields appeared, including social pedagogy. Each new scientific field of pedagogy has its own characteristics. These features are reflected in his system of criteria and concepts. When considering the criteria of social pedagogy, we first distinguish the criteria of pedagogy. We will consider what it (pedagogy) has learned from other disciplines, which criteria are its own. In order to find out what he has learned from other subjects and which concepts are his own, we project the criteria of pedagogy into social pedagogy. It is known that pedagogy adopts the concepts of other disciplines and uses them widely, for example, "person", "development", "activity", "socialization", "society". Its main criteria are "education", "upbringing" and "teaching". Currently, the generally accepted criterion of "pedagogical activity" is also included. The original criteria of social pedagogy include "social pedagogical activity", "social education" and "social education".

Discussion:

Pedagogical principles provide a general direction of personal education and serve as a basis for solving specific pedagogical tasks. Harmonization of education with nature is the principle of social pedagogy, according to which the social pedagogue relies on the factors of healthy development of the child in his practical work. The principle of harmonizing education with education was first described by the Czech pedagogue Jan Amos Comenius (1592-1670) in his main work "The Great Didactic" (1632). Comenius is considered to be a part of human nature, and as a part of nature, it is subject to its most basic, general principles. According to Comenius, these laws of nature have their influence in the world of plants and animals, as well as in relation to humans. Comenius relies not only on the methodological laws of nature, but also on the psychology of the child's personality. Based on the description of the age of children, adolescents and young men, he will promote, justify and see his system of education and upbringing of children. Shark long before Comenius; Abu Ali Ibn Sina (980-1037), a great scholar of the renaissance era, encyclopedist and thinker, spoke about the nature of education as a home. For example, Ibn Sina wrote in his work on "Housekeeping" that man is an intelligent being, therefore he has a special place in nature and develops according to its laws. Ibn Sina writes in his work "Re-educating false feelings" that whoever wants to educate an immoral person, he should study him thoroughly and know the rules of human nature.

A person is born as a biological being, and as a person, they master the social experience of behavior that passes from one generation to the next in the process of personal education and development. Philosophers and pedagogues of the ancient society analyzed the deep connection between personality formation and culture. Farobi, Beruni, Ibn Sina, and Navai, thinkers and encyclopedists of the Shark Renaissance, also relied on this in their works. In this, two important theses were defined: personality is formed through culture, and the main wealth of any culture is man. Philosophers and pedagogues of the past believed that culture is a necessary and most important factor in the formation of a highly moral person. The principle of harmony with culture was put forward in pedagogy by A. Disterweg (11th century). He believed that in education, it is necessary to take into account the place and time, conditions, that are the time and place of a person's birth, in a word, it is necessary to take into account the whole modern culture.

Methods are techniques for the practical and theoretical development of existence, based on the essence and laws of the object being studied, and social pedagogy is a branch of pedagogy, and on its methods we rely on traditional methods of education and training used in pedagogy, on the other hand, socio-pedagogical education and social education change along with social pedagogy and social activities. It should also be remembered that the focus is on the child and the social environment around him, and the social educator helps the child solve problems through the process of socialization. Social pedagogy influences the child directly or indirectly - through family, friends, and the children's community.

We take into account that it can perform some short-term tasks or work with the child for a long time. Through social pedagogical methods, it is possible to influence the child's mind, behavior and feelings in accordance with the purpose, as well as to influence the social environment surrounding him.

Methods are techniques of interrelated behavior of the social pedagogue and the child, who cooperate in the socialization and restoration of the child, help in gathering positive social experience. Social pedagogy is one of the newest branches of pedagogy, and it is too early to talk about its system of methods, as social-pedagogical activity is taking shape. Therefore, the social pedagogue widely uses the methods of pedagogy, psychology and social work in his practical work. At the stage of its formation, a social pedagogue must master the techniques found outside of individual methods in order to perform his professional activity. Methods, techniques and tools are related to each other in such a way that methods and techniques can sometimes act as tools. The methods of persuasion and training are widely used in social pedagogical activity. The feature of using this method is that the social pedagogue works with a child whose generally accepted standards of manners and ethics have not been formed or are not formed properly. The norms of life accepted in this society, the emergence of a correct and clear image about them, ultimately, the confidence of a person shapes his place in life, is connected with knowledge and the image about them. The method of persuasion helps to transfer the norms accepted in the society to the motives of the child's behavior and activity, and forms the belief.

A story and a lecture are a monologic form of the method conducted by a social pedagogue. the story is used when working with young children, it does not extend its time, it is based on clear and obvious facts. The lesson is used for older children, it is long and reveals complex moral concepts (humanism, friendship, kindness). A method in the form of conversation and dispute-dialogue, in which the work of children is important. Conversation is a question-and-answer method, the social pedagogue should conduct the conversation in such a way that not only he, but also the children ask questions. For teenagers, they use the dispute method, this method forms their thoughts. Thus, persuasion is the explanation and proof of the correctness and necessity of a certain morality. If persuasion "programs" the child's mind, practice forms knowledge and skills. Practice is ultimately necessary for the formation of morals in children. Moral exercises are the necessary skills and habits of children's activities and actions. It is said to be a movement that is repeated many times until it is strengthened. The formation of skills and habits consists of the following methods:

setting a task, explaining the rules for its implementation and creating a demand, demonstrating it in practice, and externalizing the practical exercise. There is a certain distance between skill and habit. We will form this skill and then we will strengthen it regularly and turn it into a habit. The effectiveness of the training method is increased by externalizing the training of the social pedagogue in the form of a home. Training and persuasion methods are closely related. Among social pedagogical methods, an important group is externalized by correctional methods, which include methods of encouragement and punishment.

Result:
It is necessary to conduct researches on the methodological foundations of social-pedagogical activity development in preschool educational institutions.
- studying scientific literature and training manuals on the subject;
- it is necessary to study and analyze the working documents of preschool educational institutions in the republic;
- organizing interviews with the representatives of the older generation, who have selflessly worked in this field for many years, among the pedagogic staff of pre-school education organizations.
- organization of seminar trainings on the topic of children's socialization with the participation of young personnel of pre-school educational organizations.

Conclusion. In conclusion, we can say that the object of both pedagogy and social pedagogy is the child, but the subjects of study are different. The subject of pedagogy is the laws of raising a child, while the subject of social pedagogy is the laws of child socialization. Therefore, social pedagogy studies society and social relations, and tries to determine how people interact with each other, why they join a group, and other social issues of society. He also studies these problems in accordance with the tasks of social pedagogy. Today, social pedagogy operates as an independent science. Currently, his theoretical and practical activities include education and re-education in schools and extra-curricular institutions, care for residents of orphanages, nursing homes, work with offenders, etc.

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IMPROVEMENT OF THE MECHANISM OF VALUE ADDED TAX IN THE SYSTEM OF INDIRECT TAXES

Gafforov Shukhrat Nasrievich
Researcher of Fiscal Institute

Abstract
The article is devoted to the consideration of the issues of improving the administration of value added tax as a result of tax reforms implemented in our country. In reliance upon the research results relevant proposals have been made to simplify the administration of value added tax.

Keywords: tax, value added tax, tax administration, tax rate.

Introduction

Among the modern theories of taxation, the theory of the ratio of direct and indirect taxes is of particular importance. The essence of this theory is that taxes are divided into two groups: direct and indirect taxes. The share of value added tax in the system of indirect taxes remains high. By its nature, value-added tax is complex, multifactorial, multifaceted, and its problems makes an impact on all areas of current material life. In the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev (2023) at the meeting held in the form of an open dialogue with the entrepreneurs of the Republic of Uzbekistan, we are not increasing the tax burden on entrepreneurs, but we are going the way of raisingthe revenues to the budget due to the expansion of the tax base by supporting them. According to the surveys conducted 62 percent of our entrepreneurs positively evaluated our tax reforms [1].

The amount of value added tax in our country is gradually increasing year by year. Budget revenues from value added tax on domestic products increased one and a half times over three years - from 20.5 trillion UZS (2.1 billion USD) in 2020 up to 32.8 trillion UZS (3.0 billion USD) in 2022. Value added tax on imports has almost doubled during this period - from 19.7 trillion UZS up to 38.7 trillion UZS. Last year VAT revenues provided one third of the state budget revenues. 71.5 trillion UZS of VAT collected in 2022 significantly exceeded the targeted amount of 53.3 trillion UZS. The revenues from the value added tax in the amount of 63.8 trillion UZS are expected in the budget of Uzbekistan in 2023. The number of VAT payers increased by 14.4 percent in 2022 alone and reached 171.9 thousand people in December [2].

As of May 1, 2023, the number of VAT payers has exceeded 180 000 people.

2. Literature Review

The analysis of research papers devoted to the problem of the research has demonstrated that this topic was investigated by foreign scholars and domestic economists.

A. Vahobov and A. Juraev (2009) explain the nature of value added tax as follows:in its economic essence, added value consists of the difference between the value of sold products, work performed and services rendered and the value of goods, raw materials and services consumed in the production process [3].

According to M.Yuldoshev and Y.Tursunov (2000), the reason why it is called value-added tax is that the tax is levied on the value-added part at each stage of participation in the production of goods, works or services, and it is a form of budgeting a portion of the net income [4].

Sh.A. Toshmatov gave a broader definition of VAT in his research paper. In his opinion, the term “added value” means the additional value added by economic entities to the purchase price of material resources, included in the selling price of goods and services in the market. This implies that the costs and usefulness of goods are recognized by the market and their monetary equivalent is determined. Determining the amount of value added to goods and services can only be done after the goods have been sold. It follows that added value is the end outcome of production [5].

According to A.T. Mukhanov (2023), the VAT is a consumption tax levied on most goods and services sold for use or consumption. It is charged from the “added value” of the product at each stage of production and distribution. “Added value” refers to the difference between the cost of investment in the product / service and the price at which it is sold to the consumer [6].

From the point of view of N.Z. Zotikov (2019), Value Added Tax (VAT) is a form of deducting from the state budget a part of the prime-cost of a product, work or service, which is created at all stages of the production process and paid to the budget after its sale.As a result of the VAT application, the final consumer of a good, work or service pays sales tax on the entire value of the goods purchased [7].

Another source (2023) provides the following considerations: value added tax (VAT) is a tax charged on the sale of goods or services within the EU member states. The tax, in all cases, must ultimately be paid by the final consumer of the goods or services. Each party in the supply chain (manufacturer, wholesaler and retailer) acts as a VAT collector [8].

Gail Cole (2021) defines the VAT in his scientific work as follows: the Value Added Tax (VAT-VAT) is a broad consumption tax calculated on the added value of goods and services as they move along the supply chain [9].

According to J. Ueda (2011), since the VAT is calculated as a consumption tax, its ideal base - i.e., total final consumption expenditures - is somewhat stable during business cycles, which implies the stability of the VAT base, however in practice, VAT revenues are sometimes more influential than GDP or final consumption. In the history of the development of the tax system aimed at the formation of state budget revenues, introduction of value added tax is one of the most essential discoveries in this area in the second half of the XX century [10].

F. Davletov (2023) stated that the reduction of the VAT rate from 15 percent up to 12 percent made a favourable impact on the growth of the business environment in the country [11].

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3. Research Methodology

Such research methods as economic analysis, rationality and grouping have been used in the research of value added tax administration. In 2018-2022, the reforms implemented in our republic regarding creation of the value added tax chain, tax incentives, and taxation mechanism have been scientifically researched.

4. Analysis and Results

The low cost of the VAT calculation and administration means its efficiency. Involving new digital technologies in value added administration can simplify and reduce costs.
According to the opinion of Ye.V. Smirnova (2018), it is necessary to reform the technique of calculation and administration of value added tax for the convenience of not only the government, but also the taxpayer, which requires a careful study of all the positive and negative consequences of the proposed amendments to the tax legislation [12].
Continuous activities are being implemented to simplify the administration of value added tax in the Republic of Uzbekistan. A clear example of this is the Resolution of the President of the Republic of Uzbekistan dated September 4, 2023 №PR-292 "On measures to implement the objectives set in the open dialogue of the President of the Republic of Uzbekistan with entrepreneurs in 2023"[1]. Section V of the "Roadmap" of this Resolution sets out the simplification of the administration of value added tax, which states:
the practice of using the coefficient of tax break (tax gap) when compensating (refunding) the negative amount of value added tax is prohibited;
the procedure for suspending the validity of the certificate of special registration for value added tax is canceled (with the exception of cases in which the transactions (operations) carried out do not correspond to the nomenclature of the goods (services) being purchased and sold).
The value-added tax rate in our country is decreasing year by year, which justifies the support for entrepreneurs (Table 1).

Table 1 Dynamics of change of value added tax in the Republic of Uzbekistan in 2018-2023[2]

№	Indicators	Years					
		2018	2019	2020	2021	2022	2023
1	Value added tax rate, in percent	20	20/15[3]	15	15	15	12

In compliance with the Decree of the President of the Republic of Uzbekistan dated September 26, 2019 "On measures to further improve the tax policy of the Republic of Uzbekistan", the rate of value added tax was reduced from 20 percent up to 15 percent from

[1]Resolution of the President of the Republic of Uzbekistan dated September 4, 2023 №PR-292 "On measures to implement the objectives set in the open dialogue of the President of the Republic of Uzbekistan with entrepreneurs in 2023".
[2] The table has been developed by the author.

October 1, 2019. According to the Law of the Republic of Uzbekistan dated December 30, 2022 №PD-812, from January 1, 2023, the VAT rate is set at 12 percent.

As a result of the economic reforms implemented in our country, the share of value-added tax is still significant, despite the fact that it is decreasing from year to year (Table 2).

Table 2 Dynamics of growth of value added tax in the revenue source of the state budget of the Republic of Uzbekistan in 2020-2022, bln. UZS

Indicators	2020	In relation to total, in %	2021	In relation to total, in %	2022	In relation to total, in %
State budget revenues	**132938**	**100**	**164681**	**100**	**202 043**	**100**
Indirect taxes, total	**46 428**	**34,9**	**56 292**	**34,2**	**71 390**	**35,3**
Value Added Tax (VAT)	31 177	23,5	38 439	23,3	52 189	25,8
Excise tax	11 697	8,8	13 088	7,9	13 455	6,7
Customs duty	3 554	2,7	4 765	2,9	5 746	2,8

In reliance upon the data provided in Table 2, as of 2022, the value added tax (VAT) revenues in 2022 will account for 52.2 trillion UZS, which demonstrates an increase by 13.8 trillion UZS or 35.8% compared to 2021. In 2022, by the VAT, tax authorities collected to the state budget the amount of 32.8 trillion UZS (28.3% more than in 2021) and the customs authorities collected to the state budget the amount of 38.7 trillion UZS (41.8% more than 2021).

Problems in the mechanism of calculation and collection of value added tax:
- complexity of the taxation system;
- inaccuracies in determining the tax base;
- problems with tax evasion;
- existence of high pressure and bureaucratic obstacles in the administration related to taxation;
- high level of tax risks and disputes;
- low competitiveness of entrepreneurs, etc.

Proposals and solutions for the problems specified above:
- simplification of the value added tax system;
- unification of value added tax calculation and explanations;
- strengthening control and digitization of VAT evasion;
- adaptation of personnel skills to the requirements of the time;
-supporting small and medium-sized businesses based on the simplification of the value-added tax calculation and collection system.

5. Conclusion:

Despite the economic reforms carried out in the tax administration, the system of calculation and collection of value added tax remains complicated.

It is required to ensure implementation of the objectives specified in Section V of the "Road Map" of the Resolution of the President of the Republic of Uzbekistan dated September 4, 2023 №PR-292 "On measures to implement the objectives set in the open dialogue of the President of the Republic of Uzbekistan with entrepreneurs in 2023" on simplifying the administration of value added tax increase.

Proposals for solving problems in the mechanism of calculation and collection of value added tax:

- simplification of the value added tax system;
- unification of value added tax calculation and explanations;
- strengthening control and digitization of VAT evasion;
- adaptation of personnel skills to the requirements of the time;
- supporting small and medium-sized businesses based on the simplification of the value added tax calculation and collection system.

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AN EFFECTIVE PLACE TO ORGANIZE FINE ART AND APPLIED ART LESSONS IN PRIMARY EDUCATION THROUGH NEW INNOVATIVE TECHNOLOGIES

Yurdanidze Mekhrali Kholisovich
Andijan State Pedagogical Institute, Faculty of Social,
Humanities and Arts, Department of Fine Arts and Music, Senior Lecturer

Abstract:
This scientific article examines the effective role of organizing Fine Art and Applied Art classes within the primary education curriculum by using new innovative technologies. The introduction of technology has provided teachers with many tools to enhance the teaching and learning experience in these subjects. By considering the benefits, challenges, and strategies of technology integration, this study highlights the potential for creativity, critical thinking, and skill development in elementary students in the Visual and Applied Arts fields.

Introduction

In recent years, the introduction of new innovative technologies into primary education has made a radical change in teaching and learning in various subjects. Visual arts and applied arts are no exception to this paradigm shift. The integration of technology allows elementary teachers to transform traditional classrooms into interactive and engaging learning environments that inspire creativity and critical thinking. In this article, we explore the advantages, challenges and potential strategies of integrating new innovative technologies in the organization of Fine Arts and Applied Arts classes in elementary education.

1. Advantages of technology integration:

1.1 Enhanced creativity: Using new innovative technologies, students can learn different artistic mediums, experiment with innovative methods and develop their creative potential. With the advancement of technology, students now have access to a wide range of tools and platforms that greatly enhance their creative abilities. Here are some ways that new innovative technologies can help foster creativity in students:

1.2. Exploring Art Media: Technology allows students to explore a variety of art media that were previously out of their reach. For example, digital art and design software allows students to experiment with painting, drawing, sculpture, and other art forms without expensive materials or special equipment. This allows for a greater variety of creative expression and encourages students to think outside the box.

1.3. Experiment with innovative techniques: Innovative technologies such as virtual reality (VR) or augmented reality (AR) can provide students with immersive and interactive experiences that push the boundaries of traditional art styles. These technologies allow students to experiment with new ways of storytelling, create 3D environments, and incorporate digital elements into artwork. By integrating technology into the creative process, students can come up with unique and innovative approaches to art.

1.4. Collaboration and Feedback: Technology can facilitate collaboration among students and provide them with valuable feedback from peers and mentors. Online platforms such as art communities or digital collaboration tools allow students to share their work, receive constructive criticism, and discuss with others. This not only increases their creativity, but also develops communication and collaboration skills, which are important in many creative fields.

1.5. Access to resources and inspiration: The Internet and online platforms provide students with a wealth of art resources, references, and inspiration. They can study the works of famous artists from different cultures and periods, explore different art movements, and gain a wide range of artistic perspectives. Such exposure can broaden their artistic horizons and inspire them to try new techniques or explore unconventional ideas.

1.6. Personalized Learning Experiences: Innovative technologies can provide personalized learning experiences tailored to the creative needs and preferences of individual learners. Adaptive learning systems can, for example, analyze students' strengths, weaknesses, and interests and provide them with targeted resources, challenges, and feedback. This personalized approach ensures that students explore their creative potential in ways that match their unique inclinations and help them grow as artists.

In conclusion, new innovative technologies provide countless opportunities to increase creativity among students. By providing access to a variety of artistic media, facilitating experimentation with innovative techniques, providing collaboration and feedback, offering abundant resources and inspiration, and providing personalized learning experiences technology allows students to realize their creative potential and explore new frontiers in the world of art.

2. Access to educational resources:

Technology gives students access to a wide range of online resources, such as virtual art galleries, video tutorials, and interactive applications, which help them understand different art forms.

These resources can be easily accessed by students via computer, tablet or smartphone, allowing them to learn at their own pace and explore different aspects of art.

Virtual art galleries allow students to view and appreciate famous works of art from different periods and cultures. They can zoom in and read descriptions to see the details of each artwork, or listen to audio guides to gain a deeper understanding of the artistic techniques and messages behind them.

Video tutorials are another valuable learning resource that technology provides. Students can watch step-by-step demonstrations of different art techniques, such as drawing, painting, or sculpting. These tutorials can be repeated as many times as needed, allowing students to learn at their own pace and practice until they master the technique.

Interactive apps also help teach art concepts. Students can engage with these apps, which often include games and quizzes, to learn about color theory, composition, perspective, and other basic principles of art. These interactive tools make learning more fun and engaging because students can see immediate feedback and track their progress.

In addition, technology allows students to collaborate and connect with other students and artists around the world. Online forums and social media platforms allow students to share their work, receive feedback, and learn from each other. It enhances their understanding of art as a form of communication and expression and fosters a sense of community among art lovers.

In summary, technology provides students with access to a wide range of educational resources in the arts. These resources, including virtual art galleries, video tutorials, and interactive applications, allow students to explore and understand a variety of artistic concepts and techniques. In addition, technology allows students to collaborate and connect with others who share their passion for the arts, enhancing the learning experience.

Summary:

The effective organization of "Fine Art and Applied Art" lessons in primary education through new innovative technologies shows great potential in students' creativity, critical thinking and skill development. Through problem solving and innovative strategies, educators can harness the power of technology to revolutionize arts education by creating engaging and inclusive learning environments for elementary students. Ongoing research and collaboration between educators, arts enthusiasts, and technology professionals is essential to ensure optimal outcomes and the continued evolution of arts education.

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REPRESENTATION OF EMOTIONAL-EXPRESSIVE LEXICAL UNITS IN BEGIJON AKHMEDOV'S NARRATIVE "THE WANDERER"

Ulugbek Rakhmonov
Doctor of Philosophy (PhD)
Andijan State University

Abstract
The article analyzes the words expressing human emotions in Begijon Akhmedov's narrative "The Wanderer". Words related to emotion in the work were selected and analyzed from a contextual point of view.

Keywords: emotion, feeling, dream, psyche, sense.

Introduction

Begijon Akhmedov's narrative "The Wanderer" depicts the feelings of a person who decides to live alone for a while. In the work, the writer expresses feelings, emotions, spiritual (internal) experiences in the person of Anvar Aliev, a lonely person. At the same time, feelings, emotions and even feelings are so closely connected with each other that they are not always classified and do not have clear boundaries. To express such experiences and feelings requires a high intellect, great talent and great skill from the writer. It is no exaggeration to say that the author has achieved all these tasks. As a result, the work was translated into about 10 languages of the world, i.e. Uzbek, Kyrgyz, English, Russian, Tajik, Arabic, and published in prestigious publishing houses. In September 2022, the work was included in the "TOP 5 best fiction works written in Eurasia" at the international book festival held in Novosibrsk, Russia, and the author was awarded. Begijon Akhmedov himself can be added to the list of people with an emotional character. The reason is that the pictures on the covers of his books show that this person is a singer of the soul, a singer of emotions. As for the narrative "The Wanderer", the work contains many emotional lexical units.

It is known that emotions are mental reactions that evaluate the nature of the influence of external factors on a person and thus serve as one of the main mechanisms of managing human activity aimed at mastering existence and satisfying necessary needs.

The mechanisms of the reflection of the speaker's emotions in the language and the interpretation of emotions, which have an objective essence between the speaker and the listener, are different in principle. Therefore, we can talk about the language of describing emotions and the language of expressing emotions.

Begijon Akhmedov used enough synonyms with emotional meaning in his short story "The Wanderer". On the 17th page of the example story, "But I have many dreams, and my dreams are more than them" [1. 17] the author writes. Here the words dream are used as synonyms. These words are analyzed in the explanatory dictionary of the Uzbek language as follows.

A DREAM is a desire in the heart; good hope; aspiration. Орзу қилмоқ. Орзуга етмоқ. Орзуга эришмоқ. Орзуга айб йўқ. Мақол. Ҳар ерни қилма орзу, ҳар ерда бор тош-тарозу! Мақол. Умид орзу қилган турмуш сароб бўлиб қолаётганга ўхшарди. Мирмуҳсин, Умид [2. 136].

A DREAM - A wish born in the heart, but not (yet) brought to the surface, unfulfilled. Шунингдек, минглаб ватандошларимиз умра амалларини бажариб келишяптики, бу илгари қанчадан-қанча юртдошларимизнинг армонлари эди. Газетадан. Шоир юрагида элнинг дарди, раиятнинг эртакка солиб қўмсаган тилаклари.. армонлар акс садо бергайми, Аваз? С.Сиёев, Аваз [2. 99].

The analysis of these words shows that in the words dream and dream, it is seen that emotional features are more significant in dream than in dream. Because a dream means a strong desire.

In "The Wanderer" the author appropriately used the emotions related to human mental state distinguished by world linguists R.Plutchik and G.Kellerman. R. Plutchik and G. Kellerman distinguished the following secondary emotions - **Sadness** - sadness for the base emotion, **sorrow –** boredom, **boredom** – philanthropy, **upset -** being upset, **despondency –** depression, **frustration –** sadness, **grief -** total suffering, **suffering –** disappointment, **despair** – sadness, **dismay –** pain, **mourning –** disappointment, **dismal –** miss someone, **yearning -** state of mental distress [3. 776-781].

In particular, he explained very well the situations of frustration, depression, mental suffering, sadness, pain, and mental depression from these emotions. An example of this can be seen when Anwar gets into bad situations by giving help and loans to his close friends. In this situation, Anwar suffers from a very bad mental condition. After doing good to people, he suffers from hearing bad words, he is mentally oppressed and plunges into grief.

Begijon Ahmedov gave a very good definition of emotional-expressive nouns related to "Wealth" and "Debt" in "Sayyoh". "...In life, Wealth is accompanied by its twins Anxiety and Depression. As Anwar became richer, there were more people around him who wanted to use his money, share his income, deceive him if possible, prevent him from taking out loans, steal his property openly and secretly. People he had never met in his life would come to him claiming to be relatives and ask for a loan." [1. 34]. In the author's statement, the negative aspects of the word "Wealth" are shown.

Some words in the language vocabulary have the feature of expressing different emotional-expressive attitudes of the speaker, while others do not. In this respect, words are divided into two types.

Words without emotional-expressive coloring

Emotional-expressive coloring words

In words without emotional-expressive coloring, apart from the lexical meaning, there is no additional ottenka, which expresses the different attitude of the speaker.

Emotional-expressive words describe things, signs, actions, etc., and also express the speaker's assessment and different attitudes towards these things, signs, or actions.

Emotional-expressive coloring words represent kissing, caressing, anger, sarcasm, recognition and similar relationships. This relationship is of two types according to its main sign: positive or negative. According to the expression of this relationship, emotional-expressive coloring words are also divided into two types:

Words with positive emotional-expressive coloring

Words with negative emotional-expressive coloring

Words with positive emotional-expressive coloring express a different positive attitude of the speaker to an object, character or action.

Negative emotional-expressive coloring words express the speaker's disdain, hatred, and similar negative attitude towards an object, character, or action.

In the work, the optimistic and pessimistic person is described as follows from the positive and negative emotional coloring words. A pessimist says, “I'm unhappy, I'm unlucky, that's why my cup is half full”. He doesn't even drink water. An optimistic optimist cheerfully says: “My cup is half full! Thank you” he drinks the water with pleasure. His upbeat mental state has a positive effect on the health and perfect functioning of the body's organs [1. 50].

Contextual interpretation in “The Wanderer” also focuses on the negative connotations used in relation to the nation. Because of this, it should be noted that, as a rule, contextual usages are based on the argument that the accumulated experience of social relations is often firmly preserved in the meanings of words as new symbols, that is, these relations become linguistic facts. So, due to racial discrimination in English, there is a tradition of adding words such as daggo, nigger, digger, and in Uzbek to the neutral names of these nationalities, such as blacks, Habash, German, Karayalaq in the works of Fenimore Cooper, to the neutral names of these nations: Italian, Negro, Indian, etc. The work explains these situations as follows.

Holiqi Azam created people of different races, colors, nationalities and languages. The wisdom of this is to test people: will you use your intelligence and get along with each other and live harmoniously, or will you quarrel, argue, fight with each other, destroy your houses and destroy the earth? Do you divide into factions and squabble over the term of life? - he is watching us, after all! If someone is Abyssinian, someone is disabled, someone is mentally weak, do we have the right to discriminate against them, to despise them as “negro”, “lame”, “crazy”, etc.? After all, God created them all! Why don't we think about who I am instead of belittling them? Is God not offended by our actions? [60] - writes the author. What true words. Because there is no evil for the nation. It will be bad for a person. Racial discrimination is one of the worst habits. Again, from Anwar's language, “I am also against the division of humanity. I wish for permanent interaction and harmony between civilizations, cultures, religions, peoples” [1. 132] means the humanity to which the author himself belongs. The value of these emotional words is considered very important in the world.

Conclusion. In short, the key to studying human emotions is language, because language names, expresses, describes, imitates, stimulates, categorizes, classifies, constructs, and interprets emotions. Writing down human emotions in particular requires great spirituality, strength, and skill from the writer. “The Wanderer” can be recognized literally as a work that expresses the emotional states of a person.

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RUSSIAN AS A FOREIGN LANGUAGE IN COMMUNICATIONS

Abdualieva Durdona Rustamovna,
Senior Teacher, Branch of Kazan Federal University, Jizzakh, Uzbekistan

Abstract
At the present stage of development of our society, when numerous cultural connections arise everywhere, a redistribution of values, guidelines and motivations in the education system inevitably occurs. A universal approach to the development education system is training in intercultural communication. The very concept of intercultural communication implies equal cultural interaction between representatives of various linguistic and cultural communities, taking into account their originality, which leads to the need to identify what is universal on the basis of a comparison of foreign language and one's own cultures. The subject of our research is the process of formation of communication in teaching Russian as a foreign language in institutes and universities. The purpose of the article is to reveal the content and identify the features of communication in the educational environment.

Keywords: relationships, interconnection, mutual influence, interaction, reservations, clarification, cultural anthropology, human sciences, natural sciences

Introduction

The idea of the connection between culture and language dates back to the 18th century, but targeted study of the problem began only at the end of the last century.

The research was more declarative in nature, and until the beginning of the 70s, neither Russian, nor foreign linguistics had sufficiently deep and thorough research devoted to this topic. However, over the past two decades, the number of works indicating the interest and desire of linguists to study linguistic phenomena in a broad extralinguistic context has increased significantly.

And if quite recently it was recognized that turning to extralinguistic factors indicates some inconsistency or "weakness" of the linguist-researcher, now the need to study language in its real functioning in various spheres of human activity has become generally accepted [1].

At the turn of the third century, on the eve of the International Year of the Culture of the World, it becomes obvious that cultural issues must be represented in all educational systems. This is where the idea of interdisciplinary connections in university programs comes from. For example, a foreign language - on the one hand, history, geography, literature and other humanitarian subjects - on the other.

The very concept of culture consists of 2 parts - objective and subjective. Objective culture includes all possible institutions, such as the economic system, social customs, political structures and processes, as well as literature, arts and crafts. Subjective culture is the psychological traits of a culture, including values and patterns of thinking (mentality). It is this subjective culture that, according to many researchers, poses an enormous difficulty in understanding.

The relationship between language and culture is a complex and multifaceted issue. It is dedicated to the problems of relationships, interconnection, mutual influence and interaction of language and culture in the process of communication between people. Before proceeding directly to the consideration of these problems, it is necessary to make several reservations and clarification of the methodological plan.

Cultural anthropology deals with the formation and development of human culture. Anthropology, as the name suggests, is the science of man. However, the human sciences (which is also reflected in the name) include all the humanities and some natural sciences (medicine, partly biology). There are many sciences about man, and this is understandable, because, firstly, man is a very complex, versatile and multifaceted being, and secondly, all these sciences develop in human society, where, naturally, it is man who is the center of attention [2].

All other sciences that are not focused directly on man have the world, nature, objective non-human reality as their subject of study, but this is the world surrounding man, and it is studied by man, for man, from the point of view of man. In other words, the human factor is present even in the most non-humanitarian science.

So, many sciences about man study different aspects of his life, his physical (biology, medicine) and spiritual (psychology, philosophy, philology) essence of his activity (economics, sociology), his formation and development (history). All these disciplines are closely interrelated, since they go back to the same object of study - man, in whom these aspects, separated into different disciplines, coexist as a single organism, as an inextricable whole.

What does anthropology do, what has this science chosen for itself, breaking apart, like all the others, an inextricable whole?

Anthropology differs from all other human sciences precisely in that it tries to bring together all other aspects and study globally and comprehensively the general process of physical and cultural development of man. Accordingly, anthropology is divided into [3]:

1) physical anthropology, which studies the biological origin and evolution of the physical organization of man, represented by various races;

2) cultural anthropology, which studies the formation and development of human culture.

Thus, cultural anthropology is an extremely broad fundamental science that studies the general problems of the cultural development of mankind, absorbs the knowledge of all other humanities, studies the unified process of the cultural formation of man, that is, that unique and essential aspect that makes a person a Man and distinguishes him from the rest of the animal world. Animals have certain behavioral systems, but no culture.

Culture as a subject of study of cultural anthropology is the totality of the results of the activities of human society in all spheres of life and all factors (ideas, beliefs, customs, traditions) that make up and determine the way of life of a nation, class, group of people in a certain period of time. Cultural anthropology studies the development of culture in all its aspects: way of life, vision of the world, mentality, national character, results of spiritual, social and industrial activities of a person. Cultural anthropology studies the unique human ability to develop culture through communication, through communication, including speech, and examines the huge diversity of human cultures, their interactions and conflicts. Particular attention is paid to the interaction of language and culture.

The main objectives of the course in cultural anthropology [4]:

1) explain the enormous role that culture plays in a person's life, in his behavior and communication with other people and with other cultures;
2) introduce the ideas and methods of this science;
3) determine the paths along which cultures develop, change, clash and interact;
4) reveal the relationship, mutual influence and interaction of language and culture;
5) show how culture affects human behavior, his worldview, the world system, personal life, personality formation, etc. [5].

The development of cultural anthropology is of exceptional importance for modern times. We either did not know about some cultures at all, or had a distorted understanding of them. Currently, the need and opportunity to study other cultures have coincided. This need is due to new opportunities for international and intercultural communication for Uzbek residents. This course and this area of knowledge are especially important for students of foreign languages, since the use of foreign languages as a real means of communication (and not as before: for the passive reading of written texts) is only possible with extensive background knowledge of the cultures involved, their development and interrelations, - in other words, subject to knowledge of cultural anthropology. As a branch of the science of language directly related to the study of culture, linguoculturology has recently become increasingly widespread [5].

According to Professor V.V. Vorobyova (Russian Peoples' Friendship University), "today it can already be argued that linguoculturology is a new philological discipline that studies a certain way selected and organized set of cultural values, explores living communicative processes of the generation and perception of speech, the experience of a linguistic personality and national mentality, gives a systematic description of the non-linguistic "picture of the world" and ensures the fulfillment of educational, educational and intellectual learning tasks.

Thus, linguoculturology is a complex scientific discipline of a synthesizing type, studying the relationship and interaction of culture and language in its functioning and reflecting this process as an integral structure of units in the unity of their linguistic and extra-linguistic (cultural) content using systemic methods and with an orientation towards modern priorities and cultural institutions (systems, norms and social values) [7].

The organization and content of education in higher education in various languages does not always reflect the real achievements of modern methods. Programs for the practice of oral and written speech, which are guiding documents for teaching languages in universities, include general instructions on the need to develop in students, in addition to linguistic and communicative, also regional studies competence. And in our opinion, these programs do not contain any indications of specific knowledge and information that should be communicated to students in order to develop regional studies competence, including recommendations on what techniques should be used in its selection. The program's requirement to develop linguistic and cultural competence is, in this sense, rather declarative in nature, since all specific issues related to the organization of the learning process are not reflected and, accordingly, the teacher must solve them independently.

In the course of studying the problem of intercultural communication in practice, we paid close attention to the practical significance of the topic of intercultural communication. It is important to recall that teaching a foreign language should be considered from the perspective of three levels:

· informative;
· behavioral;
· emotional.

We conducted a comparative analysis of domestic and foreign educational and methodological complexes.

This study in the field of foreign language teaching methods showed that teaching intercultural communication in a foreign language cannot exist without including a linguistic and cultural aspect in the learning process. In light of modern requirements for the purposes of teaching a foreign language, the status and role of regional information is changing, presented in such a way as to correspond to the experience, needs and interests of students and to be compared with the similar experience of their peers in the country of the language being studied.

In conclusion, educational and methodological complexes of domestic authors do not pay enough attention to all three levels; most often in domestic educational complexes the basis is only the informative level when teaching English. In practical terms, the work has shown that modern teaching of foreign languages is impossible without instilling in students a foreign language culture, that of all forms of manifestation of intercultural communication in settings, priority attention should be given to informative conversations about events in the lives of students as the most important form of teaching real verbal communication.

New times, new conditions required an immediate and radical revision of both the general methodology and specific methods and techniques of teaching Russian as a foreign language. These new conditions are the "discovery" of Uzbekistan, its rapid entry into the world community, crazy leaps in politics, economics, culture, ideology, mixing and movement of peoples and languages, changing relations between Uzbeks and foreigners, completely new goals and its history.

In conclusion, modern teaching of the Russian language is impossible without instilling in students a foreign language culture. Most methodologists prioritize the current state of the theory and practice of teaching foreign languages with a pronounced communicative orientation, which contributes to the comprehensive development of personality and the development of students' spiritual values.

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ESSENCE, OBJECTIVES AND LEGAL REGULATION OF LABOR AND WAGE ACCOUNTING

Khudoynazar Ergashev,
Assosiate Professor, Samarkand Institute of Economics and Service, Uzbekistan

Guljakhon Klicheva,
Researcher, Samarkand Institute of Economics and Service, Uzbekistan

Abstract
Accounting for labor and wages is a central issue in the entire accounting system of an enterprise. Any process of economic activity is associated with the costs of not only means (objects) of labor, but also with the costs of living labor [2]. Each employee of an enterprise who works for hire receives a salary from the employer for the work done - a certain amount of money that compensates for his labor costs and provides him with a certain level of satisfaction of personal needs, as well as the needs of his family members, which can take two forms - monetary (the most acceptable) and material [1].

Keywords: forms, systems, amounts, remuneration, material incentives, results, bonuses, additional payments, allowances and social benefits.

Introduction

Wages are a complex economic phenomenon because:

1. for the employer, wages represent production costs, and he tries to minimize them;
2. For the employee, wages are income, and he seeks to maximize it by stipulating a sufficiently high level of payment;
3. wages are closely related to prices, primarily for consumer goods and services. The higher the price of consumer goods and services, the less can be bought with the wages paid to the employee, the lower the level of satisfaction of his needs, the greater the gap between nominal and real wages. Both the employee and the employer, when negotiating payment terms, must take into account the level and dynamics of prices for consumer goods;
4. wages are closely related to differences in the complexity of the work performed. The more complex the work performed, the more it requires knowledge, experience, mental and physical effort, the more right, ceteris paribus, the employee can claim increased pay for his work. Thus, wages require the comparison of different types of work in terms of their complexity and determination of the worker's skill level [4].

The labor income of each employee is determined by their personal contributions, taking into account the final results of the enterprise, is regulated by taxes and is not limited to maximum amounts. The minimum wage for employees of enterprises of all organizational and legal forms is established by law [2].

Payroll accounting should be organized in such a way as to help increase labor productivity, improve the organization of labor standards, make full use of working time, strengthen labor discipline and improve product quality [3].

Labor and wage accounting rightfully occupies one of the main places in the entire accounting system of an enterprise. Its most important tasks are:

1. make settlements with staff within the established time frame
wage companies;
2. timely and correctly include in the cost of products (works, services) the amount of accrued wages and contributions to social insurance authorities;
3. collect and group indicators on labor and wages to compile the necessary reporting [1].

The organization of remuneration at enterprises is determined by the current forms of remuneration, as well as labor legislation. The task of an enterprise accountant is to promptly request all the necessary documents for calculating wages, correctly perform calculations, and include the accrued amount in expenses (in cost).

This is the task of the accountant as a performer; nevertheless, organizational issues regarding the application of forms of remuneration and the rational use of working time are resolved by the head of the enterprise and his services. According to current legislation, enterprises enjoy complete independence in choosing forms of remuneration for workers [4].

In a market economy, in accordance with changes in the economic and social development of the country, the policy in the field of wages, social support and protection of workers also changes significantly. Many functions of the state for the implementation of this policy are transferred directly to enterprises, which independently establish the forms, systems and amounts of remuneration and material incentives for its results. The concept of "wages" has been filled with new content and covers all types of earnings (as well as various bonuses, additional payments, allowances and social benefits) accrued in cash and in kind, including amounts accrued to employees in accordance with the law for time not worked (annual vacation, holidays, etc.) [3].

Accounting in the field of wages is regulated by strict rules and a large number of regulatory documents that regulate accounting and control at the enterprise, approved by the Ministry of Finance of Uzbekistan, the State Statistics Committee of the Uzbekistan, the Ministry of Labor of Uzbekistan, the Labor, Civil and Tax Codes of Uzbekistan [6].

1. The main fundamental document of our country - the Constitution of the Uzbekistan - has the highest legal force, direct effect and is applied throughout the territory of Uzbekistan, contains articles that are completely and quite definitely devoted to labor in the country.
2. Labor Code of Uzbekistan.

The code addresses the following aspects of labor relations:

1) the emergence of labor relations and the procedure for concluding employment contracts between the enterprise and its employees;
2) duration of working hours and rest time (weekends, holidays, vacations);
3) work routine and labor discipline;

4) organization of labor protection;
5) features of regulation of wages for certain categories of workers: women, workers under the age of 18, workers working part-time, etc.;
6) issues of protecting the labor rights of workers;
7) liability for violation of labor laws.

The Ore Code is intended to establish the level of working conditions and the protection of labor rights of workers. Violation of any article of the Labor Code is a serious illegal act and is punishable administratively or criminally, therefore, compliance with the rules established in its articles is mandatory for all managers and employees [6].

Summarizing the above, we can say that the labor legislation of Uzbekistan includes regulations, which include individual federal laws, acts of labor legislation of the republics within Uzbekistan, decrees and orders of the President of Uzbekistan, decrees and orders of the Government of Uzbekistan, regulations of the Ministry of Labor of Uzbekistan, and etc. In addition, the regulatory framework is acts of local government bodies and local regulations containing labor law norms adopted by the employer.

The Labor Code of Uzbekistan establishes a general provision on the basis of which local government bodies have the right to apply acts containing labor law norms within their competence.

Thus, local government bodies can apply regulations in the field of labor law that determine the social protection of people with disabilities, large families, and the operating hours of those organizations that are located on the territory of the relevant local government body. In addition, local government bodies are engaged in the employment of citizens in newly created and existing jobs, provide additional measures to improve working conditions, and develop measures to prevent injuries and occupational diseases. Local regulations can regulate various production issues: labor discipline in the organization, remuneration of workers, the procedure for working with information that constitutes a trade secret or is the personal data of employees, etc. A local regulation is not any order of the manager, but only one that is addressed to the unlimited circle of employees of this organization and is designed for repeated use.

Consequently, local government bodies apply, within the limits of the rights granted to them, acts containing an increased level of legal guarantees. If the employer has adopted a local regulatory act that worsens the situation of employees in comparison with labor legislation, then it is considered invalid [2].

The application of local regulations is associated, first of all, with the managerial functions of the employer, his management of the process of selecting employees with whom an individual employment contract was concluded. The peculiarity of local regulations is that they all have legal force only within the framework of a specific organization.

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DEVELOPMENT OF STUDENTS' MONOLOGUE SPEECH EXPRESSION SKILLS

Buranova Lola Uktamovna,
Researcher, SamSIFL, Uzbekistan

Atakulova Shahlo Shamidullaevna,
Researcher, SamSU Academic Lyceum, Uzbekistan

Abstract

Today, it has become commonplace to say that students need to develop general educational skills (or universal learning activities, key competencies), among which communication skills are especially highlighted. Having developed communication skills means well-developed speech, the ability to work in a group, express one's point of view and defend it, accept someone else's point of view, etc. The purpose of the study is to identify the possibilities of using methods in developing monologue speech skills of students during English language lessons.

Keywords: Correctness, clarity, purity, accuracy, intonation, richness, repetition, external speech, written speech, distinctive features.

Introduction

Speech is one of the types of communication that people need in their joint activities, social life, the exchange of information, cognition, and education. It enriches a person and serves as a subject of art. Speech is varied. This is a conversation between friends, a passionate appeal from a speaker, a monologue from an artist, and a response from a student at the blackboard. In different situations, speech appears in different forms. Speech can be internal and external. Inner speech is mental speech, flowing, although on linguistic material, but without distinct external manifestations. It's like talking to yourself. It is fragmentary and lacks clear grammatical forms [1].

External speech is speech-communication, speech for others. It is designed for perception, for the speaker to be understood by his interlocutors or listeners. External speech can be dialogical or monological. Dialogue is a conversation between two or more people. Each individual statement depends on the remarks of other interlocutors, on the situation. Dialogue does not require extended sentences, so it contains many incomplete sentences.

A monologue is the speech of one person, for example a story, message, retelling. Unlike dialogue, monologue is arbitrary, requires volitional effort, and sometimes significant preparatory work. The speech of a particular person is a reflection of his general culture. Therefore, speech must meet certain requirements [1]:

1. Correctness is compliance with the norms of modern literary language - grammar, spelling, punctuation. Correctness is considered the basic quality of good speech.
2. Clarity is its accessibility for others to understand. Words and expressions invented or taken from any work for decoration are detrimental to clarity.
3. Purity - free from vocabulary that is outside the boundaries of the literary language (jargon, dialectisms, parasite words).
4. Accuracy - the meaning of words and phrases used in speech is fully correlated with the semantic and objective aspects of speech.
5. Expressiveness - the ability to clearly, convincingly and at the same time, as concisely as possible, express one's thoughts and feelings, the ability to influence the addressee with intonation, choice of words, and construction of sentences.
6. Richness - is determined by the choice of linguistic means to express the same thought, the absence of monotony, repetition of the same words and constructions.

External speech can appear in both oral and written form. Written speech, in general, has the same features as oral speech, but they are more strictly expressed. At the same time, there are also distinctive features. Firstly, written speech is always more complex and complete than oral speech, sentences are larger, constructions that complicate sentences are used more often, and there are more book words. Secondly, in the written version pauses, logical stresses, intonation, gestures and other means that play such an important role in oral speech are impossible. Thirdly, written language is limited by spelling. Fourthly, written speech is composed and flows much more slowly than oral speech. Fifthly, written speech is prepared speech, subject to verification, amenable to correction and improvement, therefore mastering written speech helps to improve the overall language culture.

Students are taught reading, writing, oral and written speech - this is the formation of specific speech skills, that is, types of speech activity. Usually there are four main types of speech activity.

1. Reading;
2. Listening;
3. Speaking;
4. Writing [2].

A person spends his entire life improving his speech and mastering the richness of the language. Speech arises from the need to speak out, and a person's statements are generated by certain motives. This aspect of speech activity is called speech motivation.

Speech motivation (for the sake of which I speak) arises in students when they have emotions associated with vivid impressions and interest in a particular activity. This means that the need for communication is the first condition for speech development. But communication is possible only with the help of generally understandable signs, that is, words, their combinations, and various turns of speech. Therefore, students need to be given speech samples or a speech environment created. This is the second condition for speech development. The richness and diversity of his own speech largely depends on the student's speech environment. Speech helps a student not only communicate with other people, but also explore the world.

Mastering speech is a way of understanding reality. The richness of speech largely depends on the student's enrichment with various ideas and concepts, on his life experience. In other words, as speech develops, it needs not only linguistic, but also factual material. This is the third condition for successful speech development. Thus, many scientists have been involved in speech research, each of whom has made a direct contribution to the development of exercise systems for the development of oral and written speech. The content and form of a person's speech depend on his age, situation, experience, temperament, character, abilities, interests, conditions. With the help of speech, students study educational material, communicate, influence each other and influence themselves in the process of self-suggestion. The more actively students improve oral, written and other types of speech and expand their vocabulary, the better the level of their cognitive capabilities and culture.

Monologue speech is the speech of one person, consisting of a number of logically, sequentially interconnected sentences, intonationally designed and united by a single content and purpose of the utterance [3]. Monologue utterance is a special and complex skill that needs to be specially developed. Monologue is an organized type of speech, which is a product of individual construction and involves a prolonged statement by one person addressed to the audience [2].

Monologue speech is a relatively expanded type of speech in which relatively little use is made of non-speech information obtained from the conversation situation.

In the conditions of studying the English language, we can talk about different levels of formation of monologue speech, depending on the creativity and independence that the student displays [1].

Level 1 - reproductive. At this level, students' speech creativity is not expected; it is characterized by a lack of independence, both in the choice of language design and in determining the content. It is usually set externally.

Level 2 - reproductive-productive. At this level, some elements of creativity and independence of expression are already assumed. They can manifest themselves; varying the acquired language material, using it in new situations, in the compositional structure of presentation. However, much of the utterance will be reproductive in nature. The variation will depend on the student's degree of proficiency in the operations of substitution, expansion, and especially transformation and combination.

Level 3 - productive. It is characterized by the fact that a student, on the basis of his linguistic and speech experience, can express his attitude to facts and events, give an assessment, and construct a statement in accordance with his plan. However, in this speech, as P.P. notes. Blonsky, along with thoughts - products of reasoning, the speaker also uses thoughts that are thoughts-memories [5].

Thus, we will call a monologue utterance such a segment of speech that is located between two adjacent utterances and has certain parameters. Consequently, a monologue is, first of all, an increased load on memory (operative and long-term), thinking and speech production mechanisms of a person. The speech of students undergoes various changes and develops comprehensively under the influence of the educational process. All functions of speech are revealed, which means that the student learns to plan, express his plans using linguistic means, anticipate possible reactions of the interlocutor, changing conditions of communication, and control his speech activity.

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REDOX PROCESSES

Yusufova Sabina Georgievna,
Assistant Teacher of the Department of Medical Sciences,
Branch of Kazan Federal University, Jizzakh, Uzbekistan

Abstract

Redox reactions, chemical reactions accompanied by a change in the oxidation numbers of atoms. The rate of oxidation does not always correspond to the strength of the oxidizing action. Conjugate oxidation by the formation of intermediate products with a higher oxidation potential in many cases is explained by the fact that an oxidizing substance (actor), acting on an easily oxidized substance (inducer), causes simultaneous oxidation of a third substance (acceptor), which itself is not oxidized or is oxidized with labor under the influence of the actor (associated reactions). This case differs from catalysis in that when the oxidation of the inductor stops, the oxidation of the acceptor stops. In typical coupled reactions it is expressed as a small integer.

Keywords: Electrons, molecule, ion, oxygenation, simple substances, metal, non-metals, concentration, oxidative equivalent, oxidative power.

Introduction

Initially (from the time of the introduction of the oxygen theory of combustion by A. Lavoisier into chemistry, the end of the 18th century), only reactions of a compound with oxygen were called oxidation, while reduction was the removal of oxygen. With the introduction of electronic concepts into chemistry (1920–30), it became possible to broadly generalize the concept of O.-v. and extend it to reactions in which oxygen is not involved. According to electron theory, oxidation is the loss of electrons by an atom, molecule or ion [1]:

Zn - 2 = Zn2+

Reduction is the addition of electrons by an atom, molecule or ion:

Cl2 + 2 = 2Cl-

An oxidizing agent is a neutral atom, molecule or ion that accepts electrons (in the second example, a chlorine molecule Cl2), a reducing agent is a neutral atom, molecule or ion that donates electrons (in the first example, a Zn atom). Oxidation and reduction are interrelated processes that always occur simultaneously. When one substance is oxidized, another is reduced, and vice versa. Thus, the above partial reactions of oxidation and reduction constitute a single process of oxygenation [2]:

Zn + Cl2 = ZnCl2.

Here Zn is oxidized to Zn2+ and Cl2 is reduced to 2Cl-.

In chemistry, redox reactions are among the most common. For example, the production of simple substances (metals and non-metals) is usually based on them.

CuO + H2 = Cu + H2O,

2KWh + Cl2 = Br2 + 2KCl

1. Oxidation. Concept and types

Oxidation is a chemical reaction of adding oxygen or removing hydrogen. For ionic processes, a more expanded formulation is generally accepted: oxidation is an increase in the positive valency (charge) or a decrease in the negative valence (charge) of the ion, for example. Fe"-*Fe*" during the oxidation of ferric oxide salts into oxide salts or S"_>.So - in the transition from H2S to free sulfur. Oxidation means the loss of electrons. From the condition of general electrical neutrality, it is necessary that a substance be present in this case adding an electron that increases its negative valency; it is called an oxidizing agent; it itself is reduced. Thus, the processes of oxidation and reduction are closely related and must proceed together. *Example: SnCl2 + 2FeCl3 = SnCl4 + 2FeCl2, or (in ionic form) Sn "+ 2Fe '" = Sn"" + 2Fe" [3].*

In this reaction, the tin ion is oxidized and the iron ion is reduced; iron ion is an oxidizing agent, tin ion is a reducing agent. Charge balance. It follows that a strict balance between the number of received and released charges must be maintained. This provides a simple way to find the stoichiometric coefficients of reacting molecules if the starting and final products are known. Let us have the oxidation reaction of divalent manganese in the form of Mn(N03)2 into heptavalent manganese in the form of HM04 via Pb02, which is reduced to Pb(N03)2 in the presence of nitric acid.

Oxidative equivalent. The oxidative equivalent n is the number of negative charges accepted by the oxidizing agent. Oxidation-reduction reactions are used, among other things, in volumetric analysis. In the normal oxidimetric system, the number of grams equal to the molecular weight divided by the oxidative equivalent in 1 liter of solution is taken as a unit of concentration. The oxidative equivalent may vary depending on environmental conditions. Oxidative power. Equal concentrations of oxidizing agents of different chemical natures act differently, being able to oxidize one substance and being insufficient to oxidize another. Further, a substance, being an oxidizing agent for one substance in one reaction, can be a reducing agent for another, stronger oxidizing agent in another reaction [4],

for example: S02 + 3H2 = H2S + 2H20; 2S02 + + 02=2S03-

A measure of the strength of the oxidative action is the oxidative potential. If you build an element with a solution of an oxidizing agent at one chemically inert electrode and a reducing agent at the other, connecting the solutions with a liquid conductor and the electrodes with a wire, then current will flow through the wire.

Conjugate oxidation reactions, in addition to the formation of an unstable form, can also be caused by the formation of complex compounds of an inductor with an actor or with an acceptor, generally when one process occurs at the expense of the energy of another, as well as during the formation of complex or insoluble compounds that remove products from the reaction sphere. When phosphorus, turpentine and some other substances are oxidized by oxygen, ozone is formed. Here, the energy released during oxidation is sufficient to carry out the 02^03 process, which requires energy expenditure.

Of the cases of slow oxidation, the most important is autooxidation (Traube, cf. also Schonbein's "activated oxygen"), the mechanism of which is closely related to the conjugate oxidizer. Autoxidation refers to the oxidation of bodies with gaseous oxygen, which occurs by itself, without any additional influences. According to the now generally accepted theory of Bach and Engler, the oxidation process occurs in 2 stages: in the first, a whole molecule of oxygen is added and peroxide is formed (with a characteristic group A, it has a stronger oxidizing effect than an oxygen molecule), and therefore can oxidize a molecule of some some other substance (conjugate reaction) or the same one taken for oxidation [5].

Bearing in mind that all living nature is constantly in contact with such a strong oxidizing agent as free oxygen, one can be surprised at its stability in this regard and the precise regulation of oxidation (respiration). This is explained by the action of powerful resistances, namely the presence of retarding catalysts (antioxygenes no Moureu). The use of such moderators is of great practical importance: a 1% addition of alcohol to chloroform is used to protect it from rapid contamination by harmful products; the addition of 0.1% phenol to acrolein made it possible to prepare this unstable substance in large quantities. Many such examples are known, for example: Substance Moderator Na2S03 Benzyl, butyl alcohols, glycerin, benzoaldehyde SnCl2 Mannitol, cresols, aniline Benzoic al-Hydroquinone dehyde Oxalic acid Quinhydrone, resorcinol Adrenaline, al-Sulfurous acid caloids Paraffin Sulfur (new .t°) Fats and oils Phenols, tannin, saligenin, acetylthiourea, etc. Silk Tin salts, rhodanates Rubber Phenols for the retarding action there are the following rules: retardation increases with the concentration of the retarding agent (Fig. 1). Retarders are substances that are themselves capable of oxidation. In some cases, substances from moderators become accelerators: iodine is a moderator for the oxidizing agent benzoaldehyde, an accelerator for styrene.

The rate of oxidation does not always correspond to the strength of the oxidizing action. Conjugate oxidation by the formation of intermediate products with a higher oxidation potential in many cases is explained by the fact that an oxidizing substance (actor), acting on an easily oxidized substance (inducer), causes simultaneous oxidation of a third substance (acceptor), which itself is not oxidized or is oxidized with labor under the influence of the actor (associated reactions). This case differs from catalysis in that when the oxidation of the inductor stops, the oxidation of the acceptor stops. In typical coupled reactions it is expressed as a small integer. Conjugate oxidation reactions, in addition to the formation of an unstable form, can also be caused by the formation of complex compounds of an inductor with an actor or with an acceptor, generally when one process occurs at the expense of the energy of another, as well as during the formation of complex or insoluble compounds that remove products from the reaction sphere. When phosphorus, turpentine and some other substances are oxidized by oxygen, ozone is formed. Here, the energy released during oxidation is sufficient to carry out the 02^03 process, which requires energy expenditure.

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oxidizer. Autoxidation refers to the oxidation of bodies with gaseous oxygen, which occurs by itself, without any additional influences. According to the now generally accepted theory of Bach and Engler, the oxidation process occurs in 2 stages: in the first, a whole molecule of oxygen is added and peroxide is formed (with a characteristic group A, it has a stronger oxidizing effect than an oxygen molecule), and therefore can oxidize a molecule of some other substance (conjugate reaction) or the same one taken for oxidation.

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PRINCIPLES OF INTERCULTURAL COMMUNICATION IN TEACHING LITERARY TRANSLATION

Djumaniyazova Nargiza

Abstract

The article deals with the need to take into account the peculiarities of the process of intercultural communication while teaching literary translation as principles and develop the methodology of teaching literary translation, aimed at the cultural and linguistic identity.

Keywords: competence, psycholinguistic specificity, perception, inaccuracy, pedagogical influence, analyze shortcomings, students'attitude.

Introduction

The study of literary translation requires the gradual formation of competences and gradations of tasks according to the degree of growth of difficulty for students.

The complex of tasks should include themselves generally preparatory, specifically - preparatory and actually practical tasks. This principle is implemented in the process of building tasks within stages into types and correlating them with each other.

The complex of tasks should take into account the psycholinguistic specificity of literary translation. Since, as a result of the training, students should be prepared for real translation activities, then the training activities should be creative or as close as possible to the upcoming translation activities.

In accordance with the chain of translation actions "perception and understanding of the original literary text (analysis of the original, consideration of its content, semantics, style) - building a semantic image of the source text (searching in the translation language and in the tradition of literature existing in this language and in this culture, equivalent means of recreating the most important features of the original) - converting the semantic image of the source text according to the laws of the translation language, that is, the construction of translated text (synthesis in the new literary work whole of features highlighted in the original and transformed in accordance with the peculiarities of the literary language of translation and many other specific conditions) "the proposed complex should include tasks aimed at improving the literary textual competence of students, which combines the skills necessary to understand a literary work, and the ability to perform with the text as one of the components of the work.

This principle is implemented when adjusting assignments for teaching literary translation based on an analysis of inaccuracies made by students in generating the translation text. This principle makes it possible to identify additional difficulties that arise for students in the process of mastering translation activities, and to introduce additional tasks for overcoming them.

In person-centered learning, a student is transformed from an object of pedagogical influence and control into a subject of interaction, which makes the relationship between teacher and student subject - subject. Thus, we have a scheme of equal partner educational cooperation of a teacher and students in an organized way of solving educational, cognitive and communicative tasks. The student is a person, communication with which should be considered by the teacher as a cooperation.

Each student should have a plan of their own self-realization, and the system should provide with motivation for self-education, to improve vocational training, ensure the independence of knowledge extraction, teach the student the ability to learn, bring to consciousness that anybody is primarily self-education, which means independence of thinking and solving educational problems. But training should ensure the formation of professional thinking not on the basis of filling the memory, but on the basis of the realization of the abilities and updating of the student's mental labor, which is still passive-learner, perceiving thoughts as answers, and not as a problem.

It is necessary to learn to see, set and solve professional tasks independently. Independent work is considered as the most important element of the training of future specialists, the formation of students' cognitive activity. Independent work is also an element of educational work: students develop critical thinking, improve practical skills, and raise their cultural level.

Subject-subject relations require the teacher to create a comfortable learning environment, a psychological atmosphere in which the student's important socio-psychological needs of the student are given the opportunity to: recognition, respect, attention from the teacher and other students. The role of the teacher in the classroom should change significantly (from the "supervisor" of learning success to the senior partner). A huge role in the progress of the student is played by the ability of the teacher to develop and maintain the student's ability to learn.

It follows from this that another person can form only a person. The value of a teacher is not that "he serves as a kind of knowledge repeater, but that his socially professional function objectively enriches and expands, the value of his moral position increases, the function of the teacher becomes personal forming. The teacher bears in itself some educational content and it is this cultural, spiritual content that should become one of the main components of the educational process.

When teaching literary translation, one of the leading components of a teacher's professional culture becomes also its intercultural component of translation competence, because in order to teach translation, the teacher himself must be a good translator, be able to adequately and objectively evaluate the translation of students to professionally evaluate their assessment. version.

In the process of learning to translate, an especially effective means of increasing the effectiveness of classes and increasing motivation is self-control, which allows students to

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compare their progress with the results of other students and analyze their shortcomings. Self-control is not only capable of supplementing and clarifying the teacher's judgments about how the teaching is going on, but also has a significant effect on the students'attitude toward studying the translation.

One of the main sources of information about how the learning process proceeds is control. However, control must be constructive, that is, focused on achievements rather than disadvantages. It should be such that students have the opportunity to demonstrate what they know and can do. The results of the control of most students should be positive.

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CONTEMPORARY ISSUES IN GLOBAL GEO-FINANCIAL POLICY AND THEIR IMPACT ON INTERNATIONAL FINANCIAL RELATIONS

Suleymanov Ilnur Radikovich (PhD), Assoc.Professor
of the International Finance-Credit at TFI.
Email mail: ilnur.science@gmail.com
ORCID: 0000-0001-7353-4298

Abstract:
This scientific article delves into the pressing challenges faced by global geo-financial policy and their influence on international financial relations. The authors conduct an analysis of geopolitical tensions, trade conflicts, and strategic measures that impact the global economy. The study identifies crucial trends and offers recommendations for sustainable management of contemporary international financial relations.

Keywords: geo-financial policy, international financial relations, geopolitical tensions, trade conflicts, global economy, trends, recommendations.

Introduction

The modern world is gripped by rapid changes in the field of geo-financial policy, which have a significant impact on international financial relations. Maintaining financial stability and sustainable economic growth is becoming increasingly challenging in the context of modern challenges and uncertainty.

This article is devoted to the study of the essence and consequences of modern problems of global geo-financial policy and its impact on international financial relations. The times when financial markets and politics could function in isolation from geopolitical processes are long gone. Today, geopolitical conflicts, trade tensions and global strategies have a direct impact on financial markets and investment decisions.

The integration activation of Uzbekistan in the global financial system from the perspective of geo-financial policy is an urgent task that requires systemic analysis and the development of strategic solutions. Uzbekistan, one of the largest countries in Central Asia, plays an important role in regional economic development. The focus of geo-financial policy is becoming an integral part of Uzbekistan's strategic plan to achieve economic growth. This vision is reflected in a number of decrees of the President of the Republic of Uzbekistan, such as No. UP-158 dated September 11, 2023 “On the strategy of Uzbekistan-2030”, No. UP-60 dated January 28, 2022 “On the development strategy of Uzbekistan for 2022-2026” and No. UP-6042 dated August 18, 2020 “On additional measures to develop exports and investments in the Republic”, which establish strategic objectives and goals, including strengthening mutually beneficial relations with foreign states and international financial institutions.

This study attempts to analyze various aspects of these impacts, including geopolitical tensions, trade and currency conflicts, and strategic responses taken by countries and organizations. Part of the study will identify important trends and dynamics that define modern international relations.

Literature Review

Modern scientific research examines the international movement of capital, as well as international monetary relations, including the cross-border movement of credit resources. Particular attention is paid to the works of scientists from Uzbekistan, including professors: N. Zhumaev, Sh. Abdullaeva, Zh. Ataniyazov and S. Elmirzaev. Their research sheds light on the profound nature of not only the cross-border movement of capital, but also the various forms of international movement of foreign investment and credit. Among foreign authors, we can highlight the works of the following specialist scientists: J. Smith (2020). "Global Geopolitics and Financial Policy: Intersections and Implications." This paper analyzes the connections between geopolitical events and global financial policy, discussing the impact of the latter on global financial markets; S. Kim (2019). "Globalization, Financial Instruments, and International Financial Relations." That scientific work analyzes how the rapid development of financial instruments and globalization affect the structure and dynamics of financial relations. Increasing international instability in the geo-financial policies of various countries, current trends in dedollarization, the increasing importance of the PRC currency - the yuan in international financial transactions, as well as the introduction of financial and economic sanctions within the framework of economic conflicts, while maintaining instability in prices on the world energy market and a slow pace economic growth in the global economy have had a significant impact on Uzbekistan's participation in international capital movements, both directly and indirectly.

Research Methodology

The choice of indicators and indicators in the methods of studying the problems of international instability of geo-financial policy was based on the focus of the problems of studying geo-financial policy and on ways for the Republic of Uzbekistan to overcome the negative impact of international economic confrontations between some participants in the world economy. As part of the research methodology, the following were used: macroeconomic indicators, exchange rate fluctuations, liquidity, financial indicators such as market capitalization, trade volume, investments, etc. They help assess the state of financial markets. Policy indicators include information on decisions and financial regulatory measures, etc. Geopolitical events such as conflicts, trade wars and international agreements that may have an impact on geo-financial policy. Many researchers use several different indicators to gain a more complete understanding of the complex problem of international financial instability.

Analysis and Results

There is a positive correlation between increased geopolitical conflicts and volatility in financial markets. We hypothesize that as geopolitical conflicts increase, such as international economic rivalries or sanctions, financial markets become more unstable and subject to fluctuations. There is an increase in risks and uncertainty for investors and companies, which may lead to an increase in sales of shares and a decrease in securities. This correlation may be most pronounced when conflicts or events have the potential to affect global trade, energy resources, or macroeconomic stability.

According to data on the number of geo-financial conflicts and the stock index for the period 2020-2023 (forecast), it was determined that there is a statistically significant correlation between the number of economic confrontations and changes in the stock index.

Geopolitical and financial conflicts, such as tensions between the US and China or the EU and Russia, have a significant impact on financial markets. Decisions to impose sanctions, trade confrontations and unresolved political conflicts cause instability in world markets and changes in investment strategies that have direct indirect impacts on Uzbekistan.

Fundamental analysis points to the complex and interconnected nature of international financial relations in the modern world. Geopolitical factors, economic instability, financial innovation and the role of international organizations all interfere with the complex fabric of global finance.

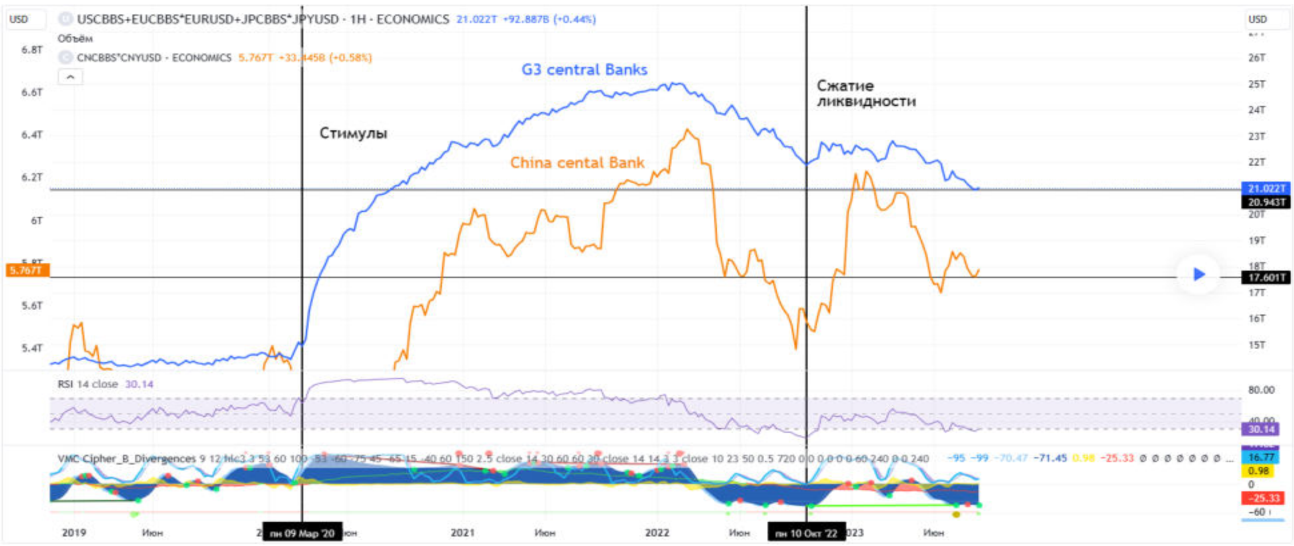

Figure 1 - Global liquidity of central banks [7]

This graphic shows the liquidity dynamics of the G3 central banks (comprising the US, Europe and Japan) as well as China, expressed in the common currency of the US dollar, following the implementation of support measures related to the COVID-19 pandemic and the geo-financial standoff. In this context, careful monitoring and analysis of this liquidity seems essential. In particular, it is worth assessing the strategy chosen by the world's central banks in response to rising inflation or the possible onset of a depression with an analogy to the events of the 1930s.

It should be borne in mind that the level of liquidity has a significant impact on the valuation of assets.

Understanding and adequately managing these aspects is becoming a necessity for organizations, governments and investors seeking to succeed in the global economy. International financial institutions play a key role in shaping financial strategies and maintaining stability at the global level. The decisions they make influence the lending and economic policies of countries.

Uzbekistan is actively striving to strengthen integration in the global financial system, while diversifying the ways to achieve them. This technique includes the participation of Uzbekistan in international financial organizations, such as the International Monetary Fund (IMF), the World Bank, participation in the BRICS plus format [2] where issues in the field of sustainable development for the period until 2030 were discussed, is also one proof of the increased role of Uzbekistan in shaping the global agenda, recognition of the effectiveness of the policies pursued, which have a stabilizing effect on regional and global processes.

As part of reducing the impact of geo-financial confrontations between the largest economies, Uzbekistan, together with the World Bank, is actively implementing about 25 projects with a total financial value of $5.7 billion. The main mission of these projects is to improve the quality of drinking water, reform agriculture, develop healthcare and improve infrastructure in the country.[5]

Russia, China, India and Brazil occupy leading positions among the 20 most important trading partners of Uzbekistan. Within the total foreign trade turnover of the country, estimated at 42.1 billion US dollars by the beginning of 2022, the share of BRICS member countries was 37.5 percent. The value is divided into 27.8 percent in exports and 43.8 percent in imports. In its foreign economic activities, Uzbekistan adheres to the principle “We must be open to the world, and the world must be open to us.” This principle meets the requirements of the current stage of development of the world economy and is relevant in our time. In 2023, on October 7, the Presidents of the three countries, Shavkat Mirziyoyev, together with Kassym-Jomart Tokayev and Vladimir Putin, launched gas supplies from Russia to Uzbekistan through Kazakhstan, and at the same time, the President of the Russian Federation noted that he would ensure reliable supplies of energy resources and stimulate the growing economy of Uzbekistan and , partly, Kazakhstan. At the same time, the President of Uzbekistan has put forward a number of initiatives that can play an important role in the sustainable development of the global economy and the fight against the food crisis. One of these initiatives is supporting the UN call to ensure stable and open circulation of food products on world markets. Analysis of data on the volume of foreign investment in Uzbekistan in 2022 allows us to predict the prospects for Uzbekistan’s activation in the global financial system.

The volume of absorption of foreign investments and loans in Uzbekistan by the beginning of 2023 reached 112.2 trillion. soums, of which 15.2 trillion. soums amounted to foreign loans guaranteed by the Republic of Uzbekistan, 88.8 trillion. soum foreign direct investment and non-guaranteed foreign loans, 8.2 trillion. sum other foreign investments. The indicator increased to 4.5% compared to the previous year, which indicates positive dynamics in the country's investment sector. Growth is essential for strengthening economic stability and implementing nationally developed strategies. The share of foreign direct investment in the total volume of investments in Uzbekistan amounted to 36.0%. Increasing the share can contribute to the diversification of sources of capital and technology, which is necessary for the development of industries and strengthening competitiveness. Uzbekistan took second place in the structure of attracted mutual FDI in the CIS, with a share of 20.1 percent - this figure is important, given the competition with other countries in the region and indicates the growing attention to Uzbekistan from international organizations, investors and the active role of Uzbekistan in the global financial system.

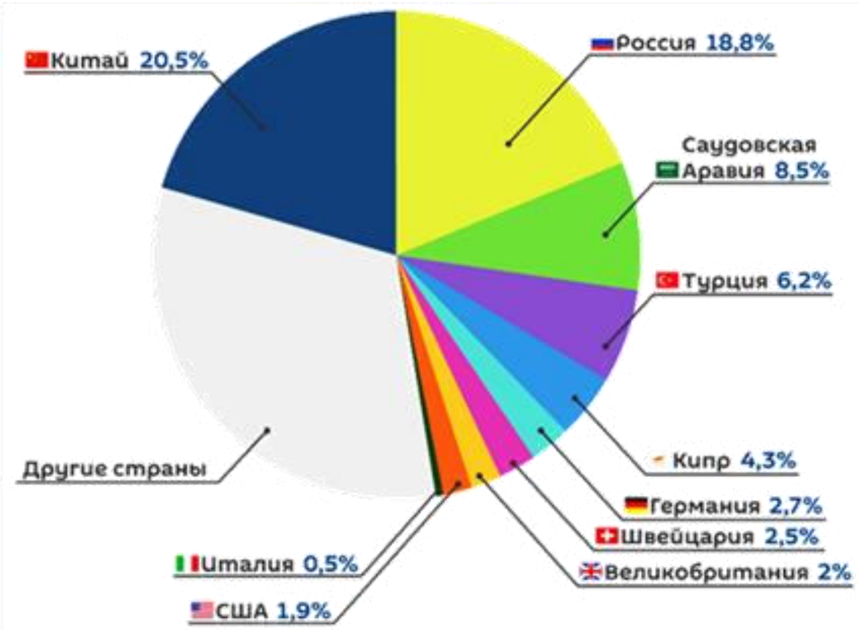

Figure 2 - Foreign investments and loans in the economy of Uzbekistan [9]

An analysis of the ongoing reforms showed that by the beginning of 2017, only three free economic zones (FEZs) operated in Uzbekistan, but by 2022 their number increased to 22, specializing in various fields, including 12 industrial, 6 pharmaceutical, 2 tourism and 2 agricultural SEZs. These changes in legislation and the introduced opportunities have a positive impact on the investment climate in the country. For example, in 2019, Uzbekistan was included for the first time in the Organization for Economic Cooperation and Development (OECD) "Index of Regulatory Restrictions on Foreign Direct Investment" and by 2020 it took 43rd place in the world ranking, as well as 7th place in the Asian region. Between 2017 and 2022, Uzbekistan improved its position in the world ranking of the Index of Economic Freedom by 31 positions, rising from 148th to 117th place. By the end of 2022, the volume of foreign direct investment in the Republic of Uzbekistan increased by 1.5 times compared to 2017, reaching a level of 3.3 billion US dollars.

The World Bank Group has approved a new partnership framework with the Republic of Uzbekistan for the period 2022-2026, providing its support in the implementation of the strategic goals identified by the Uzbek government in the Development Strategy for the specified period. The partnership program will contribute to the achievement of cross-sectoral objectives that will help Uzbekistan achieve several socio-economic goals by 2030. These goals include eliminating gender inequality and the active participation of citizens in the political decision-making process, as well as increasing the accountability of government bodies to society.

Currently, the World Bank portfolio in Uzbekistan includes 28 projects that are aimed at supporting a variety of socio-economic reforms. The total financial commitment for these projects is US$5.26 billion. These commitments include approximately $3.23 billion in favorable International Development Association loans (which have zero or very low interest rates for 30 years with a grace period of 5 years) and $2.03 billion in International Bank for Reconstruction and Development loans. billion dollars. About $2.66 billion of the total financial commitment remains to be used. These financial resources will be used to implement projects.

The portfolio of the International Finance Corporation in Uzbekistan includes 18 projects with financial obligations totaling $230 million aimed at developing the private sector.

Results and Discussions

Based on the results of the analysis and discussion of the modern geo-financial policy of Uzbekistan and the prospects for integration activation in the global financial system, the following recommendations are made:

1) Improving the legal framework, work should continue to improve the legislation and legal framework in the field of strengthening the integration activation of Uzbekistan in the international financial system in the focus of the new geo-financial policy. This measure will help eliminate legal uncertainties and simplify processes and reduce risks.

2) Strengthen the processes of integration of the banking and real sectors of the economy to support new industries and technological development to achieve sustainable growth of the economy of Uzbekistan.

3) Strengthening partnerships with international organizations with BRICS, the IMF, the World Bank and other international financial institutions has an important role in ensuring financial stability and supporting key projects.

4) Further development of investment infrastructure and climate, reduction of administrative barriers will help attract more foreign investment.

5) Diversification of investment sources to reduce risks and increase the sustainability of the economy. Uzbekistan should continue cooperation with both traditional partners and alternative markets, including those based on crypto-financial instruments.

Conclusion

An analysis of the modern geo-financial policy of Uzbekistan and its processes of enhancing integration into the global financial system shows positive trends and prospects for the country. The new partnership framework between Uzbekistan and the World Bank for 2022-2026 focuses on three strategic goals: increasing inclusive employment in the private sector, developing human capital, and increasing prosperity and sustainable development through green economic growth. Uzbekistan and the World Bank have been cooperating for many years, and the program represents their common efforts in economic reform and development of the country. The joint efforts of the World Bank, the International Finance Corporation and the Multilateral Investment Guarantee Agency are also instrumental in achieving the goals. The growth in the volume of foreign investment, the share of foreign direct investment, as well as active participation in international financial organizations indicate Uzbekistan's desire to strengthen its role in the global economy. Taking these factors into account, Uzbekistan has the potential to become an important participant in the global financial system and play a constructive and stabilizing role in regional and global development processes.

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METHODS AND TOOLS OF IMPLEMENTING PROBLEM TEACHING TECHNOLOGY IN STUDYING THE SCIENCE OF "MILITARY PEDAGOGY AND PSYCHOLOGY"

Durmenov Shuxratjon Nurmamatovich,
Toshkent Davlat Pedagogika Universiteti Harbiy Ta'limfakulteti Dosenti
E-mail: miron20009@gmail.com

Abstract:
This article examines the methods and tools used in the implementation of problem-based educational technology, including in the field of "Military pedagogy and psychology". The purpose of the article is to reveal the methods and means of implementing problem-based educational technology in the study of " pedagogy and psychology". Based on the analysis of relevant literature, concepts such as "Problematic educational technology", "Problematic educational methods", "Problematic educational tools" are presented. Methods of problem-based educational technology implementation, such as case method, monologue presentation method, heuristic presentation method, project-based teaching method, etc., are presented.

Keywords: problem-based education, student, technology, pedagogical technologies, methods, tools, heuristic method of presentation, research method, thinking method, programmed tasks, monologue presentation method, dialogic method, case method, didactic heuristic method, businessman game method, project-based educational method.

KIRISH

Muammoni umumiy ma'noda bayon qilish va uning muhim ilmiy va amaliy muammolar bilan bog'lanishi. Jamiyatning yangilanishi hamda o'rta kasb-hunar va oliy ta'limning maqsad va vazifalarining o'zgarishi sharoitida shaxsning, jumladan, uning intellektini, ijodkorlik elementlarini namoyon etish qobiliyatini, qobiliyatlari va tafakkur qobiliyatlarini har tomonlama rivojlantirish birinchi o'ringa to'radi. Ta'lim turli xil ta'lim texnologiyalari orqali amalga oshiriladi. Ta'lim texnologiyalari har bir ta'lim darajasida farqlanadi. Ta'lim tizimidagi ta'lim texnologiyalarining turlaridan biri shaxsni har tomonlama rivojlantirishga qaratilgan muammoli ta'lim texnologiyasidir [1]. Hozirgi vaqtda muammoli ta'lim texnologiyasini amalga oshirish uchun turli usul va vositalardan foydalanib kelmoqdalar.
Ushbu muammoning tomonlarini o'rgangan va muallif umumiy muammoning ilgari hal etilmagan qismlarini aniqlashga asoslangan so'nggi tadqiqotlar va nashrlarning tahlili. So'nggi bir necha yil ichida ilmiy adabiyotlarda muammoli ta'lim texnologiyasidan foydalanish bo'yicha ko'plab tadqiqotlar qilingan. Ta'limi tizimida muammoli ta'lim texnologiyasini quyidagi olim va o'qituvchilar ta'riflagan: Leontiev A.N., Davydov V.V., Rubinshteyn S.L., Vygotskiy L.S., Maxmutov M.I., Samoilova E.A., Karpova N.A., Skatkin M.N., Korzheva M. L.I., Okon V., Pichugina L.V. va boshqalar.

Korzheva M.I. muammoli ta'lim texnologiyasini bilimlarni ochish texnologiyasi deb hisoblaydi. Uning ta'kidlashicha, ta'limida muammoli ta'limni amalga oshirishning mazmunli jihati asosan dialog – rag'batlantiruvchi dialog, etakchi dialogdir [2].

Samoilova E.A.ning so'zlariga ko'ra. Yuqori malakali mutaxassislar tayyorlashda muammoli ta'lim texnologiyalari eng samarali hisoblanadi.

Pedagogik adabiyotlarda "Muammoli ta'lim texnologiyasi" iborasiga tegishli quyidagi atama va tushunchalar mavjud:

muammoli vaziyatni majburiy tashkil etishni talab qiluvchi muammoli yondashuv (T.I.Shamova) va muammoni hal qilish tamoyili (V.T.Kudryavtsev, A.M.Matyushkin);

muammoli usullar (V. Okon) pedagogik muammolarni hal qilish yo'llari va vositalari sifatida;

muammoli ta'lim ta'lim turi sifatida (M.I.Maxmutov, M.N.Skatkin), agar uni nisbatan mustaqil didaktik tizim deb hisoblasak [3].

Pichugina L.V. muammoli ta'lim usullarini muammoli vaziyat yaratish orqali yangi o'quv materialini taqdim etishni o'z ichiga olgan usullar sifatida izohlaydi, uni hal qilish o'quvchilarning intellektual imkoniyatlaridan foydalanishni talab qiladi.

Skatkin M.N. muammoli ta'lim vositalariga o'quv axborotini tashuvchi va o'qituvchi va o'quvchining muammoli vazifani hal etish quroli sifatida ta'lim jarayonida qo'llaniladigan turli ob'ektlar va buyumlar kiradi, deb qayd etadi.

Muammoli ta'lim texnologiyasi - bu o'qituvchi tizimli ravishda muammoli vaziyatlarni yaratib, o'quv muammolarini hal qilish uchun talabalar faoliyatini tashkil etuvchi, tayyor ilmiy xulosalarni o'zlashtirish bilan ularning mustaqil qidiruv faoliyatining optimal kombinatsiyasini ta'minlaydigan ta'lim turi [4].

Muammoli ta'lim turining maqsadi nafaqat ilmiy bilimlar natijalarini, bilimlar tizimini o'zlashtirish, balki ushbu natijalarni olish jarayonining o'zi, talabaning bilim tashabbusini shakllantirish va uning ijodiy qobiliyatlarini rivojlantirishdir.

Muammoli ta'lim texnologiyasi quyidagi muammolarni hal qilishga qaratilgan: fikrlash, muloqot qobiliyatlari va ijodiy qobiliyatlarni rivojlantirish; talabalar mustaqilligini shakllantirish; o'quv jarayoni uchun motivatsiya; tadqiqot faoliyatida ishtirok etish va boshqalar.

Muammoli ta'limni amalga oshirishda to'rtta asosiy darajani ajratib ko'rsatish mumkin [5]:

1. Talabalar tomonidan faol muhokamasi ostida muammo o'qituvchi tomonidan qo'yiladi va hal qilinadi
2. Muammoni o'qituvchi qo'yadi va o'quvchilar o'qituvchi rahbarligida mustaqil ravishda yechimini topishlari kerak.
3. Muammoni o'quvchilar belgilaydi, o'qituvchi esa bu muammoning yechimini topishga yordam beradi. Muammolarni yechishning bu darajasida o'quvchilarda turli vazifalarni shakllantirishda mustaqillik rivojlanadi.
4. Muammo talabalar tomonidan qo'yiladi va hal qilinadi. Ushbu darajada o'qituvchi vazifalarni belgilashda yordam bermaydi, talabalar mustaqil ravishda o'z oldilariga vazifalar qo'yadilar, muammoning echimini qidiradilar va shakllantiradilar.

Muammoni hal qilish jarayonida quyidagi bosqichlarni ajratib koʻrsatish mumkin [6]:
1. Muammoni shakllantirish.
2. Muammoli vaziyatni tahlil qilish.
3. Muammoni hal qilish yoʻllarini topish, taklif qilingan variantlarning har birini asoslash.
4. Taklif etilgan usullardan foydalangan holda muammoni hal qilish.
5. Natijani tahlil qilish, muammoli vaziyatdan chiqishning tanlangan usulining toʻgʻriligini tekshirish.

Muammoli ta'lim texnologiyasi turli usullar yordamida amaliyotga tatbiq etilishi mumkin. Muammoli ta'lim metodi, eng avvalo, oʻquvchining oʻz aqliy faoliyatini mustaqil muvofiqlashtirib, muammoni toʻgʻri yechishga izchil kela olishini ta'minlashga qaratilgan.

Hozirda amalda muammoli ta'limning quyidagi usullari qoʻllaniladi:

taqdim etishning evristik usuli - bu oʻqituvchi tomonidan talabalarga berilgan savollarning mantiqiy zanjiri va ularga javob berishga ijodiy yondashuvlarini oʻz ichiga olgan dars turi. Muloqot oʻtkazish oʻqituvchiga ham, oʻquvchiga ham shaxs sifatida oʻzini namoyon qilish imkoniyatini beradi.;

tadqiqot usuli - oʻqituvchi tomonidan ishlab chiqilgan muammoli vazifalarning uslubiy tizimi boʻlib, uni muayyan ta'lim vaziyatiga moslashtiradi va talabalarga taqdim etadi. Berilgan muammoli vaziyatni yechish jarayoni bevosita oʻqituvchi rahbarligida talabalar tomonidan amalga oshiriladi;

fikrlash usuli - muammoning mumkin boʻlgan yechimlarini muhokama qilish orqali tadqiqot namunasini namoyish qilishni oʻz ichiga oladi. Muammoli ta'limning ushbu usuli talabalar e'tiborini jalb qilish uchun ritorik savollar bilan ma'ruza oʻtkazish orqali amalga oshiriladi.;

dasturlashtirilgan ishlar - savollar va ularga mos javoblar shaklida taqdim etilgan oʻquv materialining ma'lum qismlari;

dialogik usul - talabalarning bilim faolligini rivojlantirishga qaratilgan;

monologik taqdimot usuli - tajribalarga asoslangan, ularni tasdiqlash uchun oʻqituvchi tomonidan oʻtkaziladi[7]. Oʻqituvchi tomonidan taqdim etilgan ma'lumotlar turli diagrammalar, maketlar, sxemalar va texnik oʻqitish vositalari hamrohligida keladi;

keys usuli - "keysda" taqdim etilgan aniq vaziyatlarni tahlil qilish va hal qilishga qaratilgan. Keyslar, qoida tariqasida, haqiqiy muammoli vaziyatlarga yaqin. Muammoli vaziyatni tavsiflovchi ishlarni tuzish uchun ma'lum qoidalar mavjud, berilgan muammoli vaziyat aniq yechimga ega boʻlmasligi kerak, muammoning yechimini topish imkonini beruvchi aniq ma'lumotlar taqdim etiladi, muammoli vaziyatni hal qilish turli kompetentsiyalardan faol foydalanishga qaratilgan boʻlishi kerak;

loyihaga asoslangan ta'lim usuli - oʻquvchilarda aniq harakatlarni rivojlantirishga qaratilgan, kasbiy yoʻnaltirilgan vazifalarni bajarishga qaratilgan. Kabi ta'lim loyihalari turlari mavjud: taqlid oʻyinlari; ixtisoslashtirilgan amaliyotga yoʻnaltirilgan loyihalar; axborot va tahliliy;

ishbilarmonlik oʻyin usuli - talabalarning kasbiy xulq-atvori va tafakkurini rivojlantirishga qaratilgan. Ishbilarmonlik oʻyinlar oʻquvchilarning mustaqil ishlash ko‘nikmalarini rivojlantiradi va mustahkamlaydi, professional fikrlash, muammolarni hal qilish va jamoani boshqarish, qarorlar qabul qilish va ularning amalga oshirilishini tashkil etish. O‘yin davomida talabalar quyidagi kompetensiyalarni rivojlantiradilar: muayyan turdagi vazifani tahlil qilish; zarur ma’lumotlarni to‘plash va tahlil qilish; yetarlicha ishonchli ma’lumotlarga ega bo‘lmagan holda qarorlar qabul qilish va hokazo;

didaktik evristika usuli - talabalar va o‘qituvchilarning o‘zlari nostandart ta’lim mahsulotlarini yaratadigan ta’lim turidir. Evristik usul quyidagi xarakterli xususiyatlarga ega: yangi ma’lumotlar talabalarga "tayyor" shaklda berilmaydi, uni mustaqil topishingiz lozim; o‘qituvchining vazifasi bilim berishda emas, balki turli metodlar, usullar va didaktik vositalar orqali kerakli ma’lumotlarni topishdan iboratda; talabalar mustaqil ravishda fikr yuritishlari, yuzaga keladigan muammoli vaziyatlar va vazifalarni hal qilishlari kerak, o‘z faoliyati jarayonida talabalar tahlil qiladilar, taqqoslashadi, umumlashtiradilar va xulosalar chiqaradilar;

Muammoli ta’lim usullarini tashkil qilishda quyidagi shartlarni hisobga olish kerak:

yangi ma’lumotlarni o‘rganish talabalar muammoni hal qilish uchun ushbu ma’lumotlarga muhtoj degan xulosaga kelgandan keyin sodir bo‘lishi kerak;

o‘qitish faqat nazariy mashg'ulot shaklida emas, balki amaliy topshiriqlar va laboratoriya ishlari orqali ham amalga oshirilishi kerak;

o‘qituvchi talabalarning tegishli bilimlarining rivojlanish darajasini hisobga olishi kerak;

agar muammoli vaziyatni echish talabalar uchun juda qiyin bo‘lsa, u holda muammoli vaziyatni bir nechta alohida topshiriqlarga bo‘lish mumkin.

Muammoli ta’lim texnologiyasini amalga oshirishning asosiy vositalaridan biri bu savoldir. Yangi materialni tushuntirishda o‘qituvchi mohirlik bilan savollar qo‘yish orqali o‘quvchilarda qarama-qarshilikni hal qiladigan javobni topish zarurligini anglashni kuchaytiradigan qarama-qarshi vaziyatlarni yaratadi. Savollar muammoli yoki ma’lumotli bo‘lishi mumkin:

muammoli savol yoki qiyin savol - hali hal etilmagan muammoni o‘z ichiga oladi. Bu turdagi savollar talabalarning faol fikrlash faoliyatini rivojlantiradi;

ma’lumot savol - bu turdagi savollarni o‘qituvchi tomonidan o‘quvchilarga yangi bilimlarni qay darajada o‘zlashtirganliklarini tekshirish uchun beriladi. Ma’lumot savollari muammoni qo‘yishni o‘z ichiga olmaydi, lekin allaqachon ma’lum bilimlarni o‘z ichiga olgan javob olishga qaratilgan.

Muammoli ta’limda texnik vositalar ham alohida rol o‘ynaydi, shular jumlasidandir, masalan:

shaxsiy kompyuter va boshqa elektron uskunalar. Talabaning shaxsiy kompyuteriga qo‘shimcha ravishda quyidagilarni ta’kidlash mumkin: sinfdagi bo‘r taxtasi o‘rnini bosadigan elektron doska; elektron darslik; elektron pochta; o‘quv kompyuter o‘yinlari; talabalarning o‘qituvchi va bir-biri bilan chat yozishmalari; tezkor aloqa tizimi; elektron jurnallar: ilmiy, ilmiy-ommabop, uslubiy, badiiy, umumta’lim nashrlari; ovoz va video hamrohligida video konferentsiyalar; talabalar bilimini takrorlash, mustahkamlash va kengaytirish uchun fayl arxivlari; e’lonlar taxtasi, ro‘yxatga olish shakllari, testlar.

o‘quv filmi. Muammoli vaziyat yaratish uchun filmdan foydalanish, O‘qituvchi eng oddiy texnikalar bilan cheklanib qolmaydi, balki o‘quv jarayonini faollashtiradi, talabalar uchun mustaqil ish elementi bilan tanishtiradi, muammoni izlash va o‘quv tadqiqoti, turli mantiqiy vazifalarni bajarishga majbur qiladi va h.k.

Internet tarmog‘i. Talabalarning tasavvurlarini tartibga solish va boshqarish imkonini beradi, mazmunini yanada ob'ektiv qiladi, manba vazifasini bajaradi va ularning birligida ta’lim axborotining meyorlari, talabalarning bilim qiziqishlarini rag'batlantiradi, muayyan sharoitlarda o‘quvchilarning o‘quv ishlariga hissiy munosabatini oshiradi, o‘quv natijalarini operativ monitoring qilish va o‘z-o‘zini nazorat qilish imkonini beradi[8].

Masalan, "Harbiy psixologiya va pedagogika" fanini o‘rganishda muammoli o‘qitish texnologiyasini amalga oshirishning bir qismi sifatida mavzulardan foydalanish yaxshidir, amaliy pedagogika muammolari va uning ziddiyatlarini o‘z ichiga oladi.

"Pedagogik texnologiyalarning rivojlanish tarixi" mavzusini o‘rganishda talabalarga o‘quv filmi namoyish etilishi mumkin, taqdimot, tomosha qilish talabalar tomonidan muammoli masalani mustaqil tadqiq qilish jarayoniga, ularning o‘quv jarayonini faollashtirishga yordam beradi..

“Didaktik jarayon pedagogik texnologiyani rivojlantirishning asosidir” mavzusidagi muammoli seminar ishbilarmon didaktik o‘yin ko‘rinishida o‘tkazilishi mumkin, bunda talabalar guruhi asosida tashkil etilgan kichik ishchi guruhlar har biriga isbotlab beradi. ularning gipotezasi yoki kontseptsiyasining boshqa afzalliklari.

Muammoli yondashuvning eng katta samaradorligi o‘quv va tadqiqot faoliyati orqali amalga oshiriladi, bunda talaba tadqiqot ko‘nikmalari va kasbiy fikrlashni rivojlantirishning barcha bosqichlaridan o‘tadi, usha vaqtda alohida ma’ruza, seminar yoki amaliy darsda muammoli ta’limning bir maqsadi yoki cheklangan guruhlari ko‘zda tutiladi. Muammoli ta’limning bu usuli “Pedagogik texnologiyaning strukturaviy-mazmun xususiyatlari” mavzusini o‘rganishda o‘z aksini topishi mumkin.

"Pedagogik texnologiyalar" mavzusidagi bir qator muammoli muammolarni hal qilish bilimlarni tizimlashtirish va umumlashtirish bo‘yicha darsda yoki ma’lum bir nazariy model yoki metodologiyani tekshirish yoki baholashga bag'ishlangan amaliy darsda o‘tkazilishi mumkin[9].

Pedagogik fanlarni o‘rganish jarayonida muammoli ta’limning eng keng tarqalgan variantlari - bu o‘qituvchi muammoli savollar orqali qo‘yadigan va ularni o‘zi hal qiladigan muammoli muammolarning echimini topishda talabalarni qisman jalb qilgan holda ma’ruzada o‘quv materialini muammoli taqdim etishdir.

O‘qituvchi oldindan o‘quvchilarning mavjud bilimlariga asoslangan muammo yoki vazifani aniqlaydi va o‘quvchilarda intellektual qiyinchiliklarni keltirib chiqaradigan va maqsadli aqliy izlanishni talab qiladigan savollarni qo‘yadi. Nazariy materialni o‘rganish jarayonida o‘qituvchi muammoli ma’ruzada dialogik muloqotni tashkil qiladi.

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PROBLEMS ABOUT THE LARGEST AND SMALLEST VALUES IN CIRCLES AND CIRCLES

Khudaybergenova Gulrabo Komiljanovna
Teacher of the "Mathematical Analysis" Department of the
Faculty of Physics and Mathematics of UrDU

Abstract
This article provides solutions to some common problems related to circles and circles. Through these, the student learns that he can solve problems not in the same way, but also through different creative thinking.

Keywords: Circle, volume, proof, theorem of cosines, perimeter, bisector, angle, interior angle.

KIRISH

Issue 1. Of all the triangles inscribed in a circle, find the smallest sum of the squares of the distances from the center of the circle to the sides of the triangle.

Solution: ABC – the desired triangle, a,b,c sides, distances from the center of the outer circle to the sides of the triangle, R - the radius of the outer circle.

$x = R\cos A,\ y = R\cos B, z = R\cos C$ we have

$x^2 + y^2 + z^2 = R^2(\cos^2 A + \cos^2 B + \cos^2 C) = R^2(3 - (\sin^2 A + \sin^2 B + \sin^2 C)) =$ $= 3R^2 - R^2(\sin^2 A + \sin^2 B + \sin^2(A + B))$ let's look at the total. Of course, $x^2 + y^2 + z^2$ collected, $\sin^2 A + \sin^2 B + \sin^2(A + B)$ is the smallest when the expression takes the largest value. We perform the following form substitutions:

$$\sin^2 A + \sin^2 B + \sin^2(A + B) = \frac{1 - \cos 2A}{2} + \frac{1 - \cos 2B}{2} + 1 - \cos^2(A + B) =$$
$$= \frac{4 - \cos 2A - \cos 2B - 2\cos^2(A + B)}{2} = 2 - (\cos(A + B)\times\cos(A - B) + \cos^2(A + B)) =$$
$$= 2 - (\cos(A + B) + \frac{1}{2}\cos(A - B))^2 + \frac{1}{4}\cos^2(A - B).$$

From this $\sin^2 A + \sin^2 B + \sin^2(A + B)$ for the expression to reach its greatest value, $\cos^2(A - B)$ it follows that it is necessary to take the largest value, i.e $\cos(A - B) = 1$ from that $(\cos(A + B) + \frac{1}{2}\cos(A - B))^2$ the expression must take the smallest value. So, we got the following system:

$$\begin{cases}\cos(A - B) = 1\\ \cos(A + B) + \frac{1}{2}\cos(A - B) = 0\end{cases} \text{yoki} \begin{cases}\cos(A - B) = 1\\ \cos(A + B) = -\frac{1}{2}.\end{cases}$$

From this $A - B = 0, A + B = 120^{o}$ yoki $A = B, A + B = 120^{o}$. Finally, $A = B = 60^{o}$ we find that So, the triangle you are looking for is a regular triangle.

Issue 2. A dot is given in a circle. Find the smallest distance passed through this point.

Solution: Given R we pass two wires through the point. These vatars AB and A_1B_1 through AB let it be perpendicular to the diameter of the shaft. A_1B_1 let it be voluntary. A_1B_1 home OR_1 we pass perpendicularly and OR_1R we make a right triangle. In this triangle OR gipotenuza OR_1 is greater than the cathet, so, AB watar A_1B_1 smaller than vatar. It follows that the circle is given R the smallest distance from a point is the distance from this point perpendicular to the diameter.

Issue 3. $2r$ A circle is inscribed in a triangle with constant perimeter. An attempt was made to parallel the side of the triangle to this circle. Find the smallest possible value of the cross-section between the sides of this triangle.

Solution: ABC – given triangle. This is the circle drawn inside the triangle according to the sides E, F, D try at the points. MN The attempt is common with the circle K has a point. $MK = ME, NF = NK$ will be. So, $MN = ME + NF$. Likewise $AC = AE + CF$. Based on these MBN the perimeter of the triangle

$2p - 2AC$ is equal to. MBN And ABC because the triangles are similar

$\frac{MN}{AC} = \frac{p - AC}{P}$. $MN = y, AC = x$ we enter the designations. Based on these $\frac{y}{x} = \frac{p - x}{p}$. We solve this equation with respect to u and $y = \frac{1}{p}x(p - x)$ we will have. $\frac{1}{p}$ because it is a constant quantity , u variable $x(p - x)$ takes the largest value at the same time as multiplication. $x(p - x)$ and multiplication $x = (p - x)$, ya'ni $x = \frac{p}{2}$ takes the largest value when So, the attempted cross-section we are looking for takes the largest value in triangles whose base is equal to a quarter of the perimeter. There are an infinite number of such triangles. u we find the largest value of the variable $y_{\max} = \frac{1}{p} \times \frac{p}{2}(p - \frac{p}{2}) = \frac{p}{4}$.

From this, it follows that the intersection that is sought in the triangles in the problem condition is the middle line.

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Issue 4. In a given circle, a circle is drawn in such a way that the sum of the length of the circle and the length of the distance from the center of the circle to the circle is the largest.

Solution: Method 1. Looking for a home $AB = 2a$, O – distance from center to vatar $OD = d$ let it be

$c = 2a + d$ it is required to find the largest value of the expression. The radius of the circle R, $\angle BOD = \alpha$ let it be. BDO from a right triangle

$\begin{cases} a = R\sin\alpha \\ d = R\cos\alpha \end{cases}$ we find . The values of and in this system $c = 2a + d$ by putting,

$c = R(2\sin\alpha + \cos\alpha)$ we generate .

If 2 the $tg\varphi$ If we define by , then we have the following.

$c = \dfrac{R}{\cos\varphi}(\sin\alpha\sin\varphi + \cos\alpha\cos\varphi)$, or $c = \dfrac{R}{\cos\varphi}\cos(\alpha - \varphi)$. c variable $\cos(\alpha - \varphi) = 1$ reaches its maximum when $\alpha - \varphi = 0 \Rightarrow \alpha = \varphi$ da. $tg\varphi = 2$ because $\cos\alpha = \cos\varphi = \dfrac{1}{\sqrt{5}}$. And so, $c_{\max} = \dfrac{R}{\frac{1}{\sqrt{5}}}\cdot 1 = R\sqrt{5}$ is the length of the desired length

$2a = 2R\sin\alpha = 2R\sqrt{1 - \dfrac{1}{5}} = \dfrac{4R\sqrt{5}}{5}$ is equal to.

Method 2. Based on the designations in method 1 $d = \sqrt{R^2 - a^2}$, $d + 2a = c$ from $c = 2a + \sqrt{R^2 - a^2}$ yoki $5a^2 - 4ac + c^2 - R^2 = 0$ will be. This is when the discriminant of the last equation is zero s reaches a maximum, i.e $4c^2 - 5c^2 + 5R^2 = 0$ at From this $c_{\max} = R\sqrt{5}$. c using the value of a if we find $2a = \dfrac{4R\sqrt{5}}{5}$ will be equal to

Issue 5. A rectangle is drawn inside a semicircle. Two ends of this rectangle lie on the diameter, and the other two lie on the semicircle. A rectangle with the ratio of its sides will have the largest area.

Solving : OC – the radius of the semicircle , α - OC and the acute angle between the diameter. COD from a right triangle $CD = OC\sin\alpha$, $OD = OC\cos\alpha$ we find .

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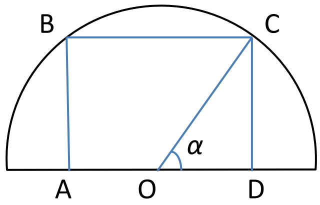
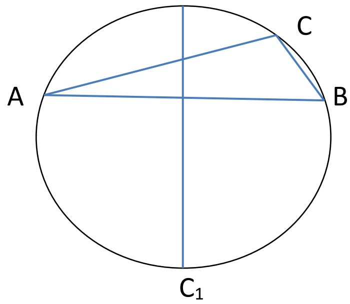
$ABCD$ rectangular face



$S = 2OD \times CD = 2OC\cos a \times OC\sin a = OC^2\sin 2a$ will be equal to S the largest value of the surface $\sin 2a = 1$ when, C_1 OC^2 will be equal to, i.e $a = 45^{\circ}$. So, $\frac{AD}{CD} = 2$.

Issue 6. Two in a circle A and B points are given. So C find the point such that the vatars $AC \times BC$ let the product be the largest.

Solution: If you are looking for C points AB if we take it on one side of the watar ,ABC angle takes the same values, this value a angle takes the same values, this value C_1 even if the situation of the point changes in any way (AB on one side from) $\frac{1}{2}AC \times BC \times \sin a$ expression ABC gives the face of the triangle. This is the surface $AC \times BC$ from magnitude, a constant multiplier $\frac{1}{2}\sin a$ differs from



ABC triangular face, $AC \times BC$ reaches its maximum value simultaneously with multiplication. But AB ohas an unchanging basis ABC the maximum value of the face of the triangle is at the maximum value of the height lowered to the base. From this C_1 point circle and AB it follows that it is the point of intersection of the middle perpendicular of the vatar. This mid-perpendicular intersects the circle at two points. From these points AB the one that is far away from will be the sought point. In our drawing it is C_1 there will be a point.

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ISSUES OF SPIRITUALITY IN THE STATE OF AMIR TEMUR

S. M. Atadjanova
Associate Professor, (PhD)
National University of Uzbekistan, Tashkent, Uzbekistan

Abstract:
In this article, based on sources and monographs, the personality of Amir Timur and his attitude to such concepts as loyalty, courage and decency are analyzed. friendship, justice. The examples show how Timur was far from fanaticism and sectarianism, was tolerant in religion and fair in his decisions.

Keywords: spirituality, virtue, diplomacy, intelligence, forgiveness, compassion, civil, loyal and selfless, brave and courageous people, дин арбоблари, руҳонийлар, уламолар, ziyoratgohlar, emir, state, tax, domestic life, construction, improvement, anchorage, duty.

Amir Temur was a person who understood and appreciated high human qualities. He himself was an exemplary person in this regard. That's why he was able to follow talented and pious people even during the difficult years when he came to power. He raised brave and loyal soldiers from them. Among them were Joku Barlos, Amir Musa, Amir Hinduka, Iki Temur, Suleimanshah and others. Amir Temur, using all his intelligence and abilities, was able to unite people from different directions around him. Because after the harsh Mongol tyranny, it was beyond the power of any ruler to use such diplomatic skill at the time of political chaos and economic decline. Another noble quality of Amir Temur was considered to be his forgiveness, compassion, ability to overcome the sins of others. For example, Amir Temur forgave Sardar Alibek Jonqurbani's betrayal twice and reinstated him. Or when Tokhtamish Khan, Khan of the Golden Horde, forgot his right to bread and salt, and rebelled against Temur twice, Sahib-u-Kiran-i-Sani forgave him both times. Even before his death, Tokhtamysh Khan, who came to apologize, received the ambassadors and agreed to his request to help him regain his power. Amir Temur was truly an exemplary person in terms of tolerance, generosity, and not holding grudges against each other.

Amir Temur treated his subordinates fairly and honestly in his "Tuzuklar". In particular, in "Tuzuklar" he describes it as follows: "I judged both the sinner and the innocent with mercy and justice. I won people's hearts with my charity work. I showed mercy to citizens and those under my command, I distributed gifts to my soldiers. I took the rights of the oppressed from the oppressor. The owner appreciated true friendship and attached great importance to loyal friendship. His: "I have done good to the good, and left the bad to their own evil. I appreciated whoever was my friend, I did not forget his friendship and I showed him kindness, charity, and honor. Whoever does my service, I have paid for his service. Whoever is hostile to me, then repents and comes to me on his knees asking for protection, I forgot his enmity and showed kindness and friendship" serves as a confirmation of the above reasoning. Amir Temur greatly appreciated people who saw the ups and downs of life, loyal and selfless, brave and courageous people. He hated the evil-minded, the cowardly, the slanderer, the backbiter, and the cowards. At the same time, he was far from grudges. Whenever an enemy bowed to him, Temur respected him and turned the enemy into a friend.

Amir Temur always listened to the teachings of Shamsiddin Kulol, the guidance of Mir Syed Baraka, and the advice of Abu Bakr Tayabadi and relied on them in all his activities. Amir Temur treated religious leaders, priests, scholars with great respect. In turn, he entrusted them with certain responsible tasks. For example, in October 1393, the Sultan of Egypt sent the famous religious figure Sheikh Suvah as an ambassador to Barquq. He treated the religious figures of Samarkand, Kesh, and Bukhara with special respect. Amir Temur always took religious figures, priests, scholars under his protection and was eager to discuss and talk with representatives of science. He paid attention to this issue even during the military campaigns. When Baghdad was captured, he demanded not to harm the priests and religious figures, visited the graves of the two wives of the Prophet Muhammad (pbuh) in Damascus, Umm Habiba and Umm Salma, and ordered to build a mausoleum there. The first thing the Ummawites did in Damascus was to visit the Jame Mosque. He also visited the grave of Bilal al-Habashi, one of the close companions of the Prophet Muhammad (peace be upon him). Amir Timur ordered not to destroy the city of Homs, where the tomb of another companion, the famous commander Muhammad Khalid bin Walid, was located in Syria. He also ordered the improvement of shrines in Iran. Egyptian historian Ibn Tangribardi notes that in 1404 Amir Temur was prepared to come to Mecca, but for unknown reasons, Sahib-u-Kiran-i-Sani could not come to Mecca. Amir Temur was against any religious separatism, the conflict between the Sunni and Shia sects. In addition, he treated those who believe in other religions with dignity.

Amir Temur understood well that a person cannot live without faith. He considered religion as a force leading to the path of high perfection, a tool that brings a person to the level of spiritual perfection. That is why he highly valued the concepts of faith, spiritual purity, and honesty.

Amir Temur memorized the Holy Qur'an, understood the hadiths well, and was well versed in the science of interpretation, so he was able to speak on par with great scholars in religious debates. This shows how perfect his spirituality, faith, and religion were. Amir Temur was a supporter of Muslim beliefs serving the peace and development of society, social justice, spiritual purity, and inter-civilian harmony. There was a firm and correct understanding that together with Amir Temurdashu, he should do his religion-religion and state-state.

Ibn Arabshah described Amir Temur's attitude towards scholars and scholars and wrote: "Amir Temur was kind to scholars and kept Sayyid Sharifs close to him. He showed full respect to scholars and virtues and gave them priority over anyone else. In fact, Amir Temur was very fond of scholars and virtues, and he himself was well-versed in a number of sciences. In particular, he loved and appreciated the sciences of history, philosophy, mathematics, geometry, architecture, astronomy, and poetry. Ibn Arabshah also emphasized the considerations in this regard in his work.

The great thinker and great poet Alisher Navoi, describing the activities of Amir Temur, described the following: "Where Temur meets people of science, culture and art, he takes them under his patronage, shows respect to them, attaches importance to their education, and honors them in his supreme assembly." used as a (consultant) and in other positions." Amir Temur was a person who knew three of the most common languages of the East - Arabic, Persian, and Turkish - and was well-versed in a number of historical sources. His great respect for family-marriage relations, women, and his views on children's education deserve high attention. In the presence of Amir Temur, gossiping about women, violence against women and similar words are forbidden. He was able to punish the perpetrators of violence against women. He was also kind and generous to his wives, daughters and other women. Amir Temur gave certain freedoms to women, allowed them to participate in official ceremonies and parties. Klaviho emphasized that Amir Temur's beloved wife Saraymulkhanim took part in the official ceremonies. Amir Temur built a number of buildings for his female relatives. For example, the fact that he built Behisht garden named after his wife Tuman, Dilkusho garden named after Tokal, sister Kutlug Turkon, sister Shirinbeka, and Bibikhanim's mother serve as a logical confirmation of the above statement. He saw the issue of marriage as an "important matter at the level of state affairs".

Amir Temur brought the slogan "Strength is justice" to the level of state policy as early as the 14th century. Throughout his life, Sahib-u-Kiran-i-Sani took this slogan as a program. This moral-spiritual criterion in the state of Amir Temur is important for all eras, and has been gaining actual importance in the life of mankind until now. Amir Temur strictly adhered to this principle in military art, tax policy, treatment of raiyats, his state administration system, treatment of subordinates. Amir Temur did not allow manifestations of bigotry, division, and sectarianism during his reign. He has done important work in terms of peace, tranquility and security. In this regard, Sahib-u-Kiran-i-Sani noted that "... from one end of my kingdom to the other end, if a child carries a plate of gold on his head, I have established a discipline that will not harm even a grain of it."

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THE ROLE OF TECHNOLOGY IN ADVANCING SPORT EDUCATION

Palvaniyazov Temur Ametjanovich
Assistant teacher of the Department of Theory and Methodology of Physical Education, Nukus State Pedagogical Institute named after Ajiniyaz Nukus, Uzbekistan

Abstract:
This article delves into the transformative influence of technology on the field of Sport Education. As technology continues to evolve, it plays an increasingly vital role in reshaping the landscape of physical education. This article investigates how technology, ranging from virtual reality training to wearable fitness trackers, enhances the practice of Sport Education. It explores how technology-driven innovations are revolutionizing skill development, facilitating global connectivity, and providing students with unprecedented access to sports science knowledge. The research emphasizes the potential benefits and challenges of integrating technology into Sport Education and the implications for the future of physical education.

Keywords: Sport Education, Technology, Virtual Reality, Wearable Technology, Skill Development, Global Connectivity, Sports Science, Physical Education, Digital Integration, Physical Literacy.

Introduction

In recent years, technology has not only permeated various aspects of our daily lives but has also made significant inroads into the realm of education, reshaping how students learn and interact with the world around them. This technological transformation is particularly evident in the field of physical education, where innovative applications are rapidly enhancing the traditional methods of teaching and learning. Among these advancements, the fusion of technology and Sport Education stands out as a dynamic and influential development.

Sport Education, a pedagogical approach developed by Siedentop, Hastie, and van der Mars (2019), has gained recognition for its ability to provide a holistic, practical, and experiential framework for physical education. It offers students the opportunity to engage with a variety of sports, fostering skill development, tactical understanding, and a deeper appreciation for the values of sportsmanship and teamwork. However, as our world becomes increasingly digital, there is a growing awareness of the need to harness technology's potential in advancing Sport Education.

This article delves into the dynamic intersection of technology and Sport Education, with a focus on how technological innovations are shaping the future of physical education. It

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explores how various forms of technology, from virtual reality training simulations to wearable fitness trackers, are revolutionizing the teaching and practice of sports. These innovations offer new possibilities for skill development, personalized learning, and global connectivity among students, coaches, and athletes.

As the integration of technology in Sport Education continues to expand, it is crucial to consider both the opportunities and challenges it presents. While technology can enhance engagement, improve skill acquisition, and provide access to cutting-edge sports science knowledge, it also raises questions about equity, digital literacy, and the potential for overreliance on devices.

MATERIALS AND METHODS

Advancements in technology have rapidly transformed various sectors, and education is no exception. The integration of technology in education has been evolving, and one area where it has shown immense promise is physical education, particularly in the context of Sport Education. This section explores the multifaceted role of technology in advancing Sport Education, with a focus on the key ways it is revolutionizing the teaching and learning of sports.

1. Virtual Reality (VR) and Simulations:

Virtual reality technology has made remarkable strides in recent years, offering an immersive and interactive environment for sport education. VR simulations allow students to step into a virtual sports arena, where they can practice skills, strategies, and decision-making in a risk-free, yet highly realistic, setting. Such simulations provide opportunities for learners to hone their tactical understanding of sports, refine their techniques, and experiment with various game scenarios. This not only enhances skill development but also engages students in a dynamic learning process.

2. Wearable Technology:

Wearable fitness trackers, smartwatches, and sensor-based devices have become prevalent tools in sport education. These devices monitor students' physical activities, heart rate, and even sleep patterns. They provide real-time feedback, helping students track their progress and set personalized fitness goals. Additionally, coaches and educators can utilize data from these wearables to tailor instruction and design individualized training programs. This data-driven approach to sport education promotes a deeper understanding of one's physical capabilities and fosters motivation for continued engagement in physical activities.

3. Access to Sports Science Knowledge:

Technology provides unprecedented access to sports science knowledge through various digital resources and mobile applications. Students can explore content related to nutrition, injury prevention, recovery strategies, and sports psychology. Access to this knowledge not only empowers students to make informed decisions about their physical well-being but also encourages a holistic approach to sports education. Students can take advantage of cutting-edge research and apply it to their training and performance, enhancing their understanding of the science behind sports.

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4. Global Connectivity:
Technology bridges geographical gaps and fosters global connectivity in sport education. Students can engage in virtual exchanges with peers and coaches from different parts of the world. This global interaction leads to a richer cultural exchange and broadens students' perspectives on sports. It encourages collaboration, sharing of ideas, and the opportunity to learn from diverse training methodologies and coaching styles. Global connectivity is particularly valuable in a world where international sports events, competitions, and collaboration are increasingly common.

While technology holds immense potential for advancing Sport Education, it also raises critical considerations. Issues such as access disparities, concerns about screen time, and the need for digital literacy must be addressed. Educators need to carefully balance traditional teaching methods with technological integration to ensure that the advantages of technology are maximized while mitigating potential drawbacks.

Technology is driving a transformative shift in Sport Education, offering innovative tools and platforms that enhance skill development, promote global connectivity, and provide access to sports science knowledge. As physical education continues to evolve, the thoughtful integration of technology into sport education holds great promise for improving the quality and effectiveness of physical education programs. However, the responsible and equitable use of technology remains an important consideration in this digital age.

CONCLUSION

Technology's profound impact on the evolution of Sport Education cannot be overstated. The integration of various forms of technology has not only revolutionized the way sports are taught and learned but has also enhanced the overall quality and effectiveness of physical education. As we conclude our exploration of the role of technology in advancing Sport Education, several key takeaways emerge:

Immersive Learning Through Virtual Reality: Virtual reality and simulations have introduced a new dimension to sport education. They provide an immersive, risk-free environment for students to refine their skills, make strategic decisions, and engage in dynamic, experiential learning. The use of VR has the potential to create more confident and skilled athletes.

Data-Driven Personalization: Wearable technology and fitness trackers empower students to take charge of their physical fitness by monitoring their activity, heart rate, and sleep patterns. This data-driven approach allows for personalized fitness goals and training plans, ultimately motivating students to pursue physical activities more proactively.

Access to Sports Science Knowledge: The digital era has democratized access to sports science knowledge. Students can access resources on nutrition, injury prevention, recovery, and sports psychology, enabling them to make informed decisions about their physical well-being and understand the science behind sports.

Global Connectivity and Cultural Exchange: Technology promotes global connectivity in sport education, allowing students to interact with peers and coaches from different corners of the world. This fosters cultural exchange and collaboration, enriching the educational experience and exposing students to diverse coaching methodologies and perspectives.

Balancing Advancements with Concerns: While technology offers numerous advantages, it brings challenges and concerns, including access disparities and the risk of overreliance on digital devices. Educators must find a balance between traditional teaching methods and technological integration to ensure that the benefits of technology are harnessed while addressing potential drawbacks.

In the grander scheme of education, the synergy between technology and sport education illustrates the power of innovation in enriching the teaching and learning experience. This transformation is particularly significant in the context of physical education, as it not only enhances skill development but also promotes the values of sportsmanship, teamwork, and holistic well-being.

As technology continues to advance, so too will its potential to further shape and redefine sport education. The responsible and equitable integration of technology, combined with a commitment to addressing its associated challenges, is key to ensuring that sport education remains at the forefront of effective physical education programs. Embracing these technological advances will foster a generation of students who are not only physically literate but also capable of harnessing technology as a tool for lifelong physical fitness and well-rounded development. In an era where digital innovation is the norm, the future of sport education is undoubtedly a promising one, enhanced by the synergy of technology and pedagogy.

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SIGNIFICANCE OF INTEGRATED MARKETING STRATEGY IN EXPANDING UZBEKISTAN'S SHARE IN GLOBAL TOURISM MARKETS

Khudoyarov Anvar Aidjanovich
Ўзбекистон халқаро ислом академяси
Ислом иқтисодиёти ва молияси,
зиёрат туризми кафедраси доценти
anvarxuloyorov111@gmail.com

Annotation:
In this article, in order to ensure the effective operation of the tourism industry in the world economy, the fierce competition in the tourism market in Uzbekistan, suggestions have been developed on the active use of the elements of the integrated marketing strategy in the field.

Keywords: marketing strategy, concept, integration, tourism, pilgrimage tourism, diversification, entrepreneurship, coordination, standard, cooperation, legal and economic norms, international relations.

Introduction

Activities related to the marketing activities carried out in the markets of the international tourism industry are carried out within the framework of tourism marketing features. " Increasing the export potential of relevant economic entities by increasing the competitiveness of tourism in Uzbekistan is considered one of the priorities of the integrated marketing concept in the socio-economic development of our country."[1]
competition in the tourism industry market in the world economy requires the active use of integrated marketing strategy elements in the field in order to ensure the effective operation of tourism industries in Uzbekistan . "National heritage is one of the important factors that can attract tourists. Uzbekistan has unique cities such as Bukhara, Samarkand, Khiva, Termiz, Shakhrisabz, the people have their own mentality, culture, customs and traditions that have been formed for thousands of years. [2]
According to the results of our observation, we consider it appropriate to scientifically analyze the specific characteristics of tourism marketing and develop conclusions and proposals for the implementation of the marketing concept in order to develop the tourism industry in our country.
There are specific aspects of tourism marketing activities in the global economy. Judging from the experiences of Jakhan The service marketing model proposed by French scientists P. Eyglie and YE. Langearlar is called "Servuction" or "Service in action" .
According to the Serviction model, service marketing is traditional marketing used in

manufacturing industries along with the strategies, there are three additional strategies, that is, on creating the material environment of the service process , on organizing the activities of service personnel, on the process of service implementation about forming a social environment including marketing strategies.

"functional-instrumental model" of service quality Based on what the customer gets as a result of the service process (instrumental quality), it is also important how this process takes place (functional quality). According to K.Gryonros, the internal marketing strategy called "internal marketing" by the head of the service enterprise to create the functional quality of service implementation is considered appropriate.

According to the theory of K.Gryonrosni, internal marketing is aimed at the employees of the tourist organization who are in contact with consumers, it is aimed at creating the functional quality of service, organizing motivating working conditions. K. Gryonros introduced concepts such as "domestic product" (work) and "domestic consumer" (employees) into scientific treatment. According to the "service marketing" model of K.Gryonros, before selling a quality service to an external consumer, it should be "sold" to an "internal consumer", that is, to a "relational marketer" (employee of the company).

R " rule proposed by DJ McCarthy in the 1960s . M. Bitner, a researcher at the Center for the Study of Marketing Services at the University of Arizona, applied this formula to the field of services and extended it to the "Seven R " [3].

The traditional "Four R " formula includes four elements of the marketing complex: product, price, distribution channels and communication links (product , price , p1ase , promotion). embodies. Taking into account the above points, to the market of traditional and pilgrimage tourism in Uzbekistan conceptual marketing methods and it is observed that it is necessary to increase the effectiveness of the introduction of the concept of integrated marketing and to put it into practice.

MAIN PART

Conceptual marketing activities carried out by the enterprise and organization are aimed at preparing a "mix" of marketing elements designed to influence the specified target market more effectively than the competing organization.

Based on the characteristics of services as a product, M.Bitner proposed to additionally enrich the service marketing model with elements such as "three R's ": i.e. process, physical evidence, people.

According to its theoretical logic, M. Bitner's model of service marketing is in harmony with the models of D. Ratmel, P. Eiglie and YE. Langeard, K Gryonros. F. Kotler, one of the leading scientists in the field of tourism marketing, used these models as a theoretical basis in his research on the marketing of hospitality and tourism services.[4]

In order to take a competitive position in the tourism industry, especially in the pilgrimage tourism market, organizations and enterprises use three strategies focused on this link:

- a traditional marketing strategy directed at the "enterprise-consumer" link, that is, a strategy related to issues of price formation, communication and distribution channels;

- an internal marketing strategy aimed at the "enterprise-employee" link, that is, a strategy aimed at motivating employees to provide quality service to consumers;
- "interactive marketing" aimed at the "employee-consumer" link, i.e., the correct connection with the control of the quality of service arising in the process of interaction between the employee and the consumer It is planned to develop and implement the strategy.

We can conclude from the analysis of models of marketing concepts in the field of service provision of the tourism industry in the world economy that despite the fact that the models were created by scientific researchers of different countries , based on different principles, these models have a common structural and conceptual direction and consist of the following:

- all existing models are derived from the specific characteristics and aspects of services as goods;
- in all existing models, it is emphasized that special attention should be paid to the employee, the service process and the material aspect of service, which are considered strategic factors of service marketing;
- in all existing models, the need to implement additional strategies in promoting the marketing concept in service organizations, that is, strategies related to the use of internal and interactive marketing concepts, was specially taken into account.

Conclusion

Today, "Uzbek tourism" promotes the economic development, the harmony and mutual tolerance of peoples, religions, and nations in the fields of religion, education, and culture by creating " Ziyarah tourism " brands and taking them to international markets. serves to ride.” [5]

In addition, further expansion of economic relations, creation of favorable conditions in trade and investment spheres, development of transport and communication infrastructures, and cooperation of scientific research centers are ensured. Creation of the "Ziyarah tourism " brand in the conditions of rapidly growing competition in the global economy and requires us to increase our share in international markets through the effective use of the integrated marketing concept

If we conclude from the results of the analyzes carried out in this work, the implementation of the marketing concept in the tourism market, especially in pilgrimage tourism, as a result of the mutual integration of internal marketing, traditional marketing and interactive marketing concepts, will give the expected results.

In addition, it is desirable that the marketing concept is implemented in a mutually compatible, integrated way at all levels of regulation of the tourism market, in particular, pilgrimage tourism. As a result of the analysis, in our opinion, the main principles of the implementation of the integrated marketing concept in the tourism market will be as follows;

Marketing strategy methods targeted referrals to effective solutions to consumer problems. In the tourism industry the essence of the marketing concept means that the offer of tourist

products must always be directed to the consumer and the capabilities of enterprises and organizations must be constantly adjusted to market requirements.
- The activities carried out to achieve the goals set in the marketing strategy lead to the long-awaited goal and market share for enterprises and organizations in the final account .
Taking the selected market conjuncture, conditions and requirements into account as well as targeting it. This marketing principle does not favor the market is reflected in segmentation.
- Marketing trends _ _ mutually compatible q league in networks . In tourist markets, the integration of different institutional units into the system of tourism marketing: state management bodies, sectoral and intersectoral public organizations , organizations and enterprises, creates the need to ensure the vertical compatibility of strategic marketing activities .
- Interdependence and compatibility at different levels of implementation of the marketing concept in tourist markets (for example, researching the need for personnel in the tourism system within the framework of the association and forming the demand; in the implementation of the internal marketing concept: integral qualification of personnel at the enterprise level motivation to increase; development and implementation of an effective mechanism of organic training and professional development of necessary specialists in the field of tourism by state administration bodies) is required.
Integrated marketing concept implemented in tourist markets at the level of tourist enterprises and organizations is reflected in the set of marketing activities aimed at adapting the capabilities of tourism enterprises and organizations to the requirements of consumers of tourism products .
As a result, it is aimed at the increase of economic profit by enterprises and organizations in order to satisfy the needs of consumers and strengthen the competitive environment in the market by providing and realizing touristic products that meet the needs of consumers.

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PROBLEM EDUCATIONAL ACTIVITY OF MILITARY EDUCATION TEACHERS BEFORE THE FUTURE CONSTITUTION AS AN INCREASE

Durmenov Shuxratjon Nurmamatovich,
Toshkent Davlat pedagogika universiteti Harbiy ta'limfakulteti dotsenti
(e-mail: miron20009@gmail.com)

Abstract
The article discusses the nature, content, basic concepts and categories of problem-based teaching and its role in increasing the knowledge activity of students in the system of higher professional education.

Keywords: Concept of problem-based learning, cognitive activity, cognitive difficulties, problem situation, problem, problem-based task, problem-based presentation lecture, problem-based teaching lecture, joint problem-based lecture, problem-based seminar session classes.

Introduction

(Matthew 24:14; 28:19, 20) At the height of the reforms that are taking place in our country's education system, the upbringing of entrepreneurial, barbecue young people in professional activities is being put forward as the most important problem. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

Until then, as we stop discussing the pedagogical and psychological aspects of the concept of developing the educational competence of military education teachers, we need to stop analyzing the ethical concepts of "competence" and "competence." Scientists have interpreted the concepts of "competence" and "competence" differently. When it comes to competency, the word "Competence" comes from the word "to compete," which means "knowledge of it or in this area."

The basics of problematic education have been developed in accordance with the popular association-reflexive teaching concept. This is a set of tools that allow students to participate creatively in learning, as well as to develop their knowledge.

The main categories of training of this type are the problematic, problematic and problematic task.

The problematic situation is treated as a cognitive challenge, where students need to gain new knowledge or make mental efforts to overcome it. This becomes a problem for students if they are accepted as a solution. And the problem, in turn, becomes a problematic task with a deliberately limited area of search for a solution, when there are parameters and conditions to solve.

Such a set of specially developed tasks should be the basis for implementing the main function of problematic education, which is to approach the development of learning material creatively and to gain experience in independent creative activities.

This type of teaching refers to a certain system of problematic situations, problems and problematic tasks that are consistent with students' cognitive abilities and abilities.

Accordingly, different levels of problem solving are used in the learning process.

In the first phase, the teacher himself analyzes the problem, identifies the problem, defines the task and directs the students to solve it independently.

In the second, in high stages, the teacher, together with the students, analyzes the situation and takes them to the problem, and they independently identify the problem and begin to solve it.

In the third phase, which was found to be the highest , the teacher identifies the problem situation and takes it to the attention of the students, and then the students analyze it, identify the problem and look for a rational solution themselves.

Properly formulate the problem and turn it into a clear and precise chain of problematic tasks is the key to success in solving the problem.

Moreover, the intellectual search process is correlated with assumptions and assumptions about a possible solution to the problem. Predictions and assumptions then take the form of hypotheses, i.e. sufficiently based didactic assumptions, which in turn are actually confirmed or not confirmed. This is a common scheme of problematic education that allows students not only to teach them ways to properly solve a particular educational problem, but also to provide them with meaningful experience and relevant knowledge, which is what the core occupies in the learning process.

Such training has a number of advantages:

• teaches logical, scientific, creative thinking;

• teaches you how to independently search for the necessary knowledge and makes the learning material more interesting and evidence-based;

• teaches students to overcome intellectual difficulties and awakens a positive emotional attitude toward mastering new learning material;

• strengthens the learning material and helps to convert knowledge into beliefs;

• develops students' cognitive interests and develops their creative cognitive abilities.

Lectures, seminars and practical workshops, laboratory work are the types of educational activities that are widely used to improve students' knowledge activity in organizing the learning process in higher education institutions.

It is known that mastering the educational material begins with the lecture. However, students are not interested in a monologue lecture that lacks discussion elements and problematic questions today. Experience shows that there will be an activation of student knowledge activity in the lecture, the teacher will not simply announce the basic rules of the learning material, but will constantly argue, reflect, sometimes as if arguing with himself, lead students to analyze opposing ideas, different points of view, and engage them in their thinking.

There is a certain typology of such lectures, such as:

• a lecture given using issues and contradictions of learning material to a greater extent. In didactics, this is called problematic presentation lectures;

• a large portion of the textbook provided to students for independent (partial or complete) learning by solving problematic issues. Such lectures are called problematic teaching lectures;

• lectures that incompatible the elements of the first and second types of lectures. They are commonly referred to as problematic lectures that are combined.

Its essence is that the head of the lesson explains the learning material, shapes problems, draws students' attention to their importance, and reveals their internal differences.

During classes, the basic rules of the learning material must be mastered by solving the problematic issues posed by the teachers and students themselves. The role of the teacher in the lecture is to organize the place of problems by students and the independent solution of them. At the same time, a training material aimed at updating the available knowledge needed for the current lecture will be provided and the necessary supporting information will also be provided. Within the framework of this material, the speaker puts before the students problematic questions, assignments, or other tasks that require students to activate their creative, mental activities independently, at certain limits. It is important to note that in such classes, problematic questions and assignments are combined with a variety of information questions that direct students to a reasonable solution and require evidence. It is important to note that in such classes, problematic questions and assignments are combined with a variety of information questions that direct students to a reasonable solution and require evidence. But it requires the teacher to be able to create certain skills, problematic situations, put problems in the middle, put problematic tasks in place, and direct students' intellectual potential to solve them.

It is clear that such lectures cannot be organized and held on all subjects of the course. This is due to differences in the nature and structure of the educational material. Moreover, an important condition for successfully and effectively conducting such lectures is the inadequate readiness and interest of students. Experience shows that it is desirable to conduct such lectures in small classes and in higher grades.

The didactic combination of the lectures being reviewed is called a combined problematic lecture, during which the problematic presentation of the material is combined with its problematic integration.

The didactic combination of the lectures discussed is called a combined problematic lecture, in which the problematic presentation of the material is combined with its problematic assimilation. That is, in such a lecture, the teacher uses the elements of the first two types of problematic lectures. Taking into account the specifics of a particular educational material, the level of student readiness and their previous experience in such a lecture, the teacher has the opportunity to significantly expand options for making it problematic.

One of the most important tools for improving students' cognitive activity is seminars. They are, on the one hand, a means of more meaningful collective consideration of the most important educational problems, while on the other hand, they provide an opportunity to discuss the real problems that have arisen and give students an interest in participating in discussions. The seminar will help students to develop their intellectual experience, improve their artistic integrity, and develop their rhetorical skills.

Seminars will be held to discuss, deepen and strengthen previously acquired knowledge, as well as to develop new learning material.

At the same time, problematic workshops are widely used in practice. This is more relevant for humanities and social sciences, where students study the laws of social development and the essence of modern socio-economic and socio-political processes.

The topic of such a seminar is presented to students in the form of a problem that does not have a clear and quick solution. Thus, in the process of preparing for the lesson, the teacher develops his own script in detail, which, as a rule, includes:

• describe the methods of updating the knowledge necessary for students to participate in the upcoming discussion;
• the limits on the formation and solution of the problem;
• formation of individual problems that ensure the solution of the whole problem;
• predict possible points of view, facts, and evidence to discuss the problem;
• formulate final conclusions and problematic issues that may be the subject of further discussions.

Practice shows that such seminars, on the one hand, require thorough didactic preparation (topics of problematic issues, necessary set of facts and evidence, etc.), and on the other hand, foster emotional and cognitive interest and discussion mood of the seminar participants. This means that during the course you can:

• ensure that students can freely express and base their methodological and superstitious positions within the framework of the problems raised during the seminar;
• ensure the interested participation of students in the discussion of the problems being considered;
• developing students' ability to critically analyze, clarify, and add ideas expressed;
• develop reasonable positions agreed on the results of the main problems of the seminar.

Discussion, as a rule, ends with the formation of general conclusions, including the necessary answers to the questions asked. However, sometimes not all problematic issues can be solved during the current lesson. This means that it is necessary to identify problematic questions whose answers are the subject of further seminars or the result of students' independent work.

Other types of training practices, where problematic education is widely used, are practical classes, laboratory work and practices, where the popular concept of education based on problematic activities serves as a didactic basis. The strengths of this concept are:

first, to preserve and dialectically harmonize the advantages of other teaching concepts;

secondly, the availability of mutually related requirements both for the teacher's work and for the independent work of students.

The content of this concept involves taking into account and implementing two main principles, according to which learning is viewed as a joint work of teachers and students.

The first is the principle of active development of the individual during training. He guesses:

• the clear focus of the education and education system on the formation of a prospective specialist with creative thinking, scientific erudition, required professional competence;

• repeating the main features of modern social development in teaching: dynasty, polygamy and discrepancy;

• ensuring effective relationships between the education system of young people and their future professional activities;

• Target students with a research thinking style, the ability to organize their activities wisely, and the need for constant self-improvement.

The second is the problem principle. He guesses:

• studying all events and processes in their continuous development, close contact and interaction with other events and processes. Prospective professionals should be able to see the diversity and discrepancy of the real processes of social development and scientific and technical development in their professional activities;

• teach enough cognitive challenges, ensuring the emotional and aesthetic attractiveness of independent creative activity;

• develop discussion forms of teaching. Each course should ensure effective joint activities of teachers and students, develop students' skills in scientific forecasting and finding ways to solve modern problems.

Thus, problematic education, as an active form of cognitive functioning, significantly enhances students' creative abilities and develops an interest in independently searching for the necessary educational and scientific information [3; 4].

It is well-known that problematic education is the most complex didactic process of developing the necessary knowledge, skills, and skills in students. Unlike traditional forms of education, it is associated with certain didactic terms, and its implementation can be talked about its success and effectiveness. Such conditions should include:

• create intellectual challenges that are consistent with students' knowledge skills and abilities;

• target students with the necessary knowledge to freely direct problematic situations to the content of science;

• develop the necessary skills and skills in both theoretical and practical fields of their future activities in solving problematic issues for students.

This is the core content of problematic and problematic educational concepts, and its main goal is to develop students' intellectual and creative abilities.

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ISSUES OF TEACHER SKILLS IN HIGH SCHOOL PRACTICE

Маҳкамова М. Ю.
Renessans ta'lim universiteti
"Pedagogika va filologiya" кафедраси dosenti

Abstract
The article analyzes the issues of teacher skills in high school practice. It discusses the views of Eastern thinkers on the teacher, the requirements for modern lessons, the requirements for teachers today.

Introduction

The future of the country, the success of all fields and projects depends on educated, modern-thinking people who are masters of their field. That is why special attention is paid to the development of education and human capital in our country .

In the concept of development of the higher education system, the issue of improving the quality of training of highly educated specialists was considered, and an opinion was expressed about the creation of effective mechanisms for the involvement of highly qualified professors, teachers, and scientists in the educational process.

Man is a part of nature. A human child is born with certain buds and certain possibilities. But these are possibilities. A favorable social environment, conditions, and education are necessary for the development of these budding abilities.

Among Central Asian thinkers, Farabi, Abu Ali ibn Sina, Abdullah Awlani and others have paid great attention to the importance of factors affecting human education. Farabi stressed the importance of education in the development of a person: "In order to become a good person, a person has two opportunities - education and education. Theoretical maturity is achieved through education, and education is the way to create moral value and practical activity in communication in these people," he says.

The great thinkers and sages who lived in the past, especially Abu Nasr Farabi, Ibn Sina, expressed valuable thoughts about the forms and methods of nature in their works.

Farabi is the first scientist to describe education. The word "education" means teaching a person, imparting theoretical knowledge based on explanation, education-theoretical qualities, behavioral norms and practical skills necessary for mastering a responsible profession, says the scientist.

Education is only through words and teaching. And education is practical work, learning through experience.

Farabi, in his work "On the Attainment of Happiness", expressed his opinion about the method of learning knowledge. He said: "The science that is necessary to know is studied first, and this is the science of the foundations of the universe. After learning it, it is necessary

to study natural knowledge. After that, in general, the science of living nature - plants and animals is studied," he says.
In Farabi's didactic views, the teacher represents the responsibility of the teacher. "Teacher," he says, "should not oppress his students too harshly, nor indulge too much. " Because too much oppression makes the student hate the teacher, and if the teacher is too gentle, the student will ignore him and become cold from the knowledge he imparts. Especially in his works such as "The City of Virtuous People", "Philosophical Questions and Their Answers", "Wisdom Conclusions", and "Commentaries", Farabi also thinks about human education.
The great thinker Abu Ali Ibn Sina's pedagogical views are interpreted as the main criteria for the development of a person both intellectually, morally, aesthetically and physically. Abu Ali ibn Sina, a scholar known in the East as "Shaikh *al-Rais ", while thinking about his teaching skills, mentions the following:*
- to be strict and serious in dealing with children;
- to pay attention to how students acquire the given knowledge;
- use of various methods and forms in education;
- to know the student's memory, ability to acquire knowledge, personal characteristics;
- to teach in accordance with the intellectual level;
- it is necessary to achieve that each word is at the level of awakening children's feelings.

According to Abdulla Awlani, it is absolutely necessary and a sacred task to develop the ability to think in children and regularly engage in this education. Therefore, it **is a sacred duty that relies on the teacher's attention and is entrusted to his conscience... Because the strength, ornamentation, breadth of thought depends on the education of the teacher.**

The following requirements are set before the modern lesson:
1. Each lesson must be carefully planned and aimed at achieving a certain goal.
2. The teacher should first introduce the students to the news.
3. Each lesson should have a strong ideological direction. Depending on the subject of the lesson, it is necessary to teach the students the ideas of national independence ideology, independence, patriotism, and humanitarianism, to educate them such qualities as national pride, national manners, a new worldview, and faith.
4. The lesson should be related to life.
5. Each lesson should be conducted with wide and effective use of various methods, methods and tools.
6. It is necessary to save the time allocated to the lesson and use it effectively.
7. In each lesson, the teacher should ensure the unity of active activity of the students, in which the use of interactive methods gives new results.
8. Lessons should be organized with the whole audience and with each student, taking into account their unique personal characteristics.
9. In the lesson, there should be a strong discipline that ensures that students work diligently.
10. Each lesson should be aimed at increasing students' independence.

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It is important for a skilled teacher to follow the following in order to form and constantly develop students' interest in learning:

1. Development of students' desire for knowledge, interest in science, mental work, and the development of their interests ensures that the educational process is organized in such a way that the student takes active action, seeks independent research and "discovery" of new factors, and tries to solve problematic situations by himself.
2. Learning activities, like other activities, are interesting only when they are varied. Giving information in the same way and acting in the same way soon leads to boredom.
3. It is very important to make students aware of the necessity, importance and appropriateness of studying this science and some of its parts in forming interest in science.
4. The more the taught material and the previous material are explained, the more interesting it seems to the students. Explaining the learning material by relating it to what interests the students also plays an important role in keeping them interested in the lesson.
5. Study material of moderate difficulty does not arouse interest in students. The study material is a bit more difficult, but should be something that students can handle.
6. Frequent checking of the work done by students also arouses their interest in science.
7. The accuracy of the educational material, the richness of emotions, and the pleasure of the student's speech have a great impact on the student and the increase of his interest in science.

Advanced teachers pay special attention to the choice of teaching methods. Although frontal, differentiated and individual activities of students have more in common, their organization requires a unique approach from the teacher, if the whole audience, group and individual are affected by the same method, then both education and creative approach will fail.

In some cases, it is recommended to pay more attention to methods that encourage a sense of duty and responsibility than to methods that make reading interesting.

Skilled teachers pay special attention to the use of lecture, seminar, debate, conference, study tour, independent lesson with the help of student-consultants, exhibition-competition.

The skill of the teacher is evident in mastering the technique of passing non-traditional types of classes mentioned above.

Seminar classes are important in the development of students' mental activity related to the discovery of new knowledge and laws . In the seminar class, even the most idle student performs mental work in amounts that cannot be done in any other type of class. Sometimes it can be in the form of a discussion or conversation. However, the teaching material is presented clearly and convincingly.

Debate classes also occupy an important place in the work experience of advanced teachers. Conducting debate classes requires a lot of skill from students. In this, first of all, it is important to compare the opinions of students and identify contradictions in their opinions. However, this type of lesson is not always passed. Because not all topics are controversial.

One of the non-traditional forms of the lesson is the examination-competition lesson. In this case, students of the audience are divided into groups of 3-4, learn the topic independently and explain the lesson by themselves. Since this type of lesson is conducted in the form of a competition, every student strives to prepare for it. All students in the group participate in the assessment. Particular attention is paid to the content, methodological support, and the uniqueness of the material explanation of such a lesson. Working students in groups teaches them to work cooperatively in a team and to help each other.

Creative and advanced students are fundamentally different from inexperienced teachers as follows: teachers with little experience provide students with ready-made knowledge in class. Such teachers try to get students to memorize more of the learning material in the lesson from the teacher's explanation or from the textbook. Of course, such teaching is easier than finding a problem and creating problematic situations.

Some teachers do not fully understand the essence of developmental education. They do not have enough didactic and general pedagogical information. As a result, they fail to implement problem-based teaching.

A skilled teacher constantly improves the teaching methodology. While posing a problem, he makes the student think out loud about the internal conflicts in solving it, express his thoughts and discuss them. Eliminates the possible objections in advance, proves the truth in the experiment. The teacher demonstrates the ways of scientific thinking in front of the students. Guides students to the truth through scientific research, making them participants in it. For example, V.F. Shatalov solves a lot of problems for students and develops the skills of applying theoretical knowledge in practice. If the teacher's explanation, used cues, schemes and outlines develop their memories, problem solving develops their thinking, and mathematical logical thinking is embodied in independent activities.

In the development of students' creative thinking, the system of supporting signals, "open ideas lessons", and their participation in the Olympiad are of great importance.

According to advanced teachers, problem-based teaching ensures students' activity in class and their free thinking. Advanced teachers wisely use the principles based on the delivery of educational material in blocks, from general to specific, from laws to events.

Thus, creative students take the problem situation practice to another level. Their experience creates a basis for a new understanding of the approach to the modern lesson and its organization. This is directly related to problem-developmental teaching.

A master teacher's lesson is a pedagogue's and teachers' interest, thoroughness, and the need for knowledge. Students ask questions and seek answers on their own, and learn to use their thinking skills to overcome challenges that match their reading strengths.

To increase the activity and curiosity of students, teachers who are skilled in using problem-based teaching come up with a system of questions and assignments for students. The questions they formulate should be short, concise and to the point. They develop students' curiosity not only their ability to think independently, but also their creativity. However, it should be noted that 80 percent of the questions asked by young teachers to students do not require thinking. Of course, it is necessary to use mechanical memory, to develop it, but at the same time, one should not forget the need to develop students' cognitive activity, thinking and attention. The questions asked to the students should be rich in ideas that require contradictory proof, ensure that the existing knowledge is required only in a specific situation, and ensure that the knowledge is applied in practice.

An experienced teacher achieves the desired goal with less effort and time compared to an inexperienced teacher, because he always teaches students to learn independently. They follow the rule that "if the students are not strong enough to learn the subject, let them learn it independently, otherwise the teacher should explain the material himself."

Independent work includes answering questionnaire questions, solving exercises and problems, filling in diagrams and tables, reading recommended literature, etc. to review the topic.

Regardless of whether it is a theoretical or practical lesson, the independent work of students should be managed by the teacher. Future teachers should pay special attention to teaching students to work with a book, to draw up a synopsis, to organize and perform creative works. For example, V.F. Shatalov uses a system of methods for developing students' direct creative thinking. They carry out a wide range of assignments and various independent tasks. To achieve this, he shows one version of the problem in the lesson. He asks the students what similar problems they have and recommends solving them independently.

Especially, the independent work of students is extremely useful in acquiring new knowledge by independently analyzing, summarizing and drawing conclusions. When organizing students' independent work with the book in the lesson, the teacher does not stop the fast student, does not rush the student who is learning slowly, and gives an additional task to the student who answered the question correctly.

In order to acquire pedagogical skills, a teacher, in addition to having a deep knowledge of his work, should also be aware of what interests students in the fields of politics, science, culture, and technology.

The lesson should have a social direction, like the entire educational process. The lesson, both the chair and the pulpit, as a whole, expresses the worldview of the teacher, the teacher shapes his attitude to the life of his students and other ideologies. The key to acquiring pedagogical skills is in the lesson itself.

In his work, the teacher always tests students' development level, memory, attention, will, conciseness of thought and important working skills. First of all, he should not be in a hurry to say bad things about his student-person. It is characteristic of creative students to carefully study and understand the changes taking place in students, act thoughtfully, and find the right way to the student's heart and psyche.

Young teachers should not be indifferent to who is not in class and what students are doing. And the students are extremely nervous. Unprepared math homework, a character he just read from an interesting art work, the bad luck of his favorite football or hockey team, gossiping with friends, these are all factors that disturb the teacher's peace of mind. Therefore, the teacher should have psychological knowledge and practical skills, such as understanding students' facial expressions, managing their attention, and observing them.

The fact that the teacher knows the students' interests, abilities, speed of thinking, character traits of each student in the audience is a psychological factor of a positive approach to the lesson.

Thus, the teacher's ability to prepare for the lesson and conduct it is very difficult, but it is a task that every teacher who has a creative approach to his work can do.

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EXPENSES AND THEORETICAL BASIS OF THEIR ACCOUNTING IN STATE HIGHER EDUCATION INSTITUTIONS

Karaev Payzillahon Yusufhonovich PhD.,
Namangan Institute of Engineering and Construction

Abstract:
In connection with the granting of academic, organizational management and financial independence to state higher education institutions, the article provides them with the authority to independently dispose of financial resources, independently determine the amount of the payment contract, and determine the amount of wages for teaching staff.

Keywords: higher education system, payment contract, cost management, reproduction.

Introduction

Sudden changes in the system of higher education in Uzbekistan caused the rapid development of the system. Today, in connection with the granting of academic, organizational management and financial independence to a number of state higher education institutions, they are empowered to independently dispose of financial resources, independently determine the amount of payment contracts, and determine the amount of wages for teaching staff. In particular, today "the cost of training on the basis of a fee-contract is determined based on the average cost per student, but on the basis of full financial support of the higher education institution, future development and mutual competition in the market of educational services." In the implementation of these tasks, it is necessary to conduct research on this topic.

Analysis of Literature on The Subject

It is desirable to study to a certain extent the study of the researched field by foreign scientists. Russian scientist N.D. Zavodchikov suggests that costs should be managed. In his opinion, it is necessary not only to reduce them, but, first of all, to use production costs effectively. Cost effectiveness takes into account both the amount of an organization's costs and the impact of costs on efficiency.

G. E. Antipova defines the concepts of "costs" and "cost". The author says that costs are a decisive indicator of the enterprise's appearance in the external environment, because costs are the use of material, labor and financial resources in terms of value to ensure the extended reproduction process.

A.V. Glushenko and E.M. Egorova define that "costs are one of the most influential elements of the development of modern strategic university accounting methods to ensure the development and strategic development of universities and the achievement of results."

According to the opinions expressed by foreign scholars, one can see general views and specific aspects of cost accounting in higher education institutions. Their opinions were seen as complementary views. Expenses of higher education institutions are the result of the expenditure of budgetary and non-budgetary funds of the educational institution based on the estimates of expenses and income.

The drastic changes related to financial independence in higher educational institutions in our country served to create an environment of independence in other areas as well. It can be seen that the development of the field is the reason for the reforms in state higher education institutions to form a new system, to step from one stage to another, and at the same time, the development will have a more improved appearance.

Analysis And Results

Modern technologies are being updated day by day, requiring radical reform of every field. In our opinion, it is not wrong to say that the most important links of the society are seen in the activity of the organizations related to the field of education. Today, special attention is being paid to the education system all over the world, as well as in our country, educational reforms are of great importance. We can see evidence of this at every level of society, from the lowest levels to the highest systems. On December 20, 2022, the head of state proposed to name the coming year 2023 as "the year of attention to people and quality education" in his Address to the Parliament in the Congress Hall in Tashkent. It can be seen that the ongoing education reforms, education policy, and human dignity are considered as the most urgent topics today. "We should never forget the idea of human dignity. To declare the year of human attention and quality education, if we analyze it deeply, we have thought a lot about what can be done. Of course, what we did yesterday should be continued today. From the point of view of sustainability, the idea of human dignity should continue over the years," the head of our state said.

Attention to the field of education in our republic, the changes being implemented today, new directions emerging in the course of the activity of educational institutions automatically bring about a new approach and special attention to the activity of educational organizations.

In turn, it should be mentioned that the field we are researching is directly related to educational organizations, their activities, cost accounting and their internal audit. Institutions of higher education in the Republic of Uzbekistan have increased significantly in recent years, and in addition to state institutions of higher education, several non-state institutions of higher education have also started their activities.

It is noted that today there are 210 higher education organizations in our Republic, including 30 foreign higher education institutions. Of these, 115 higher education institutions are state higher education institutions. 63 state higher education institutions belong to the Ministry of Higher Education, Science and Innovation.

Table 1 Regional distribution of republican higher education institutions

T/N	Distribution in regions	Total number of HEIs	From this:		
			State HEIs	Non-governmental HEIs	Foreign OTM branch
1	Karakalpakstan Republic	12	10	2	
2	Andijan region	10	7	1	2
3	Bukhara region	10	5	5	
4	Jizzakh region	5	3	1	1
5	Kashkadarya region	12	6	6	
6	Navoi region	3	2	1	
7	Namangan region	9	6	3	
8	Samarkand region	15	14	1	
9	Surkhandarya region	7	6	1	
10	Syrdarya region	3	3		
11	Tashkent region	14	7	4	3
12	Fergana region	13	9	3	1
13	Khorezm region	9	5	3	1
14	Tashkent city	88	32	34	22
	Total:	**210**	**115**	**65**	**30**

As can be seen from the above table, we can see that in the distribution of higher education institutions across the Republic by regions, Samarkand region and Tashkent city are the most. Several branches of state educational organizations were also established in the regions. It is determined based on the increased demand for higher education in these regions. In recent years, we see that in higher education institutions, there have been drastic changes in the forms of education, fields of study, the number of students, fields of specialization, and the forms of teaching, that is, we observe a state of growth several times, and it can be concluded that as a result of the increase in volume, incomes and, accordingly, expenses we can say that it will change.

The granting of financial independence to higher education institutions in our country began in 2022, and at first 10, then 35 higher education institutions were granted financial independence, and by today their number has reached 41. As a result of this, it is possible to expand the financial independence of higher education institutions, to drastically reduce state administrative management in their activities, and thereby ensure the formation of state higher education institutions that can meet world standards and train highly qualified personnel.

Also, based on this decision, several powers were given to higher education institutions and a number of changes in the financing procedure were also determined. In particular, if we consider the part related to expenses, the state higher education institutions, which are given financial independence, will be transferred to the financing procedure, which provides for the following:

- the average cost per student for all educational directions and stages is calculated;
- funds allocated from the State budget for personnel training on the basis of a state order (state grant) are determined based on the average cost per student based on the procedure established by the Cabinet of Ministers;
- budget funds for students studying on the basis of a state grant are allocated on the basis of an agreement to be signed between the relevant ministry and department and the higher education institution (of which targeted funds, including scholarship payments, are allocated by law for the social protection of orphans and children deprived of parental care except funds, expenses of post-higher education and other funds allocated on the basis of separate decisions of the President of the Republic of Uzbekistan and the Cabinet of Ministers);
- budget funds allocated for students receiving education on the basis of a state grant (except for targeted funds) are transferred to the personal treasury account of the higher education institution under non-budgetary funds, and at the end of the reporting period, the balance of the funds is left at the discretion of the higher education institution;
- funds allocated as a state order and income and expenditure estimates for payment-contract funds are registered in the appropriate higher ministry and office, and their use is carried out in a similar manner to the procedure established for the Development Fund of Budget Organizations. In this case, changes to the income and expenditure estimates during the financial year are not agreed with the Ministry of Finance;
- the cost of training on the basis of a fee-contract is determined based on the average cost per student, but on the basis of full financial support of the higher education institution, future development and mutual competition in the market of educational services.

Conclusions And Suggestions

The activities of the internal audit service in state educational organizations and its organization were reviewed, the activities of the financial control and internal audit services organized within the Ministry of Higher Education, Science and Innovation were studied, the results of the audits conducted over the years were analyzed and conclusions were drawn. The tasks and functions and principles of the internal audit service are based. The need for an internal audit service has been revealed. The regulatory and legal bases regulating the accounting and internal audit of state higher education organizations have been extensively analyzed. Today's problematic aspects have been analyzed, issues that need to be improved have been considered. Proposals have been made to eliminate existing problems, increase the transparency of the budget system, develop internal procedures, and create normative legal documents regulating activities.

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FEATURES OF HILARY MANTEL'S HISTORICAL NOVELS

Nazarova Raykhon Shavkatovna,
Applicant

Abstract

It can be said with all certainty that after the Modernists and the narrative forms they introduced, the historical novel has seriously changed. One of the innovative moments in the genre of historical novel was the role of the author, who no longer claimed the usual omniscience and omnipotence. Although, the author did not cease to have knowledge in which direction the story went (due to the time gap between the time of writing the novel and the time of the events narrated by the writer), he or she did not directly «impose» own vision of the events of the past, though the plot developed «along the rails of history» which was familiar to the reader. Instead of an all-knowing narrator, the narrator appears who is «one of us»; authors of historical novels either come up with the narrator who has a peculiar (individual) view of the past and narrates exclusively «from the perspective» of his «I» like Claudius from R. Graves's novel «I, Claudius» (1934), or, even using a third-person narrative, endows these «he/she» with such personal knowledge of the causes and consequences of events that formed the basis of the narrative that any omniscience is simply impossible to talk about.

Keywords: narrator, history, novel, genre, movement, H. Mantel, culture, narrative, interpretation.

Introduction

The historical novel is rapidly moving towards the narrative dominance of the character's point of view, when everything receives a fundamentally personal interpretation. This does not exclude the presence of an author's vision of a reproducible historical event; but it arises from the juxtaposition of different positions of the characters (and several), from the narrative-activated reader's assessment of the fidelity/infidelity of the reader, knowledge of history and/or understanding of the laws of history by which it moves, and how these laws are reflected in the character structure and imagery of character heroes.

This is obvious, for example, in «Orlando» (1928) by V. Woolf. Readers of the novel know that its main character, who was metamorphosed in the second half of the work and turned into a woman (a tribute to Woolfe's feminism and her idea of dominating the female principle in the world, however, is not new. Let us recall the ending of Goethe's Faust as well), travels through the history of England from the Tudor period until the beginning of the 1920s. This principle of the plot construction, based on the concept of beyond historicity, is used by Woolf in order to develop the ideas of eternity of human existence, dialectics of male and female principles, beauty, culture and others.

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In general, despite its playful and comic nature, the novel demonstrates some new understanding of the story that J. DeGroot well formulated: «a space of constant movement and probabilities» «possibilities and potentials».[1] However, this space is not chaos, it is organized and structured by culture, in this case English, which acts as a means of self-discovery and self-esteem of the main character/heroine.

Here we approach another innovation that arose in the genre in the era of modernism and immediately after it, which is not completely revolutionary. This refers to the predominance in the process of Romanesque reconstruction of the past, not so much sociopolitical as sociocultural bonds of the past. Brilliant examples of a look at history through the movement of thought and cultural paradigms even before Woolfe's «Orlando» (and partly her novella «Flush») gave «Notre Dame Cathedral» (1831) by V. Hugo «Salammbo» (1862) by G. Flaubert novels by D. Merezhkovsky («Christ and the Antichrist» 1896-1905), V. Bryusov («The Fiery Angel» 1907).[2]

The novels of one of the brightest English writers of our time, Hilary Mantel, to a certain extent, combined both innovations that were discussed above. At the same time, they turn to the unusually acute socio-political confrontation of time, which determined further history of England, as well as «requires» the memory of the genre in its classical version.[3]

These novels develop the theme of the emergence of new England, a process that received a powerful impetus during the reign of Henry VIII, when the feudal Catholic paradigm was destroyed, and in its place grew a new Protestant-bourgeois structure of the country's life, which dominated England for many subsequent centuries. It's safe to say that novels turn to a period of dramatic socio-cultural breakthrough.

Thomas Cromwell, according to H. Mantel, is not only a character in the history of England, who largely determined this «drift» of the country towards a new world order, but also a person who, in fact, was an image of a new country, new thinking, attitude towards people, laws, rules and norms of being.[4] When we reflect on the conflict underlying the ideological and artistic structure of the trilogy about the most important period of the formation of modern England, we notice that not only the political or religious contradictions of that time determine its essence: characters and events are «passed» through some general historical, essential oppositions. These primarily include the confrontation of the new and old, real and ideal, practical and visionary.[5]

The plot is built as a kind of psychological and analytical «self-report» by Thomas Cromwell about his progress up the socio-political ladder, as an explanation, an interpretation of his own life from childhood to maturity. Moreover, one can notice that the epochal event of English history seems to «pour» into the inner world of the hero, and the result of this

[1] De Groot G. The Historical Novel. — London and New York: Routledge, 2010. — 200 p.

[2] Leiderman N. L. Teoria zhanra. Issledovania i razbory. — Ekaterinburg: Uralskiy gos. ped. un-t, 2010. — 400c.

[3] Boris Proskurnin. Hilary Mantel's Novels about Thomas Cromwell: Traditions and Innovations // Footpath: Contemporary British Fiction in Russian Universities. A Journal. 2016. № 9 (4). P. 57–70.

[4] Hughes D. Tudor Tales: Hilary Mantel Reconsiders the Life of Thomas Cromwell. New Yorker.

[5] Butterfield H. The Historical Novel: An Essay. — London, 1924. — 210 p

becomes the subject of storytelling: all important and less significant events, facts and personalities of time are «boiled» in Cromwell's mind.[6]

Acquaintance with the cultural component of novels convinces that it is important for the author to show how multi-layered, multilateral and multifaceted history is, and this multi-figure of history is covered by one generalizing concept - culture. In this regard, on the one hand, without departing from the tradition of the genre, going from Scott's novels with their obligatory historical and cultural conception, Mantel still goes further than simple ethnographic and historical and decorative culturems.

Summing up my reflections on the originality of H. Mantel's novels with the history of England and on the artistic structures of novels, the narrative dominant of which is the inner life of the hero, which absorbs all the features of the country's reality, rapidly moving towards a new socio-cultural device; we see that, on the one hand, the novels contain key genre «codes» of the historical novel, but on the other hand, Mantel's novels demonstrate how peculiarly they are used, especially in terms of plot and narrative construction.

It is clear that the features of the novels are directly related to the originality of the artistic thinking of H. Mantel as a whole, which was clearly manifested not only in her historical novels. But it is also obvious that Mantel's genre thinking reflected almost the entire experience of the historical novel genre in the 20^{th} – 21^{st} centuries, especially the postmodern time of its existence in the literary process. In Mantel's novels, the tendency to «plot» history is obvious, when the massive volume of English history, with its turning and deciding the fate of the country, becomes part of an individual story, moreover, reconstructed (or existing) in the mind of the protagonist; being meaningful and passed through his thought and assessment, the story appears before the reader. In this dilogy, we see the synthesis of past, present and future times as substances of the integrative inner life of the hero. In the novel, it is obvious that there is what could be called a «plusquamperfect» of history, when the past is actively involved in the formation and living of the present: the entire ideology of the image of Thomas Cromwell is built on this.

His figure, and how it was created, gives every reason to say that Mantel's novels demonstrate the unity of two structural dominants in modern English novel: reflective and psychological-analytical (self-knowledge and introspection) and historical, that it inscribes Mantel – a historical novelist, into the broad context of England's national novelism. Historical novels by H. Mantel once again prove that «the memory of the genre is not a museum exhibit, but a constantly operating mechanism of artistic creativity and reader's perception».

[6] Mantel H. Wolf Hall. — London: 4th Estate, 2009. — 652 p

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