

MODERN TRENDS IN ADVANCED EDUCATION SYSTEM AND PEDAGOGY

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RESEARCH ON LIU ERXIN WITH EDUCATION AND INDUSTRY UNDERTAKINGS IN MODERN GANSU

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ABSTRACT

As a famous scholar, educator and industrialist in modern Gansu, Liu Erxin was not fond of chasing fame, but devoted himself to education and industry careers all his life, and made significant contributions to the development of education and social welfare in Gansu. On the basis of collecting relevant historical materials earnestly, this article briefly introduces the general situation of cultural geography in Gansu, focuses on analyzing Liu Erxin's life experience and academic achievements, and objectively excavates Liu Erxin's major accomplishments in the aspect of education and industry, with a view to providing some scientific research achievements for the research of modern Gansu regional culture and some historical materials of celebrities.

KEYWORDS: Liu Erxin; Gansu in modern times; Education; Industry.

INTRODUCTION

Liu Erxin, an influential figure in the field of education and social activities in modern Gansu, was not receiving sufficient attention for various reasons. Until the 1980s, research discoveries on Liu Erxin increased gradually, some important articles including: "Liu Erxin and His Poems" (1980), "Liu Erxin's Life and Writings" (1997), "Research on Liu Erxin" (2015), mainly analyzes Liu Erxin's works and academic ideologies from the perspective of literature. In addition, there are also some monographs, such as Liu Erxin—A Great Scholar in Gansu wrote by Dai Enlai in 2020, mainly summarize Liu Erxin's life experience and academic views objectively. However, at present, there is comparatively little research on the different aspects of Liu Erxin. Therefore, this article lay emphasis on Liu Erxin's contribution to education and industry in Gansu, and intends to promote the related research.

General Situation of Cultural Geography in Gansu Province

Gansu, one of the birthplaces of Chinese civilization, is situated in the northwest of China, at the intersection of the Inner Mongolia Plateau and Qinghai-Tibet Plateau. The territory of Gansu is vast, "with a total area of 454,000 square kilometers." [1] Gansu has bountiful historical and cultural resources, which has always been the necessary way for the Silk Road, as well as a decisive channel for artistic and commercial communication between China and the West. Depending on trust statistics, the Silk Road is 1,700 kilometers long in Gansu.

As the most important section of Silk Road in the East, the change of political structure, the development of economic form and the prosperity of culture in Gansu is closely related to this land transportation artery. In a sense, the regional culture of Gansu is Silk Road culture. In the

meantime, as a crucial area for communication among various ethnic groups in ancient China, Gansu is a strategically geographical place, where the central plains dynasties all built the Great Wall here. Therefore, it is also considered to be an “open-air museum” of the construction history of the Great Wall.

As a bridge of the convergence of Central plains culture and Western Regions culture, Gansu is also the frontier for communication between different areas. In the process of historical evolution, a unique culture posed by the Silk Road and the Great Wall culture is gradually formed. What is more, the formation of Gansu’s diverse cultures can be inextricably linked to the promotion of education, and there has been a wonderful atmosphere of valuing education here since ancient times. “The origin of ancient education in Gansu originated earlier, and at least in the late Western Han Dynasty, there were special administrative officers.” [2] In the Sui and Tang dynasties, indigenous culture was prosperous and education developed rapidly. During the Ming and Qing dynasties, “under the background of highly bureaucratization, Gansu achieves the popularization of academy education, from the provincial capital to the countryside.” [3]

At the end of Qing Dynasty, especially since the Opium War broke out in 1840, China was forced to open its door under the fierce attack of Western powers’ ships and cannon. As China became a semi-colonial and semi-feudal country gradually, Gansu province in the northwest also fell into a tragic situation of economic depression and harsh living conditions. At the same time, Chinese traditional culture for thousands of years was also facing unprecedented impact. Faced with domestic difficulties and foreign invasion, lots of advanced intellectuals in Gansu insisted on several explorations and attempted to save the country and revitalize Gansu, and Liu Erxin was one of the representatives. As an influential social celebrity in Gansu, Liu Erxin’s life was closely linked with this land.

Liu Erxin and Educational Cause of Gansu

Liu Erxin (1865-1931), born in Gaolan County, Gansu Province, was a famous scholar, educator and industrialist in modern China. Grew up in a scholarly family, Liu Erxin had been studying in an old-style private school since childhood and was eager to learn different kinds of knowledge. Later, he entered Lanshan and Qiugu Academy, where he learned from eminent scholars Zhang Guochang and Liu Guangzu. This learning experience laid a solid foundation for the formation of his academic thoughts, and also had a positive impact on his education career afterwards. Liu Erxin was admitted to the successful candidate in the highest imperial examinations in 1889, and was appointed as an editor by the Imperial Academy in 1894. After serving in Beijing for a period of time, he witnessed much heartache in society, then returned to Gansu to concentrate on academic education.

Liu Erxin was keen on learning and wrote quite a large quantity of books, mainly including: The First Collection of Guozhai, the Sequel of Guozhai, Other Collections of Guozhai, Diary of Guozhai, Encouraging Learning, etc. These works were listed in New General Annals of Gansu Province. Furthermore, he also wrote Reconstruction of Little West Lake, the Excerpts of Children’s Language and other monographs, who could be called a true master of Gansu.

After the defeat of the Sino-Japanese War in 1895, the foreign powers set off a frenzy to carve up China, and China entered a turning point of life and death, a large number of advanced Chinese people began to rethink the way to save the nation. In the face of a serious crisis, Liu Erxin strongly advocated that “the rise and fall of national fortunes depend on talents, and the



quality of talents depends on education.”[4] Consequently, the main purpose of his education cause was to cultivate talents with both ability and political integrity for the country.

Liu Erxin believed that “encouraging learning and achieving universal compulsory education” was a fundamental method to change the shortage of talents, lagging economy and outdated concepts of Gansu region and even the whole country. He emphasized that a favourable social atmosphere could be formed by education, and then national strength could be gathered increasingly, national spirit could be invigorated, and territorial security could be safeguarded. In the aspect of education, Liu Erxin had a unique concept. As far as teaching methods were concerned, he insisted that “as a teacher, patience and love were the soul of education rather than strictness.” [5] That was, teachers should not be too strict with students in the process of teaching, but need to moderate seriousness and encouragement. Just like a breeze and drizzle could nourish all things in the world, only when teachers had love in their heart and be kind to students could get a desired result. On the contrary, if teachers criticized students too harshly, they would be bored with learning and had other adverse consequences.

Liu Erxin considered that “reading must not pursue short-term interests, and when knowledge was accumulated to a certain extent, students would discover the pleasure of reading.” [6] He had absolute faith in a theory—a person’s learning quality depended to a large extent on whether they studied diligently and persistently. Only by persistence could reading became a habit, and gave people a chance to bring together all the individual parts of knowledge, so as to truly experience the joy of reading and the power of knowledge in the entire process. He also noted that although there were differences in people’s gift, long-term persistence in the study could shorten the gap effectively and made up for the deficiencies.

Moreover, Liu Erxin advocated that schools need to set up practical courses. He believed that contents of education should come from reality, and students were supposed be encouraged to contact things, observed the world with their own eyes and obtained truly useful knowledge. During his tenure as the provost of Gansu Higher School, Liu Erxin was distressed by isolation and backwardness of Gansu, so he added new practical subjects including foreign language, military science, legal system and gymnastics based on actual needs, and yearned for liberating students’ mind by practicing. His view not only reflected a concept of keeping pace with time, but also found a feasible way to train new talents.

Liu Erxin lived in an era of great changes and turning points, at that time, China was facing a heavy national crisis, and domestic contradictions were also very acute. Confronting the grim situation of internal and external troubles, he actively insisted that education could save the country, and dedicated his life to the development of Gansu’s culture and education.

He held the post of principal of Wuquan Academy twice, and then served as the provost of Gansu Higher School for five years. During this period, Liu Erxin vigorously carried out reforms and made it clear that the purpose of running higher schools was to train talented people with “lofty aspirations, sufficient knowledge, and noble character” [7], and some courses such as physics and chemistry had been offered to adapt to new trend of the times. Meanwhile, he spared no effort to support backward students, and funded Gansu students to go to other provinces for further studies.

Liu Erxin was also concerned about primary education. He held that primary education was the foundation of the entire educational cause and the key to improving national quality. In the year of 1906, he raised funds and set up the first primary school in Lanzhou—Xingwenshe Primary

School of Gaolan county. This school had abundant experienced teachers, and made a good start for later primary schooling. After the Republic of China, it expanded to four primary schools. He had been teaching for more than 30 years, and his students finally became remarkable talents in various industries all over Gansu, Ningxia, Qinghai and other neighboring areas. For example, Zhao Yuanzhen and Shuizi were famous scholars and educators, Wang Xuan and Zhang Wei were influential politicians.

Liu Erxin and His Industrial Contribution

Besides firmly believed that education could save China, Liu Erxin convinced that boosted industry was also an important way to save the nation, so he focused on developing the cause of industry as well as education. As a native of Gansu, Liu Erxin conducted fundamental investigations on the industrial structure of different sectors in Gansu, and “wrote authoritative Measures for Overall Planning of Gansu Industry.”[8] He identified the scope and direction of industry, and put forward detailed solutions. At the same time, he asked famous industrialist Zhang Jian for advice on relevant matters, and wrote to the Gansu government to request funding to assist local industries.

For more than twenty years from 1906 to 1928, Liu Erxin took the pursuit of the welfare of Gansu people as his top priority, established modern machine industry and set up over thirteen social welfare organizations at last. In 1915, after sent specially-assigned persons to Dasheng Cotton Mills in Nantong learned advanced technology, Liu Erxin opened spinning mills, match factories and other workshop-type factories in Lanzhou. Later, he set up Longyou Industrial Association to invest in many companies and revitalize the local economy.

In the late Qing Dynasty, because of the social unrest and chaos, it was extremely difficult to purchase and transport books in Gansu, and the majority of students’ vision were limited seriously. In view of this situation, Liu Erxin founded Longyou Leshan Publishing House in 1911. This publishing house published and distributed various kinds of books, including the essence of ancient generations and the works of contemporary masters. In the year of 1922, Liu Erxin set up a non-profit organization—Wuquan Library, in which collected a large number of high quality Chinese and foreign books. These public welfare organizations had a historic role in inheriting Gansu local culture and boosting the development of education.

On December 16th, 1920, a massive earthquake measuring 8.5 on the Richter scale occurred in Haiyuan, Gansu province, affecting an area of more than 1.5 million square kilometers, killing and injuring over 200,000 people. Supported by all sectors of society, Liu Erxin presided over earthquake disaster relief affairs in person. Gansu Earthquake Relief Office, which he established totally received a donation of about 300,000 tael, which were used primarily for infrastructure construction such as repairing bridges, dredging rivers and rebuilding cities. The scope of disaster relief covered Gansu and surrounding disaster-stricken areas.

Shortly after Haiyuan earthquake relief ended, Liu Erxin spent the remaining funds on a long-term future-oriented disaster prevention project, that was Fengli civil storehouse. The management system of the civil storehouse was adequate. Grain was bought at a reasonable price in the harvest years to ensure farmers’ income, and sold at a low price in the famine years to prevent illegal merchants from driving up prices and disrupting the market.

There was a severe drought in Gansu in 1929, the tragic scene so shocking that plenty of people became destitute and homeless in Lanzhou. Gansu officials and Liu Erxin’s students were the primary force in disaster relief. The Fengli civil storehouse immediately set the stage for

releasing daily necessities. Liu Erxin also went to disaster areas conduct to rescue operations, and simultaneously cooperated with the Police Department to set up a number of porridge factories to provide clean water and porridge, which played a positive role in disaster relief.

Lanzhou's famous landmark, Five Spring Mountain, was built in the Yuan Dynasty, and continuously repaired in the Ming Dynasty. However, most of the buildings on the mountain had been destroyed in the beginning of 21st century. Liu Erxin mourned for the tragic destruction of scenic spots and historical sites, and he started a fund-raising campaign for people from all walks of life to rebuild Five Spring Mountain. Eventually, he raised more than 40,000 tael of silver.

From the beginning of the summer in 1919, Liu Erxin carried on planning and designing around the clock, and it took five and a half years to complete the whole project in 1924. After several times of expansion, not only original temples had been renovated, but more than ten buildings were added to "make the layout of Five Spring Mountain more and more reasonable, beautiful and distinctive." [9] At the same time, different kinds of flowers and trees were planted, Five Spring Mountain had gradually become a picturesque tourist attraction.

On account of accumulated rich experience in gardening when Liu Erxin built Five Spring Mountain, Lu Hongtao, provincial military governor of Gansu, specially hired him to guide the reconstruction of Little West Lake in Lanzhou in 1924. Liu Erxin did his best and also wrote more than twenty antithetical couplets for these famous scenic spots, which greatly enhanced the cultural heritage of Little West Lake Park. The construction of various public welfare buildings "permeates Liu Erxin's attention to regional urban construction, and promotes the ecological and cultural construction as well as urban development of Lanzhou." [10]

After Liu Erxin passed away in 1931, people came from far and near held various activities to commemorate his distinguished contribution to the construction of Gansu. In 1935, Lanzhou people admired his noble deeds and cast a bronze statue for him in Five Spring Mountain. In 1939, Zhao Yuanzhen, a student of Liu Erxin, took the lead in setting up a middle school at the former site of Lanzhou Confucian Temple to commemorate this selfless pioneer.

CONCLUSION

Since in the late Qing Dynasty, modern China had been at the crossroads of changes, Liu Erxin followed the new trend of the times. On the one hand, adhering to the ideal of Chinese traditional intellectuals to save the country and the people, he persisted in writing books and kept his mind on the cause of education with great enthusiasm, and actively promoted the transformation and development of modern education in Lanzhou. On the other hand, Liu Erxin keenly grasped the pulse of times, took the initiative to learn advanced Western knowledge, spared no effort to set up industry, combined industry with education, promoted the development of industry by supporting education, also relied on industry to provide funds for education, and made an indelible contribution to the development of Gansu in modern times.

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EXPLORING THE REPERTOIRE SELECTION PROCESSES OF BASIC SCHOOL MARCHING BAND INSTRUCTORS IN GHANA

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ABSTRACT

This study explores the repertoire selection processes of basic school marching band instructors in Ghana. Using a qualitative approach, data was collected through in-depth interviews with ten instructors from various schools across the country. The findings reveal that the selection process involves several factors, including the occasion, audience, and cultural relevance. Additionally, the instructors consider the skill level of their students, the availability of resources, and the need for variety in their selection. Furthermore, it was found that instructors face challenges in selecting appropriate repertoire due to limited resources, lack of training, and the need to balance cultural and educational objectives. The study recommends the need for training and resource support for instructors to enhance their repertoire selection processes and ensure a well-rounded music education for students.

KEYWORDS: Repertoire selection, marching band, music education, basic school, Ghana.

INTRODUCTION

Music plays an important role in the cultural and social life of Ghana, and marching bands are a common feature in the country's schools. The selection of appropriate repertoire is an essential aspect of the marching band performance, as it can enhance the educational, social, and cultural experiences of the students. However, little is known about the repertoire selection processes of marching band instructors in Ghana. This study aimed to explore the repertoire selection processes of basic school marching band instructors in Ghana and to identify factors that influence their selection decisions. Music education is an integral part of basic school education in Ghana, and marching band programs have become increasingly popular in recent years. As a result, the selection of repertoire for these programs has become an important aspect of music education. However, little research has been done on the processes that basic school marching band instructors in Ghana use to select repertoire for their programs. This study aims to explore these processes and the factors that influence them. Understanding the repertoire selection processes of these instructors can inform music education policy and practice in Ghana, and contribute to a better understanding of music education globally. This study used a qualitative approach to collect data through in-depth interviews with ten basic school marching band instructors from various schools across the country. The findings of this study provide insights into the factors that influence repertoire selection and the challenges instructors face in selecting appropriate repertoire. These findings can inform the development of training and resource support for instructors to enhance their repertoire selection processes and ensure a well-rounded music education for students.

METHODS

The study employed a qualitative research design, and data were collected through semi-structured interviews with ten basic school marching band instructors in Ghana. The instructors were selected using purposive sampling based on their experience and availability to participate in the study. The interviews were conducted in English and were audio-recorded and transcribed verbatim.

Data analysis was conducted using thematic analysis. The transcripts were read multiple times to identify key themes and sub-themes related to the repertoire selection processes of the marching band instructors. The identified themes were categorized and analyzed to draw conclusions and make recommendations for improving the repertoire selection process in basic school marching bands in Ghana.

This study used a qualitative research approach to explore the repertoire selection processes of basic school marching band instructors in Ghana. The participants were ten instructors from various basic schools across the country who were purposively selected based on their experience and expertise in directing and selecting repertoire for marching band programs. In-depth, semi-structured interviews were conducted with the participants to obtain rich data about their repertoire selection processes. The interviews were audio-recorded and transcribed verbatim.

Thematic analysis was used to analyze the data collected from the interviews. The analysis process involved identifying key themes and patterns in the data, coding and categorizing the data, and interpreting the data in relation to the research questions. The themes and patterns that emerged from the data were then used to develop a comprehensive understanding of the repertoire selection processes of basic school marching band instructors in Ghana.

Ethical considerations were taken into account throughout the research process. Informed consent was obtained from all participants before the interviews, and they were assured of their confidentiality and anonymity. The study was also approved by the relevant ethics committee.

RESULTS

The findings of the study revealed that the repertoire selection process of basic school marching band instructors in Ghana is influenced by several factors, including the ability and experience of the students, the availability of instruments and resources, the cultural context of the school, and the preferences of the school administration and community. Instructors also relied on their personal experiences and knowledge of music to select appropriate repertoire.

CONCLUSION

The study provides valuable insights into the repertoire selection processes of basic school marching band instructors in Ghana. The findings suggest that there is a need for improved resources and training for instructors to enhance their ability to select appropriate repertoire for their marching bands. The study also highlights the importance of considering cultural and contextual factors in the selection process to enhance the educational and cultural experiences of students in marching bands.

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EXPLORING MODERN TRENDS IN PEDAGOGICAL PRACTICES FOR TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

This paper aims to explore modern trends in pedagogical practices for teacher education institutions. With the advent of technology and changing learning styles, there has been a shift towards innovative teaching methods that engage and motivate students. This study identifies various pedagogical approaches that have been adopted by teacher education institutions to prepare teachers for the 21st century classroom. The research involved a literature review of various academic sources, as well as interviews with faculty members and students at teacher education institutions. The findings reveal that the most effective pedagogical practices include student-centered learning, project-based learning, gamification, and blended learning. Additionally, the study highlights the importance of teacher professional development programs to ensure that teachers are equipped with the necessary skills to implement these modern pedagogical practices in their classrooms.

KEYWORDS: Pedagogy, Teacher Education Institutions, Student-Centered Learning, Project-Based Learning, Gamification, Blended Learning, Professional Development.

INTRODUCTION

The field of education has undergone significant changes in recent years, with the introduction of new technologies, changing learning styles, and evolving teaching methodologies. Teacher education institutions have been at the forefront of these changes, striving to prepare future teachers for the challenges of the 21st-century classroom. As a result, there has been a shift towards modern pedagogical practices that engage and motivate students, and that foster critical thinking and problem-solving skills. This paper aims to explore modern trends in pedagogical practices for teacher education institutions. The field of education is constantly evolving and it is essential for teacher education institutions to keep up with the latest pedagogical trends and practices. The effectiveness of teacher education programs largely depends on the ability of institutions to adopt and implement modern pedagogical practices. This article aims to explore the current trends in pedagogical practices that are being implemented in teacher education institutions around the world. By analyzing and synthesizing existing literature, this article seeks to provide an in-depth understanding of the latest pedagogical trends and how they can be applied in the context of teacher education institutions. The insights gained from this study can help institutions to design and implement effective teacher education programs that meet the changing needs and expectations of students and the education sector as a whole.

METHODOLOGY

This study involves a literature review of various academic sources, including peer-reviewed articles, books, and other relevant publications. In addition, interviews were conducted with faculty members and students at teacher education institutions to gain insights into the implementation and effectiveness of modern pedagogical practices. The data collected from the literature review and interviews were analyzed to identify common themes and patterns related to modern pedagogical practices in teacher education.

Literature Review: A comprehensive review of literature on modern trends in pedagogical practices in teacher education institutions was conducted. The literature search was conducted using academic databases such as Google Scholar, JSTOR, and ERIC.

Survey Questionnaire: A survey questionnaire was designed to gather data from teacher education institutions on their use of modern pedagogical practices. The questionnaire was designed based on the literature review and was validated by a panel of experts in the field of education.

Data Collection: The survey questionnaire was distributed to a sample of teacher education institutions in different parts of the world. The institutions were selected using purposive sampling technique to ensure a representative sample. The questionnaire was distributed through email and online survey platforms.

Data Analysis: The data collected from the survey questionnaire was analyzed using statistical software such as SPSS. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to analyze the data.

Qualitative Analysis: In addition to the survey, semi-structured interviews were conducted with selected teacher educators to gather in-depth information on their use of modern pedagogical practices. The interviews were transcribed and analyzed using thematic analysis.

Synthesis: The findings from the literature review, survey, and interviews were synthesized to provide a comprehensive understanding of modern trends in pedagogical practices for teacher education institutions.

RESULTS

The literature review and interviews reveal that there are several modern pedagogical practices that have been adopted by teacher education institutions. These include student-centered learning, project-based learning, gamification, and blended learning. Student-centered learning is an approach that emphasizes the needs and interests of individual learners and encourages active participation in the learning process. Project-based learning involves the use of real-world projects to teach students important skills and concepts. Gamification refers to the use of game elements to engage students and motivate them to learn. Blended learning combines traditional face-to-face instruction with online learning to provide students with a flexible and personalized learning experience.



CONCLUSION

In conclusion, this paper highlights the importance of modern pedagogical practices in preparing future teachers for the 21st-century classroom. The findings suggest that student-centered learning, project-based learning, gamification, and blended learning are effective pedagogical approaches that engage and motivate students. Additionally, the study emphasizes the need for teacher professional development programs to ensure that teachers are equipped with the necessary skills to implement these modern pedagogical practices in their classrooms.

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DEVELOPING SYSTEMS THINKING IN FUTURE BIOLOGY TEACHERS

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ABSTRACT

The article deals with the problem of the formation of bioethical thinking of future biology teachers at the university. Some forms and analysis of work with students in educational and extracurricular activities are presented.

KEYWORDS: Bioethical imperative, method, lesson, bioethical thinking.

INTRODUCTION

The world of the 21st century is characterized by the intensity and complexity of transformations in all spheres of human activity. In this regard, a modern specialist should be distinguished by competence in the chosen field, professionalism, creative approach to his work and humanism - professional and personal qualities that allow him to respond adequately and in a timely manner to the challenges of the time. Such a semantic setting is reflected in the training of personnel of various profiles, in demand by the state and society. Among them, a special place is occupied by future teachers.

MATERIALS AND METHODS

Today, the younger generation has not formed, blurred concepts of good and evil, morality and morality, spirituality and spiritual sensitivity. People are indifferent and indifferent to the problems and troubles of others, therefore, according to Dario Salas Sommer, a philosopher, writer and researcher, a major humanist of our time, "we intuitively experience anxiety, not knowing and not understanding how to live correctly in harmony with the environment. the world and Nature... in fact, morality is a code of laws of Nature that allows one to achieve perfection and harmony with oneself... Man is not an isolated creature, he influences Nature, everything that surrounds him, and this causes a well-deserved response reaction. That is why everyone is responsible for their actions" [1].

RESULTS AND DISCUSSION

In our opinion, in the professional training of future biology teachers at a university, it is necessary to pay serious attention to the development of their moral qualities, non-standard thinking and the development of a stable bioethical position in the relationship "man - nature" and "man - man". A serious educational potential for the development of bioethical thinking of biology students can be the method of solving cases or situational problems. Today it is a modern, frequently used teaching technique, when a certain, specific working situation is modeled, causing discussion, requiring analysis and specific proposals for an effective solution to the problem. As a rule, cases are based on real factual material or are close to the emerging situation. It should be noted that the use of this method in the educational process of training

future teachers of biology is of great importance, since it contributes to the development of independent thinking among students, links theory with practice, allowing you to apply theoretical knowledge to a practical situation, and provides opportunities to offer non-standard, sometimes an unexpected solution to a problem. Here is an example of such a case: "In laboratory classes in zoology, when studying the topics "Internal structure of fish, amphibians, reptiles, birds, mammals", as well as in physiology classes, dissection of an animal and experimentation with him. However, the international organization Inter NICH - for humane education, which focuses on the use of animals and alternatives in the biological sciences, medical and veterinary education and opposes the mindless use of living objects, believes that "these methods are the cause of widespread suffering and deaths of a myriad of frogs, fish, rats and other animals every year. They teach disrespect for life because animals are treated as disposable tools, thrown away after use. In some countries, such methods also harm the environment from which these animals are taken" [2]. When solving a case, we offer questions for discussion: what position is close to you - to kill an animal or, guided by the principles of humane education, use an alternative; could you fundamentally change the chosen specialization, because the designated disciplines are conducted without taking into account the modern bioethical requirements of humane education, or will you reconcile yourself and will not perceive such important values as personal responsibility and respect for any form of life? In the course of work on this case (and many similar ones), there is a pronounced personal attitude of students to the problem, disputes, debates, a high emotional degree, the development of bioethical thinking and the development of moral professional and universal principles.

We believe that in this way students develop the skill of working with information, revealing their creative potential, showing their feelings, emotions and personal attitude to the problem under study.

As homework, students choose topics for writing an essay. For example: "As long as a person feels pain, he is alive, while he feels someone else's pain, he is a person" (Francois Guizot), "Science has invented cures for most of our diseases, but has not found a cure for the most terrible of them - indifference" (Helen Keller) [3].

"If everyone does good within their capabilities, the possibilities of good will become limitless" (Fazil Iskander), "Good is not a science, it is an action" (Romain Rolland), etc. We believe that this form of work encourages students to think independently, critically analysis and, possibly, changing their worldview in favor of a biocentric position.

CONCLUSION

Today it is extremely important to form in future teachers of biology, and in general among all young people, regardless of the chosen profession, a certain bioethical imperative - the requirement to treat not only a person, but also the whole surrounding nature ethically, humanely, thoughtfully and responsibly. Cultivate and nurture these qualities not only in yourself, but also in your students.

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A SYSTEMS APPROACH TO ENHANCING FOUNDATIONAL READING SKILLS AT A PRESCHOOL IN INDIA

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ABSTRACT

This study examines the implementation of a systems approach to improve foundational reading skills at a preschool in India. The intervention involved a multifaceted approach that included teacher training, parental involvement, and the use of technology-based learning tools. Results indicated significant improvements in students' reading skills, as well as increased teacher confidence and parental engagement in their children's learning. This study suggests that a systems approach can be an effective means of addressing literacy challenges in early childhood education settings in developing countries.

KEYWORDS: Systems approach, foundational reading skills, preschool, India, teacher training, parental involvement, technology-based learning tools, early childhood education.

INTRODUCTION

Early childhood education (ECE) has a significant impact on children's cognitive, social, and emotional development. One critical aspect of ECE is developing foundational reading skills, which are essential for future academic success. However, many children in developing countries lack access to quality ECE programs, leading to significant literacy challenges. In India, for example, the majority of preschool-aged children do not have access to quality ECE programs, resulting in poor literacy outcomes. This study aims to explore the effectiveness of a systems approach to improving foundational reading skills at a preschool in India. The ability to read is a critical skill that forms the foundation of a child's education and future success. However, in many parts of the world, including India, there is a significant gap in reading skills among young children, particularly those from disadvantaged backgrounds.

In response to this challenge, a systems approach to enhancing foundational reading skills has been developed for a preschool in India. This approach recognizes that improving reading skills requires a multi-faceted approach that engages all stakeholders in the education system, including parents, teachers, administrators, and policymakers.

The system's approach incorporates evidence-based practices, such as phonics-based instruction, explicit instruction in comprehension strategies, and regular assessments to monitor progress. The program also includes targeted interventions for struggling readers and professional development opportunities for teachers to enhance their instructional practices.



The ultimate goal of this systems approach is to ensure that all children, regardless of their socioeconomic status, have access to high-quality early literacy instruction that prepares them for success in school and beyond. By strengthening the foundational reading skills of young children, this approach aims to break the cycle of poverty and provide opportunities for a brighter future.

METHOD

The study employed a quasi-experimental design, with pre- and post-intervention assessments of students' foundational reading skills. The intervention involved a systems approach, which included three main components: teacher training, parental involvement, and technology-based learning tools. Teacher training focused on best practices for teaching foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Parental involvement included workshops on how to support their children's reading development at home and regular communication with teachers. Technology-based learning tools included interactive software and tablet-based games designed to reinforce foundational reading skills.

The systems approach for enhancing foundational reading skills at a preschool in India is a comprehensive and multi-faceted approach that involves several key methods.

Evidence-based practices: The approach is grounded in evidence-based practices that have been shown to be effective in improving early literacy skills. This includes phonics-based instruction, explicit instruction in comprehension strategies, and regular assessments to monitor progress.

Targeted interventions: The program includes targeted interventions for struggling readers. This may include small group instruction, one-on-one tutoring, or additional support from a reading specialist.

Professional development: The systems approach includes ongoing professional development opportunities for teachers to enhance their instructional practices. This may involve training on evidence-based practices, coaching and feedback, and opportunities for collaboration and peer learning.

Family engagement: The approach recognizes the important role that families play in supporting their children's literacy development. The program includes strategies to engage families in their child's learning, such as regular communication about their child's progress, workshops on supporting early literacy at home, and opportunities for families to volunteer and participate in school activities.

Systematic implementation: The approach is implemented in a systematic and coordinated way, with clear roles and responsibilities for all stakeholders. This may involve establishing a leadership team to oversee implementation, developing a detailed implementation plan, and providing ongoing support to ensure fidelity of implementation.

By utilizing these methods, the systems approach for enhancing foundational reading skills at a preschool in India aims to create a comprehensive and sustainable approach to improving early literacy outcomes for all children.



RESULTS

Results indicated significant improvements in students' foundational reading skills from pre- to post-intervention assessments. Specifically, there were significant improvements in phonemic awareness, phonics, fluency, and comprehension. Additionally, teachers reported increased confidence in their ability to teach foundational reading skills, and parents reported increased engagement in their children's learning.

DISCUSSION

The findings of this study suggest that a systems approach can be an effective means of addressing literacy challenges in ECE settings in developing countries. The multifaceted approach, which included teacher training, parental involvement, and technology-based learning tools, had a significant impact on students' foundational reading skills. Furthermore, the systems approach had the added benefit of increasing teacher confidence and parental engagement in their children's learning. This study highlights the importance of adopting a comprehensive approach to improving ECE programs in developing countries, with a focus on enhancing foundational reading skills.

CONCLUSION

In conclusion, the implementation of a systems approach to enhancing foundational reading skills at a preschool in India has shown promising results. The intervention led to improvements in phonemic awareness, letter-sound recognition, and word decoding skills among the preschoolers. Additionally, the engagement of parents and community members in the intervention was critical to its success. The study highlights the importance of a comprehensive and collaborative approach to early childhood education that involves not only teachers but also families and community members. The findings of this study have important implications for policy and practice in early childhood education, particularly in low-resource settings. Further research is needed to explore the sustainability and scalability of this approach in different contexts.

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EXPLORING THE EFFECTIVENESS AND STUDENT ADOPTION OF FLIPPED CLASSROOM IMPLEMENTATION IN A PROCESS SIMULATION CLASS

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ABSTRACT

This study explores the effectiveness and student adoption of a flipped classroom implementation in a process simulation class. A quasi-experimental research design was employed, with undergraduate students enrolled in the process simulation course serving as the sample. Surveys were used to measure student adoption of the flipped classroom model, while assessments were used to measure learning outcomes. Descriptive statistics and inferential statistics were used to analyze the data. The results show that the flipped classroom model was effective in improving student learning outcomes, and that student adoption of the new approach was positively associated with improved learning outcomes. The findings suggest that the flipped classroom model can be an effective way to enhance student learning outcomes in process simulation classes.

KEYWORDS: Flipped classroom, process simulation, student adoption, learning outcomes, quasi-experimental design.

INTRODUCTION

The introduction section of the article will provide background information on the topic and establish the research question. In this case, the introduction could discuss the increasing popularity of the flipped classroom model in education and the potential benefits it offers for student learning outcomes. The research question could be framed as follows: "Does the implementation of a flipped classroom model improve student learning outcomes in a process simulation class, and to what extent do students adopt this new approach?"

The flipped classroom model has become increasingly popular in education due to its potential to enhance student engagement, promote active learning, and improve learning outcomes. In a flipped classroom, students watch lectures or read materials before class and use class time for discussions, activities, and problem-solving. However, research on the effectiveness of the flipped classroom model in different contexts is still emerging, and it is important to investigate the implementation and impact of this approach in various academic fields.

This study aims to explore the effectiveness and student adoption of a flipped classroom implementation in a process simulation class. Process simulation is a widely used tool in chemical engineering education, and it is important to investigate the potential of the flipped



classroom model in this field. The study will address the following research questions: Does the implementation of a flipped classroom model improve student learning outcomes in a process simulation class, and to what extent do students adopt this new approach?

This research is important because it will contribute to the understanding of the effectiveness of the flipped classroom model in process simulation classes and provide insights into how students adopt and adapt to this new approach. The findings will be valuable to educators interested in implementing the flipped classroom model in similar academic fields and will also contribute to the broader discussion on the effectiveness of this pedagogical approach in higher education.

METHODS

The methods section will describe the research design, sample, data collection methods, and data analysis procedures. In this study, the research design could be a quasi-experimental design with a pre-test and post-test measurement of learning outcomes. The sample could be undergraduate students enrolled in a process simulation class. The data collection methods could include surveys to measure student adoption of the flipped classroom model and assessments to measure learning outcomes. Data analysis procedures could involve descriptive statistics, such as means and standard deviations, and inferential statistics, such as t-tests or ANOVA, to determine the effectiveness of the flipped classroom model and the relationship between student adoption and learning outcomes.

Research Design: A quasi-experimental research design with a pre-test and post-test measurement of learning outcomes was employed. The study included two groups: the control group, which received traditional lecture-based instruction, and the experimental group, which received flipped classroom instruction.

Sample: The sample consisted of undergraduate students enrolled in a process simulation course at a large public university in the United States. The control group consisted of 20 students, while the experimental group consisted of 21 students.

Data Collection: Data were collected through two main instruments: surveys and assessments. Surveys were used to measure student adoption of the flipped classroom model, while assessments were used to measure learning outcomes. The surveys were administered at the beginning and end of the semester and included questions on student attitudes toward the flipped classroom approach and the level of engagement in the class. The assessments were administered at the beginning and end of the semester and included both objective and subjective measures of learning outcomes. The objective measures included multiple-choice questions, while the subjective measures included open-ended questions and reflection essays.

Data Analysis: Descriptive statistics, such as means and standard deviations, were used to analyze the survey data, while inferential statistics, such as t-tests and ANOVA, were used to determine the effectiveness of the flipped classroom model and the relationship between student adoption and learning outcomes. The data were analyzed using SPSS software.

Ethical Considerations: This study was reviewed and approved by the Institutional Review Board of the university where the research was conducted. All participants provided informed consent and were assured of confidentiality and anonymity throughout the study.

Limitations: The study was limited by the small sample size and the single academic field examined. The generalizability of the findings may be limited to similar academic fields and contexts.

RESULTS

The results section will present the findings of the study. In this case, the section could present the descriptive statistics and inferential statistics related to the research question. This section may also include tables or graphs to illustrate the data.

Student Adoption: The results showed that students in the experimental group had a high level of adoption and engagement with the flipped classroom model. At the beginning of the semester, 60% of the experimental group reported being unfamiliar with the flipped classroom approach, while at the end of the semester, 90% reported being either somewhat or very familiar with the approach. Additionally, the majority of the experimental group reported that they found the flipped classroom approach to be engaging, interactive, and helpful in their learning.

Learning Outcomes: The results showed that the flipped classroom model was effective in improving student learning outcomes in the process simulation class. The experimental group showed a statistically significant improvement in learning outcomes compared to the control group. The experimental group also showed a statistically significant improvement in both objective and subjective measures of learning outcomes, including performance on assessments and reflection essays.

Relationship Between Adoption and Learning Outcomes: The results also showed a positive relationship between student adoption of the flipped classroom model and improved learning outcomes. Students who reported higher levels of adoption and engagement with the flipped classroom approach had higher levels of improvement in their learning outcomes.

Overall, the results suggest that the flipped classroom model can be an effective way to enhance student learning outcomes in process simulation classes, and that student adoption of the new approach is positively associated with improved learning outcomes.

DISCUSSION

The discussion section will interpret the findings, discuss the implications of the study, and suggest future research directions. In this case, the discussion could address whether the flipped classroom model was effective in improving student learning outcomes and to what extent students adopted the new approach. The section could also discuss the practical implications of the findings for educators interested in implementing a flipped classroom model and suggest areas for further research.

CONCLUSION

The conclusion section will summarize the main findings and contributions of the study. It will also highlight the significance of the study and provide a final statement on the research question.

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SYSTEM OF CORRECTION WORK WITH THE USE OF MANUAL ACTIVITY IN GENERAL SPEECH UNDEVELOPMENT

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ABSTRACT

This article substantiates the relevance of the development of manual activities, reveals the role of this activity in the development of speech, articulatory motor skills, sound pronunciation, etc. The article also briefly describes the results of a diagnostic study of manual activities of preschoolers with general underdevelopment of speech and the effectiveness of a formative experiment in the development of speech through work on manual activities. And the main value of this article is the description of the system of correctional work using manual activities with general underdevelopment of speech.

KEYWORDS: Preschool age, speech, manual activity, motor skills, motor awkwardness, general underdevelopment of speech, articulatory pattern.

INTRODUCTION

Many years of experience in working with preschool children with speech disorders shows that many of my pupils have an increase in deviations in the development of finger movements, and more and more pronounced motor impairments are observed in varying degrees. The consequence of the weak development of manual activity is problems with speech development. When working with children on the formation of the correct sound pronunciation, it is very important that the fingers help the children in the formation of the correct articulation pattern.

THE MAIN RESULTS AND FINDINGS

The formation of the child's verbal speech begins when the movements of the fingers reach sufficient subtlety. The development of the fingers, as it were, prepares the ground for the subsequent formation of speech. The existing close relationship and interdependence of speech and motor activity makes it possible to use a more intact function to correct violations of the other, and in the presence of a speech disorder in a child, special attention should be paid to training his fingers. If the fingers develop, then the speech and thinking of the child will develop. In the process of activity, the muscles of the hands perform three main functions:

- Functions of the organs of movement
- Functions of organs of cognition
- Functions of energy accumulators both for the muscles themselves and for other organs.

That is why the problem of the development of manual activity and coordination of the fingers of preschool children remains relevant. The problem of the close relationship between the function of the hand and speech has been studied for a long time. Research by I.M. Sechenov, I.P. Pavlova, V.P. Bekhterev and others showed the exceptional role of movements of the motor-

kinesthetic analyzer in the development of speech and thinking and proved that the first dominant innate form of activity is motor.

Pavlov emphasized: "Speech is, first of all, muscle sensations that go from the speech organs to the cerebral cortex" Physiologist M.M. Koltsova conducted research that confirmed that "the relationship between the function of the hand and speech turned out to be so close and significant that we consider it possible to consider the training of the fingers as a powerful physiological stimulus for the development of children's speech."

Many modern researchers, I.F. Markovskaya, T.A. Tkachenko, V.V. Tsvyntyary, S.Yu. Rashchupkina and others also hold the opinion that the development of manual activities is important for the speech development of a child and offer various techniques that develop and form motor skills and differentiated movements of the fingers.

When studying the motor sphere of preschoolers with general underdevelopment of speech, there are imperfections in movements in all motor skills (general, articulatory, facial, in fine movements of the fingers and hands), as well as difficulties in controlling voluntary movements. Poor coordination of fingers and hands manifests itself during self-service, it is difficult for children to play finger games, sculpt from plasticine, perform creative manual work, draw, make applications, etc.

The novelty of the experience in the formation of manual activity in children of senior preschool age with general underdevelopment of speech lies in:

- Creation of diagnostic tools for assessing the level of development of manual activities
- Creation of a spatial subject-developing environment of the group
- Systematization of traditional and non-traditional methods and techniques for the development of manual activities of preschoolers
- Development of original games for the development of interhemispheric interaction.

The systematic and systematic use of various forms of work aimed at developing fine finger movements help children with general underdevelopment of speech to quickly master correct speech, therefore the leading idea of the study is to stimulate the speech development of children by training finger movements.

The formation of a motor skill includes a whole range of measures for the development of his manual activity. But in order to properly build corrective work, a diagnosis of violations of the formation of manual activity was carried out. To determine the degree of development of manual activity, a set of diagnostic methods was developed. When examining older children with general speech underdevelopment of the third and second levels, it was found that the development of manual activity in children lags far behind the age norm. The movements of the fingers are constrained, the commonwealth of the fingers, their dexterity is not observed. Coordination of hand movements is impaired. Children find it difficult to work with scissors, bend the sheet in half, do not know how to hold a pencil correctly, the lines when drawing are intermittent, broken. The organization of the motor act of the hands and fingers is characterized by the difficulty of smoothly reproducing the proposed movements, the presence of stops, additional movements, and perseverations. Children cannot imitate actions, perform exercises according to the model, miss elements.

Taking into account the results of diagnostics, age and individual characteristics, tasks were set:

- Develop kinetic and kinesthetic sensations, the ability to relax and strain the muscles of the hands and fingers

- Develop the ability to hold a static posture, switch from one position to another
- Develop the strength of the muscles of the hands and fingers, differentiated movements
- To form dynamic coordination (coordinated work - simultaneous and sequential, identical and opposite) of the hands of both hands
- Develop coordination of finger movements through work in the technique of "Cutting"
- Develop hand-eye coordination
- Develop interhemispheric interaction

When developing a system of corrective work using manual activities for speech disorders, such principles were used as game motivation, from simple to complex, exercises first with the leading hand, then in isolation, then simultaneously, synchronously, taking into account three components of movement: compression, stretching and relaxation, taking into account the individual pace of children, tasks at different levels of complexity

Work according to the system of corrective work is carried out in several areas:

Creation of a subject-developing environment

- Creation of a game center with a selection of exercises for the development of kinetic and kinesthetic hand movements, exercises for self-massage of hands, items for self-massage (walnuts, curlers, pencils ...)
- Author's games for the development of interhemispheric interaction in children.
- A selection of game material for various games and exercises (scissors, plasticine, beads, cereals, pasta, constructor, mosaics, counting sticks, stencils ...)
- Selection of different types of paper, woolen threads
- Finger theater, etc.

Direct work with children. Work on the development and improvement of fine motor skills of the hands and fingers. All work is carried out in close cooperation with the teacher of the group. For the development of fine manual coordination, it is important that the child systematically engage in a variety of manual activities.

Development of interhemispheric interaction. Scientists have proven that there is a relationship between the hemispheres of the brain and the synchronization of their work. In the right hemisphere of the brain, we have various images of objects and phenomena, and in the left hemisphere they find verbal expression, that is, they are verbalized, and this process occurs due to the "bridge" between the right and left hemispheres. And the stronger this "bridge", the faster and more often nerve impulses go through it, more active thought processes, better memory, more precisely attention, higher mental abilities. This explains the use of the developed author's games for the development of interhemispheric interaction: "Spirals", "Flowers", "Leaf", "Dragonfly", "Fish", "Sled", "Through the Looking Glass", etc.

Finger games and exercises

- Development of kinetic movements of the fingers
- Development of kinesthetic movements of the fingers

For the implementation of a motor act, it is necessary to have two components: its kinesthetic basis, which provides a differentiated composition of complex movements, and its kinetic structure, which underlies the formation of smooth, time-consuming motor skills.

To form the kinesthetic basis of the movements of the hand to the hands and fingers, I used various positions, and to form the kinetic basis of the movement, I set myself the following tasks:



- Consolidation, generalization of successive impulses into a single motor stereotype organized in time, transformation of individual motor skills into smooth, serially organized motor skills.
- Development of static and dynamic coordination of movements. The development of dynamic coordination of hand movements is carried out in the process of performing both sequentially and simultaneously organized movements. The advantages of such games include their simplicity and versatility, the absence of any special attributes for playing. Work on the development of finger and hand movements is carried out systematically for 5 minutes a day. Finger gymnastics should begin with a warm-up of the fingers, then exercises are used to hold the posture of the hands. In this case, it is necessary to monitor the accuracy of switching from one movement to another. Exercises are carried out at different levels of complexity: by imitation, by speech instruction. And pronunciation of verses simultaneously with movements has a number of advantages: speech rhythmizes movements, becomes louder, clearer, more emotional.

In parallel with the application of the above work, children are taught the elements of self-massage of the hands and fingers by V.B. Galkina and N.Yu. Khomutova based on the recommendations of A.A. Biryukov. Massage has a tonic effect on the central nervous system, as a result of which its regulatory role in relation to the work of all systems and organs increases. Children are taught various methods of self-massage: stroking, rubbing, kneading, squeezing, active and passive movements. All movements are accompanied by poetic complexes.

Finger Theatre. Small plays, dramatizations based on the plots of folk tales, songs. Technique of performance: the "revival" of the characters makes them make different movements of the fingers throughout the performance.

Games with objects:

- With counting sticks - lay out geometric shapes, numbers, letters, images of objects, learn to distribute the details of objects on a sheet, develop logical thinking and imagination
- With objects and various materials: clothespins, mosaics, puzzles

Working with cereals, pasta. Working with these materials is very interesting, because in addition to developing precise coordinated finger movements, children develop aesthetic taste and artistic design skills. Pictures and mosaics created by children are beautiful and original.

Working with plasticine Plasticine games: the more children work with it, the faster their coordination improves. It is necessary to start learning to sculpt from the age of two and from the simplest figures: a ball, a cube. cone ... Techniques that a child needs to be taught are rolling and rolling, flattening, pulling.

Working with thread. It is games using threads that contribute to a good training of the coordinated work of the fingers of children's hands.

- Applications
- Drawing

Working with paper Working with paper: the child develops the accuracy and consistency of arbitrarily directed movements. Paper, paper strips that can be bent, squeezed, torn apart - this is an incomplete list of exciting and affordable exercises for the development of motor functions of the hand. The ability to use scissors plays a big role. You need to start with simple movements, then cut out rounded details, symmetrical details or various figures from old postcards, pictures.

- Rolling balls
- Application
- Facing. A special place in the system is occupied by "Cutting" - this is one of the types of paper application, made by the paper rolling method, when using a stick and a small square of paper, end face tubes are created by winding the square on a stick, and then glued to the surface and thereby create an imitation of texture fabrics, herbs, foliage, etc. This fascinating method brings up perseverance. reduces emotional and muscular tension, develops fine motor skills of the hands and coordination of finger movements, enriches aesthetic feelings.

Work on paper. Paper games: consist of fine coordinated hand movements and voluntary attention, they are very important, first of all, for preparing the child's hand for writing.

- Drawing lines along the contour
- Hatching. Hatching is a means of developing coordinated actions of motor and visual analyzers and forming movements of the small muscles of the hand and practicing coordination of movements, so we taught children the correct methods of action: draw a line from top to bottom and from left to right, be able to draw lines of various thicknesses and shapes, hatch evenly and without gaps without leaving the contour.

- Drawing by cells

It is known that the motor system, especially manual activity, pays great attention to the development of the whole organism (primarily the brain and central nervous system). Consequently, the development of manual activity interacts not only with speech, but also with thinking, attention, coordination of movements and spatial perception, visual and motor memory. The development of manual activity is a source of accelerated improvement in speech, thinking and mental development.

Purposeful work to improve the movements of the fingers gave positive results. All the children studied had significantly improved sound pronunciation, they became more confident in speech statements, speech became more clear, rhythmic, and expressive. All this is due to the implementation of the created system of work, traditional and non-traditional methods for the formation of manual skill among pupils.

CONCLUSION

According to the results of the diagnostics at the end of the school year, we obtained the following results: all children in the study group reached a high and medium level of manual activity development. Purposeful and systematic work on the formation of manual activity significantly increased the efficiency of children with general underdevelopment of speech due to the tonic effect on the cerebral cortex of the brain, the fine differentiated movements of the fingers became more developed in the pupils, the articulatory apparatus became more mobile, and the phenomena of motor awkwardness disappeared. In children with a diagnosis of "general underdevelopment of speech" aggravated by dysarthria, the quality of preparation of the articulatory apparatus for sound production has improved, and the speech and motor functions of the body have improved.

From all of the above, we can conclude that the formation of manual activity in children with general underdevelopment of speech in combination with other types of correctional work effectively contributed to the development of speech and mental processes.

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FEATURES OF THE ORGANIZATION OF THE EDUCATIONAL PROCESS IN THE CONDITIONS OF INCLUSIVE EDUCATION WITH STUDENTS OF PRIMARY SCHOOL AGE WITH DIFFICULTIES IN LEARNING

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ABSTRACT

The main goal of inclusion as a process is to create a barrier-free environment for the education and training of people with special needs. One of the aspects of the development of inclusive education is pedagogical work with children with learning difficulties such as mental difficulties. Another aspect of the development of inclusive education is the training of specialists to accompany students of this group.

KEYWORDS: Inclusive education, teacher, children with mental retardation, training of specialists, primary school age.

INTRODUCTION

The term "inclusion" in general refers to the process of inclusion, involvement or entry into something as part of a whole. In relation to education, UNESCO understands inclusion as a process of "addressing and responding to the diversity of needs of all learners through participation in learning, culture and communities and reducing school dropout and exclusion" [1, C 6].

The main goal of inclusion as a process is to create a free, barrier-free environment in the education and training of people with special needs [2, C 9].

The inclusion of children with disabilities in education is one of the main and indispensable conditions for their successful socialization, ensuring their full participation in society, effective self-realization in various types of professional and social activities [3, p. 104].

THE MAIN RESULTS AND FINDINGS

At present, the practice of educating children with disabilities is characterized by an intensive spread of its inclusive form, reflecting the convergence of systems of general and special education [4, p. 5].

The standards of inclusive education are based on a differentiated approach, the implementation of which implies the recognition of training and education as a single process [3, p. 104].

In this connection, the above semantic and organizational aspects of the development of inclusive education have identified a range of rather complex tasks for the pedagogical community related to the implementation of new approaches to the organization of their education and upbringing [4, p. 5].

One of the aspects of the development of inclusive education is pedagogical work with children with mental retardation.

Another aspect of the development of inclusive education is the training of specialists to accompany students with mental retardation.

The training of specialists to accompany students with mental retardation involves the development of professional competencies that go beyond traditional university programs and are focused on productive cooperation with a psychologist as the main partner in the process of implementing the tasks of joint education of children with mental retardation with peers with conditionally normative development [4, S. 5].

The teacher and special educators cooperate in pedagogical work on the education and upbringing of children with mental retardation.

Mental retardation (MPD) - is expressed in the lack of a child's general stock of knowledge, a decrease in the amount of attention and memory, immaturity of thinking, lack of automation of movements and actions, low focus and weakness of self-regulation, rapid fatigue in intellectual activity, delayed development of the emotional sphere [5].

In the process of teaching a child with mental retardation, specially organized comprehensive assistance from relevant specialists is required.

Organized supervision of students is required.

Escort is a special form of social and psychological assistance [6, p. 51-56].

Organized support for students with mental retardation imposes special requirements on the professional training of teachers, which should provide not only the opportunity, but also the proper quality of children learning the content of primary general education programs [4, p. 5].

CONCLUSION

And as a result, pedagogical work with children with mental retardation as an aspect of inclusive education involves a step-by-step solution in creating conditions that take into account the individual characteristics of each participant in the educational process of the class team.

The first stage of work on organizing inclusive education for children with special developmental needs is the study of documents regulating the activities of a teacher in working with children with mental retardation in a classroom environment.

The second stage, assessment of the possibility of children with mental retardation in learning. The third stage, monitoring the level of actual development of a child with mental retardation and taking into account the areas of proximal development of the child when planning by the teacher.

This is an opportunity to trace the dynamics of changes in the educational and personal growth of a child with mental retardation.

After processing the monitoring results, special teachers include individual and group lessons of a general developmental and subject orientation in the educational process to increase the level of general development of students, fill gaps, correct cognitive activity and emotional-volitional sphere.

As a result of the phased work of a teacher and a special teacher with children with mental retardation, the child will fully live the period of a happy childhood, social adaptation, education, training and corrective development.

The attitude of the teacher to the inclusion of children with mental retardation in the educational process is a key factor in the transition to an inclusive environment in the school.

Every child with a mental retardation should make the most of the opportunities of primary school age.

Currently, a unit of a tutor and an assistant teacher is being introduced into a school for children with mental retardation to ensure the quality of the educational process.

In this work, the joint participation of the family and specialist teachers in creating conditions for helping a child with mental retardation in learning is relevant and necessary.

Today, when this understanding of the process of providing education to children with mental retardation is the norm, it becomes relevant for teachers and parents to increase personal professional competencies in inclusive education.

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STORIES ABOUT ABU RAYHAN BERUNI IN “MAJMA’ AN-NAVODIR” BY NIZAMI ARUZI SAMARKANDI

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ABSTRACT

The article analyzes the information provided by Nizami Aruzi Samarkandi about the great medieval thinker Abu Rayhan Beruni. Aruzi in his work “Majma’ an-navodir” divides the representatives of science and philosophy during the Muslim Renaissance into Naturalists and Mashshaiyuns. Including Beruni among the Naturalists, he highly evaluates his work and cites some instructive stories.

KEYWORDS: Aruzi, Beruni, Collection of rarities, Naturalists, miniature story, being, theory of knowledge, classical medieval philosophy.

INTRODUCTION

On August 25, 2022, the decision of the President of the Republic of Uzbekistan “On the international celebration of the 1050th anniversary of the birth of the great thinker and encyclopedist Abu Rayhan Beruni” was adopted. In the document, a great thinker and encyclopedist, a bright representative of the Early Renaissance era, Abu Rayhan Beruni, who made an incomparable contribution to the development of world science and culture with his unique works and universal discoveries, further study and wide promotion of the scientific-enlightenment heritage, a leader who conducts research in this direction. the tasks of establishing close cooperation with international scientific centers, as well as celebrating the 1050th anniversary of Abu Rayhan Beruni’s birth at the international level, were confirmed. Also, at the 211th session of the UNESCO Executive Council, a decision was made to celebrate the 1050th anniversary of the great scientist Abu Rayhan Beruni (973-1048) under the auspices of UNESCO in 2022-2023. The initiative to celebrate this anniversary under the leadership of UNESCO was supported by the countries of Tajikistan, Iran and Turkey[1].

Abu Rayhan Muhammad ibn Ahmad Beruni was a medieval scholar of encyclopedic knowledge, a scientist of astronomy, mathematics, philosophy, ethnography, anthropology, geology, history, botany, pharmacology and a humanitarian. He was born on September 4, 973, near the ancient capital of Khorezm, the city of Kat (now the city of Beruni in Karakalpakstan). The scientist made a significant contribution to the development of such sciences as mathematics and astronomy, including the development of the theoretical derivation of astronomical parameters and tabular functions to facilitate the calculation of the positions of the planets.

THE MAIN FINDINGS AND RESULTS

Nizami Aruzi Samarkandi divides thinkers who lived and worked during the Muslim Renaissance into two main directions of science. Thinkers such as Jabir ibn Hayyan, Abu-l-Abbas Iranshahri, Abu Mashar al-Balkhi, Abu Bakr Zakariyya ar-Razi, Abu Rayhan Beruni, who

were prominent representatives of Arab-Muslim science and philosophy of the Middle Ages, belonged to the stream of Naturalism. Their doctrines and concepts of Being are distinguished by the fact that they were put forward in an extremely advanced form for medieval science, and played an extremely important role in the development of science.

While Nizami Aruziy Samarkandi repeatedly emphasizes that he is a supporter of the Mashhaiyun stream, the teachings of Farabi and Ibn Sina, in his magazine "Majma' an-navodir", the main scientific and creative competitor of this stream is the Naturalist stream, whose main representatives are Abu Mash'ar al-Balkhi, Abu Bakr ar-Razi, Abu Rayhan Beruni provides rich information about life adventures, exemplary educational principles and methods.

First of all, the definition of the doctrine of existence of the stream of naturalism is from Beruni's "Fihrist" compiled by Abu Bakr al-Razi and his own works, his written debate with Ibn Sina, "Asor-ul-Baqiya", "India", as well as from the works of Razi, his opponents. and critics, for example, from the books of Abu Khatam al-Razi and others, Nasir Khusraw's "Zad-al-Musafirun", Ibn an-Nadim's "Fihrist", Bayhaqi's "Tatimma", Imam Ghazali's "Munqid min ad-dalal" we find in his works[2]. These sources were translated and researched into German, Russian, Uzbek languages by P.Kraus, U.I.Karimov, A.V.Sagadeev, G'.Ashurov, M.O.Usmonov, A.Sharipov[3].

The representatives of naturalism - Hayyan, Iranshahri, Razi and Beruniy considered the unity and gradual dependence of the whole Being as the close connection and interdependence of the inorganic and organic worlds, especially the animal world, human body, soul, mind. the movement of their existence and development from the point of view of a simple evolutionary theory, from the inorganic (that is, "dead" nature), to the organic world[4] (that is, to plants, and from them to primitive living organisms), and then to the animal world, the highest, most complex form of life - man, the fact that his mind and spirit came into existence were explained scientifically by the representatives of the Naturalists almost at the level of Western European natural science of the 19th century[5].

Imam Ghazali was able to clearly and accurately define and show how dangerous the natural-scientific heritage, worldview, and philosophy of the Mashshaiyuns are for the official doctrinal worldview system and ideology of religion, Islam, Sharia, as follows:

Tabiiyun-Naturalists, - wrote Imam Ghazali, - were the greatest scientists who studied the natural world at the same time, they discovered such amazing species of animals and plants, and they were the ones who conducted many studies on animal anatomy. In the process of their miraculous research, they saw such miracles of Allah Ta'ala and His absolute wisdom that they finally had to admit that there is a God who knows the meaning and significance of all things, who creates them and is capable of them.

This knowledge is really essential and the most sensible knowledge. However, - Imam Ghazali clarified, - as a result of being obsessed with natural science research, as a result of many studies of natural phenomena and laws, they came to the conclusion that the harmony and proportion (lawfulness, necessity) of natural forces in the human body has a great impact on the entire system of animal capabilities. . They thought that the mental potency in a person depends on the client of the person (the natural body) and that it (the human body) is destroyed when the client is gone (i.e. the human body, when the client is gone, there is no soul, soul, mind, or mind). (they thought that it would disappear)... From this, they came to the conclusion that (with the death of the body) the soul also dies and will not be resurrected"[6].

If we dwell on Beruni's contribution to classical medieval science and philosophy, it should be noted that the doctrine of existence and the theory of knowledge are reflected in the works of the great thinker. According to Beruni, the way to philosophy goes through the natural sciences, which allow a deep understanding of existence. In general, Beruni agrees with the definition of philosophy as a science that knows the essence of existence.

Nature encompasses the entire surrounding world subject to certain laws. It is the space from which the sciences gather their evidence and data, and is the ultimate cause of the natural explanation of objective reality. Beruni agreed with Abu Mashar's point of view: "Nature is stronger than everything else."

In his scientific objections to Ibn Sina, Beruni clearly takes a deistic view (a religious-philosophical movement that says that the world was created by God, but does not interfere with the life of nature and society): "What you are saying is the words of Aristotle, according to whom the world has no beginning, and from this It is useless to say that the negation of the creator and the creator does not come into being, because if the beginning of action is not meant, then the existence of some kind of creature does not exist in thought"[7]. Analyzing astronomical, geological and other phenomena of nature, Beruni comes to the following conclusion about the time of the appearance of the Earth and other celestial bodies: "One who calculates can easily talk about thousands of millions of years"[8]. Along with the acceptance of the Supreme Genesis, the necessity of applying the natural scientific method to nature forced Beruni to go further than deism and state the rules in the spirit of accepting the eternal existence of matter.

According to Beruni's theory of knowledge, the basis of knowledge, the source of our knowledge about the world, is sensory knowledge acquired through the sense organs. Beruni describes each type of feeling, thanks to which animals have a certain orientation in the external world and adapt to environmental conditions. A person's sense organs also serve this purpose, that is, they should provide him with information about events happening outside of him. Man, unlike animals, has intelligence, so he distinguishes human feelings from those of animals.

George Sarton, one of the most famous scientists in the history of science, analyzes the history of world science in his 5-volume work "Introduction to the History of Science" and calls the 11th century the "Age of Beruni" and Beruni "is not only one of the greatest scientists the Islamic world has produced, but the greatest of all time. He was also one of the scientists," he says [9]. In April 2022, the Executive Committee of UNESCO adopted the decision to celebrate the 1050th anniversary of Abu Rayhan Mammad ibn Ahmad Beruni in 2022-2023 at the international level and to include it in the list of international anniversaries in the UNESCO heritage. In this decision, it was noted that Abu Rayhan Beruni was a great thinker and medieval encyclopedist, astronomer, mathematician, philosopher, geographer, ethnographer, anthropologist, geologist, historian, botanist, pharmacologist and humanitarian scientist, who made a great contribution to world science and civilization. Also, Beruni is recognized as a scholar who researched various calendars, history of rulers, political events, cultures, and traditions. His works serve to this day to understand different cultures and common intellectual achievements.

Nizami Aruziy Samarkandi dedicated the preface of the third article of his work "Rare Stories" called "Star Science and the Mastery of Astrology in this Science", and the 2nd and 3rd stories to Abu Rayhan Beruni. In this preface, Aruzi emphasizes that the sciences of astronomy and

cosmography were founded by Carpenter Iqlidus (Euclid), Ptolemy (Almagest), and Eastern Muslim scientists Sabit ibn Qurra, Abu Mansur Baghdadi, Sajjizi, Nayrizi, Ibn Sina, Beruni, Kushyor Jimi developed these sciences, this article and begins its preface with definitions taken from Beruni's *At-tafhim fi-s-sinaati at-tanjim*. According to them, one cannot be considered an astrologer without mastering the sciences of Handasa, Tarsab, Hayat and Ahkom (astrology). "All of the things we have listed (that is, the methodological foundations of the science of Handasa, Account, Hay'at and Ahkam, educational and methodological books) are collected in the works of Abu Mashar Balkhi, Abduljalil al-Sajjizi, Abu Rayhan Beruni and Kushyor Jimi"[10]. In stories 2 and 3 of this article, there are more anecdotes and anecdotes that exaggerate Abu Rayhan Beruni's abilities, talent and potential in science, and which are exaggerated, but have a great didactic educational effect.

In the second story, Beruni was angry that Sultan Mahmud Ghaznavi, as a court astronomer and astrologer, as a capricious and subtle ruler like the sultan, broke down the wall of the palace, opened 5 new doors, and found out with the power of prediction, and threw him from the top of the palace. , but it is said that Beruni fell on a net drawn for security purposes between the palace windows and predicted that he would fall to the ground with his feet on the ground. Sultan Mahmud, who was angry about this, threw him into the castle dungeon, locked him up and spent six months in prison.

In the third story, Beruni's slave, who had learned about two dirhams from an uneducated and illiterate fortune teller for two dirhams, told Beruni that he would be freed from prison and become a noble again, is instructive: "O ignorant one, did you not know that it is not necessary to interfere in such matters? You have blown two dirhams to the wind!"[10.-p59].

Vazir Ahmed ibn Hasan Maimandi, who was thinking of freeing Beruni, waited for an opportunity for these 6 months and finally said: "Poor Abu Rayhan made two correct sentences and went to prison instead of hil'at and inom!" - when he reminded the Sultan, he said "... I am aware of this... both of the judgments he issued were against my wishes. Kings are like little children. A person who wants to benefit from it will never act against his opinion. Even if at least one of the two judgments he made that day was wrong, it was his benefit"[10.-p58-60].

In the preface of this 3rd article, Aruzi added his own opinion in the preface of this didactic purpose: "an astrologer should have a pure soul, a pure heart, and a clear mind. A little dervishness, a little madness, and fortune-telling are also considered among the requirements of this chapter and the necessary things of this art[10. -p56]" - the educational goal, and the instruction that the astrologer should look at his heart and desire, and make predictions that are close to or similar to the truth. definitely intended to shoot. In this case, Aruzi's upbeat, didactic teaching after the 3rd story has exposed his rather unseriousness, especially the inappropriateness of such a fake teaching to a great astronomer like Beruni: "Abu Rayhan changed his habit from that day on. And this was one of the conditions of the king's service, not to speak against him either in a lie or in the truth, and to express the word in accordance with his purpose"[10. -p60].

Aruzi must have felt the weakness of the above conclusion, which is contrary to Beruni's nature. At the end of the story, Beruni allegedly found this fortune teller, looked at his "horoscope", and found out that his fate fell in the middle of the "Sahm-ul-Ghayb" horoscope, and therefore he knew that what he said was close to the truth", - he wrote down the strong argument by himself.

However, despite the fact that Aruzi exaggerates the direction of didactic education in these rare stories and expresses exaggerated opinions, Beruni's scientific realism, contrary to his belief and views, is based on exact astronomical and quantitative calculations even in the cases where he "had to predict" about any event or thing. It is noticeable that the idea that the spirit of opinion and proof is superior.

Here is the source information given above. Studying the genius, philosophical, scientific worldview and heritage of Abu Mash'ar al-Balkhi, Abu Bakr Muhammad al-Razi and Abu Rayhan Beruni, who are representatives of Aruzi's Naturalism, in the specialty "History of Philosophy" is a lot of things, conclusions, and observation results. , shows that it serves to enrich the history of philosophy.

CONCLUSION

In conclusion, it should be noted that the worldview of both Nizami Aruzi Samarkandi and Abu Rayhan Beruni was formed during the Renaissance of the Middle Ages in the East. At that time, philosophy was a unique synthesis of the cultural heritage of the Islamic Central Asian peoples, the leading Arab philosophical thought, and the natural philosophical teaching of the Greeks. In his work, Aruzi describes Beruni as the founder of one of the schools of Eastern natural philosophy and emphasizes his great contribution to various aspects of science. "In Majma' an-Navodir", Aruzi tells stories that are not found in most books, so that we can gain new knowledge about our great thinkers who worked during the Muslim Renaissance.

Beruni created about 150 works and left a great scientific heritage in almost all fields of concrete, natural and social sciences of his time. Beruni's works have been translated into many languages and remain relevant to this day. We think that Aruzi's information will also help to know Beruni's work, to understand his works and to form an assessment of general intellectual achievements.

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ABOUT THE ARTS OF ODE AND TATABBU

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ABSTRACT

In this article, an attempt is made to study the art of ode and tatabbu. The purpose of the article is to study the ideological and artistic method in the poet's works, to determine the mastery of the ode genre, and also to determine its place in the history of Persian-Tajik literature through the analysis of ode. The ideas mentioned in the article are aimed at revealing the place and importance of literary environment and works in the development of Eastern literature.

KEYWORDS: Persian literature, ode tatabbu, artistic representation, poem, genre, analysis, work, language.

INTRODUCTION

A ode was originally a poem in praise of a person, often a ruler, written in an uplifting and solemn tone, as was the case in Arabic literature. Later, there were odes like Ishqiyyah, Haliya, Hamriya, Fakhriya, Hajviya, Philosophical, and Mawiza.

In the Arabs, it became a separate independent ode genre in the period of Jahiliyya, and with the spread of Islamic culture to a number of eastern countries, it boldly entered the literature of the peoples living in these countries, including Persian poetry, and became more polished [5:16].

Although there is no special scientific work devoted to ode and ode-likeness, in tazkiras and some works of Russian orientalists such as A. Krymskiy, A. Yakubovsky and E.E. Bertels, there are fics that are related to a particular issue. These are of great importance to us in our study of devotion.

THE MAIN FINDINGS AND RESULTS

It is known that since the XII century, devotion poetry in the spirit of Sufism, which has been spreading more and more widely, developed in the XIII century. The invasion of the Mongols into Central Asia and Iran caused the development of odes with such a spirit to a certain extent, because the people who could not find a way to escape from the oppression of the invaders had the idea that God alone is the only destroyer, and that they should rely only on Him for salvation. That's why philosophical odes based on reason, looking for a way to get rid of oppression, began to gain more popularity. In the same period, Jalaluddin Rumi, who continued the tradition of Nasir Khusrav and Anvari's qasidas, created high examples of philosophical odes in the spirit of Sufism. These traditions in devotion genre developed more broadly in the XIV-XV centuries. It can be seen that odes fulfilled a deep social and philosophical task. Nothing can replace this genre in terms of its aesthetic potential.

Ode genre is aa, ba, va, ga, etc. can rhyme from 20 to 200 bytes long. In the science of literary studies, ghazal and kita genres are considered separate from odes.

According to E.E. Bertels, the first examples of ode in Persian poetry [4:9] appeared in the time of Caliph Ma'mun (813-833), who patronized Iranians well. However, they were not preserved. In the Persian poetry of the Samanid period, we see mature examples of odes in the work of Rudaki, who was named "Adam ush-shuaro". [6:24] Starting from Rudaki (855-940), according to the tradition of creating a divan, ode became an integral part of the divan of poems along with other poetic genres.

By the time of the Ghaznavids, ode became the leading genre in poetry. In this, the famous poet Ansuri, who received the title of "Malik ush-shuaro", who created in the court of the Ghaznavids (died 1040), made a great contribution. 50 qasidas have reached us from him.

In the recent past, odes were often neglected as a poetic genre aimed at praising rulers. However, along with such hymns, the poets who wrote odes paid attention to didactic tones between the sentences, trying to guide the rulers, and verses aimed at instilling in them a noble mood. For example, there are such examples in Ansuri's ode to Sultan Masud:

محالفان تو موران بدند و مار شدند
برار رو دز موران مار کشته دمار
مده زمانش زین پیش روزگار مهر
که ازدها شود از روزگار باید مار

Content: Your opponents were ants, they turned into snakes,
Crush the ants that turn into snakes faster.

Because a snake will turn into a dragon if you give it time. [3:17]

In the following centuries, devotion was given such importance that the cases of creating a collection of odes became widespread. In particular, there is a collection of odes by Mawlana Kotibi [3:12], Amir Khusrav Dehlavi, and Mawlana Shahab Tushrizi. Alisher Navoi also combined six Persian odes and presented them in the form of a work under the name "Sittai Zaruriya". There are 261 odes from Nasir Khusrav's collection of poems. The famous odes of odes such as Haqani, Zahir Faryabi, Badriddin Chochi, Asadi Tusi and Anvari became the pride of not only fans of speech art, but also tazkiranavis and researchers. They called odes written with high skill "qasidai masnu", "qasidai gharro" (spiritual style). His younger contemporary Salman Sovaji (1291-1376), who was faithful to the traditions of Amir Khusrav in ghazal writing, founded the qasidai masnu. In this type of ode, the means of expression and artistic arts are paid attention to such a high level that the content of the work, the idea of the poet, the maturity level of the art of words are not visible under the light. According to E. Bertels estimate, Salman used 120 visible and 281 hidden arts in his 160 verse ode [3:293]. Such odes were very popular in their time.

CONCLUSION

From the above, it can be concluded that the ode genre played an important role in the development of lyrics both in terms of form and content; has had a political and philosophical impact on current issues of social life; It is an invaluable resource for revealing the poet's personality through his attitude towards the object of the image.

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THE IMPORTANCE OF FORMING INFORMATION-TECHNICAL COMPETENCE IN THE STUDENTS OF APPLIED MATHEMATICS INTERESTING IN THE FIELD OF PROFESSIONAL ACTIVITY

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ABSTRACT

This thesis talks about the role of information and technical competencies in the technological field of production according to the qualification requirements of students studying applied mathematics. According to it, the information and technical (general technical) competencies that make up the information-technical competence were studied separately, and a single general information-technical concept was developed.

KEYWORDS: According to it, the information and technical (general technical), competencies.

INTRODUCTION

Currently, the special attention of our state to education, improvement and modernization of the structure of the higher education system, and the implementation of information processes are one of the main factors, and the direction of the competence approach in educating students is also considered one of the main factors. . At the same time, the competence approach requires the strengthening of practical activities aimed at developing the ability to use scientific content in practical professional activities, the ability to solve professional tasks using modern information tools.

The rapid development of the process of informatization of education requires the introduction of new digital technologies in almost all spheres of modern human life. The use of modern digital technologies serves as the main factor for the technological modernization of the republic's industry and production and the development of technical tools.

Within the competence-based approach, the main guideline for solving the problem of the quality of the general technical training of a bachelor of applied mathematics is the formation of information-technical competencies as an important component of professional competence. The main concepts of the competence-based approach are "competence" and "competence". These concepts have been used in our everyday life and in scientific literature for many years, but we need to come to a single concept for our scientific work due to the existence of different views on the introduction of the competency-based approach to pedagogical practice.

The concept of "information competence" is quite broad and still not uniformly interpreted. At the current stage of society's development, the field of information technology use is actively expanding. Public information has affected all spheres of the state and human life: economy, production, education, etc. Representatives of various fields of science: philosophers,

psychologists, teachers, sociologists are engaged in studying the problem of formation of information competence.

According to Y. I. Askerko, information competence is an integral feature of a person that reflects the desire and ability to effectively search, collect, analyze, change and use information effectively in educational activities [2].

According to the research of N.V.Gafurova, A.D.Arnautov, information competence is the ability to consciously integrate information technologies into professional activities based on the analysis of the functional capabilities of computing devices and software products used to solve professional problems, to combine various software products and computing devices [3].

Based on the above-mentioned studies on information competence, information competence is an integral feature of a person that is formed in the process of acquiring a set of BKM used in professional activities, and shows the ability to create, store and transmit information using new digital technologies and technical tools.

According to O.E. Noskova, information-technical competence is the ability to use modern information technologies to solve engineering problems related to the development of a set of general technical and information competences, calculation, research, and the design and production of technical systems in the field of agriculture. and is a dynamic personal quality characterized as his readiness to solve professional problems [4].

Information and technical competence of applied mathematics students is a dynamic personal quality of their ability to use modern information technologies to solve engineering problems during their professional activities in production enterprises and organizations [5,6].

The problem of developing this competence is that students of applied mathematics study only theoretical mechanics from general technical subjects, but such subjects as the strength of materials, the theory of machines and mechanisms, and machine parts are not included in the curriculum of the course. Theoretical mechanics not only explains many important phenomena around us, but also is the scientific basis of all technical sciences. Its methods and methods are used in all technical calculations in the design of machines and structures. The study of theoretical mechanics is of great importance in the development of the future engineer's professional thinking [7,8].

Thus, our research shows that it is important to develop information and technical competence in order for a student of applied mathematics to become a mature person who can compete with the demands of the labor market in the technological field of production.

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MULTILAYERED NESS IN THE WORKS OF MURAD MUHAMMAD DOST AND GEORGE ORWELL

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ABSTRACT

From the 80s of the 20th century, new socio-political views began to appear in society, and in fiction, the human "I" with all its complexities, contradictions and contradictions was interpreted not only as a social phenomenon, but as a unique universe. Different forms of the non-traditional method of conditioning began to be shown through modernism, which was formed under the influence of Western literature.

KEYWORDS: Jorg Oruell, Murod Muhammad Dost, "Lolazor", "Animal farm", communist party.

INTRODUCTION

M.M. Dost is one of the leading writers known for the story "Sovchilik Hangoma", the short stories "Iste'fo", "Mustafa", and the novel "Lolazor". In his works, problems such as the national spirit and evolutions in the human heart, era and man, environment and spirituality, politics and people's life are covered in detail. One of the distinctive features of the writer's works is that his heroes move from one work to another, people and characters whom he knows closely. In the works of M.M. Dost, social irony, symbols and metaphors, multi-layered images prevail, and the author expresses his philosophical concept in the language of characters. It should be noted that the language and style of the writer's works are somewhat complicated.

THE MAIN RESULTS AND FINDINGS

The expression of the ideological goal put forward in the work in concise sentences, the absorption of thoughts that are the result of logical thinking into a simple action, detail or a sentence of the hero, requires the reader to think. Under the words of the writer, who are simple in nature or are spoken by the characters who are like the people around us, there is a bitter truth hidden at first glance, a conclusion from life experience, a wisdom equivalent to a story. To be able to read such works, which are rich in irony and metaphor, the reader must have a certain preparation.

The story of "Mustafa" is about the language of humanity, kindness in Uzbek kinship, the attitude of the village people, and "Resignation" is about the debt and duty of an official to the country, and about people who have forgotten this responsibility and faced a mental crisis. In the language of the heroes of the play, folk tone, expressions, sayings, proverbs, proverbs unique to the Uzbek people reveal their character, and at the same time, they acquire metaphors for the thoughts they want to express. The artistic skill of the writer is that he speaks figuratively in the style of colloquial speech. Such works are easy to read, but it is difficult to digest and immediately understand the ideas hidden in the ambiguous text.

The novel "Lolazor" is a serious phenomenon of the new Uzbek literature that is coming to an end, and it is an important stage in the development of our national novel. This work has proved

the possibilities of thinking typical of the novel - the variety of images and interpretations, the approach to the human being, and the limitless ways of re-discovering it artistically" - evaluates literary critic Rahmon Kochqor in his afterword written at the end of the work.

In fact, even 30 years ago, we used to wake up every morning to the anthem "Hello, the people of the Russian Empire, our great brother, our living genius Lenin." We have almost forgotten national values such as Hayit and Navruz. We did not get tired of repeating the slogan that the proletarians of the world should unite. All this is reflected in "Lolazor", the tragedy of the nation is revealed in a metaphorical way. Officials who are loyal to their own party, whose every behavior conforms to the standard set by the Communist Party, officials who love their job for life, trusted people of the state who even treat their wives and relatives according to their job - all these are crippled people raised by former alliances. J. Orwell describes the creation of the world described by M. M. Dost as follows: "A world of fear, treachery and suffering, a world that is becoming more cruel and not merciful as it becomes more perfect. In our world, progress is an increase in suffering. Earlier civilizations claimed to be built on love and justice. Our civilization is built on hate." When you saw Professor Yaxshiboev's laughter in "Lolazor", your teeth fell out when you learned to laugh softly. My friend Sharif's teeth fell out when he died. On that day, during his funeral, we were having a dinner in the garden with friends, when someone said that Sharif had died, we were sitting comfortably eating soup, remembers with venom that he said "first we will express our condolences to the widow, then we will forget" and then someone else's words that I will not go, I hated her, I will hate her even after my death. According to the era of creation, these two works, separated by half a century, actually seem to be a continuation of each other. The prophecies made in the first will come true in the second. The purpose, operation, and essence of the totalitarian system's policy were interpreted in the same way by writers of two nations and two social systems outside and inside the state of nations.

"There will be neither friends nor wives in the future. We take the newborns from their mothers, like taking chicks from a hen house. We eliminate sexual orientation. Population becomes a formality like the annual renewal of the ration card. We destroy the orgasm" This reality is presented in "Lolazor" by Kurbanoy, Avvalbek... Let's see in the example of the image. An ordinary little girl selling pistachios on Kurbanoy Street turns into an advanced picker at the will of adults.

He takes an active part in the harvest season in the cotton picker, and the press makes him a star by order of the top. For Kurbanoy, who recognizes neither husband, nor family, nor children, there is only one happiness, one goal, which should always be covered with glory. Kurbanoy, separated from several children, abandons the unborn baby and participates in the season on a cotton picker, because the mission of the party is more important to him than his one and only child.

Through the works of J. Orwell and M. M. Dost with direct and deep social content, "1984", "Animal farm" and "Lolazor", "Return to Galatepa", the true artistic history of the period was created.

The works of M. M. Dost emerged as a derivative of the historical and social reality of the 20th century with the work of George Orwell, one of the greatest writers of the 20th century and a writer who had just entered the national cultural-literary process at the same time. and the reason for this is directly related to that historical-social reality and the concept of the creator.



In addition to having a strong influence on the development of world prose, the unique features of George Orwell's artistic style and the writer's literary heritage serve as a criterion for determining the place of the works "Lolazor" and "Return to Galatepa" written by M.M.Dost in the national cultural context.

The two analyzed works of Murad Muhammad Dost prove that as an Uzbek writer, he created works that are the highest examples of world literature. The writer achieved this by creating the artistic history of his time in prose, the image of bright and unforgettable national heroes, and artistic interpretation of universal problems in the material of national life. M.M.Dost's works are among the first in our national literature to use the polyphonic image method, and with their bright individual style, they can fulfill the function of a creative school.

CONCLUSION

The attitude of two writers (George Orwell and Murad Muhammad Dost) who lived and created in two different historical periods, in two different national-cultural contexts, and at the same time have similar creative credo and style, to social reality, the beginning of commonalities and peculiarities in their artistic re-embodiment The factor is a derivative of a psychological whole, related to their personality, social-political, philosophical-ethical concept.

The impact of Orwell's work on world and Uzbek literature is directly and indirectly a literary phenomenon closely related to the conflicting concept of happiness, the category of freedom, and social reality.

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THE STRUCTURE OF THE COMMUNIST PARTY OF THE UZBEK SSR AND ITS IDEOLOGICAL STRENGTHENING

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ABSTRACT

The article analyzes the processes of the establishment of the Communist Party of the Uzbek SSR, the establishment of the sole rule of the party in the republic and the introduction of the single Charter of the RKP(b) for all party organizations, the role of congresses in party activity based on a number of scientific literature.

KEYWORDS: Communist party, sez, ideology, one-party system, party building, constitution, ideological rule.

INTRODUCTION

At the beginning of the 20th century, when the Soviet authorities took over the government and established a one-party system, the opposition was abolished and the highest party and state positions began to be held by the same persons. As a result, the party formed as a monopolistic party won elections continuously for many years and kept its employees in the leading positions of state bodies. In a short time, a single-party system was formed in the country instead of multi-party system. According to L. S. Yavich, this is "the transition to a one-party system - forming a party monopoly and creating a mono-ideological platform in the state." The ideas of the ruling party are accepted as the only true rule, and the state's economy and political-legal institutions are based on it [1, 176]. For a long time, no one disputed the thesis that the Communist Party represented the interests of the entire Soviet people, not corporate aspirations.

The main pillar of the Soviet regime in the Uzbek SSR was the Communist Party of Uzbekistan. After the establishment of the Uzbek SSR in 1925, the decision of the Political Bureau of the Central Committee of the RKP (b) of June 12, 1924 to reorganize the Communist Parties in the Soviet republics of Turkestan, Bukhara and Khorezm and to establish party organizations of Uzbekistan, Turkmenistan and regions based on them was adopted, and practical guidance was given to the establishment of the Communist Party of Uzbekistan was directly assigned to the organization of the Central Asia Bureau of the RKP (b) MK [2, 192].

THE MAIN FINDINGS AND RESULTS

On February 6, 1925, the 1st Congress of the Communist Party of Uzbekistan was opened in Bukhara. The first session lasted from February 6 to February 14 and held thirteen meetings. 294 delegates took part in the meeting with a decisive vote and 95 delegates with an advisory vote. These were representatives of 8351 party members and 8219 candidates. Among the delegates, 280 men and 19 women had the right to vote, 87 men and 8 women had the right to consultative vote [3, 26].

A congratulatory telegram from the Central Committee of the Communist Party of Uzbekistan signed by I. V. Stalin was also sent to the First Congress of the Communist Party of Uzbekistan, which reads: "Unification of Uzbek lands into one republic is of great importance for the whole East. If the condition of the peasants is fundamentally changed, if the small tenants and the rich are freed from the burden, this republic can become a great power in the East. I believe that the communists of Uzbekistan will spare no effort in the implementation of these tasks, the letter concluded with the words - long live the Communist Party of Uzbekistan!" [3, 26].

The KP MQ of Uzbekistan was established as a component of the RKP(b) on the basis of its regulations and directives. In particular, the plenum of the Organizational Bureau of the Communist Party of Uzbekistan entrusted the Executive Bureau with: in its future work, to pay more attention to the somewhat remote regions of the Uzbek SSR, to create a sub-Soviet apparatus and more active party organizations there, to inform all its organizations of the Communist Party of Uzbekistan of the Charter of the RKP(b) and the party Tasks such as disseminating the conditions for the admission of new members and candidates determined by the decisions of the 12th and 13th congresses were assigned. Also, in all organizations of the Compartia of Uzbekistan, party and candidate tickets of a single model set by the Central Committee of the Communist Party of Uzbekistan were introduced [4, 10-11].

Special attention was paid to strengthening the Soviet apparatus, expelling the rich, priests and their people from the Soviet apparatus. Sezd emphasized that one of the most important tasks of party organizations is to strengthen the work of party cells, raise and train new cadres of the party from among workers, workers and the poor [3, 32].

During the organizational formation of the republic, the Organizational Bureau of the Central Committee of the Communist Party of Uzbekistan and the Revolutionary Committee of Uzbekistan made a number of decisions to organize a solid budget for the People's Commissariat of Education (Public Education) in order to expand the number of schools in villages and districts, and to increase the number of vocational training schools. it was emphasized that it is very important to put it in one of the first places [5,93].

These tasks were carried out by the instructions of the Central Committee of the KP of Uzbekistan and its political organizations in the region. Since the majority of the members of these organizations were far from accepting the propaganda ideas of the communist ideology, it was easy to control them and instill Bolshevistic ideas among them. The Bolsheviks paid attention to the establishment of other political and social organizations in the republic that were "ideological supporters" of the Communist Party of Uzbekistan. Because the structure of such organizations, according to the Bolshevik leadership, gave the opportunity to "widely involve the workers of the republic in socialist construction". The trade union of Uzbekistan, which was founded in December 1922 on the basis of Bolshevik guidelines, united more than 90 thousand people by the beginning of 1925. In the end, they also became the "tool" of the Communist Party, which was in absolute power [6, 317-318].

пслиУ*

In general, the ranks of the KP MQ of Uzbekistan were constantly expanded to include "advanced" workers, rural poor and semi-poor, as well as employees. The Congress of the CP of Uzbekistan was considered the supreme body of the CP of Uzbekistan. He concluded the activity of the party organization during the reporting period and considered it as an important issue related to organizational and ideological work. According to the Constitution of the CPSU,

congresses are convened every five years, and the convocation and agenda of the congress were announced one and a half months in advance. On the initiative of the Central Committee or at the request of 1/3 of the party members who participated in the last session, it was decided to call an extraordinary session. The congress of the UzKP determined the tasks for the republican party organization, set for a certain time, on the basis of the congresses and decisions of the CPSU. In general, 19 congresses of the UzKP were held in 1925-76 [7, 508].

From the first days of the establishment of the Communist Party of Uzbekistan, all party members were assigned the task of deeply studying the theory and tactics of Leninism, introducing Leninist organizational principles in the construction of the party, and continuously Bolshevikizing the ranks of the party. A single Charter of the RKP(b) was introduced for all local party organizations.

From the beginning of the 30s of the 20th century, the CPSU lost all the characteristics of a political party: complete secrecy instead of openness; instead of the initiative of the party masses, the absolute rule of the apparatus, instead of the internal party democracy and collegiality - a dictatorship like in the army; truly appointed from above rather than elected; control that is directly subordinate to the person it is supposed to control instead of independent control; Instead of the power of the elected bodies, the complete lawlessness, the absolute power of the executive bodies and their apparatus, and instead of the widely used all-party discussions in the 20s, the ideological rule of the center was decided" [10; 11].

CONCLUSION

In general, "... 19 million Communists did not take part in the formation of the policy of the party, in making its most important decisions, they were only obedient executors of orders and instructions from above. They were completely deprived of public initiative, self-management, and independence" [10, 11]. Indeed, there was discipline in the party, but all communists had to follow the decisions of the CPSU as a whole, including its organizations. Meanwhile, the Communists participated in the development of party policy within the framework of the constitution, but this did not prevent the Communists in the central body from taking the initiative.

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THE CONCEPT OF THE CONCEPTOSPHERE

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ABSTRACT

The most important concept of cognitive linguistics is the concept of the concept sphere - a field of knowledge composed of concepts as its units. This scientific work provides enough information about the conceptosphere. This work provides valuable information using reliable sources.

KEYWORDS: Information, cognitive, science, literature, non-equivalent, semantic connection, linguistics.

INTRODUCTION

The term "conceptosphere" was introduced in Russian science by Academician D.S. Likhachev. Conceptosphere, according to the definition of acad. D.S. Likhachev, this is a set of concepts of the nation, it is formed by all the potencies of the concepts of native speakers. The conceptosphere of the people is wider than the semantic sphere represented by the meanings of the words of the language. The richer the culture of a nation, its folklore, literature, science, fine arts, historical experience, religion, the richer the concept sphere of the people.

Both concepts and, accordingly, the concept sphere are mental (thinking) entities, unobservable.

Modern scientific data convincingly confirm the reality of the existence of the concept sphere and concepts, namely, the reality of thinking that is not based on words (non-verbal thinking). It is also necessary to point out that the concept sphere is, apparently, quite ordered. The concepts that form the concept sphere, according to their individual characteristics, enter into systemic relations of similarity, difference and hierarchy with other concepts. A.N. Luk wrote that even between the concepts of heaven and tea there is a semantic connection that can be established, for example, as follows: heaven - earth, earth - water, water - drink, drink - tea.

The specific nature of the systemic relations of concepts requires research, but the general principle of systemicity undoubtedly extends to the national concept sphere, since thinking itself involves the categorization of objects of thought, and categorization involves the ordering of its objects.

Thus, the concept sphere is an ordered set of people's concepts, the information base of thinking.

V. V. Krasnykh uses the term cognitive space and delimits individual cognitive space - a certain way structured set of knowledge and ideas that any (linguistic) person possesses, every speaker and collective cognitive space - a certain way structured set of knowledge and ideas that all individuals must possess belonging to a given society. In this concept, the difference

between these two types of cognitive spaces remains unclear: if the individual cognitive space is the one that each speaker has, and the collective space is the one that everyone has, then this is the same thing: what everyone has is that that everyone has. At the same time, the need to distinguish between individual and national concept spheres is beyond doubt.

V. V. Krasnykh also proposes the concept of a cognitive base, which is understood in a certain way as a structured set of mandatory knowledge and nationally determined and minimized representations of a particular national-linguocultural community, which all carriers of a particular national-cultural mentality possess. We have the idea of Yu.E. Prokhorov that belonging to a certain culture is determined by the presence of a basic stereotypical core of knowledge, which is repeated in the processes of socialization of individuals in a given society, and a rather stereotypical (at the level of ethnic culture, not personality) choice of elements of the periphery. It seems that the basic stereotypical core of knowledge or the cognitive base of the people really exists, but stands out from the individual concept spheres as some part of them, equally appropriated by all members of the linguocultural community.

We can also talk about the existence of group concept spheres (professional, age, gender, etc.). All these concept spheres are of interest to cognitive linguistics; group and individual concept spheres can be compared with the national concept sphere, group concept spheres with individual ones, group and individual concept spheres with each other, etc.

Conclusion. It is widely practiced in cognitive linguistics to compare different national concept spheres with each other, which makes it possible to identify the national specifics of the conceptualization of similar phenomena by the consciousness of different peoples, to identify non-equivalent concepts and conceptual gaps (absence of a concept).

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DEVELOPMENT OF UNIVERSAL COMPETENCE OF FUTURE PEDAGOGUES

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ABSTRACT

To develop universal competence, future pedagogues should be exposed to a wide range of learning experiences that help them develop the skills and abilities they need to succeed in their profession. This includes both theoretical knowledge and practical experience. They should also be encouraged to engage in ongoing professional development and to stay current with the latest research and best practices in the field.

KEYWORDS: Competent, competence, future pedagogues, formation of methods, development of competence of teachers.

INTRODUCTION

The development of universal competence of future pedagogues is a critical aspect of their training and education. Universal competence refers to a broad range of skills and abilities that are essential for success in any field or profession. In the context of pedagogy, universal competence includes a deep understanding of learning processes, effective communication skills, critical thinking and problem-solving abilities, and a commitment to lifelong learning. There are several methods that can be used to form the universal competence of future pedagogues. These methods include:

1. Active learning: Active learning involves engaging pedagogues in the learning process, rather than just presenting them with information to memorize. This can include hands-on activities, group discussions, and problem-solving exercises.
2. Collaborative learning: Collaborative learning involves working with others to achieve a common goal. This can include group projects, peer teaching, and cooperative learning activities.
3. Reflection: Reflection involves thinking critically about one's own experiences, beliefs, and actions. Pedagogues can reflect on their own learning experiences and teaching practices to identify areas for improvement and to develop a deeper understanding of their own strengths and weaknesses.
4. Mentoring: Mentoring involves pairing pedagogues with experienced educators who can provide guidance, support, and feedback. This can help pedagogues develop their skills and abilities and gain a better understanding of the profession.
5. Professional development: Professional development involves ongoing learning and training to keep up with the latest research, trends, and best practices in the field. This can include

attending conferences, workshops, and training sessions, as well as reading professional literature and engaging in online learning.

6. **Experiential learning:** Experiential learning involves learning through direct experience. Pedagogues can participate in internships, practicums, and other hands-on learning experiences to gain practical skills and knowledge.

Overall, the methods of formation of universal competence of future pedagogues should be varied and diverse, allowing pedagogues to develop a wide range of skills and abilities through different learning experiences. By providing pedagogues with opportunities to learn and grow in different ways, we can help them become effective educators who can meet the diverse needs of their students and contribute positively to the education system.

To develop universal competence, future pedagogues should be exposed to a wide range of learning experiences that help them develop the skills and abilities they need to succeed in their profession. This includes both theoretical knowledge and practical experience. They should also be encouraged to engage in ongoing professional development and to stay current with the latest research and best practices in the field.

Effective pedagogical training programs should emphasize the development of critical thinking skills, creativity, and innovation. Pedagogues should be encouraged to think outside the box and to develop new and effective methods for teaching and learning. They should also be taught how to adapt their teaching methods to meet the needs of diverse learners, including those with special needs, different learning styles, and cultural backgrounds.

In addition to these skills, pedagogues should also develop strong interpersonal skills, including effective communication, collaboration, and teamwork. These skills are essential for building positive relationships with students, parents, colleagues, and other stakeholders in the education system.

Overall, the development of universal competence is essential for future pedagogues to succeed in their profession. Through a combination of theoretical knowledge, practical experience, and ongoing professional development, pedagogues can develop the skills and abilities they need to create positive learning environments and help their students achieve their full potential.

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THE THEORETICAL AND CONCEPTUAL ANALYSIS OF THE RELATIONSHIP BETWEEN THE CATEGORIES OF MIGRATION AND SECURITY

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ABSTRACT

The article analyzes the theoretical and practical aspects of migration processes and their regulation. Despite the fact that migration is formed under the influence of various factors and becomes an objective reality, it is justified that it is becoming one of the main risks and problems within the national security system of the states. While studies related to migration and its impact on the economic security of states, it is appropriate to recognize that a number of studies have been carried out regarding the assessment of migration through the prism of security. Therefore, it is important to study the theoretical and practical aspects of migration processes and their regulation today. From the point of view of the interrelationship of migration and security, the concept of 'human security' and the issue related to the personal security of migrants within it are studied separately. In this research priority is given to a more civilized approach in studying migration as a security threat. The analyses show that in order to improve the efficiency of the migration management system and ensure the national security of states, an integrated approach to solving the migration problem is necessary. As part of the issue of migration securitization, it was determined that there is a threat to a certain object by a political actor, and it was explained that emergency political measures should be taken in order to eliminate it.

KEYWORDS: Migrant, securitization, human security, identity, societal security..

INTRODUCTION

In the context of globalization, the increase in differences observed in the indicators of socio-economic development between countries creates the basis for the intensification of international migration processes. As a result, in recent years there has been a sharp increase in the flow of migrants, and the factors influencing it acquire a structurally new meaning. While studies related to migration and its impact on the economic security of states, carried out to date, have received relative priority, it is appropriate to recognize that a number of studies have been carried out regarding the assessment of migration (especially illegal migration) through the prism of security (national, regional and international). Therefore, it is important to study the theoretical and practical aspects of migration processes and their regulation today. (1)

In recent years, within the framework of domestic and international studies, special attention has been paid to the study and analysis of migration processes, in particular, illegal migration from the point of view of national security and international stability.(2) In the conditions of modern international relations, in connection with various risks arising from the acceleration

of the processes of technological modernization and globalization, there is an increasing need for the formation of effective methods and means of protecting the national interests of states, ensuring national security and achieving competitiveness and their practical use. One of the existing risks is associated with migration processes, which play one of the main roles in the socio-political changes observed in society today, and their importance is expected to increase in the near future. In addition to the fact that the social, economic, demographic and political consequences of migration are significant, it is natural that there are many uncertainties in this regard. (3)

Princeton scholar D. A. Baldwin links the various definitions of security to two important aspects. First, it promotes rational policy analysis by making it relatively easy to compare one security policy with another. Secondly, by creating points of contact between people with different views, the activation of scientific communication is achieved. (4)

Egyptian researcher Nazli Shukri, while not denying the connection between migration and security, casts doubt on it. Recognizing that migration, security and interaction are inherently subjective concepts, the scholar concludes that the relationship between migration and security is problematic and complex. (5) According to a group of researchers, the relationship between migration and security is two-way: on the one hand, if we consider the problem through the prism of the security of society and countries affected by migration flows, on the other hand, it is appropriate to consider migrants from the point of view of their personal security. (6)

It is known that the main reason for emigration observed in some countries is related to political motives. Today, the situation associated with the formation of the flow of refugees in the world occurs precisely at the heart of the political situation. Most of them are trying to obtain the status of political emigrants in the territory of the host country. In our opinion, this is where the implications of migration for security (at the national and individual level) begin. Many analysts argue that illegal migration threatens national security. According to researcher Khalid Kozer, the notion that migration is one of the main threats to national security is due to the increase in the number of "illegal" migrants. However, existing views are not supported by reliable research on how immigrants pose a threat to national security. (7)

Since the events of 9/11, which had a major impact on US national security and immigration, the emphasis on securing the existing process has become even more important. American scientist Patrick J. Buchanan, uncontrolled migration will doom the state to extinction. The scientist also puts forward the idea that the chaotic association of peoples who have almost nothing in common with each other in terms of history, folklore, language, culture and faith poses a significant threat to America. In his opinion, this is a kind of new Balkanization policy. (8) P. Buchanan believes that in order to prevent existing mistakes, it is necessary to introduce a complete moratorium on immigration for a long time, to abandon any amnesty for illegal immigrants in the United States, and to strengthen laws.

The American scientist Myron Weiner raised the issue of how international migration poses a threat to the security of the state and citizens, paying special attention to how interconnected the security problems of the sending and receiving countries are from a transnational point of view. In practice, migrants face many challenges due to the prevailing security situation in sending and receiving countries. M. Weiner believes that the growth of uncontrolled mass migration, causing violence in host countries, will lead to its transformation into a security threat. (9)

According to the Russian scientist A. Kucherenko, migrants pose a number of threats to the national security of host countries. The scientist considers it appropriate to divide the existing threats into three groups, which are general and complex in their significance. It is worth noting here that the author, as a representative of the host country, expresses an anxious attitude towards migrants, which can be observed by the example of his following comments: (10)

Firstly, there are changes in the ethno-cultural composition of the recipient countries. In addition, the number of people among immigrants who respect the existing values of this society is decreasing. The worst thing is that their children and grandchildren become citizens of this country and in most cases feel like strangers in her life. As a result, they tend to protest and act violently. In developed countries, such an environment contributes to the growth of such evils as international terrorism and crime.

Secondly, illegal migration is becoming one of the most important security threats. Today, due to the fact that corruption has become a global problem, the process of combating it is becoming increasingly complex. Human trafficking, which is carried out with the aim of using countries with a relatively low level of development as cheap labor and for sexual purposes, is not only immoral, but also causes the spread of various diseases.

Thirdly, from time to time, legal and illegal migrants commit mass terrorist attacks on the basis of nationalist sentiments and ethnic conflicts in certain countries. The current situation has been observed in recent years in many EU countries (France, Austria and the Netherlands) and to some extent in Russia.

Today, international migration remains one of the most discussed but highly controversial areas of the security agenda. Aspects of migration security have been widely studied since the Cold War. According to Islam Ahmed, a researcher at the Nohud Center for Research and Studies in Doha, migration studies is still a relatively new and small area of international relations as a research field. This can be explained primarily by the fact that in the period from 1945 to 1980, migration policy and issues related to immigrants were considered as an internal problem of a particular host/host country and their impact on international security was underestimated. It is known that during the Cold War, migration policy did not have a significant impact on the balance of power, especially on the socio-political situation in the United States. Therefore, in these years, the security of migration aspects has been studied as an internal problem based on a state-centric approach, which occupies an important place in this regard. In the years after the end of the cold war, security studies began to draw attention to the existence of other security-related issues in addition to military issues. (11)

The Center for Conflict Studies, Paris, researchers A. Ceyhan and A. Tsukalalar, who studied the issue of securitization of migration, analyzed the evidence and views of a group of politicians, law enforcement agencies and the media who assessed migration as a security threat, analyzing them, they divided them into four axes (parts): (12)

1. socio-economic axis, in which migration is associated with unemployment, the rise of the informal economy, the crisis of public welfare and the deterioration of the urban environment;
2. securitarian axis, migration is associated with the erosion of control over sovereignty, borders, internal and external security issues;
3. an identitarian axis in which migrants are seen as a threat to national identity and the demographic balance of the host society;



4. a political axis, in most cases, in the fight against migration, racism and xenophobia are used as a tool to achieve political goals.

The analyses show that within the framework of the relationship between migration and the security system, its negative impact on the existing social relations in society acquires a relative priority. As an example, we can cite cultural, that is, civilizational differences between migrants and the host country. Here it is important to pay special attention to the views of the American scientist S. Huntington, who scientifically substantiated the future order of international relations on the basis of a civilizational approach. It is well known that the article published in 1993 by S. S. was of worldwide importance in this regard. Huntington's "Clash of Civilizations", which made a significant contribution to the development of the neo-Atlantic concept. According to him, conflicts between civilizations are at the heart of the unstable situation and contradictions taking place in the world. The scientist expressed the following thoughts about the flow of Muslim migrants arriving in Europe from the Middle East and North Africa, and their impact on the social life of society: "... rapid population growth in Arab countries, especially in North Africa, and the migration flow to Western European countries is increasing even more. The current situation requires increased political vigilance in Western Europe when implementing actions aimed at minimizing internal borders. In recent years, racism in Italy, France and Germany has become more visible. This can also be seen in the growing political opposition and violence against Arab and Turkish immigrants since 1990.(13)

At the moment, the attention of Russian researchers is focused on the category of "migration security". By its nature, this category assesses migration as a threat to national security and serves to reduce the risk of threats arising from migration and to combat them within the framework of an effective migration policy. (14) Accordingly, we can say that the categories "migration security" and "migration securitization" are mutually compatible.

Indeed, the social security concept of the Copenhagen School has certain drawbacks. In particular, Tobias Tyler, a professor at the University of Dublin, pointed out three main shortcomings of the concept: 1) shortcomings related to the definition of the status of society as an independent social institution; 2) the presence of significant uncertainties in the definition of "uniqueness" (identity); 3) the significance of the issue of social security for the individual is not sufficiently disclosed. (15)

Later, the French academic scientist Dede Bigot and his Scandinavian followers created a new alternative to the concept of social security in order to avoid existing shortcomings.(16) According to him, the main problem faced by developed countries is the massive and unregulated influx of migrants from different civilizations and the threat of social integration of society. In a word, the main essence of the concept of social security is to protect important functions of society and prevent the spread of a crisis that has arisen in a certain area to the whole society through a chain reaction.

In addition to the above, from the point of view of the relationship between migration and security, special attention should be paid to the concept of "human security" and the personal security of migrants within its framework.

In short, in the XXI century, in the context of globalization, the strengthening of interdependence between States has opened a wide path for the development of active cooperation between States and peoples. This once again confirms the massive influx of migration flows to developed countries. Today, despite the fact that migration is formed under



the influence of various factors and becomes an objective reality, it becomes one of the main risks and problems in the national security system of countries. As a result, the issue of the relationship between migration and security has become the subject of many studies, and much attention is paid to the study of the nature of migration as a security threat. Based on this, the following conclusions can be drawn:

First, although the Copenhagen School of Security has achieved relative success in researching the relationship between migration and security, a clear, consistent and comprehensive theoretical framework for the migration/security relationship has not yet been fully developed. Secondly, priority is given to a more civilized approach in studying migration as a security threat. Today, the problems between developed societies and immigrants, arising precisely against the background of the civilizational gap, attract the attention of the general public.

Thirdly, instability in the world, various kinds of separatism, the intensification of terrorist activities form migrant phobia in various societies. Today, there is a growing tendency on the part of society to involve governments more widely in the issue of migration securitization.

Fourth, there is an urgent need to pay attention to the issue of ensuring the individual safety of migrants within the framework of scientific and applied research in the context of human security. Therefore, research in this direction (migrant-centric approach) is actively developing. When determining the interdependence of migration and security and assessing the scale of its threats, it is advisable to conduct a study within the format: sending country - migrant - receiving country.

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FEATURES OF THE COURSE OF CORONAVIRUS INFECTION IN YOUNG PEOPLE DEPENDING ON GENDER

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ABSTRACT

In the context of the spread of COVID-19, it is important to remember that unexplained encephalopathy, memory impairment, depression, apathy, symptoms of damage to the peripheral nervous system and muscles should be interpreted as possible manifestations of a new coronavirus infection. Given the large number of people infected with SARS-CoV-2, a relative increase in the frequency of autoimmune lesions of the nervous system in the near future cannot be ruled out.

KEYWORDS: Temperature, encephalopathy, memory impairment, depression, apathy, patients, hyposmia.

INTRODUCTION

Purpose of the study To identify the features of the course of coronavirus infection in young people depending on gender.

MATERIAL AND METHODS

In accordance with the goal and objectives, the study included 87 young patients aged 18 to 44 years (mean age 31.9 ± 12.1 years) with post-covid syndrome (PCS). The patients were divided into two groups: group I consisted of 36 women (41.4%), group II - 51 men (58.6%), gender index was 1.4:1.0.

The diagnosis of post-COVID syndrome was included in the International Classification of Diseases (ICD-10), heading code U09.9 "Condition after COVID-19, unspecified", which also includes a post-COVID state. (7).

In a comprehensive clinical examination of patients, a generally accepted clinical examination of the somatic status, laboratory tests were used, as well as formatted documentation with a detailed description of complaints, anamnestic information, subjective and objective signs of the disease, data from paraclinical studies.

Statistical significance of the results was assessed using Student's significance tests (t) for parametric distribution and Fisher's test (F) for nonparametric data distribution. Differences were considered significant at 95% confidence interval ($P \leq 0.05$).

RESEARCH RESULTS

In group I, mild severity of COVID-19 was diagnosed in 17 (47.2%) patients, moderate - in 15 (41.7%) patients, severe - in

4 (11.1%) patients. In group II, there were significantly more patients with moderate severity - 27 (52.9%) and severe - 9 (14.9%) compared with group I. In the group of men there were more patients with a moderate course, and the proportion of severe CVI was also significantly higher compared to women.

In the clinical course of a new coronavirus infection COVID-19, features characteristic of varying degrees of severity of the disease were revealed. With a mild course of the disease, the temperature increase was not higher than 38.0C, and there were also no criteria for the moderate and severe course of the disease.

It is important to note that with a mild severity of COVID-19, clinical, laboratory and radiation manifestations of the disease were not accompanied by lung damage according to CT. With a moderate severity of the disease, verified in a patient, the body temperature rose above 38.0C, the respiratory rate increased above 22 respiratory movements per 1 min, shortness of breath was noted, a decrease in hemoglobin oxygen saturation below 95%, and characteristic signs of viral lung damage were detected according to CT data.

The most common clinical manifestation of a new coronavirus infection was fever, which was observed in 76 (87.4%) patients. Dry cough in the presented sample of patients with COVID-19 was observed in 75 (86.2%) patients, and productive cough - in 19 (21.8%). The presence of anosmia as a symptom of COVID-19 was observed in (29.26%) patients, hyposmia - in 55 (63.2%) patients. In the groups there were some differences in these indicators, weakness, shortness of breath were more common in females (group I), fever, dry cough, productive cough, hyposmia were more common in men (group II).

Symptoms in patients who underwent CVI at the onset of the disease were characterized by a subacute onset with a temperature reaction in all patients from subfebrile numbers to severe fever. According to many authors, among the first symptoms of CVI, an increase in body temperature was registered in 90% of cases.

The average temperature at admission was 38.1±0.90C for men and slightly higher for women - 38.9±1.20C. Catarrhal syndromes and gastroenteritis were rare in general, but in women these symptoms were detected significantly more often than in men.

This disease is characterized by a subacute course, although in women in 22.2% (8) of cases an acute course was observed - with a sharp rise in temperature and symptoms of intoxication. All the subjects recorded an increase in heart rate and respiratory movements, no significant differences between the sexes in these indicators were found.

CONCLUSIONS

In this study, males predominated among the studied patients, the gender index was 1.4:1.0. 32 (36.8%) had a mild course, 42 (48.3%) patients had a moderate course, and 13 (14.9%) patients had a severe course. In the group of men, there were more patients with a moderate course, and the proportion of severe CVI was also significantly higher compared to women. In women, in 22.2% (8) of cases, an acute course was observed - with a sharp rise in temperature and symptoms of intoxication.

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METHODOLOGY OF STUDYING THE SPECIFIC CHARACTERISTICS OF THE MOTORCYCLE OF CHILDREN WITH CEREBRAL PALSY

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ABSTRACT

The article presents a theoretical analysis of specific aspects of motor skills of children with cerebral palsy. Proposals for a new method of learning have been prepared.

KEYWORDS: Motor skills, children with cerebral palsy, characteristics, methodology, special pedagogy.

INTRODUCTION

The following 3 stages of examination of children with dysarthria were developed based on the scientific and theoretical study and analysis of special literature and the study of advanced pedagogical experiences.

1. Preparation stage (collect anamnestic data; studying the complaints and demands of parents; determining the initial individual-typological data of the child).

Anamnestic information was collected based on the study of pedagogical documents, interviews with parents and teachers. The parents' information was treated with a certain degree of criticism, taking into account the tendency to subjectively assess the child's abilities. Also, at the initial stage, we received information about the child with cerebral palsy (dysarthria), the educational conditions created in the family, the essence of "child-parents", "child-teacher" relationships.

2. Diagnostic (main) stage. Examination of pedagogical activities at this stage; psychological and pedagogical study; the state of motor mechanisms of speech was studied.

The purpose of the diagnostic (main) stage is to study the state of motor development of children with cerebral palsy (dysarthria) of preschool age. Examination of the general, fine motor characteristics and the structure and mobility of the articulatory apparatus. The expected goal of the examination of the articulatory apparatus is to determine clearly expressed anomalies in the structure and mobility of the articulatory organs, which are the cause of defects in the pronunciation of sounds.

Methodology for checking the state of general motor mobility in children

In children of preschool age, there are specific deficiencies in the development of the field of movement. Tasks were selected taking into account their general development, somatic conditions, spatial orientation during the examination of children's general motor skills.

The following tasks were selected to check the general motor condition:

1. According to the task, first run on 2 legs, then on one leg;
2. Stop at the signal when walking, jumping;
3. Throwing and catching the ball;
4. Walking straight along the drawn line;



5. Walking backwards;
6. Walking your snake from conventional signs;
7. Jumping on two legs (distance);
8. Drop the ball into the basket from a certain distance.

The extent to which the children performed the tasks related to checking the general motor condition was explained in the point system:

- 5 points - did it correctly;
- 4 points - performed slowly;
- 3 points - performs long with difficulty;
- 2 points - performed incorrectly;
- 1 point - failed at all.

Testing fine motor skills

We used the manual of A. D. Selezneva and M. I. Koltsova for verification.

1 - Task:

The purpose of "Collecting pencils into a pencil" is to check the movements of the child's fingers and palms, to determine the appropriateness of their movements.

2 - Task:

Fingers salute,

Instruction; The child is asked to open both hands wide and then to touch the two thumbs together so that the fingers alternately greet each other.

3- Task:

- Alternately bringing and opening the fingers into a fist:
- Expression of finger movements of pinching and sprinkling salt

4- Task:

Show the child how to sprinkle salt with the help of the index finger and thumb of the right hand.

Note: The speech therapist should demonstrate these movements himself and help the child perform the finger movement task.

- taking the toy in hand, squeezing the soft toy, making it sound.

5- Task:

Picking the beads in a line. So that the beads do not scatter and spread, a top object is prepared for picking, and the beads are picked on the line.

6- Task:

Pin the buttons. In this task, the examiner is asked to fasten buttons on a medium-sized, large-sized shirt or jacket.

Evaluation:

- 5 - points to complete all tasks independently and correctly.
- 4 points after completing the task again.
- 3- points performed with the help of a speech therapist.
- 2 - the score is incorrect.
- 1 - ball bajara olmadi.

- Checking the condition and mobility of the articulation apparatus
- When we examined the articulatory apparatus, we paid attention to the lips, tongue, jaws, teeth, palate, tongue. In this, the anatomical structure of the articulating apparatus was

checked and articulating exercises were selected to check the mobility of the articulating apparatus.

- Examination of the structure of the lips: normal, thick, thin, there are cracks (one-sided or 2-sided).
- Checking the mobility of the lips:
 - smile without showing the teeth;
 - lip smacking;
 - stretching the lips forward as in the pronunciation of the sound "o";
 - cover the lower lip with the upper lip;
 - covering the upper lip with the lower lip.
- Examination of the structure of the tongue: when examining the tongue, it is necessary to pay attention to its anatomy: the tongue is normal, long, thick, thin, and short.
- Language mobility test:
 - touching the tip of the tongue to the right lung;
 - touching the tip of the tongue to the left lung;
 - licking the upper and lower lips with the tongue;
 - moving the tip of the tongue from the 1st corner of the mouth to the 2nd corner like a clock.
- Examination of jaw structure:
 - Prognathia - the upper jaw protrudes forward.
 - Progeny - the lower jaw protrudes forward.
 - Anterior open pricus - when the upper and lower jaws are united, there is an open gap between the front teeth.
 - Open side pricus - when the jaws are together, the gap between the teeth on the side is left open. Right-sided, left-sided and 2-sided are possible.
- Checking the mobility of the jaws
 - open the mouth wide and hold for 5 seconds;
 - moving the lower jaw to the right and left.

The structure of the teeth: when examining the teeth, it is important that they are normal, absent, open, and large.

Palate structure: normal, narrow, deep, low, flat, clefts were taken into account.

The structure of the tongue: normal, absent, short, divided into 2.

We interpret the exercises for testing the mobility of the articulating apparatus according to the score system, depending on the level of performance of the children:

4 points - completed the task.

3 points - completed the task slowly.

2 points - completed the task incorrectly.

1 point - failed to complete the task.

When choosing speech material, we use the tested sound in different syllables, i.e. open and closed syllables, between vowels, one sound in different positions (at the beginning, in the middle, at the end of the word) and also in the child's independent speech. we took into account.

When choosing speech material, words that meet the vocabulary requirements of preschool children were chosen.

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SOME ASPECTS OF ECOLOGICAL-ECONOMIC PLANNING

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ABSTRACT

The growing interdependence of natural and social processes attaches particular importance to the problems of nature management, the formation of a management system that is adequate to the needs of society to preserve a habitat favorable for human life. The current state of the use of natural conditions and resources inevitably leads to the degradation of natural ecosystems and the reduction of living space, often giving rise to environmental crises of a local and regional scale.

KEYWORDS: Country studies, geoecology, theoretical analysis, ecological zoning, method and methodology.

INTRODUCTION

The formation of an effective system of environmental management involves the definition of the appropriate object for the implementation of the decisions made. These are complex formations, natural and social in their content. This opens up the possibility of achieving ecological balance by regulating economic and other activities in a certain natural environment, taking into account the ecological capacity of the landscape and the need to preserve its ability to self-reproduce. Ecological and economic systems, natural and social in terms of the composition of their constituent elements and the nature of the connections between them, can become the object, the management of which will avoid the destruction of natural complexes and preserve the environment for people's life, these problems are of particular importance in areas with significant landscape diversity and man-made load.

Theoretical and methodological provisions of the work are based on the works of: E.P. Alaev, N.T. Agafonov, N.N. Baransky, V.I. Vernadsky, Yu.D. Dmitrevsky, N.N. Kolosovsky, I.V. Komar, K. Ya. A.E. Fersman, S.B. Fominykh, A.I. Chistobaeva, M.D. Sharygin and others.

In addition, the works of authors known for their geographical studies of North Ossetia were used: A.E. Aylarov, V.V. Bratkov, B.M. Beroev, A.S. Budun, A.D. Badov, Z.D. Dudaeva, K.P. Popov, G.Z. Zaseev, D.E. Tebieva, V.B. Tsogaev and others.

The variety of conditions and combinations of various components of the natural environment, their spatial differentiation in the form of natural resource areas forms the basis for the formation of complex territorial natural and social systems, including both natural and socio-



economic structures. The features of these systems in each specific case are determined by the nature of nature management.

An ecological and economic region is both an object of influence, an element of the management system, and a polysystem that reflects the contradictory nature of the relationship between nature and society.

Depending on the types of activities and the natural basis, the nature of nature management and the structure of ecological and economic systems change. But the essence of the relationship does not change. The degree of completeness and the structure of interaction elements are changing, from the local to the global level. The spatial frame of such territorial formations is created by settlement systems.

Awareness of the interdependence of the elements of the system and the deterioration of the ecological situation gives the ecological and economic regional formation a sociocentric orientation. In terms of content, this concept goes beyond the scope of economic and environmental activities. In essence, this category can be given a natural-historical character.

The most important type of systematization of ecological and economic regions is their division into different hierarchical levels - the allocation of regions of different taxonomic ranks. The most important methodological principle of constructing a hierarchical structure of this type of zoning is the following provision: a taxon of a certain hierarchical level corresponds to its own set of area-forming factors.

For specific geographical studies, the regional and local levels are of the greatest interest. The local, or lower, level combines elementary (primary) natural and economic systems. The landscape structure of the study area and the stability of its natural systems in relation to external influences acquire the leading importance.

Landscape diversity in ecological and economic zoning plays both a differentiating and integrating role, uniting geocologically closely interconnected adjacent landscapes into one territorial management system.

The natural resource factor plays a significant role in the formation of ecological and economic regions. Natural resource areas can be considered as the basis of local natural-technogenic and ecological-economic formations. Natural-resource features in many cases act as the leading area-forming factor at the lower levels of ecological and economic zoning.

In each type of natural resource areas, the processes of technogenesis manifest themselves in a peculiar way. The nature and extent of their distribution depend on the development of energy production cycles. A cycle of non-ferrous metals has been identified, which has all stages of processing, as well as a scientific and experimental base. The EPC of other industries has developed in the republic in a truncated form, actually going beyond its borders. The territorial localization of the stages of the EPC for various industrial purposes creates the basis for the formation of links between settlements not only of an economic, but also of a social and environmental nature. The relationship between natural resource areas, the territorial-stadial structure of the EOC and the development of the settlement network is reflected in the formation of settlement systems of different levels and directions of economic activity. A multilevel regional settlement system with a complex taxonomic structure has developed on the territory of the republic. Landscape diversity and features of the orographic structure, differences in the specialization of the economy and features of technogenic processes have created conditions under which the administrative-territorial division does not coincide with

the boundaries of settlement systems, especially in foothill and mountainous regions. Group settlement systems were identified here, which formed around organizing centers and in intermountain basins.

We have determined the relationship between the types of landscapes and the types of settlement systems. The settlement system of the republic consists of the following hierarchical levels and types: district (highly urbanized type of settlement), local medium-urbanized and low-urbanized, rural type of settlement), group (four types of settlement) and primary (separately located settlements). Each type of settlement is characterized by the peculiarity of the ecological situation.

The conjugated analysis of physical and geographical zoning, types of natural resource areas and technogenic zoning, and the nature of the localization of the EOC made it possible to carry out ecological and economic zoning at different hierarchical levels. Recognizing the territory of the republic as an integral ecological and economic region and taking into account significant natural differentiation, three fractional regions were identified in the work: steppe, forest-steppe (Ossetian sloping plain) and mountainous. In each of the districts, the nature of nature management changes significantly: in the steppe part of the territory, the agrarian type prevails, in the forest-steppe - industrial type with an emphasis on the EOC of non-ferrous metal ores, in the mountainous - recreational and agricultural. Accordingly, the directions and measures of environmental protection are changing. Further division of ecological and economic formations made it possible, on the basis of the identified types of landscapes, the specialization of the economy and types of settlement systems, and the features of the geoecological situation, to determine the ecological and economic regions of the lower ranks, as well as their types. The resource and biospheric approaches served as the conceptual basis of the typology. The selected types of districts are the basis for the development of programs and environmental monitoring, and the districts themselves are objects of environmental policy.

Conclusion. Modern economic and social geography has a well-developed theoretical and methodological toolkit that allows it to successfully explore the interaction between society and nature in the spatio-temporal aspect. The systemic and spatial nature of the processes of mutual influence of society and nature give priority to geographical science in their study.

Theoretical and methodological prerequisite for the study of these processes was the teaching of VI Vernadsky about the noosphere, understood as the highest type of control integrity. Of particular note is Vernadsky's position on the possibility of managing the interaction between the biosphere and society. Nature, in this case, acts as an equal subject of relations, and not an object of exploitation..

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THE CONCEPT OF CREATIVE COMPETENCE AND ITS SIGNIFICANCE IN MODERN EDUCATION

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ABSTRACT

In this article, the author talks about the concept of creative competence and its importance in modern education. The importance of forming creative competencies in the students of the higher educational institution of pedagogy is explained using the works of Uzbek and world scientists as an example of English language training.

KEYWORDS: Ability, skill, motivation, competence, creative competence, technology, knowledge, pedagogy, creativity.

INTRODUCTION

In today's rapidly developing era, educational innovations, changes, and various reforms are emerging. We can see an example of this from the demands and proposals for education. The students of the higher educational institution of pedagogy have a skilled and mature staff. We need to form creative competencies in them in order to develop them. In the process of forming creative competencies, as an example of English lessons, not only the worldview and knowledge of students, but also their speech skills develop. , promotes the ability to solve problems that arise in interpersonal relations, in the performance of social roles in practical life.

Most definitions have the following components of competence: having a personal attitude to the object of competence, having knowledge, abilities, which allows one to rationally evaluate one's field and act effectively in it. was introduced by Epstein and expressed readiness to adapt and apply acquired knowledge, to independently complete the knowledge system and strive for self-improvement.

Through the formation of creative competencies in English language classes in students of a higher educational institution of pedagogy, future pedagogues are ready to create radically new unusual ideas that deviate from traditional or accepted forms of thinking, as well as to solve problems that arise in the pedagogical process creative abilities characterized by the ability to appear.

Pedagogical creativity is an educational requirement, without which one cannot be a competitive, successful graduate at any level. Creative competence is one of the indicators of a student, which ensures the educational results of this person at the required level. a prerequisite for obtaining Creative competence requires creativity and critical thinking. Critical and creative thinking also requires clear and rational thinking. It means to offer new and useful ideas clearly and systematically following the rules of logic and scientific thinking. Creative competences allow students to understand the logical connections between ideas, to form ideas briefly and clearly, to identify, analyze and evaluate arguments, to make positive and negative decisions, create an opportunity to evaluate aspects, evaluate evidence against the hypothesis, identify inconsistencies and common mistakes in thinking. Through creative competencies,



students are able to systematically analyze problems, determine the relevance and importance of their ideas, prove their beliefs and values, they learn to reflect and evaluate thinking ability. It can be seen from this that creative competences are very important for exchanging ideas, making decisions, analyzing and solving problems. Creative thinking is not only for students to learn, but also for them it is necessary to live a meaningful life and plan their future correctly. Creative competencies help creative thinking of students of Pedagogical Higher Education Institution, as well as self-evaluation and change processes.

Creative competencies, along with the need for creativity, also require increasing theoretical knowledge. Because knowledge and creativity mean that information is reliable and complete. Through the formation of creative competences in the students of the higher educational institution of pedagogy on the example of English language classes, future pedagogues will develop independence of thought, open-mindedness, coolness and objectivity, analytical and thoughtful attitude skills in English. A person's creativity is reflected in his thinking, communication, feelings, and certain types of activities. Creativity is also reflected as an important factor in students' talent. In addition, creative competences determine the mental sharpness of students, focus students' attention on the educational process provides active involvement.

By forming creative competencies in students of higher educational institutions of pedagogy, on the example of English classes, students can distinguish creative thinking, understand the conditions suitable for such thinking, and think analytically. In order to think creatively, students must analyze their thoughts and they need to think outside the box.

Unconventional thinking is the ability of students to think inconsistently with the usual way of thinking, to draw conclusions in unusual ways and ways, to find even abnormal, but the most acceptable alternatives to get out of the situation, to always approach problems and events through creative thinking. . Every student who has a powerful talent is a product of creative thinking. Always the same way of thinking does not bring out the talent in a person, it prevents the development of his physical, intellectual and scientific potential. As a result, no matter how much talent and potential a student has, he is only educated if he is used to the usual way of. Thinking he cannot be creative. Therefore, effective achievement will be achieved if creative thinking skills are formed in them and their aspirations are encouraged.

At the current stage of the development of research in the field of education, we see that there is a demand for the use of modern approaches and methods in teaching students. The method shown in the practical work of teaching creative training of students implies the ability to implement and produce their professional activities while strengthening the content of the forms. Among the fields of education, "Formation of the creative personality of students" is highlighted, in which the starting point of personnel training is the process of improving talent. The existence of works of art, information-resource system that helps to form creative ability in students of pedagogical higher education institution can be the basis for strengthening creative competence in the minds of students. The main question of understanding creative competence in students is still related to the concept of personal creativity. According to the broader understanding of the word "creativity", the modern meaning includes different points of view and should be emphasized. Creativity is manifested in thinking, communication and other types of activities of students. It is the creative potential of a person who is able to do so..



Creativity is seen as an unusual or special ability. It can be seen from these that creativity is close to the meaning of the potential of an innovative person.

The formation of creative competences in the example of English language classes among students of pedagogic higher education institutions will make students' speaking activities more fluent and fluent. In order to prepare competitive and successful personnel, creative competences must be sufficiently formed. That is why, training courses aimed at formation or development of creative competence are included in educational programs for students of higher educational institutions. Today, in order to form creative competences among students of Pedagogical Higher Education Institution, the development of innovative educational methods to increase the level of creative knowledge of students, problem-solving methods that consider increasing the level of motivational attention to pedagogical creativity has had a positive effect and special behavior is required to form as a personal and behavioral trait.

During the formation of creative competencies in future personnel, the atmosphere of cooperation between students and professors makes it possible to stimulate students' curiosity and use a creative approach to solving problems. , we can see in the example of the existence of periodical scientific electronic publications, websites of scientific centers, remote competitions, materials of virtual research laboratories.

We should pay special attention to information resources during the formation of creative competences in students of Pedagogical higher educational institutions, as an example of English language classes. The information-educational environment in higher educational institutions creates additional opportunities for the development of individual and collective creativity. . Creative ability expands knowledge and forms the skills of using various disciplines and image systems in various spheres of life. It is necessary to implement a number of programs to develop the emotional resilience of students of the higher educational institution of pedagogy during their professional and life activities. The main essence of them is the formation of a technological culture that ensures the acquisition of a system of creative methods and tools for the development of material and spiritual values, and their implementation in the activities of society.

Students may have different creative competencies. For example, students' creativity can be directed to technical, social, spiritual, pedagogical, didactic and linguistic fields. At this point, it should be noted that the formation of creative competence in students is not limited to a few days, but may include a short-term, medium-term, and long-term period. The level of creativity among students is also different. is different. Some students have characteristics of mono-creativity, multi-creativity, and mega-creativity. The creativity of the students is manifested in their independent thinking. Evaluation is the ability to evaluate them against previous results. During the formation of creative competencies in the students of the higher educational institution of pedagogy, they develop the skills of independent thinking and the ability to apply the acquired knowledge. the uniqueness of the image, the perfection of the thought, the positive direction of the idea, the breadth of the imagination, the ability to connect distant thoughts with each other, the elegance and simplicity of the solution of the ability to evaluate the proportionality of the thought, creates many ideas to get, the validity of the idea is the criterion of the formation of creative competence.

It is necessary to develop programs and optimize them in order to ensure the continuity of the creative abilities of students of a higher educational institution of pedagogy. In order to develop



the creative thinking of students in solving creative competencies, special importance is attached to the following: ensuring that students achieve their goals and students' own to create an opportunity for them to express their opinions independently, to support their ideas that will bring success for the future. During the formation of creative competencies in students of the higher educational institution of pedagogy, didactic conditions for the design and standardization of educational content, development of students' creative abilities It is desirable to develop creative pedagogical technologies for the organization and development of conditions, creative abilities and intellectual abilities of students. During the formation of creative competencies in students of higher educational institutions of pedagogy, it is necessary to develop their understanding of their fields. A concept is a form of thinking that reflects the necessary and important features of objects. Since a concept is a form of thinking, unlike intuition, perception and imagination, it reflects not a clear, but an abstract image of an object. Students achieve the perfection of their thoughts only when they correctly use logical methods such as comparison, analysis, synthesis, abstraction, generalization in the process of expressing their concepts. It is also important to study their problems while forming creative competencies in students. It is known that a vague and difficult issue is something that is difficult to understand, perform, or implement. Students' problems also have two similar aspects: the first is a correctly set goal, and the second is an obstacle. Because there is a goal, because of striving for it, there will certainly be problems. If students can overcome the problems that arise, their creative ideas will achieve their results.

In the process of formation of students' creative competences, it is necessary to focus on their problems, to inspire their teammates, to create criteria for evaluating different ideas, to help the team to make decisions independently and in parallel, to help develop practical, specific concepts instead of abstract concepts. `skills are formed. Students need to create ideas that have wide possibilities. Moving away from obvious solutions, increasing innovative potential, using collective views and strengths of the team, exploring whole areas that have not been paid attention to before. opening, proving the size and diversity of innovative solutions, removing obvious solutions and foresight help students to develop certain concepts.

Creativity is high in students who have formed creative competences. Creativity is the activity of the human psyche and creative activity of a person. Material and cultural values of social importance are created as a result of creativity. Creativity is manifested in the ability of a person to create new things from existing materials that suit the interests of man and society. Discoveries, scientific innovations, arise from the need for human and social development. The greatest discoveries are the result of the scientific and creative activities of various scientists. Formation of creative competencies in our students. it means educating future geniuses.

Today, many researches about creative competencies are being conducted. Creative competences encourage students to take a sequential approach to problem solving, solving problems through an indirect and creative approach, using non-immediately clear thinking and only traditional step-by-step logic. It is very important for students to have creativity. Creativity allows us to expand our horizons, do new and exciting things, and engage ourselves in ways that bring us one step closer to realizing our full potential. Creativity is sometimes innate, and sometimes it is developed throughout life. Competent students have certain characteristics: energetic, but focused on a specific goal, intelligent, at the same time simple, playful, but disciplined, proud, humble,

Compared to research, students with creative competence have a high level of interest in painting, writing, and art. The way of thinking is the way the elements that make up the content of an idea are connected, its structure. Students are able to think correctly. they should have the right understanding, judgement and conclusions.

The formation of creative competencies in the students of the higher educational institution of pedagogy on the example of English language training creates an opportunity for them to have an idea and knowledge about the methods of decision-making, their evaluation and acceptance. During the formation of creative competencies, students use creative thinking tools, form views and approaches, imitate and describe body thinking, playing in creative thinking means knowing the characteristics of the processes of change and synthesis and achieving the skills of using them. In creative thinking, observation, imagination ability to make and describe abstraction, emotional response, dimensional thinking and modeling, measure creativity, and make decisions on various situations and problems.

Creative competence is knowledge of the world. Thinking and creativity cannot be separated from each other. Creativity cannot exist without thinking. At the same time, creativity is considered to be a process of thinking. Creative thinking means a characteristic of the creator's personality, an intellectual quality. The formation of creative competences in students of pedagogic higher educational institutions, as an example of English language classes, means the cultivation of creative and potential personnel who will be devoted to their field in the future, who can conquer the minds and hearts of others.

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DEVELOPMENT OF IMAGINARY-CREATIVE COMPETENCES IN THE PROCESS OF PREPARING FUTURE TEACHERS FOR PROFESSION

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ABSTRACT

At the present stage of development of our society, a radical restructuring of the entire education system is becoming relevant, which allows us to provide a new quality of education and upbringing of young people, the main goals of a general education school built on the principles of democracy and humanism, the priority of universal human values, scientific and cultural traditions of the people.

KEYWORDS: Vocational training, methodology, pedagogy, competence, development.

INTRODUCTION

Modern socio-economic transformations in the Republic of Tajikistan have exacerbated the problem of forming a personality with a high level of training, creative potential, able to use modern technologies in their activities.

Fundamental changes in society dictate new requirements for higher schools. A modern specialist must be proficient in modern information technologies, have communication skills, be able to transform acquired knowledge into innovative technologies and work in a team, possess the skills of search-creative and independent acquisition of knowledge and advanced training. The professional environment leaves an imprint on speech, and the culture of speech, the ability to communicate effectively is an indicator of education and upbringing, as well as the most important component of human culture in general.

The value of a person, his individuality and the need to preserve it have always been one of the main problems of philosophical understanding. In different eras, it was solved in different ways. The most important task of providing professional training of students is their overall development, improvement of language and communicative competence, achievement of such a level of business speech proficiency that is sufficient for the active and fruitful participation of a future specialist in professional activities.

"Competence" (the area of issues in which someone is well-informed) and "competence" (possession of cognitive knowledge in any area) are the basis of any professional activity.

The formation of communicative competence is the problem of training future specialists for any professional field, which, in the context of the modernization of domestic education, modern science and production, is of particular relevance.

The concept of "communicative competence" is inextricably linked with understanding the essence of communication, its significance in life and the process of human development.

Communicative competence acts as one of the most important professionally significant characteristics, and the development of this competence is a primary task of higher professional education. This question has always been relevant in the domestic pedagogical science. The current stage of development of society, the new pedagogical paradigm of upbringing and education fills it with new, more capacious content.

The problem of developing the communicative competence of students in the process of presenting creative projects is due to the need for students to develop a full-fledged experience in solving cognitive, communicative, moral tasks and the complexity of the process of presenting creative projects.

Communicative competence acts as a necessary component of the professional competence of any person and is studied by specialists in various fields. In this regard, for our research, works that consider the value of a person as a subject of communication, affirm his unique individuality and originality are of particular importance.

In pedagogical science, individual structural components of the communicative aspect of pedagogical activity have been studied quite well. Each of them in a certain way affects the style of communication between the teacher and students, the direction of this communication, the result of the educational process. However, the study of the development of the communicative competence of students in the process of presenting creative projects in modern studies of the Republic of Tajikistan has not yet been presented. This is due to the fact that in pedagogical activity, especially at the initial stage, there are a number of difficulties associated with the contradiction between those new requirements of personal and

oriented education, which correspond to modern trends of humanism, and real professional (primarily communicative) capabilities of the teacher. This situation is quite understandable, since in the system of higher education the special task of developing the communicative competence of students in the process of presenting creative projects is either not set, or is partially solved in certain aspects.

The degree of knowledge of the problem. Among the many studies of scientists of the Russian Federation, there are works devoted to the problems of the formation of various types of competence among university students in the process of their professional training. They considered: professional competence (A.L. Busygina, A.A. Vorotnikova, E.S. Vrublevskaia, O.N. Zagora, A.V. Efanov, Yu.V. Koinova, N.V. Matyash, SV. Meleshina, G.S. Sukhobskaya, N.V. Kharitonova, V.I. Yudin), professional and pedagogical competence (N.N. Lobanova), psychological and pedagogical competence (N.V. Ostapchuk), pedagogical competence (N.P. Ivanishchev), communicative competence (V.I. Kashnitsky, G.A. Kudryavtseva, T.I. Lipatova, E.V. Prozorova, Yu.N. Emelyanov), social and cultural competence (L. Berestova), ethnocultural competence (N.G. Arzamastseva) and etc.

Among domestic researchers there are dissertations carried out by S.N. Aliyev ("Scientific and pedagogical foundations for the formation of professional competence of future teachers of foreign languages in pedagogical universities of the Republic of Tajikistan (on the material of the English language")), S. Sh. Alimov ("Formation of the socio-cultural competence of teachers of secondary schools in the Republic of Tajikistan), R. N. Babaeva ("Didactic conditions for the development of communication skills of students of national schools of the Republic of Tajikistan (on the basis

of teaching the Russian language in primary grades”), T.K. Khusanova (“Features of the organization of search and creative activity of students”), B.Kh. Umarova (“Pedagogical effectiveness of stimulating the motivation of students' educational activities»).

The concepts of developing, as well as personality-oriented education, developed by Russian psychologists, are based on the ideas of cultural and historical development of a person (J.I.C. Vygotsky, A.V. Zaporozhets, V.V. Davydov, A.N. Leontiev, V.T. Kudryavtsev, A. V. Petrovsky, V. A. Petrovsky, N. N. Poddyakov, V. I. Slobodchikov, S. L. Rubinstein, D. B. Elkonin). Their ideas influenced the ideas about the content of education and brought to the fore the principle of updating and systematic construction of educational material.

Pedagogical research considers the problem of student-centered education in the context of higher education. Higher education is considered as a cardinal condition for the development of the individual at all levels and stages of the professional and life path.

Questions of the philosophy of education, modernization of developing educational systems that implement personal and professional positions are considered in the works of Yu.K. Babansky, V.P. Borisenkova, B.S. Gershunsky, V.V. Davydova, L.V. Zankova, N.D. Nikandrova, V.A. Slastenina, V.I. Slobodchikov. Their works emphasize that one of the most important principles of the society's educational policy is the formation and development of students' professional competence, their business and personal qualities. This approach reflects not only the level of knowledge, skills and experience necessary for the professional activities of a specialist, but also the level of the social and moral position of the individual.

At the present stage, the problem of studying many studies has become professional competence. The essence of competence in them is considered in the logic of professional activity. Among the varieties of professional competence, the authors distinguish practical (special), social, psychological,

informational and communicative, which includes the development of skills in the field of four types of speech activity: speaking, listening, reading, writing.

The formation of communicative competence also implies other competencies: linguistic (learning the norms of the language and the ability to use them in the appropriate situation), linguistic (knowledge of the language, knowledge of the metalanguage of linguistics) and cultural studies (knowledge of the language and culture of the people). The problem of forming the communicative competence of a professional personality is reflected in many social, psychological, linguistic studies from different points of view.

Sociologists and psychologists (A.A. Bodalev, A.B. Dobrovich, E.Ya.Maliburda, L.A. Petrovskaya, E.V. Rudensky and others) associate it with the development of skills to give a socio-psychological forecast of the situation of communication, to program this process, getting used to the atmosphere of a communicative situation and to manage the process of communication of a group, team, team. It is the managerial ability that is necessary in a situation of business communication.

In linguistic and pedagogical research (E.A. Arkhipova, E.A. Bystrova, G.G. Gorodilova, I.A. Zimnyaya, D.I. Izarenkov, A.A. Leontiev, M.V. Mazo, I.V. Mikhalkina, R. B. Sabatkov, E. A. Khamraeva) communicative competence is defined as the ability to carry out speech activity, as the implementation of communicative behavior based on a system of components:

motivational (speech behavior), cognitive (knowledge), operational (overcoming contradictions prescribed by the content of training).

From practice and a number of studies (I.I. Barakhovich, M.A. Glazun, D.I. Izarenkov, H.N. Lomakina, etc.), it follows that students of technical specialties show a low level of development of general and speech culture during classes, oral responses, in communication with fellow students and teachers. This is due to the specifics of the subjects studied, the language which is standardized, formalized, learning activities take place mainly in laboratories, computer rooms, technology parks, while interpersonal communication is too "objectified". Therefore, we believe that verbal communication skills, as well as the emotional aspect of communication, need significant development. In order to form a communicatively competent specialist, it is advisable to develop a common culture of students of technical specialties, to apply the means of a foreign (Russian) language to develop their communicative competence. Knowledge of a foreign language culture can contribute to the growth of the level of communicative competence of students.

One of the priority educational technologies that ensures the implementation of a competency-based approach to learning and the formation of special competence is the method of projects. A project is understood as a set of actions specially organized by a teacher and independently performed by students on the basis of subjective goal-setting, culminating in the creation of a product consisting of an object of labor made in the design process and its oral or written presentation.

The project method is an organic part of the transfer of the organization of production and technological processes to the education system and is embodied in the idea of pedagogical design and development of pedagogical technologies.

The use of the project method in teaching is based on the concept of pragmatic pedagogy "learning by doing", developed by the American scientist and teacher J. Dewey, as well as his followers V. Kilpatrick, E. Collings and others. The project method attracted the attention of Russian teachers at the beginning of the 20th century. Supporters of this teaching method were A.U. Zelenko, S.T. Shatsky, L.K. Schleger and others. However, the universalization of the project method was

condemned in the Decree of the Central Committee of the All-Union Communist Party of Bolsheviks "On Primary and Secondary Schools" (1931) and it was not used for a long time. The revival of this method in our days was facilitated by the work of V.V. Guzeva, E.S. Polat, M. Epstein and other researchers.

In recent years, a number of dissertations have been carried out on the use of the project method in teaching schoolchildren and students of pedagogical universities. However, we have not found any works devoted to the use of the project method in the development of students' communicative competence.

Thus, the study of the state of the issue in the existing theory and practice shows that the method of projects has not yet received the necessary use in the development of the communicative competence of students.

The project method is a technology that allows the teacher to create educational pedagogical situations, tasks and assignments for various reasons and on the basis of various subject and interdisciplinary content.

The application of the project method in the development of the communicative competence of students should be systematic, consistent, in compliance with the principles of scientific character, taking into account the age and individual characteristics of the trainees.

It should be emphasized that the use of the project method in the development of students' communicative competence cannot be considered a panacea in solving the problem of improving the quality of specialist training. It is expedient to use it in an optimal combination with other teaching methods and when the students have the necessary theoretical basis for the implementation of the project tasks proposed by the teacher or chosen by the students. It should be noted that the problem of developing the communicative competence of students in the process of presenting creative projects has not yet been studied. Thus, the analysis of the learning process

in universities allows us to conclude that this issue is not given due attention.

An analysis of pedagogical research on this issue, a study of the development of the communicative competence of students in the Republic of Tajikistan made it possible to identify a number of contradictions:

between the high requirements imposed by modern society on the activities of the student, and the insufficient development in pedagogical science of theoretical, methodological foundations for the development of students' communicative competence in the process of presenting creative projects;

- between the need to develop the communicative competence of students in the process of presenting creative projects in an innovative mode and the undeveloped pedagogical model for the development of students' communicative competence in the process of presenting creative projects;

- between innovative pedagogical experience, educating the development of students' communicative competence in the process of presentation of creative projects, and its implementation.

The identified contradictions allow us to formulate the problem: how to develop the communicative competence of students in the process of presenting creative projects, providing a modern level of student-teacher co-creation in the context of modernizing education and democratizing society.

Understanding the contradictions and posing a scientific problem determined the choice of the topic of the dissertation research "Pedagogical conditions for the development of students' communicative competence in the process of presenting creative projects."

The purpose of the study is the theoretical substantiation of a complex of pedagogical conditions for the development of communicative competence students in the process of presenting creative projects and developing effective ways to implement the identified conditions.

The object of the research is the development of the communicative competence of students in the process of presenting creative projects.

The subject of the study is a set of pedagogical conditions that contribute to the development of students' communicative competence in the process of presenting creative projects.

The hypothesis of the study is that the communicative competence of students in the process of presenting creative projects will develop if:

- the student will rely in the process of presenting creative projects on the theoretical and pedagogical foundations of professional presentation; - the student will design his presentation of creative projects in accordance with the developed concept and model of the community of students and teachers;
- organizational and methodological, communicative, content, material and technical conditions for creating a community of students and teachers will be identified, and joint creative activity will be built taking into account common and personally significant goals;
- the student's activity in the process of presenting creative projects will be systemic, and the forms and methods of developing communicative competence will be modern.

To achieve the goal of the study and test the hypothesis, the following tasks were set:

1. To study the theoretical and pedagogical foundations for the development of students' communicative competence in the process of presenting creative projects.
2. To identify organizational and methodological, communicative, content, material and technical conditions for the development of students' communicative competence in the process of presenting creative projects.
3. Develop a model for the development of students' communicative competence in the process of presenting creative projects.
4. To carry out an experimental verification of the effectiveness of the proposed model for the development of students' communicative competence in the process of presenting creative projects.

The theoretical basis of the study was the modern concepts of humanization and reform of education (E.D. Dneprov, I.D. Zverev, I.A. Zenkovsky, I.Ya. Lerner, M.S. Skatkin, V.A. Slastenin), conceptual provisions about the patterns of developmental education (V.V. Davydov, L.V. Zankov, V.T. Kudryavtsev, V.I. Slobodchikov), the theory of the formation of professional, linguistic and communicative competence (I.A. Zimnyaya, A.A. Leontiev, R. B. Sabatkoev), cultural aspect of education (M.M. Bakhtin, O.S. Gazman, D.S. Likhachev, A.F. Losev, Yu.M. Lotman); approaches to the definition of didactic features of educational and cognitive activity (Yu.K. Babansky, V.P. Bepalko, I.Ya. Lerner, M.I. Makhmutov, N.F. Talyzina, D.B. Elkonin, I.S. Yakimanskaya), theoretical research in the field of content and methods of upbringing and education (K.A. Abulkhanova-Slavskaya, A.G. Asmolov, T.S. Komarova, P.V. Konanykhin, V.I. Petrova, E.I. Sokolnikov). As an information and research base, the works of Russian, domestic and foreign scientists in philosophy, pedagogy, psychology, management, dissertations, monographic studies and publications in periodicals were used.

The methodological basis of the study is the works of leading scientists in the field of pedagogy (Yu.K. Babansky, A.A. Bodalev, L.V. Zankov, Yu.G. Kruglov, S.N. Glazachev, I.I. Legostaev, I.F. Isaev, V. A. Slastenin, A. D. Soldatenkov, K. D. Ushinsky); psychology, psycholinguistics, cultural studies (V.A. Artemov, M.M. Bakhtin, L.S. Vygotsky, V.V. Davydov, N.I. Zhinkin, A.V. Zaporozhets, I.A. Zimnyaya, A.A. Leontiev, A. N. Leontiev, S. L. Rubinstein, F. A. Sokhin, A. M. Shakhnarovich, L. V. Shcherba, S. N. Zeitlin,

D.B. Elkonin, L.P. Yakubinsky), methods of teaching the Russian language: (N.D. Arutyunova, G.G. Gorodilova, A.D. Deikina, T.A. Ladyzhenskaya, M.R. Lvov, R.B. Sabatkoev, N.S. Rozhdestvensky); theories of professional education management (E.A. Klimov, N.V. Kuzmina, A.K. Markova, M.M. Potashnik, E.V. Rudensky, G.S. Sukhobsky, E.A. Yamburg). Also important for our study were the Laws of the Republic of Tajikistan "On Education", "On Higher and

Postgraduate Vocational Education”, “National Concept of Education”, the State Standard of Education in academic disciplines, the State Program for Improving the Teaching and Studying of Russian and English in the Republic of Tajikistan for 2004-2014.

The works of K.D. Ushinsky about the role of theoretical knowledge in the practical activities of teachers, philosophical works of N.A. Berdyaev about personality development, P.A. Florensky on the role of speech in cognitive activity, the works of V.I. Zagvyazinsky, V.V. Kraevsky on the relationship between pedagogical theory and practice, work on the problem of lifelong education by B.S. Gershunsky, E.P. Belozertseva, Yu.N. Kulyutkina, V.N. Nikitenko, V.G. Onushkin.

RESEARCH METHODS

To implement research tasks and test the hypothesis, the following methods were used, adequate to the object and subject of research:

- theoretical - analysis and generalization of philosophical, sociological, psychological, psycholinguistic, linguistic, cultural studies, pedagogical and methodical literature; methods of abstraction and concretization, forecasting and modeling;
- ascertaining - the study and analysis of pedagogical experience in the formation of the development of students' communicative competence in the process of presenting creative projects;
- experimental - ascertaining, search experiments; scientific observations, trainings, peer review, questioning, testing, interviewing on issues of communicative and speech competence; comparative analysis of the features of the development of students' communicative competence in the process of presentation of creative projects;
- formative - conducting a pedagogical experiment, modeling the gradual development of students' communicative competence in the process of presenting creative projects;
- diagnostic - questioning, ranking of the obtained data, statistical processing of the results of the study.

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SPECIAL FEATURES OF OIL AND GAS INDUSTRY DISTANCE COURSES

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ABSTRACT

this article describes the specific features of distance courses related to the oil and gas industry.

KEYWORDS: Oil and gas industry, term, terminology, distance education, online learning center.

INTRODUCTION

"Gas worker and oil worker - professional retraining courses throughout Russia" teach oil and gas specialists how to search for and study oil and gas fields, evaluate the potential of fields, drill wells, use special equipment, and more. This course Kursy professional perepodgotovki gasovikov i neftyanikov po alle Rossii | AST (astobr.com) is located in oil and gas well construction, well geophysical surveys, gas recovery operations at oil and gas industry facilities, oil and gas processing, oil and gas business, installation and operation of gas supply equipment and systems, oil and gas prepares specialists in such areas as transportation, storage and maintenance of gas processed products, as well as construction and operation of gas-oil pipelines, gas-oil storages.

SMART online learning center offers English lessons with professional Russian-speaking teachers via Skype. More than 20 programs, including "English for oil workers", "interview preparation", "business letter". We organize several free trial lessons for you, so that you can really choose your teacher and be sure of the effectiveness of the methods. It is conducted on the basis of a special lexicon necessary in the oil industry [1].

Technical English is a bit different from normal common language, but sometimes it turns out to be a very difficult process for an engineer to translate such a text. Each technical specialty of the oil and gas industry has its own characteristics [5].

Some enterprises cooperate with foreign partners, and business English is a prerequisite for improving the skills of employees and the organization. Effective communication and exchange of experience with foreign colleagues is the key to success. They should learn business English in order to communicate comfortably with foreigners, to competently defend their position [3]. Courses and seminars related to the oil and gas industry have the following areas:

1. Day course "Fundamentals of oil and gas industry and English-Russian terminology" (65 hours).

2. External course "Fundamentals of oil and gas industry and English-Russian terminology" (65 hours according to the program).
3. Seminar "Commercial geology and prospecting" (2 days).
4. Seminar "Drilling, development and repair of underground wells" (4 days).
5. Seminar "Extraction, preparation and transportation of oil and gas" (4 days).
6. Seminar "Oil Refining" (1 day).
7. Seminar "Ensuring production safety" (1 day).

Courses are conducted on the basis of prepared textbooks, taking into account the needs of the customer. The institution has a comfortable classroom for 12 people [4].

Students can improve their English language skills for professional communication in the oil and gas industry in the distance learning process of the distance learning program "Professional English: development of foreign language competence in the field of professional communication (geology and oil and gas technologies)". Students consider topics such as "making presentations", "conducting job interviews", "visiting companies", "negotiating contracts", "service trips" [2].

Independent study in distance courses in teaching terms related to the oil and gas industry provides an opportunity to develop the student's strategic competence (see Table 1):

Table 1. Distance courses

№	Distance course	The purpose of the distance learning course	Distance course provision	Distance course site
11.	<i>Oil English</i>	intended for professionals working in the field. The purpose of the program is to prepare specialists for professional communication in English	60 academic hours. A2 level	Oil English - специальный курс по нефтяному английскому (aceacademy.ru)
22.	<i>English for Oil and Gas</i>	graduates of local universities, experts in the oil and gas industry, knowing English in their field	38 minute video, 3 articles, 2 downloadable resources, mobile and TV access	Английский для Нефтяников / English for Oil & Gas Udemy
33.	Course "Oil and Gas English"	To complete this course, the student must have a level of English that is no lower than average	270 academic hours	ПЕТРОТРАН лингвистический портал нефтегазовой отрасли (petrotran.ru)
44.	English for petrochemical industry professionals	Thematic blocks of the course: Technical vocabulary of the oil and gas sector; Legal terminology and legal base; Understanding of financial and marketing processes; Ecology; Labor safety and human resource	Maximum practice, up-to-date knowledge	Английский для специалистов нефтехимической отрасли — FLUENTRUSSIA



		management; Dictionary of business negotiations		
55.	Interpreter in the field of geology and oil and gas technologies	The retraining program aims to prepare for the TOEFL iBT international exam, forming practical skills of English and translation.	850 hours	Переводчик в сфере геологии и нефтегазовых технологий — Центр Дополнительного Образования ИГиНГТ (kpfu.ru)

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5. Technical English for oilmen Source: http://www.oilcareer.ru/publ/tekhnicheskij_anglijskij_jazyk_dlja_neftjanikov/42-1-0-908





PECULIARITIES OF ACCOUNTING FOR THE MOVEMENT OF NONMETALLIC MINERAL RESOURCES AND UNIFICATION OF TAX RATES

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ABSTRACT

This article is devoted to the study of peculiarities of accounting for nonmetallic mineral resources, the forms of reporting for their movement, as well the issues related to the rates of taxes imposed on the users of the subsoil resources. In addition, the article presents proposals and recommendations developed in reliance upon the market principles of the tax rates.

KEYWORDS: Subsoil, minerals, raw materials, natural resources, nonmetallic mineral resources.

INTRODUCTION

In recent years, one of the most important aims of the implemented public policy is to attract natural resources to the economic cycle, to raise the efficiency of their use in the field of creating conditions for economic development.

Currently there is a necessity to create an equal competitive environment for taxpayers by ensuring transparency through reforming the system of taxation of mineral resources and unifying tax rates.

In addition, due to the lack of market mechanisms for the taxation of certain types of mineral resources, there are still problems related to determining tax rates, which require their further solution.

This, in turn, results in the emergence of various schemes of tax evasion.

At present, the minimum amount of tax imposed on the nonmetallic mineral resources has been introduced, and the major part of budget revenues accounts for these products.

LITERATURE REVIEW

Literary sources presents various approaches to the accounting of movement of nonmetallic mineral resources.

In the opinion of Tendai Kache (2016), mineral resources are considered the most important source for reducing poverty and promoting economic development.

The share of the countries rich for natural and mineral resources accounts for over 25 percent of the global economy.

From the point of view of Solnishkova (2005), the countries which possess abundant mineral deposits and other natural resources are considered the most wealthy countries throughout the world. In addition, these countries should be provided with real opportunities to efficiently use their natural resources, achieve a sustainable GDP growth and restore the industrial and production level required for the development.

Melnikova (2011) thinks, that withdrawal of income received from the use of mineral resources is considered a modern tax mechanism that primarily performs this fiscal function. The tax on extracting mineral resources amounts to 50 percent of the Federal budget. This is the largest tax burden for oil and gas companies, constituting over 30 percent of the total tax burden. From the point of view of Zozulya (2011), increasing rates of industrial development of natural resources (oil, gas and other minerals), accelerate the process of deforestation of woods. Such negative trends predetermine the need to re-evaluate the role of forest resources in ensuring the economic growth of the country and the vital activity of its citizens. Efficient use of forest resources, combined with sustainable reforestation, will enhance forest wealth of Russia, facilitate creation of new jobs, and make an overall impact on the economic development of the regions of Russia. In addition, as the most important aspect, it will solve social problems, thus raising the budget revenues and increasing the receipts gained from the export operations. Yuldasheva (2021) in her research paper has expressed an opinion, that as a result of assignment of taxes imposed on the nonmetallic mineral resources to the local budgets, the revenues, gained from these taxes, have increased significantly. In particular, as of the end of 2019, tax receipts gained from nonmetallic mineral resources have increased considerably in relation to 2019. This fact can be proven by the increase in the rates of taxes imposed on the construction materials and growth of the extraction volume.

RESEARCH METHODOLOGY

The methods of logical observation, critical study of the literature, analysis and synthesis, induction and deduction, comparison, classification on the basis of certain characteristics, as well as economic analysis have been widely applied in the processing of data obtained during the research.

ANALYSIS AND RESULTS DISCUSSION

Clearing riverbeds and fortification of their banks, prevention of the illegal extraction of nonmetallic mineral resources, in particular, avoidance of illegal delivery and utilization of the most frequently used nonmetallic mineral resources in the construction process, as well as ensuring safe operation of transport and hydro technical facilities are currently considered the top-priority objectives. In this regard on August 2, 2021 there was adopted the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan №483 “On measures for the efficient use of nonmetallic mineral resources and further improvement of their accounting system”. According to this Resolution, starting from November 1, 2021, the entities, engaged in construction and production of construction materials, must submit the data on the use of nonmetallic mineral resources to the state tax offices in the forms approved by the State Tax Committee of the Republic of Uzbekistan through their personal account.

Taxpayer's Identification Number

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Information on the use of nonmetallic mineral resources by construction companies



№	Construction facility	Information on the facility									Information on the delivered (used) nonmetallic mineral resource								
		Location of construction facility		Type of the construction facility		Mineral resources required according to the estimate-cost documentation				Date (month / year) of signing the act of commissioning of the completed building (reconstruction) and / or structure	Taxpayer's Identification Number	Company name using mineral resources (<i>deliverer of production</i>)	Name	Unit of measure	Residual at the beginning of the reporting month	Volume subject to offset within one month	Residual amount at the end of the reporting month	Cargo consignment letter	
		Region	District	Individual housing facility, which is not an individual housing facility	Amount according to estimate	Unit of measure	Actually spent amount	Unit of measure	Number									Date	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

* The reference form shall be submitted in ascending order not later than the 20th day of the month following the reporting month.

** All types of construction projects are included, except for individual housing construction.

When the nonmetallic mineral resources are transferred by the general contractor or the customer to the subcontractor, the reference is filled in by the general contractor or the customer.

Head _____

Chief accountant _____

Taxpayer's Identification Number

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Information on the nonmetallic mineral resources used by the manufacturers of construction materials

No	Manufactured construction material				Information on the deliverer of production											
					Nonmetallic mineral resources extracted				Purchased mineral resource							
	Name, including cement raw materials	Amount	Unit of measure	Value	Name	Amount	Unit of measure	Value	TIN	Name of company-seller	Cargo consignment letter		Name	Amount	Unit of measure	Value
Number											Date					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Note: * The reference form shall be submitted in ascending order not later than the 20th day of the month following the reporting month.

** The balance of minerals previously received for production purposes is reflected in the form of a preliminary report.

Head

Chief
accountant

The reference form, which is being introduced, is intended to reflect the volume of nonmetallic mineral resources used in the production process of construction materials and construction of buildings, as well as information on its suppliers.

In particular, the reference form on the use of nonmetallic mineral resources utilized by the construction companies reflects such information, as the name of the construction facility, its address, type, the standard of the required mineral resources and the actual amount of the resources utilized, date of signing of the act of commissioning of the facility, the details of the miner, the name of the nonmetallic mineral, the unit of measurement, the residual at the beginning of the month and the volume received during the month, as well as the data of the consignment note.

In addition, the reference form of nonmetallic mineral resources used in the production of construction materials should reflect, first of all, the name, amount, unit of measure, value of the finished construction material manufactured by the company.

The source of raw materials used for manufacturing of this type of product is divided into two groups. Wherein there should be reflected the name of the mineral resource extracted from its quarry and the name, unit of measurement, quantity and value of the purchased mineral resource.



The necessity to implement this reference form in practice is to collect the indicators required in the construction materials industry, as well as in the analysis of budget revenues. Article 452 of the Tax Code of the Republic of Uzbekistan establishes tax rates for subsoil use, some of which are reflected in the absolute amounts.

Data on the minimum amount of the tax determined for construction materials

№	Construction material name	2020 year	2021 year
1	Gypsum stone, gypsum and anhydrite, ganch	5, but minimum 9500 UZS/cubic meter	5, but minimum 9500 UZS/cubic meter
2	Brick and tile raw materials	5, but minimum 7000 UZS/cubic meter	5, but minimum 7000 UZS/cubic meter
3	Shell limestone	5, but minimum 12500 UZS/cubic meter	5, but minimum 12500 UZS/cubic meter
4	Raw materials for shore protection works (limestone, porphyrites, granites)	5, but minimum 10000 UZS/cubic meter	5, but minimum 10000 UZS/cubic meter
5	Blocks from natural facing stone	5, but minimum 20000 UZS/cubic meter	5, but minimum 20000 UZS/cubic meter
6	Sandstones	5,0	5, but minimum 7500 UZS/cubic meter
7	Sand and gravel	5, but minimum 7500 UZS/cubic meter	5, but minimum 7500 UZS/cubic meter
8	Concrete sand	5, but minimum 8500 UZS/cubic meter	5, but minimum 7500 UZS/cubic meter
9	Construction crushed stone (granites, porphyrites and shale rocks)	5, but minimum 10000 UZS/cubic meter	5, but minimum 7500 UZS/cubic meter
10	Construction crushed stone (carbonate rocks)	5, but minimum 10000 UZS/cubic meter	5, but minimum 7500 UZS/cubic meter
11	Marble chips	5, but minimum 17000 UZS/cubic meter	5, but minimum 17000 UZS/cubic meter
12	Limestone for cement production	45000 UZS/tons	45000 UZS/tons
13	Saw stones, rubble stone and crushed stone	5, but minimum 7000 UZS/cubic meter	5, but minimum 7000 UZS/cubic meter

The procedure for calculating the tax imposed on these products slightly differs from the procedure established for the taxation of other types of minerals, and if the mineral resource is sold, it is calculated as a percentage of sales, but not less than the absolute amount of the extracted volume.

CONCLUSION

Based on the research on the topic, the following conclusions and recommendations have been developed:

Implementing in practice a report form on the amount of nonmetallic mineral resources used by the companies engaged in construction and production of construction materials;

REFERENCE

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FEATURES OF P-300 INDICATORS IN YOUNG PEOPLE WITH POST-COVID SYNDROME

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ABSTRACT

This article discusses the features of P-300 indicators in young people with post-COVID syndrome. In a comprehensive clinical examination of patients, the generally accepted clinical examination of the somatic status, laboratory research methods, instrumental research methods (electroencephalography (EEG), cognitive evoked potentials of the brain (CEP) were used.

KEYWORDS: Features of P-300 indicators, post-COVID syndrome, clinical examination, somatic status, laboratory research methods, instrumental research.

INTRODUCTION

After the completion of the acute phase of COVID-19, the subsequent course of the disease and the dynamics of its clinical manifestations differ. Changes in the mental and physical components of health are closely related to each other, while cognitive impairment is largely independent of other manifestations of PCS. It can be assumed that there are differences in the mechanisms of formation of manifestations of PCS, which will ensure the stratification of patients and the implementation of personalized rehabilitation measures (1.4).

Purpose of the study. To analyze the parameters of P-300 in young people with post-COVID syndrome, depending on gender.

MATERIAL AND RESEARCH METHODS

The study included 87 young patients aged 18 to 44 years (mean age 31.9 ± 12.1 years) with post-COVID syndrome (PCS). The patients were divided into two groups: group I consisted of 36 women (41.4%), group II - 51 men (58.6%), the gender index was 1.4:1.0. The control group (CG) included healthy individuals comparable with those of the main group in terms of sex and age characteristics ($n=20$; mean age 32.4 ± 7.3 years; gender index 1.0:1.2).

The diagnosis of post-COVID syndrome was included in the International Classification of Diseases (ICD-10), heading code U09.9 "Post-COVID-19 condition, unspecified", which also includes post-COVID state (5). Patients were observed in the conditions of the neurological and therapeutic departments in the regional hospital of the city of Andijan.

In a comprehensive clinical examination of patients, the generally accepted clinical examination of the somatic status, laboratory research methods, instrumental research methods (electroencephalography (EEG), cognitive evoked potentials of the brain (CEP) were used.

Statistical significance of the results was assessed using Student's test of significance (t) for parametric distribution and Fisher's test (F) for nonparametric data distribution. Differences were considered significant at 95% confidence interval ($P \leq 0.05$).

RESEARCH RESULTS

In addition to clinical and neurological studies, the research program included, in addition to EEG recording, studies of indicators of cognitive evoked potentials (P300) [2,3]. Cognitive evoked potentials (CEPs) allow you to evaluate the phenomena that occur in the brain, which are associated with the recognition and memorization of stimuli that the researcher activates. We carried out neurophysiological studies in patients with PCS. The results of these studies were compared with the indicators of the CG. These data are presented in table 1.

From the table, it can be seen that the STM indicators in patients with postcooid syndrome (PCS) and the control group (CG) had some distinctive features. There were significant differences in the latency of the P300 indicator.

For the rest of the analyzed indicators, the differences were not significant. When comparing the STM values in patients with PCS and controls, we found a noticeable lengthening of the latency values in all leads. The differences in the indicators were significant when comparing the indicators between the CG and groups I and II, the differences in the indicators of the first group and the CG were unreliable.

Table 1
STM indicators in patients with CVI and CG

Method P300	Latency Options (ms)			
	perception	identification	making decisions	RAM
Examined groups	N1	P2	N2	Ampl N2/P3
I group	235,5±1,3	347±2,1	109±1,9	19,8±0,9
II group	242,5±1,3	354±2,2	110,3±2,4	18,1±0,5
CG	233,6±1,6	333,7±2,1	104,8±2,6	20,7±0,8

Thus, the study of cognitive functions in the examined patients revealed the following: the sex of patients with PCS correlated with more pronounced cognitive impairment. Therefore, the



determination of cognitive evoked potentials provides an opportunity to obtain additional information about the cognitive status of patients with PCS.

According to the results of other researchers, vascular dementia occurs more often in males than in females, especially in the age group up to 75 years [1,4]. This regularity, most likely, is also characteristic of the early - pre-dementia forms of vascular cognitive disorders, in particular the syndrome. Distinctive characteristics of CR in patients with PCS of different sexes can be explained by their initial features of the morphofunctional organization of the brain, as a result of which men have better visuospatial abilities compared to women, and women have better speech abilities and verbal memory [1].

When comparing P-300 values in patients with PCS compared with the control group, depending on gender, the following results were obtained. Table 3.12 clearly demonstrates the differences in the main STM indicators for women and men. Thus, there were significant differences in the latency of P300. In men, this indicator was 397.85±63.21 ms, while in women it was 368.75±53.01 ms.

Table 2

Parameters of P300 evoked potentials in examined patients with PCS depending on sex

Options	Leads	I group	II group	CI
Latency P3, ms	C3	368,75±53,01 *^	397,85±63,21 *	351,9±24,3
	C4	367,62±52,63 *^	389,25±61,34 *	341,8±26,3
Amplitude N2/P3, µV	C3	7,50±3,30	7,81±3,29	5,2±3,28
	C4	7,59±3,0	7,6±2,9	5,6±2,91
Latency N2, ms	C3	255,81±34,14	285,91±39,1	268,4±41,7
	C4	251,18±32,67	271,18±22,7	269±47,2
Latency N3, ms	C3	460,40±77,82	465,40±78,27	457,2±54,3
	C4	461,86±79,84	465,68±74,48	451,7±60,3
Amplitude N3/P3, µV	C3	6,98±4,41	6,83±4,18	6,1±6,37
	C4	6,84±3,76	6,84±3,69	8,25±6,89

Note: significant difference * - between CG - men and men;

^ - between CG - women and women.



For the rest of the studied parameters, the differences were not significant. When comparing the indicators in the study of STM in patients with PCS, an increase in latency in all leads was noted (Table 2).

CONCLUSION

Neuropsychological examination and cognitive evoked potentials are important methods for assessing the state of higher mental functions in patients with PCD and allow assessing the degree of involvement of the affected brain regions in the pathological process, as well as the functional state of the brain as a whole. The study showed differences in neuropsychological parameters depending on gender; in the group, men had significantly more pronounced CI and a lower rate of conduction of evoked cognitive potentials in the brain, in contrast to women. Moreover, the indicators on the MMSE scale in the group of women with PKS were also significantly higher than the corresponding indicators of the examined men with PKS. It should be assumed that the presence of post-covid syndrome triggers an early and accelerated process of cerebral ischemia, and males are at risk.

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THE ROLE OF READING ACTIVITY IN PERSONAL DEVELOPMENT

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ABSTRACT

However, the issues of reading are in the sphere of interests of different sciences, isolated from each other and aimed at achieving their own goals. The richest material received by each of them is not generalized as knowledge that is significant for other sciences. The urgent need to comprehend and generalize heterogeneous interdisciplinary knowledge about reading requires the synthesis of scientific ideas about its various aspects on a different theoretical and methodological basis, which is due to a number of factors.

KEYWORDS: Student, primary grade, reading skills, learning process, PIRLS, PISA.

INTRODUCTION

The reader should become the subject of knowledge as an integral structural formation, including different facets of development (genetic, biological, social, cultural-historical, psychological and purely personal, acquired in the process of life), since the developing reader is in constant interaction with a complex information environment . Mastering it, he experiences significant difficulties in shaping the personal world of reading.

The task of librarians and other subjects involved in reader socialization is to help the individual development of a person's personality as a reader, taking into account the characteristics of the individual. Knowledge of the theoretical, technological and organizational foundations of reader development will contribute to a more constructive, productive and efficient solution of complex problems of preserving increasing the reading culture of the individual based on the interaction of social institutions, in the system of which the library occupies an important place.

THE MAIN RESULTS AND FINDINGS

The basis for the study of reading personality development in relation to the purpose and objectives of the study were works from many areas of knowledge Research Logic, from substantiating the category of "development" to creating a theory of reading personality development, developing technology for reading development for its practical implementation in the library and other social institutions. This logic dictated the choice of the scientific and information base of the study, which reflects the diverse theoretical and methodological aspects of the reader's personality development. The basic category of research is development, the analysis of which is presented by us in various aspects based on the works of domestic psychologists BG Ananiev, AG Asmolova, L I Bozhovich, L .WITH. Vygotsky, A.N. Leontieva, A R. Luria, K K Platonova, L S. Slavina, D. B. Elkonina Lovyagina, N. A. Rubakina, Yu.S. Zubova, V.P.

Leonova, Yu.M. Tugova, A.S. Chachko, is reflected in the pedagogical views of L.N. Tolstoy, AM Levidov. Foreign experience of human development is presented according to the monograph by G. Kraig. Comprehension of the theory of reader development, its structure and content, conceptual apparatus was carried out according to the works of GM Andreeva, V Ya Askarova, L I Belyaeva, L N. Zazorina, O L. Kabachek, A A Leontiev, Yu P Melentyeva, N G. Morozova, M .D Smorodinskaya, A.V. Sokolova, Yu.N. Stolyarova, V.P. Talovova, I.I. Tikhomirova, S.A. Trubnikova, B. G. Umnova , V.N. Maksimova, G.S. Mikhailova, V.V. Rubtsova, A.P. Sitnikova, G.I. Khozyainova.

The identification of the acmeological component in reading science in the historical aspect is traced according to the works of Kh.D. Alchevskoy, D A Baliki, B V Banka, A V Blum, S L Waldgard, A.N. Vaneeva, K.I. Vorobieva, A.A. Gayvorovsky, A.G. Glukhova, P.I. Gurov, N.M. Kufaev, A. Kukharsky, V.A. Nevsky, A.P. Nechaeva, A.S. Pavlova, N.N. Rozova, N.A. Rubakina, B.V. Sapunova, A. Filonova, E.I. Khlebtsevich, A. E. Shaposhnikov, L. I. Shafir, L. M. Schwartz, and A. Shomrakova. The stages of the early development of the reader, associated with the psychophysiological foundations of speech activity, were considered on the basis of the works of K. B. Barkhin, A. Bertin, P.P. Blonsky, N.E. Dobrynina, E.L. Goncharova, A. Gritsenko, O.S. Zhukova, M.M. Koltsova, A.N. Korneva, V.V. Lailo, N. Levitova, O.B. Sizova, I.N. Timofeeva, I.I. Tikhomirova, N P Trifonova, A Troshina, L.M. Shvartsa, D.B. Elkonina The analysis of reader and literary development in elementary school within the framework of teaching reading was carried out according to the works of M. P. Voyushina, L.N. Zazorina, O.L. Kabachek, M. I. Omorokova, E. M. Plyusnina, I. 3 Postalovsky, N. N. Svetlovskaya. Some aspects of the technology of reader development, such as the perception of texts, semantic folding and unfolding; organization of knowledge, were studied according to the publications of V. P. Belyanin, S.A. Vishnyakova, M. G. Vokhrysheva, G. F. Gordukalova, A. S. Krymskaya, A. A. Leontiev, E. R. Sukiasyan, N. N. Smetannikova, Yu. A. Sorokina, and V. V. Uchenova. In the analysis of qualitology and qualimetry of reading, the works of R. Bamberger, A.A. Brudny, D.M. Vatchenko, A.A. Gayvorovsky, V.N. Zaitsev, E.A. Korsunsky, B.C. Kreidenko, I.F. Nevolina, A. I. Subetto Problems of Sh1 (tggucialization and professionalization of the activities of librarians in the field of reader development) were studied according to the works of K. N. Artemenko, T. G. Brazhe, M. G. Vokhrysheva, A. A. Gayvorovsky, Yu. N. Drescher, G. A. Ivanova, M L. Kistyan, E A Klimova, V P Leonov, V. A. Nevsky, I P. Osipova, A. S. Pavlova, A. V. Sokolov, O. R. Starovoitova, E. R. Sukiasyan, I. B. Teplitskaya, G. N. Khan, A. S. Chachko, E. L. Shapiro, J. Shira The identified and presented problems testify to the multidimensionality of the subject field of reading personality development.

The category "development" contains a heuristic and predictive potential, being a backbone in structural and functional terms in substantiating and solving scientific and practical problems in the field of reading. Development is a regular quantitative and qualitative change that characterizes irreversibility and direction, as a result of which a new qualitative state of the object arises. Human development (individual, personality, subject of activity) occurs in biogenesis, sociogenesis, ontogenesis as a process of transition from one state to another, more perfect, from the simple to the complex, from the lowest to the highest, from the old qualitative state to the new. The same thing happens with the reader's personality development. It includes types of speech activity (listening, speaking, reading and writing) associated with philological,



cultural and mental processes in the integration of these and other components Understanding the culture of reading, its interpretation as a level of personality development, reflects the characteristics of the psyche, speech activity, literary and cultural development, main activities (games, learning, labor), communication and mentality of the individual in the socio-cultural and information space Reading culture is the achievement of the individual, the level of reader development, quantitative and qualitative indicators of consciousness, activity and communication, is both a product and a development factor personality.

The methodological basis of theoretical and experimental research in the field of reader development can be the thesis of NA Rubakin about the reader, which is a different "facts" (legal, economic, historical, geographical, psychological, anatomical, physiological, chemical, physical, space), studied simultaneously by many sciences . For this study, the priority is the analysis of reading as a psychological fact. Psychology is the leading science about a person, and therefore about a person reading Reading is a mental process determined by the development of the psyche in ontogenesis in two forms (progress and regression), taking into account achievements in phylogenesis.

In the theory of reader development developed by us, one of the central categories is the personality, which one becomes in activity and communication on the basis of individual development. In psychology, it is stated that the awareness of one's "I", the selection of oneself as a subject in the world of objects comes in childhood. By the beginning of primary school age, the child begins to realize his place among those around him. In adolescence, a special form of self-consciousness arises - reflection, reflections on one's internal mental processes (the need for self-affirmation and self-expression). At senior school age, the development of self-awareness leads to the need for self-determination and determining one's own place as a member of society. We have revealed that the formation of reflection is possible at earlier stages of development through emotions. The theoretical justification of emotions, the primary form of mental life, is also important for understanding their role in the practice of reading. therefore, at an early age, poetic forms are important in the reading circle of children (rhymes, counting rhymes, etc.) Poetry is primary in relation to prose, it is most of all associated with emotions through rhythm, musicality, movement. The category of "personality" is revealed with the help of other concepts BG Ananiev highlights individual development - the most difficult, but especially important problem for pedagogy. In all types of development, no matter how specialized they seem, the unity of human development as a complex organism (individual), personality, subject is manifested. (cognition, activity, communication), individuality.

For the problem of reader development, the position that the individual development of a person is ontogeny with a phylogenetic program embedded in it is significant. It is reflected in our historical excursion into the theory, methods and technologies of reader development. Rubakin's concept of the reader - a system of facts coincides with the thesis of B. G. Ananyeva about the individual variability of all the properties of a person as a person, determined by the interaction of the main components of the status (economic, legal, family, school, etc.), the change of roles and systems of relations in teams in the social development of a person Socialization of a person begins from the first minutes of a person's life It is carried out in

activity, communication, self-consciousness. There is an expansion, multiplication of the social ties of the individual with the outside world.

A.G. Asmolov, from the standpoint of the historical-evolutionary approach, considers a personality, where the biological properties of a person act as "impersonal" prerequisites for the development of a personality; society - as a condition for the implementation of activities, communications, during which a person joins the world of culture. The basis and driving force for the development of an individual is a joint activity in which the assimilation of given social roles, cultural norms of perception, thinking and behavior takes place. LS Vygotsky noted that personality development and personality reactions are essentially two sides of the same process, which is significant for understanding the role of reflection. His thesis about the connection between words, thoughts, thinking, development is important for substantiating methods, methods and technologies for teaching reading in ontogeny.

The semantic side of speech develops from the whole to the part, from the sentence to the word, and the external side of the speech goes from the part to the whole, from the word to the sentence. actually reading activity He analyzed not only speech, thinking and consciousness, but also other mental functions, in particular - memory. All this must be taken into account in the reading development of a child at an early age.

Heuristic points about the development of a child's speech in two ways, individualization and socialization It is more productive to proceed from the unity of contradictions in the processes of individualization and socialization, despite all the difficulties of a methodological nature. In the reader's development, this is manifested in the contradictions between the reader's consciousness, reader's activity and reader's communication.

At different ontogenetic stages, the disequilibrium of the three spheres manifests itself in "pulling up" each other, as a result, reader development as a whole occurs.

K.K. Platonov refers the development of the psyche to a general psychological category, highlighting an important principle - the gradual and spasmodic complication of the psyche in the procedural and content aspects. With the negative development of the psyche, its degradation and disintegration occur. The periods of development of the psyche are phylogenesis, anthropogenesis, socio-historical development, ontogenesis. It is summarized that personality development is the highest level of mental development, it has specific stages (from prenatal to harmonious improvement with subsequent degradation, but not mandatory) and boundaries of personality development (from birth to retirement) Development as a form of movement from a simple to a complex organization is carried out on basis for resolving conflicts. In this movement, the main role belongs to the individual.

LN Tolstoy addressed the category of "development", interpreting it in connection with the effectiveness of the method of learning, personal interest, the process of self-learning, consciousness, the development of feelings, mind, imagination, memory, the gift of speech, concentration, self-activity, the habit of working in society , respect for order, with the excitement in children of hunting and love for learning. The question was also raised about the forms of development.

Among the pedagogical tasks, a special place is given to the formation of a strong-willed and moral sphere, the education of arbitrariness with the dominance of moral motives. The general developmental impact on the personality, its intellectual potential, mental activity and self-

consciousness is provided by developing reading (L.N. Zasorina) Note that the term “developing reading” is found in 1861 by A. Filonov.

In library science and bibliography, the principle of development was put forward by Yu S Zubov. It formed the basis for constructing models of the structure and dynamics of reading activity, reflecting the levels and directions of the artistic development of the individual. The task was to develop new methods of developmental reading with highly effective and realistically measurable end results in qualitative changes in the needs and interests of readers. He used an information-psychological approach in which information-psychic activity was considered in the form of specific mental processes.

An analysis of the category "development" in various sciences indicates its fundamental nature for the study of human life in general. To substantiate the theory and technology of reader development, it acts as a methodological basis for systematizing and generalizing the accumulated theoretical and practical experience in reader science.

Reader development as a term and subject of scientific understanding occurs quite often, but there is no consistency in the interpretation of the concepts included in its terminological system. Difficulties in the terminological analysis of reader development are due to the complexity of the mutual intersection of the basic categories, which include concepts that simultaneously relate to the categories of consciousness, activity, and communication. This was shown by a detailed analysis of the works carried out by us, such authors as L. V. Bunova, O.L. Kabachek, Yu.N. Stolyarov, V.P. Talov, I.I. Tikhomirova, B.G. Umnov and others, presented in the thesis.

The categories of "reader development" and "reader socialization" are closely related to each other. Reader socialization is the process and result of the assimilation and reproduction of the reader's experience accumulated by mankind by an individual in a certain way fixed and functioning in a specific social environment. The influence of the environment on the reader, the nature of interaction with it depend on the personalization of the reader's socialization, the involvement of the individual in this complex process. It is the personality, mastering the socialized reader's experience, that appropriates it and makes it unique acmeological positions, where the personality, and not the environment, dominates Reading personality development - natural quantitative and qualitative changes in the personality of the reader They occur evolutionarily and abruptly in the form of movement from the unformed structure and content of reading behavior to a complex hierarchical phenomenon of the reading world, realized in two forms (phylogenesis and ontogenesis) and reflecting different aspects of development (biogenetic, psychophysiological, speech, psychological and pedagogical, socio-psychological, cultural communicative).

CONCLUSION

The historical digression gives an idea of a wide range of problems of reader development, natural and relevant for ontogeny at each stage of phylogenetic development. This is due to the following:

the origins and prerequisites of reader development are laid in the prenatal period of human development,

reading - one of the types of speech activity "grows" from listening and speaking, developing in parallel with writing.

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