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BRIDGE TO SCIENCE: RESEARCH WORKS

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BRIDGE TO SCIENCE: RESEARCH WORKS

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JURISPRUDENCE

THE REVIVAL OF SCOTLAND: THE PROSPECTS FOR THE DEVELOPMENT OF A SOVEREIGN STATE

I. Kondrashova¹, V. Sarlybaev²

Abstract

The referendum on the independence of Scotland was held on September 18, 2014. Since most people voted against the independence of Scotland, it remained the part of the UK. It's necessary to understand the reasons for this political event and to think about the prospects for sovereign state development

Keywords: referendum, independence, freedom, state, government, Scotland

The political events of 2014 prompted scientists, politicians, and the public to solve a difficult problem. Does the principle of freedom of the nation for self-determination is realized? At once the several European nations openly spoke out about their wish to separate from the existing states. Scotland, Catalonia and Crimea are those territories, which declared about their aspiration to independence and also had taken some steps to realize this desire.

There are very serious historical roots of aspiration to independence. Early 18th century Scotland was a separate state with own legislation, management procedure (although head of state was the monarch of England), culture traditions and values. In 1707 the Act about Union was signed. It accepts that Scotland is the part of the United Kingdom. So all of the contradictory laws did not have a legal force. Nevertheless this document admitted equality of right of lords, legality of special judicial system of Scotland and also it canceled the action of the part of English taxes on the affiliated territories [1].

Undoubtedly, Scots have enough grounds for the statement about own national originality, cultural identity. They can establish a solid national sovereign state. Scotland and England «live together» about 300 years. But during this time Scots only consolidated own national identity, which very different from the English culture. Today 80% of the inhabitants of Scotland consider themselves Scots [2, p. 41].

Nevertheless «The Act of Union of 1707» is still estimated differently. The British consider it as a permanent document, but Scots think the opposite. Don't forget about development of 19th century, when British power in Scotland pursued a policy of «land purification». So today Scots cheer for the opponents of the English at international sports competitions. Scottish schoolchildren are taken to the places of military glory where Scotland caused a crushing defeat to the British in the distant Middle Ages.

The matter is that, for example, Wales felled under the power back in the 16th century and had own statehood never, while Scotland was being an independent kingdom with own parliament and centuries-old traditions for a long time. Understandably, today Scots not at all happy with the fact that the revived in 1999 their Parliament has a small

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part of the powers. All important issues of the national policy are resolved in the British Parliament.

Scottish national elite should also be mentioned. In Wales the substantial part of elite has British origin, but Scotland has an own elite. It gave the world the famous scientists and cultural figures. For example, Robert Burns, Walter Scott, David Hume, Adam Smith and others. In addition, about 90% of all oil of the United Kingdom is extracted from the Scottish shelf. Exactly in Scotland more than half of the oil reserves is located. If Scotland European Union's separates from European Union, then it will happen thanks to the rich oil deposits. Not by chance the British government concealed from the public the figures of oil reserves in the North Sea. The power feared the rise of the Scottish separatism.

But if Scotland has independence, it will face a number of problems:

1)an export of the national Scottish product – whiskey – decreases noticeably. This fact will hit hard on the national economy;

2)Scotland is going to bring a part of the treasury by tourism. It's not so easy, because the most tourists are the English. In addition the tourist tours cover not only the territory of Scotland but also England [3, p. 25];

3)the oil reserves will not provide receipt of all proceeds to the treasury, because a bunch of the British companies participate in the extraction and processing of oil [4, p. 81].

Even greater expansion of the powers of one administrative-territorial unit will inevitably entail requirements for its own privileges and also the desire of other nations to self-determination. The referendum in Scotland is also important, because its legality is not contested. It is possible to assume that federal form of territorial organization would be a way out of the situation. So it would be possible to contain and smooth out all aspirations of the nations to independence.

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POWERS OF THE PROSECUTOR'S OFFICE IN IMPLEMENTING LAND SURVEY

*M. Saliev¹**Abstract*

The prosecutor's office supervises the implementation of the laws of the land by ministries, state committees, departments, self-governance bodies, public associations, enterprises, institutions, organizations, governors and other officials. In this article author try to find new way of problem solving.

Keywords: prosecutor, implementing land survey, powers of the prosecutor's office.

In the implementation of state control over land use and protection, the Prosecutor's Office of the Republic of Uzbekistan plays an important role in the complex state mechanism of control over observance of the nature protection legislation. In accordance with the Law of the Republic of Uzbekistan "On Prosecutor's Office" (new edition), the General Prosecutor of the Republic of Uzbekistan and the prosecutors subordinate to him shall exercise control over the accurate and uniform implementation of laws in the territory of the Republic of Uzbekistan, including environmental laws.

The prosecutor's office supervises the implementation of the laws of the land by ministries, state committees, departments, self-governance bodies, public associations, enterprises, institutions, organizations, governors and other officials. The prosecutor's office supervises the implementation of the instructions provided for the elimination of the violations revealed by the prosecutors and is responsible for bringing the causers into account.

For example, in accordance with the Andizhan Region prosecutor's office, the practice of examining the cases of arbitrary acknowledgment of arbitrary proceedings against arbitrary courts in civilian courts was examined and, accordingly, in the first half of 2015 and in the first half of 2016, the allocation of land plots that were arbitrarily constructed Unless otherwise specified by the Land Code and other statutory documents, housing and other constructions are subject to town-planning, architectural and construction codes the court sentence on the identification of the crime, the specific records of which have been established on the facts of detention, legality and violation of law and order, detection of the facts of the crime, which were investigated before the investigation, the legal decisions were taken, and the complaints received were fully, timely review [1].

The prosecutor's office is the only centralized system under the leadership of the Prosecutor-General of the Republic of Uzbekistan, one of the most important organs of the state in the provision of land legislation in the conditions of current ecological threats. It should be emphasized that the prosecutor does not duplicate the functions of specially authorized state bodies in the field of land, but its main functions begin from where the authority of the abovementioned bodies exits. The prosecutor's office uses its powers mainly to prevent serious violations of human rights and eliminate their consequences. Each year, prosecutors initiate hundreds of administrative or criminal proceedings on misuse of natural resources, environmental pollution and other environmental offenses, and illegal actions of other government agencies and enterprises, organizations, institutions, based on their protest.

Interference of the prosecutor's office may give efficient results in the cases when the nature protection authorities are not sufficiently competent or for any reason cannot detect, eliminate or prevent their ecological violations, and where the nature protection authorities did not take appropriate measures and did not perform their duties properly.

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The Prosecutor's Office shall use the following documents to determine the nature, reasons for the breach of land legislation, the degree of prevalence, repetition, possible and future consequences, and the offender's guilt: protests, decrees, petitions, statements and alerts.

The protest shall bring to the body or the highest body against the law against an illegal act (official's decision). The protest shall be reviewed not later than ten days from the date of receipt of the protest, and should be informed within three days to the procurator in writing of the outcome of the protest (Article 38 of the Law on Prosecutor's Office).

The procurator's recommendation is the most common form of impact on land law violations, including violations of environmental laws, the causes of such violations and the elimination of such conditions, and the authority or official who has the authority to overcome the infringement inputs. The proposal must be immediately addressed to the procurator in writing within one month of the review and the measures taken. If the requirements of the prosecutor's office fail to comply, the issue of disciplinary or administrative proceedings will be resolved.

In exercising his powers, the procurator has the right to file a lawsuit in court with a view to eliminating civil, administrative or other offenses. The preparation and submission of the claim shall require the Prosecutor's Office to participate in the protection of the public and public interest. In addition, state and local enterprises, organizations, institutions and citizens may, for some reason, be able to claim their legal rights in the interest of the prosecuting authorities.

The claim on behalf of other persons not only violates the plaintiff's rights but also refers to the state and public interests (such as termination of publicly traded goods, traffic, energy, use of defense facilities and other acts that may cause environmental disaster) are offered.

The decision shall be taken by the prosecutor to institute criminal proceedings, administrative or disciplinary proceedings, depending on the nature of the violation of the law committed by an official or a citizen. The decision of the procurator to institute administrative or disciplinary proceedings must be considered by the body or official within fifteen days from the date of receipt. The results of its review shall be communicated to the procurator in writing within three days (Article 39 of the Law on Prosecutor's Office).

The prosecutor takes responsibility for bringing the offender to justice and compensating for the damage caused to the law. If the rights and freedoms of the defendant violated in a judicial procedure are violated but do not have the capacity to defend their rights and freedoms in civil court, for the sake of their health, age or other reasons, the prosecutor shall file the claim and support the case (Article 25-26 of the Law on Prosecutor's Office).

If we look at the experience of foreign countries in this regard, we can witness the existence of special nature protection agencies. Particularly, the establishment of the special nature protection departments in the system of prosecutorial bodies is important when achieving the following: - Provides the independence of public authorities and committees of decision-making on the issues of land law enforcement; co-ordinates the activities of other state bodies in the implementation of the laws in this area; enhances cooperation between nature conservation and control bodies on land legislation. Therefore, the establishment of Intergovernmental Ecological prosecutor Offices in our country has a positive effect on the effective state land control.

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THE RIGHT TO FOOD THROUGH WOMEN'S RIGHTS

*A. Khodjaeva¹, S. Viengdavanh²**Abstract*

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. All are all equally entitled to human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Keywords: the right to adequate food, ombudspersons, household, case food.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups [1].

The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilizations.

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Also, non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the

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principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights."

Moreover, the right to adequate food is realized when every man, woman and child, alone or in community with others, have physical and economic access at all times to adequate food or means for its procurement. The *right to adequate food* shall therefore not be interpreted in a narrow or restrictive sense which equates it with a minimum package of calories, proteins and other specific nutrients. The *right to adequate food* will have to be realized progressively.

However, States have a core obligation to take the necessary action to mitigate and alleviate hunger as provided for in paragraph 2 of article 11, even in times of natural or other disasters [2].

The right to food through womens' rights a particular feature of many food systems- the contribution of female skills and labour, is discussed in the context of its potential repercussions on equity between the sexes. This is a good illustration of the necessity to look beyond single rights- in this case food to understand how they can and should be protected, promoted and fulfilled.

For example, a narrow concern for the realization of the right to food might-if taken to the extreme-require that women, who in many countries are the main food producers, continue to be tied to their heavy burden of production for subsistence alongside their many other responsibilities for rearing and nurturing children, as well as catering for other family needs. On the other hand, a singular concern for the realization of equity between women-might overlook the fact that this concern, also taken to the extreme, could literally cut off the regular food supply for men, children, elderly people as well as for women as themselves; the reason being that under given conditions, there might be no other source readily available than that represented by the fruits of women's labour.

The right to adequate food is realized when every man, woman and child, alone or in community with others, have physical and economic access at all times to adequate food or means for its procurement. The *right to adequate food* shall therefore not be interpreted in a narrow or restrictive sense which equates it with a minimum package of calories, proteins and other specific nutrients. The *right to adequate food* will have to be realized progressively. However, States have a core obligation to take the necessary action to mitigate and alleviate hunger as provided for in paragraph 2 of article 11, even in times of natural or other disasters [3].

Professor Joan Dye Gussow, Olivia Muchena and Barth Eide thought, "the two objectives may be seen as conflicting objectives, given the existing social and production relations in many countries. In fact, most social systems have yet to solve apparent contradictions between equity goals and development goals as usually defined. We consider this necessary for a debate on food not only as a basic need, but as a human right [4]." In addition, I agree with their opinions. For reason, nowadays we see and read the human right to adequate food is recognized in several instruments under international law. In this regard, The International Covenant on Economic, Social and Cultural Rights deals more comprehensively than any other instrument with this right. Pursuant to article 11.1 of the Covenant, States parties recognize "the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions", while pursuant to article 11.2 they recognize that more immediate and urgent steps may be needed to ensure "the fundamental right to freedom from hunger and malnutrition". The human right to adequate food is of crucial importance for the enjoyment of all rights. It applies to everyone; thus, the reference in Article 11.1 to "himself and his family" does not imply any limitation upon the applicability of this right to individuals or to female-headed households [4].

For instance, a narrow concern for the realization of the right to food might- it taken to the extreme – require that women, who in many countries are main food producers continue to be tied to their heavy burden of production for subsistence alongside their many other responsibilities for rearing and nurturing children, as well as catering for other family needs. On the other hand, a singular concern for the realization of equity between women and man – meaning the realization of great to the extreme, could literally cut off the regular food supply for men, children, given conditions, there might be no other source readily available than that represented by the fruits of women's labour.

In such cases, it may for practical purposes be necessary to start with the “ideal”, or the norm for one right, and gradually examine how measures for the realization of other rights-equally important-can be accommodated within those identified as prerequisites for the first.

Wenche Barth Eide and Arne Oshaugh's mains: “In the human rights system, “norms” are formulations for use in practice must be subjected to further considerations about the context in which they are to be applied. What does it mean “a right to food”? The answer to this is crucial to supervision, and to any activity containing an element of measurement that will form the basis of the supervision. “Mapping the reality,” or identifying the gap between “norm and reality” is dependent on a relevant “yardstick”. A yardstick is also important for planning and follow-up activities, which presupposes a realistic knowledge of “what is”.

Across the world, women are treated unequally and less value is placed on their lives because of their sex. Women's differential access to power and control of resources is central to this discrimination in all institutional spheres, i.e. the household, community, market, and state. Within the household women and girls can face discrimination in the sharing out of household resources including food, sometimes leading to higher malnutrition and mortality indicators for women. Because of their lower social and economic status, as well as their physiological needs, women are often more vulnerable to nutritional problems.

Poor female nutrition early in life reduces learning potential, increases reproductive and maternal health risks, and lowers productivity. This situation contributes to women's diminished ability to gain access to other assets later in life and undermines attempts to eliminate gender inequalities. In essence, women with poor nutrition are caught in a vicious circle of poverty and under nutrition. Considering the role women have in the household, with regard to food production, food preparation and childcare, gender inequality in access to and control of resources may well result in misallocation of scarce resources, increased health care costs, lowered productivity, and poor human development trends. Investment in women's nutrition returns to improving household nutrition and overall human development capacity for a country [5].

Efforts to consider food as a human right date back to the early years of the United Nations (UN). Sensitivity to the problem was visible even prior to the establishment of the UN when, in January 1941, American President Franklin D. Roosevelt, in his “State of the Union” address, since known as the ‘Four Freedoms’ speech, coined the notion of ‘freedom from want’. Roosevelt's vision provided an important basis for the drawing up of the Universal Declaration of Human Rights (UDHR), through which the right to food achieved formal recognition in international law.

Overall, international law appears to provide a substantive legal framework for the protection of women's rights and for their right to food in particular.

In conclusion, this study reviews the legal background and content of the right to adequate food in one of its dimensions: the gender dimension. Having gone through legal provisions and looked at countries' experience in understanding and implementing same,

the time is now right to draw some preliminary conclusions on the extent of protection of women's right to food, the achievements and the challenges ahead.

National machineries for the advancement of women, gender equality commissions and ombudspersons are among the mechanisms that now exist in many countries, and which, at different levels and with different mandates, actively work to make implementation of the Convention a priority of national development. Courts and judicial procedures have likewise become more attuned to the requirements of the Convention, and are increasingly developing a jurisprudence of gender equality, informed and guided by the Convention. Civil society, and especially women's groups and organizations, have become essential actors in awareness-raising and lobbying efforts concerning the human rights of women.

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THE LEGAL STATUS OF ARTIFICIAL INTELLIGENCE

*I. Kondrashova¹, V. Chernyavskiy²**Abstract*

We use some gadgets and devices every hour and every day in our life. We surf the Internet, buy goods and do many different things. Tasks for computer systems become more and more difficult, that is why many companies use programs with AI and robots. In a technical sense it's good, but what about the legal status of AI and robotics?

Keywords: AI, artificial intelligence, robot, legal, law, rule.

Nowadays we can see that robots and artificial intelligence occupy our life, and the more often it happens the more noticeable is the problem of the lack of legal regulation of this sphere. Not only in Europe, but also in some Russian companies certain categories of employees have been replaced by artificial intelligence. Economically it's a reasonable decision as the expenses for personnel is reduced, but what about civil rights of workers: will there be balance between the interests of employees and employers? Will the civil rights be maintained?

However, the industry of robotics and artificial intelligence need to grow up and develop and governmental support can help it, or slow it down: it depends on legislation of a particular country and if government can make and accept it.

There are many questions concerning this situation, like: 1) What kind of rights will artificial intelligence have? 2) Shall it get passport or another document? 3) Who will be the author of a product or a patent made by a robot? 4) How shall we protect the robotic implants in a human body and what should we do, if a company, which created robotic implants, does not exist any more? [1]

Certainly, this is not a complete list of problems, which may arise without a regulatory and legal framework.

Many countries of the world seek to make a development plans of progress in high technologies industries and make resolutions or laws, which can regulate them. For example, the law about automatic cars in Germany: legalization of delivery robots' moving in Estonia [2].

But in spite of that, there are some opposite opinions. According to them, people shouldn't create any laws or bills about artificial intelligence and robots: it will detain the progress in this industry. This opinion belongs to a German group of "VDMA" companies. Some Russian scientists consider that "if robots will have a status of "an electronic person", we will have problems with legal liability for their actions. For example, what should we do, if a robot will study after it has been released and after that it does harm to somebody" [1]. In this case it will be very difficult to prove what caused the damage: a mistake in the program or negative experience acquired by a robot already in life.

Anyway, creating a unified law seems impossible, because every government and every country has its own features. Consequently, each bill will be changed under the influence of the existent laws and moral standards of each nation.

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In this case it seems expedient to make a comparative analysis of legal concepts in the Russian Federation and foreign countries.

How do people in the world regulate the artificial intelligence?

- Nowadays there are no legislative acts in the world, which can identify the legal status of robots with artificial intelligence. For example, judges in the USA try to solve this problem according to the existing laws, but it only can cause difficulties.

- In South Korea, government passed the act about robotics and artificial intelligence in 2008. The main idea of this act is stimulation of robotics and improvement of the citizens' lives. This act also gives a definition of such terms as "a robot", "a smart robot" and others. One of the articles of the law says that in the future the government has the right to adopt a special law regulating the ethical norms of the robotics development, which developers, manufacturers and users of the intelligent robots should follow [2].

- In 2016 the European Parliament accepted a resolution "Civil Law Rules on Robotics". Members of the Parliament pay attention to the importance of development the legislative base, the system of robots qualification and their registration [3].

- During the summit which took place in Brussels in October 2017, leaders of the European countries decided to create a new European approach to the problem of artificial intelligence. The official documents of the summit also spoke about the need to react more actively to the new global trends including the development of artificial intelligence [2].

- Large association of scientists (more than 100 members) appeals to the UN with the petition to ban the creation and usage of robots in soldiery aims. The UN is considering the issue to write policy documents.

- The European Parliament proposes to create European Agency of Robotic and Artificial Intelligence.

There are also attempts for self-regulation in this sphere, besides government decisions:

- Various private laws, for example, famous "Three Laws of Robotics" written by Isaac Azimov in 1942, or "Ten Laws for Artificial Intelligence" by a Microsoft manager Satya Nadella [2].

- Opinions and rules of the communities: 23 rules of AI by Future of Life Institute. These rules have been already signed by 4000 scientist and specialists. Body of rules by the Engineering and Physical Sciences Research Council.

- Appearance of associations is one of the attribute of self-regulation. For example, association "Partnership of AI" with the most famous members: Amazon, Apple, Google, IBM, Facebook, Microsoft and others. It was founded in 2017 and doesn't have any resolutions or rules, but only the fact of union of many competitor companies around the problem of artificial intelligence developing is very important [4].

In the Russian Federation members of the "Robolaw" - the research center for problems of robotics and artificial intelligence regulation create "Model Convention" about regulation robots and AI, which will be sent to the government of the Russian Federation. The main idea of this convention is to identify legal and social problems, which can appear because of AI and create rules and laws for robotics and AI [4].

The basic moments of this conception are:

- The authors of the document consider the objects of robotics to be all the categories of robots in a general sense, whatever their purpose and level of risk are, mobility and automation, and cyber-physical systems with AI in any form [5].

- Creation, incorporation and usage of robots should be with maximum level of safety for an individual, society and the state, without any harm to humanity, living creatures and their environment.

- Robots created for military purposes must have unmodifiable restrictions built into them that correspond to the provisions of international humanitarian law restricting the methods and means of conducting war, regardless of where the robots are to be deployed.

- It is proposed to establish exclusive standards for protection against unauthorized access by the third parties in the operation of robots potentially capable of causing significant harm, including fatal harm, to a person (medical robots, implantable devices, highly automated vehicles, military robots, etc.).

- Robots should constantly record information about the conditions of their functioning and all the actions they perform and store them in a special "black boxes".

- Human robots physically interacting with people and not under their direct control should have the function of instantaneous or emergency shutdown on demand (the so-called "red button").

- "A person should not belittle human dignity by his treatment with the robots" [5].

Thus, the comparative analysis has shown that most countries and states do not only understand the need for legal regulation of the issues of artificial intelligence and robotics development, but also are actively moving towards the development of the necessary legal and regulatory documents.

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INSTITUTE OF TESTAMENTARY EXECUTOR
IN RUSSIA AND IN GREAT BRITAIN

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Abstract

The article considers the institution of the executor in terms of view of Russian and English civil law. A comparative analysis of legal systems of the two countries in the field of inheritance relationships was made. Options for improvements to the provisions of the Russian law on standards of the Institute of executor were presented.

Keywords: law of succession, administrator, testator, hereditary mass, inheritance.

Полбеды, что человек смертен.

Главная проблема, что человек внезапно смертен.

М. Булгаков «Мастер и Маргарита»

We decided to use as an epigraph to the work of our great author that quote in mind that death, indeed, sometimes comes as a surprise both to the deceased and his or her loved ones. As a rule, together with the moral feelings of relatives falls on them yet and many organizational problems requiring urgent resolution, such as: the burial of the deceased, the organization of funerals, determination of the inherited property, the execution of the last will of the testator, etc.. Even if the closest people in advance anticipated demise, they can not escape the turmoil in postmortem affairs. Sometimes it is very difficult to fulfill the last will impartially and accurately, especially when the amount of hereditary weight of its large distribution and the payment of expenses and debts seem economically and legally difficult.

Testament is written to be fulfilled. But if the will of the testator executed exactly exactly the way he wanted to? This testator comes to the aid of such an institution of inheritance law, as the executor of the will. In Russia, this institution was formed in ancient Russian law and since then was named executor in the ancient Russian spiritual will use the expression "order the soul," so and so [1, 306], as a major part of the will in those days was not proprietary, but spiritual, ie the soul of the deceased: the burial, as for some rituals, etc.. In the pre-revolutionary Russian law executor derives its authority from the testator by his will and acted only after his death in order to exact execution of the last will of the deceased. Currently wills Institute performer fixed in Article 1134 of the Civil Code of the Russian Federation (hereinafter - the Civil Code) [2, 125]. But we see it appropriate to examine this issue from the point of view of not only Russian law, but also the rights of Great Britain, as a historical and practical experience of this country says about our position than the executor. We aim to explore this institution in the context of the legal systems of the two countries and highlight the features that might be applicable in the Russian law.

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We begin the study of the will of the Institute performer with the Russian legislation. S.P. Grishaev believes that under the executor in the Russian Federation refers to the commission of acts of the legal and factual as expressly provided by the will, and not specified therein, but necessary for the implementation of the will of the testator expressed in the will [3, 54].

Appointment of an executor is to the right of the testator. In order to fulfill the "commission" of the testator, it will be necessary to engage in civil matters. Accordingly, the executor of the will of the deceased can only be a capable citizen, at the same time willing to fulfill its obligations, regardless of whether he is the heir. According to Art. 1135 of the Civil Code to the executor powers, certified by a notary certificate are:

- to ensure the transition of hereditary weight to the heirs in accordance with the will expressed in the will, and the law;
- the adoption of measures for the protection and management of heritage;
- receiving (as a general rule) payable to the deceased estate for transfer to his heirs;
- execution of testamentary putting on or demand from the heirs of the execution of a legacy or testamentary laying.

The testator has the same right in the will determine the special rights and duties of an executor. In this case, the latter can only act within the established powers.

To become a citizen of the testamentary executor must obtain his consent, which, according to Art. 1134 of the Civil Code, can be expressed as:

- a handwritten signature on the will;
- a statement attached to the will, or provided within one month from the date of opening of the inheritance;
- the actual performance of duties within one month after the opening of the inheritance.

Now let us consider some aspects of the provisions of the will executor in inheritance law of Great Britain. Let's start with the fact that hereditary UK legislation is one of the oldest in the world, it is largely conservative. There are many laws (statutes), published for the time of the development of English law, which, from time to time, complemented by judicial precedents as one of the main ways in Anglo-American law system. In England and Wales (Northern Ireland and Scotland of rights operates separate legislation), inheritance matters are governed by the Law of Wills in 1837, the Law on the administration of legacies in 1925, the Law on Inheritance of persons without a will in 1952, the Act of Succession 1975 city and other acts.

With regards to the topic of our work, in English law as an institution executor, and its position is very interesting. Unlike Russia, in England and Wales, the appointment of an executor is required in inheritance by will or by law. The testamentary executor called «executor», in the inheritance of the law - «administrator» [4]. If a person dies without a will, the court appoints a person referred to as the manager of the estate, for the further performance of their duties. For parity comparison of these two institutions in the legal systems considered in our work carefully testamentary succession law in England and Wales.

In English law allows for the appointment of the executor of the will of the legal entity, for example a bank or law firm. We, together with some jurists (SP Grishaev, WA Omarova) consider the lack of Russian law such a possibility a negative aspect, since the presence of a large amount of hereditary mass execution of wills becomes very time-consuming process, which is often difficult to perform legally and economically unshod person. Not everyone knows how best to dispose of securities, shares in the authorized capital, shares, in order to ensure their safety and avoid losing potential profits.

In English law the performer can only be a person who is not a witness (in case of a will should be required to present two witnesses, except for wills and military sailors) on this bequest. But, at the same time, a person can act as an executor, even if inherits something from the will (this position is also reflected in the Russian law). [5] Often, coordinating their choice with the above provision of the law, a person when writing a will, appointed executor of his relatives and friends (especially when the disposal of hereditary weight does not require professional knowledge). We believe that in some cases, this provision appears to interfere with the fair and impartial execution of the will. Similarly, the majority of practitioners are confident that this role should be to appoint a person, disinterested in the section of inherited property.

The testator, according to English law, may appoint one to four executors of the will, who will jointly carry out their duties.

If we talk about the executor duties, they are quite diverse in English law, with it, as mentioned above, they may stem both from the will, and the law. Here are the top 10 OBLIGATIONS:

1. obtaining a copy of the will and giving it to the local court in cases involving wills, inheritance and guardianship;
2. the notification, if necessary individual banks, credit organizations, government agencies about the person's death;
3. to open a bank account for incoming resources (attributable to wages) and payment of all current accounts (executor must follow the mortgage, utilities and similar bills to pay throughout the probate process execution);
4. inventory of property assets in the court;
5. maintenance of property accounting for as long as it will not be distributed (the contents of the house, safe, economy and business, as well as protection of property);
6. the payment of debts and taxes (submission of final tax return of the property on the first day of the year prior to the date of the testator's death, notice to creditors);
7. the asset allocation;
8. the liquidation of other assets (if any left after the repayment of debt, payment of taxes and distribution among the heirs);
9. the presentation of the property in court on behalf of the hereditary weight
10. the above implementation responsibilities conscientious, fair and impartial manner [6].

Since the mass of the succession can be different in scope and complexity, the work executor can be a very difficult task, and therefore duties would go far beyond these ten items.

The main purpose of the appointment executor - cleansing legacy of debt and the transfer of already cleaned the property to the heirs in shares due to them. Consequently, questions about the relationship between creditors and heirs does not arise as long as there are unsatisfied creditors - no rightful heir.

Executor of the will inure to the benefit of heirs and responsible both to them and to the creditors. In English law, as well as in Russia, the executor is entitled to demand reimbursement of expenses related to the execution of the will. Accordingly, if the testator in the will have a fee as part of the hereditary mass, due to the Contractor at the end of its activity, it is also being implemented. But in the case of appointment of the Executive relative or other close person, these provisions are not reflected in practice.

Unfortunately, we must recognize one of the main differences between the position of executor in Russia that used this institution in our country is extremely rare. Judicial practice in cases of actions challenging the executor has throughout Russia 8-7 cases per year [7].

Drawing conclusions from all this work, we see the appropriate example of the UK in terms of the possibility of appointing an executor entity and responsibilities of an executor to pay the debts of the deceased and tax charges. We consider it necessary to introduce these provisions in Russian law, due to the fact that it would be very easy for heirs, because they do not will have to understand the complexities of property issues, especially given their often depressed emotional state of death. Perhaps it would help to popularize the executor institution among our citizens. But at the same time, we believe that the delegation of such authority to the number of executor does its job particularly difficult and laborious, so I think it is necessary to establish the remuneration for the executor. Thus, we have identified significant characteristic differences in the legislation of Russia and the UK. It would be logical to use the experience (some part of) the country, as rules have already been approved and are producing results.

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PHILOSOPHY

THE NUMEROLOGY IN THE MYTHS AND TRADITIONS OF ZOROASTRIANISM

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Abstract

The article observes numerology in Zoroastrianism. Numerical components are considered with examples of specific rituals, traditions and architecture. Architecture is considered by examples of the most ancient types of pre-Islamic architecture like «fire temples» on the territory of Central Asia. At the same time, following the basic rule of numerology, where each complex (composite) number must be transformed into a single one.

Keywords: numerology, Zoroastrianism, pre-Islamic architecture, «fire temples», Central Asia.

Необходимость изучения числовой символики зороастризма обусловлено тем, что создание любого архитектурного объекта (здания или комплекса) связано с использованием в первую очередь геометрии и математических расчётов, и как следствие наличием числовой символики в традициях и обрядах народов Центральной Азии в доисламский период. Изучение этого вопроса даёт возможность провести более полный анализ различий и сходства в архитектурных памятниках доисламского и исламского периодов.

Не рассматривая в деталях богатую и во многом загадочную историю зороастризма, мы обращаемся к анализу числовой символики этой религии. Основная наша задача – рассмотреть на примерах некоторых обрядов (ритуалов) и традиций, являющимися наиболее устойчивым пластом традиционной духовной культуры, числовую символику зороастризма.

Нумерология – это наука о числах, с помощью которых можно не только узнать о характере и способностях человека, но и предсказывать будущее. Люди всегда искали в числах мистическое значение. «Число правит миром», – так говорили древние, убежденные, что каждая цифра имеет сокровенную тайну, несет определенное воздействие и вибрацию, проявляет свою силу.

Нумерология – это древняя эзотерическая наука о числах [1]. Ее также называют магией чисел, хотя ее концепция близка к астрологии и другим наукам древности. Нумерология зародилась несколько тысячелетий назад в Древнем Египте. Именно египетские жрецы создали уникальную числовую систему, позволяющую сопоставить конкретные качества человека с определенной цифрой. Магия чисел нашла свое выражение в гармонии пропорций в искусстве и архитектуре Древнего Египта. Косвенные свидетельства того, что Египет обладал этим знанием, являются числовые пропорции пирамид, которые до сих пор поражают наше воображение.

Каждая развитая культура в древности имела свою нумерологическую традицию, а также вариантов понимания и интерпретации значений и сущности чи-

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сел. Существовали числовые системы Вавилона, Египта, Аравии, Персии, Палестины, Индии, Финикии, Халдеи, Китая и др. Каждая из этих школ по-разному воспринимает числовой ряд. Одни рассматривают числовой ряд от 1 до 9, другие – от 0 до 9 или от 1 до 10. Некоторые вводят в свою систему и другие цифры, например, 11, 22, 33 и др.

Одной из таких школ является Авестийская (зороастрийская). Она использует двенадцать «золотых» чисел: 1- 9, 10, 11, 12.

Авестийская нумерология – это методика диагностики личности, основой которой является авестийская (древнеиранская) астронумерологическая традиция. Достаточно сказать, что, в отличие от восточного календаря, оперирующего 12-летними планетарными циклами, авестийская школа использует 32-летний зороастрийский календарь.

С точки зрения авестийской нумерологической школы, на судьбу человека, помимо символов и тотемов зороастрийского календаря, влияют вибрации абсолютно всех чисел, присутствующих в его жизни. То есть, не только числа даты рождения и полного имени, но и числовые значения каждого слова и звука, которые он произносит.

Религиозная жизнь занимает главное место в системе духовных ценностей человека. Особое место она занимала в истории древних обществ, которая эволюционировала от примитивных религиозных верований до первой религиозной системы – зороастризма. Зороастризм занимает важное место в истории религиозно-философских систем и является одной из древнейших религий. Своими корнями зороастризм уходит в глубокую древность и, по-видимому, оказал на человечество, прямо или косвенно, большее влияние, чем какая-либо другая религия. На протяжении многих столетий зороастризм являлся государственной религией трёх могущественных империй – Ахеменидской, Парфянской и Сасанидской. Эта религия, возвышающая роль человека в развитии мирового процесса и утверждавшая (утверждающая), что человек сам несёт ответственность за судьбу своей души и от него – от его мыслей, слов и дел – зависят судьбы всего мира. Это *триединство* или *триада* - (добрая мысль, доброе слово, доброе дело или благая мысль, благое слово, благое дело), человеческой деятельности лежит в основе *этической доктрины зороастризма*.

Большой интерес представляют также проблемы влияния зороастризма на религии других народов (манихейство, христианство и гностицизм, иудаизм и его секты), в том числе и на ислам.

По учению зороастрийцев, вселенная состоит из *четырёх стихий*: огня, земли, воды и воздуха. Они были священными. Запрещалось осквернять их грязными вещами. Вплоть до того, что запрещалось тела усопших предавать земле, огню, воде или оставлять на траве. В доме, где жил усопший, несколько дней не жгли огонь, не готовили пищу.

Как известно, первоначально у зороастрийцев не было храмов огня и антропоморфных изображений божеств [2]. Так как учение Заратуштры, изложенное в «Гатах», «проповедовало дуалистический монотеизм – особую разновидность единобожия, теологическая система которой отрицает существование иных богов, кроме одного, но вместе с тем признаёт существование сверхъестественной силы, антагонистичной богу» [3, с.20].

Свои эзотерические знания о мироустройстве зороастрийцы воплотили, также, как и египетские жрецы, в строительстве храмовой архитектуры, основанной на символизме чисел.

Для утверждения зороастризма воздвигались многочисленные алтари огня, храмы, для регламентации жизни зороастрийцев разрабатывались сложные ритуалы и многочисленные предписания.

Практически во всех храмах основное помещение представляло собой куполообразный зал с глубокой нишей, где в огромной латунной чаше на каменном или кирпичном постаменте – алтаре – помещался **священный огонь - адар-хурра**, горевший непрерывно, днем и ночью. Такие алтари назывались **атешкады** их изображения сохранились на античных и раннесредневековых монетах, в настенных росписях, а также на стенках раннесредневековых могильных ящиков [4]. Формообразование и декор атешкадов исследован многими учёными [5]. Форма алтаря – атешкада зависела от месторасположения в храме, региона и несла в себе символическое содержание.

О существовании в Согде, Бактрии, Хорезме, Маргиане храмов и святилищ, связанных с почитанием и возжиганием огня, имеется множество источников (пехлевийские тексты, арабские историки, Наршахи и особенно Беруни). Храмы, связанные с культом огня, были выявлены в Согде, Чаче, Уструшане, Бактрии (храм Окса), Хорезме, два храма раскопаны в шахристане древнего Пенджикента и др. [6].

На территории современного Ташкента храм огня (Актепе Чиланзарское) отличается четырьмя башнями, укрепляющими углы святилища в обводе коридоров с трех сторон [7, с.149]. Структура последнего сближает храм с храмом огня Уструшаны, раскопанным У.П. Пулатовым [8, с.77-78].

Сооружение со «святилищем огня» (VII-VIII вв., селение Зонг, Западный Памир). В архитектурно-планировочном аспекте в основу плана центрального помещения положен квадрат с четырьмя осевыми нишами по одной на каждой стороне. Постройка ориентирована по **сторонам света**, хотя и заметным отклонением. «Святилище огня» в Зонге ретранслирует архитектурную идею – квадратный зал, расширенный четырьмя широкими нишами. Этот приём находит широкое применение в монументальном культовом строительстве своего времени (алтарные части церквей в Мерве и Ак-Бешиме) и в дальнейшем с победой ислама будет воплощён в многочисленных зданиях мечетей, мавзолеев, дворцов и замков - «касров».

Замок Ак-тепе Юнусабадское (восточный Мавераннахр), построенный в VI в. на окраине современного Ташкента. В основании плана замка лежит квадрат размерами 53х51 м (ок. 52*52 м), ориентированный по сторонам света. Северо-западный угол замка занимает блок культовых помещений с храмом огня и мавзолеем.

Хмельницкий С. также указывает на сакральное назначение СЗ группы помещений [9, с.108]. По его мнению святилище огня состояло из **двух** помещений: комната с алтарём с П –образной суфой и двухколонного зала для религиозных церемоний.

В Пехлевийском словаре [10] изложены данные о мифических персонажах и мифологических символах, а также о зороастрийских религиозных терминах. Опираясь на эти данные, мы можем не только более детально изучить и осмыслить философию зороастризма, но также убедиться и в том, что нумерология в зороастризме играла, несомненно, важную роль. Это также является важным аргументом в деле изучения такого аспекта зороастрийской космологии, как нумерология.

Одним из основных компонентов зороастрийского культа является священная природная стихия – **огонь**. Священным огнём высшего ранга считается *Адур (Атар)*. В Авесте перечисляются **пять видов огня**: огонь *Березасаванг*, *Вохуффриан*, *Урвашишт*, *Вазишт* и *Спанишишт*.

По утверждению Е. Дорошенко, **храмы огня имели свою иерархию**, т. е. каждый пришедший к власти царь имел свой вечный огонь [1].

Иерархия храмов огня состояла из *трёх основных*, но разностепенных по рангу, огней: I степень – самый великий огонь *Бахрама*; II степень – *Адаран*; III степень – *Даргах*.

От огня Бахрама зажигались огни второй и третьей степени в городах, от них – алтари огня в деревнях, небольших населенных пунктах и домашние алтари в жилищах простых зороастрийцев. По традиции огонь Бахрама состоял из **16 видов огня** ($1+6=7$) представителей разных сословий.

Для поддержания огня использовалась древесина твёрдых пород деревьев, также дополнительно использовалась специальная горючая жидкость, которую и хранили в кувшинчиках. По мнению М. Филанович, это было сандаловое масло [7, с.154].

Божеству огня (*Адур*) посвящен каждый **девятый день** месяца и весь **девятый месяц** – с 16 ноября по 15 декабря. *Вахраму* же посвящен **двадцатый день** месяца зороастрийского календаря.

В каждом доме полагалось иметь **три** помещения для мертвых.

Так при Сасанидах **Авеста** состояла из 21 части (наски). Дошедшая до нас Авеста состоит из трех главных книг: *Ясны*, *Яштов* и *Видевдата*.

Ясна состоит из 72 глав ($7+2=9$), 17 ($1+7=8$) из которых составляют **Гаты** – гимны Зороастра и семь глав – так называемые *Ясны семи глав* [2].

Собрание религиозных гимнов – **Яшты**, прославляющих божества зороастрийского пантеона, состоит из 21 ($2+1=3$) части.

Зороастрийская концепция о мироздании включает в себя **«мировой цикл»**, который определяет существование мира в течение двенадцати тысяч лет. Развитие мира делится на **четыре периода**, по **три тысячи** лет каждый. Ахура Мазда совершил акт творения в **два этапа**.

Ормазду посвящен **первый день** каждого месяца и как «творцу» (*пехл. day*) – **десятый месяц** зороастрийского календаря и **восьмой, пятнадцатый и двадцать третий дни**.

Первые главы Бундахишны [10, с.49] посвящены Битвам Ахримана с творениями Ахурамазды. Основных битв было **шесть**. Первые три битвы произошли с **тремя стихиями** (небо, вода, земля).

Ад состоит из **четырех частей**. За находящимися в нем грешниками наблюдают стражи **четырёх сторон света** – божества *Тиштар*, *Садвес*, *Вананд* и *Большая Медведица*. Также их ожидает заключительное наказание в **три дня и три ночи**.

ЗОРОАСТРИЙСКИЙ КАЛЕНДАРЬ [10, с.128]

Солнечный календарь, используемый последователями зороастризма в религиозной и общественно-культурной жизни. Календарь – как система счисления временных промежутков, календарь в мифологии является одним из способов познания и освоения мира. В его основу положена последовательность **12 тридцатидневных месяцев** ($1+2=3$), в которых каждый день назван в честь той или иной почитаемой в зороастризме сущности: *Ахура-Мазды*, *Амешаспандов* и *язатов*. В древности зороастрийский календарь был широко распространён в Иране, Средней и Малой Азии. Организующая роль времени считается сверхъестественной и священной.

Зороастрийский (авестийский) год начинается **21 марта** ($2+1=3$), в минуту первого восхода Солнца в знаке Овна. Зороастрийский гороскоп, основанный на **32-летнем цикле** ($3+2=5$).

Календарь включал в себя **семь** летних и **пять** зимних месяцев.

Со временем суток и сезонами года соотносятся соответствующие сторонам света **семь кишваров**.

Числовая символика прослеживается и в зороастрийских молитвах.

Так, главная зороастрийская молитва - *Ахунавар* состоит из **двадцати одного слова ($2+1=3$)**. Эта молитва, относящаяся к гатическим, содержит заклинание о том, чтобы утвердилась воля и власть Ормазда.

Вторая по значимости зороастрийская молитва - *Ашамвоху* состоит из **двенадцати слов ($1+2=3$)**.

Существует **шесть праздников**, отмечавшихся в течение пяти дней в конце каждого сезона – *гаха*. **За шесть гаханбаров**, то есть периодов, составляющих один год, Ахура-Мазда создал все творения мира [10, с.85].

Семь дней и ночей читали жрецы и сестры Виразы в храме огня у его постели, пока его душа путешествовала в потустороннем мире.

В зороастрийской традиции представлены **три элемента сакральной топографии**, такие как мировая гора, мировая река, мировое море [10, с.150-151].

Таким образом, Зороастризм - одна из самых древних религий в мире, которая объединяет космогонические дуализм и эсхатологический монотеизм в уникальной манере, входит в список основных религий мира. Мировоззрение зороастрийцев по форме религиозное, по сути своей основано на научной модели мира, чью истинность доказывали успехи астрологических изысканий, прогнозов.

Следуя основному правилу нумерологии, что каждое сложное (составное) число должно быть превращено в односоставное, мы получим следующий ряд простых чисел из выше приведённых примеров: 2, 3, 4, 5, 6, 7, 9 и 12.

Во многих культурах число – это фундаментальный принцип, лежащий в основе мира вещей. Оно – начало всех вещей и гармонии всей вселенной. Число – это основной принцип соразмерности вселенной в пластических искусствах, архитектуре, музыке, поэзии. Числа помимо количественной функции имеют и качественную символику. Число хранит в себе двойственную природу – абстрактное и конкретное. «Абстрактная природа чисел» подразумевает глубокую связь между вещами. «Конкретная природа чисел» - проявление во всех её материальных и переменных аспектах (вес, плотность, цвет и т.п.) [11]. Эти две стороны природы чисел имеют общую функцию: последовательность, которой определяется как прошлое, настоящее и одновременность, так и будущее, бесконечность.

«Но без знания символики чисел, законов их соотношений и проявлений во вселенной и человеческой жизни едва ли возможно глубинное познание мира, не говоря уже о достижении высших состояний сознания, называемого Посвящением. С этим не может не согласиться любой человек, серьезно изучающий эзотеризм» [12].

Создание форм с помощью чисел и геометрии, как математические выражения, напоминает Образцы, отраженные через Мир Символов.

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SOCIOLOGY

MODERN MIGRATION PROCESSES: THE ARGUMENTS (REASONS) FACTORS AND the MAIN DIRECTIONS (based on ethno-sociological research in the Osh region)

A. Abduvapova¹

Abstract

The southern region of Kyrgyzstan, and from them the Osh region, is traditionally considered one of the resource-rich regions. In this article, based on factual data, a general description of the contemporary ethno-demographic situation is given, including the migration processes in the Osh region of the Kyrgyz Republic.

Keywords: migration, internal and external migration.

Кыргызская Республика, на правах прежней советской страны, стала активным участником международной миграции населения. В связи с постоянными потоками миграции населения за рубеж в целях трудоустройства и обретения постоянного места жительства, по республике в целом и исследуемой нами области, ежегодно регистрируется обратное сальдо миграции. Миграция – это движение населения физических сторон по разным причинам из Кыргызской Республики в другие государства, или же из других государств в нашу республику, а также с целью временного или постоянного изменения места жительства в пределах Кыргызской Республики [1]. На сегодняшний день каждая вторая семья в Ошской области связана с миграцией прямо или по каким-либо иным причинам. В качестве основных доводов можно назвать снижение уровня жизни населения, рост безработицы, отсутствие социальной защиты. В первые годы независимости русские, немцы, евреи и представители других национальностей уехали на историческую родину. Миграционный пик пришелся на 1991-1993-ые годы, когда они выбыли из области в поисках работы или устойчивой жизни.

Современные миграционные движения оказывают свое влияние в известной степени на областное демографическое состояние. В 2009-м году было проведено анкетирование в Ошской, Джалал-Абадской и Баткенской областях в рамках проекта под руководством д.ист.н., профессора А.А. Асанканова “Этнодемографические процессы в Южном Кыргызстане”. В анкете содержался ряд вопросов и результатов, касающихся причин, факторов и основных направлений современных миграционных процессов. В этом аспекте был взят для анкетирования Кара-Сууйский район. Он считается самым близким торгово-экономическим и культурно-административным центром в Ошской области. Прибыль с земельных участков не может полностью удовлетворять население. Поэтому большинство населения уехало и продолжает уезжать в другие государства. В основном, как и во всем Кыргызстане, молодежь уезжает в другие области государства, и мы заметили, что среди большинства опрошенных в возрасте от 16 до 25 лет желают уехать в другие места. С целью определить доводы миграции среди населения Кара-Сууйского района был задан им вопрос: “Если вы желаете уехать, по какой причине вы этого хотите?”. Если 61,39% опрошенных назвали безработицу, 16,83% – семейное положение,

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4,95% – низкий уровень жизни, 0,99% – обучение, 9,90% – неустойчивость экономики, 4,95% – межнациональные отношения, 0,99% – отсутствие постоянного места жительства. В районах с земледелием сравнительно показали здесь экономические причины. Говоря конкретно, большинство мигрантов уезжают с целью собрать средства для проведения традиционных мероприятий, на которые уходят большие суммы средств (тои, ашы и т.п.). В разных субрегионах социальная жизнь кыргызов различная. Поскольку в предгорных районах сравнительно с растениеводством стало превалировать животноводство. Причина миграции разнится в зависимости от пола и других демографических причин опрошенных. Из-за низкого уровня жизни 58,82% женщин и 41,18% мужчин желают уехать в поисках работы, 100% женщин вынуждает семейное положение. Вышеназванные две причины выбрало подавляющее большинство женщин [2].

Молодежь в возрасте 16-20 лет отмечают в качестве причин обучение и безработицу. Число выбравших эти две причины среди опрошенных равны – 40%. С повышением возраста опрошенные начали указывать экономические причины. Это: безработица, низкий уровень жизни, экономическая нестабильность и т.п. Например, если среди 21-29-летней опрошенной молодежи в качестве причин выезда за рубеж указывалась нестабильность экономического состояния, то 30-39-летнего населения 29,41% опрошенных указали эту же причину (низкий уровень жизни). Среди опрошенных выше этого возраста большинство указали безработицу.

Таблица 1

На вопрос “Если вы хотите уехать, то по какой причине?”
жители села Большевик Кара-Сууйского района указали причины
(по полу, с указанием %) [2]

Причины	Мужчины	Женщины	Всего
Безработица	50,67	49,33%	49,34%
Низкий уровень жизни	12,50	87,50%	5,26%
Нестабильность экономического состояния	25,0%	75%	5,26%
Ухудшение межнациональных отношений	50%	13,75%	14,47%
Отсутствие жилья	73,33%	26,67%	9,87%
Для получения знаний	33,33%	66,67%	7,89%
В связи с семейным положением	0,00%	100,00%	1,32%

Среди опрошенных указали безработицу женщины – 49,33% и мужчины – 50,67%. В целом по области 49,34% указали безработицу. Если 87,50% женщин указали низкий уровень жизни, то 73,33% мужчин указали отсутствие жилья. Выяснилось, что для получения образования пол сравнению с мужчинами больше уезжают женщины. Иначе говоря, 60% женщин и 40% мужчин уезжают, чтобы получить образование. 100% женщин отметили, что уехали они в связи с семейным положением. Отсюда можно видеть активность женщин во всех сферах жизни общества. Среди 16-20-летних 50% указали получение образования, 50% 21-25-летних считают семейные условия. Значит, молодежь этого возраста окончили учебные заведения, и перед ними встали эти проблемы. Низкий уровень жизни указали 22,5% 26-29-летних и 37,5% 40-49-летних опрошенных. Семейное положение указали 50% 21-25-летних и 50% 40-49-летних респондентов. Среди 26-29-летних 36,36% указали ухудшение межэтнических отношений как причину их отъезда. В связи с тем, что основная часть уезжают с целью удовлетворения социально-экономического состояния, выяснилось, что большинство уезжающих в связи с семейными условиями. В целом, семейная ноша ведь тяжела. Все связанные с семейным бытом

проблемы являются основными по сравнению с холостыми, разведенными и вдовыми. 100% семейных указали домашние условия. В то же время 75% семейных указали низкий уровень жизни, 62,5% – нестабильность экономического состояния. Среди холостых 58,33% указали, что уезжают в связи с получением образования. Уровень образования оказывает свое влияние на выбор причин миграции. Значит, если среди тех, у кого есть высшее образование, 48,03% желают выехать за рубеж в связи с безработицей, то из-за низкого уровня жизни хотят уехать 5,92%, нестабильности экономического состояния – 7,24%, ухудшения межэтнических отношений – 22,37%. Если среди окончивших высшее учебное заведение основной причиной считается безработица (9,59%), то для получения образования (41,67%), низкого уровня жизни (11,11%). Среди получающих специальное среднее образование отметили безработицу небольшое количество опрошенных. Причиной этого является то, что среди людей с таким средним образованием легко найти работу. Это может быть связано также с тем, что специальные средние и профессионально-технические учебные заведения стали лучше работать. А среди тех, у кого среднее и неоконченное среднее образование, главной причиной их выезда за рубеж указаны безработица, низкий уровень жизни, отсутствие жилья и иные, связанные с семейными условиями (31,25%). Подытоживая материалы анкетирования, можно сказать, что основной причиной миграции указана безработица. Ее указали опрошенные со всеми уровнями образования. Ухудшение межэтнических отношений в качестве причин указали лишь 38,24% опрошенных с высшим образованием. Опрошенным задавался вопрос “Если вы желаете уехать, то по какой причине?”, и в результате были получены следующие материалы, породившие большой интерес.

Таблица 2

Ответы жителей на вопрос “Если вы желаете уехать, то по какой причине?” (по полу, с указанием %) [2]

Причины	По полу	Мужчины	Женщины	Всего
Безработица		46,82%	53,8%	45,64%
Низкий уровень жизни		36,21%	63,79%	9,91%
Нестабильность экономического состояния		53,85%	46,15%	6,67%
Ухудшение межэтнических отношений		41,94%	58,06%	5,30%
Отсутствие жилья		50,00%	50,00%	4,79%
Для получения образования		38,81%	61,19%	11,45%
Связанные с семейными условиями		26,19%	73,81%	7,18%

Опрошенные в области 63% женщин указали, что уехали они из-за уровня жизни, то 53,85% мужчин хотят уехать по причине экономической нестабильности. Отсутствие жилья указали 50% женщин, и столько же 50% мужчин как причину отъезда. Значит, в Кыргызстане со стороны государства есть проблема обеспечения населения жильем и выясняется, что в этой сфере не ведется приемлемая работа. По сравнению с парнями, 61,19% девушек отмечают, что уехали они ради получения образования. В то же время среди женщин 73,81% отмечают, что они уехали в связи с семейными обстоятельствами. В целом по области среди 21-25-летних опрошенных 22,67% отметили безработицу. Среди опрошенных этой же возрастной категории 25% указали в качестве причин отъезда низкий уровень жизни, 25% – нестабильность экономического состояния, 33% – для получения образования и 50% связанные с семейными условиями. Холостые в семейном положении 38,67%, 53,33% обремененных семьями и 5,3% разведенных указали безработицу. На самом деле безработица в целом по области выросла. По семейному положению все указали в качестве основной причины безработицу. 62,50% семейных

и 12,5% холостых указали нестабильность экономического состояния. Из-за низкого уровня жизни отметили 12,5% холостых и 75% семейных. По области среди высокообразованных 31,4% указали безработицу. Свой отъезд объяснили низким уровнем жизни 32,8% людей с высшим образованием. Нестабильностью экономического состояния из тех, кто с высшим образованием, объяснили 42%. Если брать по уровню образования, то в области переживают трудные времена те, кто имеет высшее образование. Среди причин миграции наблюдались открыто наблюдаемые изменения. Уже поутихли связанные с распадом Союза психологические факторы, повысилось воздействие экономических факторов. Если опираться на статистическую информацию, из страны в 2013-м году выехало за рубеж 3877 кыргызских граждан. А точное количество проживающих на постоянной основе граждан нигде точно не указывается. Растет количество мигрантов, оказывая на экономику страны негативное влияние. Проблема миграции в эпоху глобализации становится большой проблемой, с одной стороны, приводя к изменению внутреннего состава большинства стран, делая вклад в их демографическое увеличение, с другой стороны, приводит к уменьшению населения своего государства с демографической сферы и к страданиям с экономической стороны [3]. Подавляющая часть населения Южного Кыргызстана уезжает в целях поиска места работы в Россию, Казахстан и другие зарубежные страны.

Таблица 3

Миграция в другие государства по области
(прибывшие, убывшие, миграционный рост, уменьшение (-). человек) [3]

Ошская область	2009	2010	2011	2012	2013
Общее число прибывших	250	255	614	685	650
Общее количество убывших	5124	10736	8589	1350	1344
Миграционный рост, уменьшение (-)	4874	10481	7975	665	694
Среди них прибывших из России	211	196	548	586	557
Среди них убывших в Россию	4801	9530	8049	644	714
Миграционный рост, уменьшение (-)	4590	9334	7501	58	157
Среди них прибывших из Казахстана	5	38	43	47	35
Среди них убывших в Казахстан	228	1121	487	648	590
Миграционный рост, уменьшение (-)	223	1083	444	601	555

В таблице (3) видны направления внешней миграции. Внешняя миграция в основном наблюдается в Россию, Казахстан. Самое главное, что заставляет переживать о том, что вынужденные уехать в другие государства мигранты берут гражданство тех стран, они и не стремятся возвращаться на родину [4]. Самая главная причина, из-за которой население уезжает в Россию – это экономическое состояние Кыргызстана и, по мнению народа, Россия очень широка, и есть очень много возможностей учиться, жить и трудиться в ней. Если остановиться на внутренней миграции, из области в основном из городов уехали интеллигенция и работники. Эти места были восполнены прибывшими из ближних районов людьми. В общем, по областным городам межрегиональный миграционный баланс пока остается нормальным. Необходимо отметить, что в развитии внутренней миграции из малых и средних городов и районов население мигрирует в такие крупные города, как Ош, Бишкек, Джалал-Абад и районы Чуйской области. Движения по переселению из сел в города, в основном, крупные города связана также с получением высшего образования. Обобщая вышесказанное, можно сказать, что в результате усилилась не столько миграция славянских народов, но кыргызов за рубеж. Следуя трудовой ми-

грации, кыргызы переселяются особенно в Россию и Казахстан, иные дальние зарубежные государства для получения работы, а затем ожидается, что они начнут селиться на постоянной основе. В результате, они увеличивают количество кыргызских диаспор. Мы считаем, что в ближайшее десятилетие это характерное направление будет расти. Вполне возможно, что движение наших соотечественников за рубеж на постоянное место проживания окажет негативное влияние и на нашу страну.

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HISTORICAL SCIENCES

THE GUERILLA MOVEMENT IN THE KARACHAY-CHERKESS REPUBLIC
(ON THE EXAMPLE OF THE GUERILLA GROUP «THE AVENGER»)A. Hubieva¹, E. Velichko²DOI: http://doi.org/10.15350/L_2/3/1*Abstract*

The guerilla movement during the Great Patriotic war became one of the most powerful sources of our people's victory. It have spread to the territory of our Republic after arisen in 1942 on the territory of Stavropolsky area. There were guerilla groups in the Karachay-Cherkess Republic who defended the passes of the Caucasus mountain range. This work is devoted to their activities. It covered the history of the appearance and development of the guerilla movement, there are given the names of the participants and examples of heroic deeds of the guerillas of Zelenchuk district on the example of the guerilla group «The Avenger». The materials contained in the article can be use on the lessons of regional history and to the military-Patriotic education of students.

Keywords: the Great Patriotic war, the guerilla groups, the guerrillas, Karachay-Cherkessia, Zelenchuk district, the passes of the Caucasus, historical memory.

Как мы знаем, сразу же в начале войны, гитлеровское командование разработало так называемый план «Ост» относительно немецкой тактики на оккупированных территориях. План этот предусматривал порабощение покоренных народов. И, конечно же, его реализации противостояло местное население во всех регионах.

Сама история партизанского движения очень интересна. Ведь именно простые люди, которые уходили в партизаны, отдавали свои жизни за освобождение своей малой родины в военное лихолетье стали именно теми людьми, которые ежедневно ковали победу.

Начнем со значения понятия «партизан». В «Толковом словаре русского языка» С.И. Ожегова читаем: *партизан – член народного вооруженного отряда, самостоятельно действующего в тылу врага*. Словарь-справочник под ред. М.М. Кирьяна «Великая Отечественная война 1941-1945 г.г.» даёт схожее определение: *партизан – лицо, добровольно участвующее в составе организованных партизанских сил на территории, занятой противником*. Из этого же источника узнаем, что международный правовой статус партизан первоначально был определен ещё Гаагскими конвенциями 1899 и 1907 г.г., а затем в 1949 году Женевскими конвенциями.

Партизанское движение зародилось в первые месяцы Великой Отечественной войны. Местом его формирования стали территории, занятые врагом. Первые

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штабы движения были созданы в августе-сентябре 1941 г. в Карело-Финской и Ленинградской областях. 30 мая 1942 года Постановлением ГКО был создан Центральный штаб партизанского движения. Его руководителем был назначен П.К. Пономаренко, секретарь КП (б) Белоруссии.

Кавказское направление становится одним из приоритетных для немецко-фашистских захватчиков уже в июле 1941 года. В одном из планов немецкого командования говорилось: «Цель операции состоит в том, чтобы овладеть кавказскими нефтяными районами и занять к сентябрю 1942 года перевалы...» Реализуя этот план, в конце мая 1942 года немецкое командование приступило к реализации плана «Эдельвейс».

5 августа 1942 года немецкие войска овладели Ставрополем, на следующий день – Армавиром, 10 августа был захвачен Майкоп, 12 августа – Краснодар. Так война докатилась до территории Карачаево-Черкесской области. В середине августа 1942 года вслед за отступающими частями Советской армии германские войска проникли в высокогорные районы Кавказа. Вскоре фашистское знамя со свастикой было водружено на вершине Эльбруса.

Однако, ожидания немецкого командования не оправдались. Народы Северного Кавказа включились во всенародную борьбу с захватчиками. Во фронтовой газете «Герой Родины» было размещено обращение старейшин кабардино-балкарского, карачаево-черкесского, североосетинского народов, в котором говорилось: «Братья кавказцы, кабардинцы... черкесы и адыгейцы, карачаевцы и калмыки... поднимемся же все, как один, без различия возраста и национальности, на священную войну с гитлеровскими убийцами».

22 июня 1942 года был утвержден план организации партизанского движения на территории Ставропольского края. Согласно этому плану, предписывалось в каждом районе создать по одному партизанскому отряду. Территория нашей республики относилась к так называемой «Западной зоне» дислокации партизанских отрядов. В неё входили территории Учкуланского, Микояновского, Преграденского и Зеленчукского районов. Здесь же должны были базироваться все партизанские отряды Карачаевской, Черкесской областей. Незамедлительно принимаются постановления Карачаевского и Черкесского обкомов партии о формировании партизанских отрядов. Реализуя его, за 5-6 дней были сформированы в Карачае 9 отрядов, в Черкесии – 5 партизанских отрядов. Общее руководство ими должны были осуществлять партийные руководители М.Г. Романчук и Г.М. Воробьев.

12 августа 1942 года немецкие войска вступили на территорию Карачая. Многие славные сыновья и дочери нашей республики отдали свои жизни за независимость своей малой Родины, сражаясь в партизанских отрядах. На страницах своего исследования А.Д. Койчуев называет имена 23 героев-партизан, отдавших свои жизни с борьбой с врагом. Более того, он говорит, что более 200 партизан и партизанок Карачая и Черкесии погибли в борьбе с немецко-фашистскими захватчиками. Среди этих людей представители разных национальностей. Главное, что все они, как один, стали по призыву своей Родины и вносили свой вклад в общее дело борьбы с врагом.

Партизаны нашей республики действовали активно. По данным автора, «партизанские отряды Западной группы, в которую входили 8 отрядов Карачая, 5-Черкесии и 4 - Ставрополя, на территории Карачая и Черкесии провели с фашистами 36 боев. В ходе этих боев партизаны уничтожили 1 700 вражеских солдат и офицеров, 11 танкеток и бронемашин, 22 автомашины и взорвали 17 мостов». Приведенные цифры свидетельствуют о том, что партизанские формирования действовали результативно и планомерно, нанося ощутимый урон врагу, чем и приближали победу.

Своеобразие, отличительная черта партизанского движения в нашем регионе, на мой взгляд, заключается в том, что большинство партизанских формирований были краткосрочными: они вступали в бой всего по 1-2 раза на отдельных направлениях, в частности в Клухорском и Архызском ущельях, задерживали наступление фашистов на несколько часов для того, чтобы дать возможность советским частям уйти в сторону перевалов и закрепиться там. К таким краткосрочным отрядам относятся «За свободу!», «За Родину!», «Мститель» и несколько других.

Широко известен факт, что на территории Зеленчукского района дислоцировался партизанский отряд «Мститель». Местом его расположения стала станица Кардоникская. На территории Основной общеобразовательной школы ст. Кардоникской установлен памятник юному герою-партизану Диме Юрченко. В архиве небольшого школьного музея, расположенного в МКОУ «СОШ №1 ст. Зеленчукской», хранятся воспоминания одного из участников этого отряда. Это наброски выступления партизана, с которыми он выступал 22 февраля 1980 года перед выпускниками 10-б класса Средней школы №1 ст. Зеленчукской и 30 февраля (дату цитирую из текста) 1980 г. в п. Буково на комсомольском собрании в САО. Имя автора воспоминаний установить не удалось. Изучая записи, я обратила внимание на волнение автора. На полях текста он делает для себя пометку: «...не читать, а говорить...», видно, что текст несколько раз корректировался. Воспоминания изложены в виде плана, тезисно:

- бой разгорелся
- охрана моста
- защита камней, нас выбить невозможно
- команды Жарова – до победы...

Таких кратких тезисов много. Читая эти записи, видишь и чувствуешь волнение автора, переживаешь его воспоминания вместе с ним (строки: «во рту и за воротником осколки камней», «разрывная по каске» и т.д.)

Попробую вместе с автором восстановить события тех дней.

Шел 1942 год. Наши пограничники и регулярные войска в оборонительных боях защищали свою родину, но их численность была невелика. Причину отступления советских войск автор видит в том, что «мы не успели отмотилизоваться, силы врага были превосходящими» «Осуществляя свои кровавые задачи, гитлеровцы заняли город Черкесск (Микоян-Шахар) и 14 августа 1942 вошли в станицу Зеленчукскую и Сторожевую. Эвакуироваться большинство людей не успели, они остались на месте.

В задачу нашего партизанского отряда не входило входить с фашистами в развернутые бои, мы должны были проводить диверсионные задачи, разведку, неожиданные нападения, и т.п., - пишет автор. Однако, события развернулись так, что нам приходилось на первых порах встретить врага лоб в лоб.»

Далее в воспоминаниях описывается сражение у реки Гоначхир. «Было это в августе 1942 года,- пишет автор, - Первым обнаружил врага наш пост...» Далее тезисно изложены даже не этапы боя, а скорее ощущения его участника: вражеский огонь по нашему пулемету; бой за мост-граната; перемена - в укрытие за камень, диски возле головы и груди; во рту пересохло – длительность боя... Читая эти воспоминания как бы проживаешь их вместе с героем-пулеметчиком («Я – пулеметчик, II номер», - пишет о себе автор воспоминаний).

В 1985 году была издана книга Владимира Гнеушева и Андрея Попутько «партизанский заслон». В ней описываются события тех далеких лет. Из названия видно, что речь в ней идет о партизанах. В книге авторы приводят документальные сведения об отряде «Мститель»: «Партизанский отряд «Мститель» Микояновского

района Карачаевской автономной области был сформирован из коммунистов (преимущественно) и беспартийных. Основное ядро состояло из русских, затем карачаевцев и незначительное число осетин и украинцев. По роду своей службы здесь были представлены в большом количестве сотрудники НКВД и милиции, затем работники обкома и горкома ВКП (б), обловоенкомата, областного Совета депутатов трудящихся, рабочие города и курорта Теберда.... Командиром отряда был майор, обловоенком т. Подосиновский...»

Далее авторы приводят воспоминания В.А.Якубовича: «первый крупный бой с немцами произошел в районе туристской базы «Гоначхир». ... Мы заняли оборону за мостом. Колонна немецких солдат рванулась к мосту. ... Бой продолжался до темноты. Под огнем погибли мои лучшие друзья Симоненко и Сухоребров, а меня ранило». Примечательно, что в попавшихся мне воспоминаниях партизана отряда «Мститель» отдельным тезисом выделено: «Гибель комсомольца Юры Симоненко». Мы видим, что, сопоставляя разные источники, мы получаем одинаковую информацию.

Далее автор воспоминаний рассказывает о том, как однажды находясь в разведке, он случайно нашел портрет В.И. Ленина. Перед этим портретом, пишет он, мы давали присягу. Потом он его хранил 10 лет, а затем передал в краевой музей.

В записях я нашла и подведенные им итоги деятельности отряда «Мститель». Приведу выдержку из текста:

«За период действия нашего отряда «Мститель»:

- взорвано три моста
- взорвана шахта (Кубрань)
- подожгли склад с шерстью
- уничтожили свыше двухсот гитлеровцев
- уничтожили три автомашины гитлеровцев с людьми.»

На страницах попавшего ко мне в руки документа мы видим и имена погибших в борьбе за Родину партизан, «которые как живые остались в наших сердцах». Среди них:

- 1.Комсомолец Юра Симоненко
- 2.Виктор Панаев – бывший директор приисков
- 3.Сухоребрый Павел
- 4.Дятлов Аркадий
- 5.Жаров Владимир
6. Хубиев Магомед
- 7.Барабанов Николай
- 8.Пшеничный Иван
9. Кагиев Халид
- 10.Узденов Локман
- 11.Шипилов

В записках сделана пометка о том, что фамилии под номерами 3-11 – это все работники НКВД.

Далее автор пишет, что «останки наших дорогих соотечественников извлечены из льдов Марухского перевала и 1 октября 1962 года похоронены в ст. Зеленчукской».

Несомненно, партизанское движение, как движение самого народа, прежде всего, очень патриотично по своему содержанию. Сами граждане, по своему желанию, велению сердца самоотверженно сражались в отрядах, освобождая территорию своей страны и малой Родины. История партизанского движения на территории района и республики изучена не до конца. Я считаю, что учеными-историками региона исследование данной темы будет продолжено.

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CULTURAL AND HISTORICAL PARADIGM AND MODELS OF NATIONAL
DEVELOPMENT OF STATES CENTRAL ASIA

N. Zikirova¹

Abstract

The processes of globalization that are taking place in the world call upon different states, peoples and regions to live in conditions of broad integration, establishment of bilateral and multilateral ties in the way of human progress.

Keywords: cultural and historical paradigm, national development.

Происходящие в мире процессы глобализации призывают различные государства, народы и регионы жить в условиях широкой интеграции, установления двусторонних и многосторонних связей на пути прогресса человечества. Это конструктивное, взаимовыгодное сотрудничество не отрицает модели региональной интеграции и национального развития, а напротив только опираясь на них, преуспевает в выгодное общепланетарное событие.

В годы независимости государства Центральной Азии сформировали модели национального развития, основанные на их культурной исторической парадигмы и опыте передовых стран. В 1991 году государства нашего региона достигли независимости и законом социального исторического развития стал поиск путей присоединения к мировому сообществу, достижения уровня передовых стран, построения свободного, гражданского общества, о котором мечтал наш народ. Возникновение в Центральной Азии «Национального согласия» Республики Таджикистан, «позитивной нейтральности» Республики Туркменистан, «узбекской модели» Республики Узбекистан, «синхронного развития» Республики Кыргызстан, «модели Казахстана» Республики Казахстан является наглядным проявлением данной закономерности. Вместе с тем республики, осознавая невозможность национального прогресса без региональной интеграции, подписали Договор о вечной дружбе (1993), Договор об экологическом оздоровлении и социально-экономическом развитии Аральского моря и приаральских проблем, Аральского региона (1993), приняли постановление о создании международного водно-энергетического консорциума (1995), создали Экономическое сотрудничество Центральной Азии (1994), Специальную программу ООН по экономике Центральной Азии (1996), Евроазиатское экономическое сообщество (2000), Шанхайскую организацию сотрудничества (2001). На встречах глав государств в 1992 году в Алматы, в 1993 году Кызыл Орде, в 1994 году в Нукусе, в 1995 году Ташаузе, в 1997 году в Ташкенте, в 1998 году Алматы, в 1999 году в Ашхабаде, в 2001 году в Бишкеке были приняты более шестидесяти нормативных актов стратегического характера, касающихся региональной интеграции: Нукуская декларация, Алматинская декларация, Ашхабадская декларация и др.

Глава нашего государства в своем выступлении на 72 сессии Генеральной ассамблеи ООН 19 сентября 2017 года выдвинул идеи укрепления межгосударственного диалога в Центральной Азии, а на международной конференции, проведенной под эгидой ООН в Самарканде 10 ноября 2017 года, - организации Регионального экономического форума, разработки общерегиональной программы по

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развитию транспортной коммуникации, создания принципа “цельной безопасности”, демаркации государственных границ, объединения во имя решения экологических проблем и хорошего соседства.

Происходящие в мире общественно-политические события мотивировали дальнейшее углубление исторических связей родственных народов Центральной Азии, устранению проявлений дезинтеграции начала 90-х годов, повышению эффективности избранных национальных моделей. В этом плане на повестку дня были выдвинуты вопросы, с одной стороны, обеспечения внутреннего развития, с другой стороны, налаживания региональной интеграции, в-третьих, вступления в мировое сообщество. В таком центре проблем взаимной диалектической связи, в основе их разрешения в соответствии с интересами народа лежит модель национального развития. С учетом изучения мирового опыта (японской модели, турецкой модели, китайской модели, модели Южной Кореи, немецкой модели), использования их положительных, конструктивных сторон были созданы национальные модели, которые сочетаются с менталитетом, образом жизни, надеждами народов региона.

Хотя были определены принципы этих моделей, общественно-политические процессы в некоторых республиках требуют внесения определенных изменений в модели. В результате социодинамическое явление нашло отражение в национальных моделях в качестве эталона.

Межгосударственным советом, осуществляющим сегодня свою деятельность, его отделами, занимающимися интеграцией, приняты более 400 двусторонних решений широкого регионального значения относительно распространения необходимой для сторон информации, исполнения подписанных главами государств решений и договоров, расширения культурно-гуманитарных связей, углубления экономических, торгово-закупочных отношений, пользования Аралом, водными ресурсами, подземными богатствами, границей и таможней, о миграции, трудовых ресурсах. Эти документы публикуются в специальных изданиях Межгосударственного совета с 1994 года. Изучение моделей национального развития и опыта региональной интеграции государств Центральной Азии имеет важное значение не только науки, но и разрешения обостряющихся международных конфликтов.

Республики Центральной Азии, правильно осознавая возникающие в стране политические и духовные кризисы, начали сами определять свою судьбу, брать всю государственную власть в свое ведение. Они объявили Декларацию Независимости.

Декларации независимости означают, что республики Центральной Азии начали умело использовать возможности международного права, права на самоопределение. Республики, сделавшие правильные выводы из опыта тоталитарного строя, выражают свою волю, чтобы никакие внешние силы не вмешивались в их внутренние дела, выбор, какое государство и какое общество они будут строить. Таджикистан, Казахстан и Узбекистан избрали путь построения демократического правового государства, Туркменистан – государство, поддерживающее политику позитивной нейтральности, и Кыргызстан – построение вслед за Россией «государство-реформатора». Конечно, выражения Туркменистан – государство, поддерживающее «позитивную нейтральность», Кыргызстан – «государство-реформатор» не дают возможность определить определенную модель, их можно трактовать по-разному. В некоторых источниках говорится, что Туркменистан и Кыргызстан также стремятся к построению демократического правового государства. А сейчас высказываются мысли о переходе Казахстана к президентско-парламентской

форме правления. Словом, построение государства, обеспечивающего права и свободы человека на основе демократических ценностей, является общим принципом, целью, моделью, объявленной в Декларации независимости и конституциях республик Центральной Азии.

Не легко было становление в регионе независимых государств, выбор ими национальных моделей, достижение социального прогресса, сохранение на карте мира своего места и статуса. Это реалии внутренних противоречий перехода к демократическому развитию; привычка большинства населения, людей, институтов жить и работать по-старому из-за живучести остатков советского тоталитарного строя; недостаточность у правительства, политических институтов навыков оперативности, организованности, стремления к новому, должного и эффективного использования имеющихся возможностей; препятствие факторов традиционализма и ислама к инновациям, модернизации, реформам; конфликт интересов в регионе главных актеров международных отношений (США, Европа, Россия, Китай) и близких региону государств (Иран, Афганистан, Азербайджан, Турция); дублирование, организованность и непонимание друг друга при налаживании региональной интеграции. Отдаление государственных институтов от народа, отсутствие соответствующей связи породили в Таджикистане гражданскую войну (1992-1997), в Кыргызстане “цветные революции”, в Казахстане – противоречия между “великим жузом” и “маленьким жузом”.

Необходимо отметить, что народы Центральной Азии на протяжении пяти веков объединяет исламская религия. Этот фактор их объединяет в духовно-нравственном и историческо-культурном плане. Однако, не секрет, что радикальные течения в исламе, террористические группировки пришли в действие и стремятся построить в Центральной Азии исламское государство. В целях противодействия таким деструктивным силам, терроризму при участии СНГ сначала был заключен Договор о коллективной безопасности. А затем Шанхайская организация сотрудничества. Эти организации стремятся не допустить распространение в регионе экстремизма и терроризма, защитить независимость республик, наладить на евроазиатском регионе конструктивную, взаимовыгодную интеграцию. Восстановление в регионе исторических традиций, возвращение к исламу и формирование восточного образа жизни превратилось в сильную реальность. Почти во всех национальных моделях республик отмечается необходимость опоры на народные традиции, историческо-культурный опыт, менталитет нации. Ни одна из республик не обошла исламский фактор или отвергла ведущую роль ислама в межконфессиональных отношениях. В настоящее время в республиках региона конкретно определены пути национального развития, а общность, диалектическая связь национальных моделей проявляется в следующем:

1. Все республики своей стратегической задачей считают построение светского государства. Это государство признает верховенство закона, первичность общечеловеческих правовых норм и ценностей, опирается на них во внутренней и внешней политике.

2. Национальные государства в политических, экономических, военных вопросах опираются на свою Декларацию независимости, Конституцию страны, все спорные вопросы решают только мирным путем и путем переговоров в соответствии с международными нормами и подписанными документами. Государства не вмешиваются во внутренние дела друг друга, за исключением признанных обязательств участника двустороннего договора и международных организаций.

3. Основной субъект региональных связей и сотрудничества – национальные государства. Эти связи и сотрудничество организуются и осуществляются в соответствии с принятыми национальным государством концепциями и разработанной внешней политикой.

4. Специфичность моделей национального развития, различие, несоответствие в развитии не мешает продолжению традиционных связей между республиками, интегрированию во имя будущего, исходя из требований реальной жизни.

5. В настоящее время в регионе, в республиках сформированы своеобразная социально-политическая парадигма, модели экономического развития и духовно-культурный образ жизни. Хотя у них много общего, не трудно увидеть, что у каждой республики есть стремление к независимому развитию, каждое важное изменение, реформа направлены на укрепление этого процесса. Региональная интеграция и сотрудничество также строится на этих принципах. Есть одна опасность этого действия – оно может вызвать этноэгоизм. Нельзя не увидеть, что в некоторых республиках есть силы, открыто пропагандирующие этноэгоистические взгляды. Если эти силы объединятся с террористическими и экстремистскими течениями, во всем регионе может возникнуть Балканский синдром. Поэтому политические лидеры вынуждены предупредить эту опасность, принять в этом направлении необходимые меры. Самое важное, не допустить превращения этноэгоизма в политическую реальность, его объединения с деструктивными силами.

6. Прошедшие четверть века стали периодом национального самосознания, использования возможностей, свободой, прав, созданных независимостью. У представителей таджикского, туркменского, узбекского, киргизского, казахского народов и проживающих в регионе всех народностей, наций сформировалась вера в возможность дружного, сплоченного и братского проживания. Эта вера несомненно результат сложных условий, противоречий, конфликтов, даже этнотерриториального разделения. Они продемонстрировали верность общечеловеческим ценностям, невозможность насильного насаждения национальных интересов другим. Региональная интеграция – это требование, выдвигаемое на повестке дня национального развития. Правильное осмысление этого объективного требования и служение ему превратит Центральную Азию в модернизированный край, в котором укрепятся демократические ценности и институты, соответствующие гражданскому обществу.

PEDAGOGY

PROFESSIONAL ORIENTATION IN HIGHER EDUCATION

*Y. Bataeva*¹

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Abstract

The article deals with the share of work, prod to repair the University with students of schools and secondary specialized educational institutions. About the role for the share of modern high school, that the University has to help in the professional Stanley young specialist. For this practice are invited to conduct specialized courses with leading profile organizations aligned curricula, increasing the number of practical - Orient courses, etc the University becomes more open and the porch of the area, radial and employer.

Keywords: career Guidance, professional, choice, program, entrants, University, method

Профориентация в современном вузе играет важную роль. В век конкуренции и рыночных отношений позиция вуза к абитуриентам должна кардинально изменяться. Среди ведущих принципов работы вуза можно отметить такие, как: принцип инновации, практико-ориентированности, электронного университета, международного университета, SMART-университета, непрерывности образования и др. Современная система высшего образования должна синхронно идти со временем и внедрять в учебный процесс самые новейшие инновационные и практико-ориентированные технологии.

Несколько лет обучения в высшем учебном заведении отделяют вчерашнего школьника от его первой работы по специальности. Современные школьники мало задумываются о том, куда они пойдут работать и кем станут после получения диплома. Чаще всего они выбирают вуз и направление обучения, порой имея самые туманные представления о нем, что так часто приводит к разочарованию в профессии и/или академической неуспеваемости. Любое учебное заведение заинтересовано в мотивированных студентах с высоким уровнем сформированного и осознанного выбора своего направления подготовки.

Университет стоит перед выбором: либо уповать на случай и ждать, что такие студенты появятся сами, либо «идти навстречу школе» и предлагать свои профориентационные программы. Как показывает практика, только последний вариант дает значимый эффект.

Но, именно высшее учебное заведение поставляет работников на рынок труда. Показатель трудоустройства выпускников является показателем эффективности учебного заведения. И сейчас вуз предлагает работодателям включиться в процесс профилизации учащихся. Приглашаются практики для ведения специализированных курсов, с ведущими профильными организациями согласуются учебные планы, увеличивается количество практико -

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ориентированных курсов и т.д. Деятельность университета становится более открытой и прозрачной для абитуриента, родителя и работодателя.

Таким образом, вуз – это ключевое звено в формировании системы взаимодействия между вчерашними выпускниками школ и завтрашним работодателям. Именно в нем при грамотном построении профориентационной программы, зарождаются профессионалы, формируются возможности, открываются новые перспективы.

Большинство людей, начиная с определенного возраста, оказываются включенными в ту или иную деятельность, а значительная часть юношеского возраста ориентирована на подготовку к ней, что требует не только овладения знаниями, но и выбора вида деятельности, в наибольшей степени соответствующей индивидуальным особенностям личности и запросам рынка труда. Это становится важнейшим условием успешного освоения профессии и гармоничного вхождения в трудовую деятельность, и, как следствие, подчеркивает необходимость определения воспитывающего развивающего подхода к личности школьника с целью его подготовки к социальному выбору профессии.

Профессиональная ориентация - это система научно-практической подготовки молодежи к свободному и самостоятельному выбору профессии. [1]

Цель профориентации - подготовка подрастающей молодёжи к сознательному выбору будущей профессии. Практическая реализация этой цели рассчитывает формирование у школьников социально-значимых внутренних (духовных) регуляторов поведения и мотивов деятельности: воспитание уважительного отношения к различным видам труда, становление личностной позиции в профессиональном самоопределении. Данная проблема комплексная, включающая социальные, экономические, психологические, педагогические, медико-физиологические аспекты, которые действуют одновременно и взаимосвязано.

В настоящее время во всех странах накоплен богатый опыт по проведению профориентации. Опережающая профессиональная ориентация направлена на оптимизацию профессионального самоопределения молодого человека в соответствии с его желаниями, склонностями, способностями и индивидуально-личностными особенностями, скорректированными с учетом общественных потребностей, выявленных на рынке труда молодежи.

В Положении о профессиональной ориентации и психологической поддержке населения в Российской Федерации определено, что профессиональная ориентация - это обобщенное понятие одного из компонентов общечеловеческой культуры, проявляющегося в форме заботы общества о профессиональном становлении подрастающего поколения, поддержки и развития природных дарований, а также проведения комплекса специальных мер содействия человеку в профессиональном самоопределении и выборе оптимального вида занятости с учетом его потребностей и возможностей, социально-экономической ситуации на рынке труда [2].

Важнейшими направлениями профессиональной ориентации являются:

- профессиональная информация - ознакомление различных групп населения с современными видами производства, состоянием рынка труда, потребностями хозяйственного комплекса в квалифицированных кадрах, содержанием и перспективами развития рынка профессий, формами и условиями их освоения, требованиями, предъявляемыми профессиями к человеку, возможностями профессионально-квалификационного роста и самосовершенствования в процессе трудовой деятельности;

- профессиональная консультация - оказание помощи человеку в профессиональном самоопределении с целью принятия осознанного решения о выборе профессионального пути с учетом его психологических особенностей и возможностей, а также потребностей общества;

- профессиональный подбор - предоставление рекомендаций человеку о возможных направлениях профессиональной деятельности, наиболее соответствующих его психологическим, психофизиологическим, физиологическим особенностям, на основе результатов психологической, психофизиологической и медицинской диагностики;

- профессиональный отбор - определение степени профессиональной пригодности человека к конкретной профессии (рабочему месту, должности) в соответствии с нормативными требованиями;

- профессиональная, производственная и социальная адаптация - система мер, способствующих профессиональному становлению работника, формированию у него соответствующих социальных и профессиональных качеств, установок и потребностей к активному творческому труду, достижению высшего уровня профессионализма [3].

В ЧГПУ проблема профориентации школьников приобретает особый вес, так как условия жесткой конкуренции на рынке труда затрудняют адаптацию молодежи в обществе.

По-нашему мнению, условием эффективности профессиональной ориентации школьников является организация целенаправленной, систематической работы с учетом особенностей региона. Согласно выделенным направлениям профориентационной работы можно использовать различные методы и формы ее организации.

Выделяют следующие группы методов:

- информационно-справочные, просветительские;
- профессиональной психодиагностики;
- моральной помощи в конкретном выборе;
- принятии решения. [4]

К первой группе методов мы отнесли составленные на электронном носителе профессиограммы, краткие описания профессий; регулярно проводимые экскурсии по факультетам вуза, познавательные лекции, профориентационные уроки и организованные рекламы и агитацию.

Вторая группа методов направлена на самопознание – это закрытые и открытые беседы-интервью по строго обозначенным вопросам, личностные опросники, игры и тренинги. С помощью тренажеров, служащих для наработки трудовых навыков, можно изучать и прогнозировать готовность осваивать новые профессиональные действия. Результаты позволяют прогнозировать будущее профессиональное поведение школьника.

Третья группа методов нацелена на создание групп общения. Тренинги общения позволяют осваивать некоторые коммуникативные навыки, необходимые на экзаменах, в межличностных и деловых контактах. Сложные методы индивидуальной и групповой психотерапии помогают осознать смысл выбираемой деятельности и способствовать самоопределению школьников. Профконсультант, опираясь на игры с элементами психотренинга, успешные примеры самоопределения повышает уверенность школьника в правильном решении его проблем, связанных с будущей профессией.

Четвертая группа методов направлена на построение последовательности действий, реализующих намеченную цель. [2]

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YOGA AS PART OF THE PREPARATION OF A DANCER
AT THE INITIAL STAGE OF LEARNING CHOREOGRAPHY

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Abstract

The article substantiates the expediency of using elements of yoga in the process of training modern dancers at the early stage of choreographic education. The characteristic features distinguishing the new approach from the traditional methods of ballet gymnastics are revealed.

Keywords: training in choreography, ballet gymnastics, Eastern plastic culture, harmony of spiritual and physical.

Хореография периода глобализации открывает новые горизонты, появляется множество техник, основанных как на классической балетной школе, так и на различных восточных духовных, психических и физических практиках. Современные хореографы ищут пути расширения хореографической образной системы за счет максимального выявления эмоционально-выразительной силы танца, все больше обращаясь к культуре и искусству буддийского Востока. Интерес к культуре буддийского Востока часто связан со стремлением понять мир в его особой целостности, в новой для европейских зрителей системе ценностных координат.

Влияние культуры стран Дальнего Востока проявилось в обращении к традиционным сюжетам, в которых выражается новое для европейского зрителя мировосприятие. Это отразилось в свою очередь на формах воплощения художественной идеи, художественно-декорационном оформлении танцевальных спектаклей, и, главное, в рождении новых танцевально-пластических языковых систем.

Иржи Килиан в своем творчестве основной акцент делает на таинственные глубины человеческой природы. Балет «Кагуя - Принцесса Луны», на музыку японского композитора Маки Исии раскрывает фантастический мир души и чувств представляет одну из своих самых ярких работ автора. Пластика балета включает отдельные позиции из практики восточных единоборств, асан йоги и гимнастических упражнений. Звуки немногочисленных музыкальных инструментов, преимущественно духовых, в совокупности своей создают в начале спектакля ритуально-сакральную атмосферу тибетской мантры.

Морис Бежар в своем творчестве касался традиционных образов японской и индийской культуры: в 1986 году он поставил балет "Кабуки", позднее появились балеты «Симфония Мандале» и «Бугаку». Бежар увлекался йогой и переносил ее принципы в свою хореографию. В балете «Бахти» Бежар использует на фоне индийского классического танца, асаны йоги такие как «субхасана» «халасана», ряд поз «Сурья Намаскар», поза «Саламба сарваганасана» с вариациями, а также элементы

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акро-йоги -- телесной практики, которая объединяет в себе элементы йоги, акробатики и целительского искусства. Все это создает особый колорит мистики и загадочности на фоне классических индийских мотивов национального танца.

Финский хореограф Теро Сааринен известен своим оригинальным опытом соединения в лексике своих произведений классического балета, современного японского танца буюто, и элементов восточных боевых искусств. Одной из таких работ Теро Сааринена, является балет "Kaze".

Задачи освоения новой пластики в свою очередь приводят к необходимости поиска новых методов подготовки танцовщиков уже на первых этапах обучения хореографическому искусству. Эти методы должны дополнить традиционную систему педагогических подходов новым отношением к процессу формирования двигательной культуры будущих танцовщиков, наполнив его особой гармонией духовного и телесного, свойственной восточной традиции.

В пластической культуре буддистского Востока понятие физической духовности и поиск гармонии через движение тела привел к появлению и многовековому существованию ряда пластических техник, включающих в себя движение (боевое или танцевальное) и медитацию. Различные виды боевых искусств аккумулируют в себе практики и телесной, и физической духовности, и этико-эстетическую, и интеллектуальную составляющие.

В подготовке современного танцовщика йога используется как метод работы с собственным телом, дыханием, сознанием, позволяющий танцовщику в процессе танца контролировать свои эмоции, достигать физического и психологического равновесия.

Рассмотрим возможность использования хатха-йоги на начальном этапе обучения детей хореографии..

В отличие от многих других видов физической нагрузки, йога максимально бережно относится к растущему организму. Большинство упражнений в хатха-йоге естественны, физиологичны. В отличие от других физических упражнений, имеющих динамический характер, в гимнастике хатха-йоги, основное внимание уделяется статическому поддержанию поз. Их выполнение требует плавных, осмысленных движений, спокойного темпа. Плавные медленные движения помогают сосредоточить внимание, избавиться от физического и эмоционального напряжения. [1]. Находясь в асане, ученик развивает внутреннее зрение, созерцая состояние своего тела, сосредотачивая внимание на дыхании, точности и уравновешенности мягкого движения.

Йога-асаны хорошо подходят для детей младшего школьного возраста. Они вызывают к воображению, отличаются глубоким своеобразием и легко поддаются демонстрации и подражанию. Дети охотно копируют позы животных, птиц, определённые положения людей, предметы.

Регулярная практика асан хатха-йоги, используемая в партерной гимнастике оказывает положительное действие на психику ребенка. Гиперактивные дети со временем учатся самостоятельно успокаиваться, становятся более усидчивыми и сосредоточенными, в свою очередь, излишне скромные, замкнутые и тревожные дети начинают лучше понимать свои возможности и становятся увереннее.

В результате многолетней практики йоги, мы пришли к выводу что необходимо использовать элементы и комбинации хатха-йоги в партерном экзерсисе и в качестве разминки в начале урока, а также заминки в заключительной части урока. Комплекс упражнений выполняется как в динамическом режиме, так и в статическом.

Нами было предпринято экспериментальное внедрение элементов практик хатха-йоги в систему занятий хореографией с детьми в рамках обучения в Детской школе искусств села Куриловка Новоузенского района Саратовской области. Проведенная опытно-экспериментальная работа позволила сделать следующие заключения.

В отличие от традиционной партерной гимнастики, направленной на растяжку и разогрев мышц и связочного аппарата, в йоге основной целью является развитие способностей сознания, развитие навыка концентрации внимания на своих ощущениях, повышение осознанности всех действий и внутренних проявлений.

Хатха-йога способствует более интенсивному развитию таких физических данных, как шаг, выворотность, растяжка, гибкость, осанка, выносливость. В результате использования определенных комплексов хатха-йоги исполнительская техника обучающихся приобрела большую чистоту, а хореографические номера - выразительность.

При выполнении дыхательных упражнений хатха-йоги нормализуется работа не только дыхательного центра, но и уравниваются процессы возбуждения и торможения в коре головного мозга ребенка, устанавливается спокойное гармоническое мышление. Ребенок становится более внимательным, меньше устает. Внимание и концентрация, важные элементы, необходимые в учебном процессе, заменили рассеянность и «несобранность» мыслей. Возросла сосредоточенность учеников, появилось умение выслушивать не только педагога и друг друга.

Учитывая положительную динамику профессионального развития учащихся, в работе с которыми использовались элементы восточных практик, можно утверждать, что подобная работа способствует повышению интенсивности качественного освоения хореографической техники, развитию памяти, физических показателей, дисциплины, а прикосновение педагога к нетрадиционным пластическим элементам восточной культуры, таких как йога, не только расширит круг его собственных знаний и умений, но и обогатит интеллект начинающих танцовщиков, дополнит их исполнительские возможности, обогатит их духовный мир особым поиском внутренней гармонии, умением слушать и воспринимать себя в контексте многомерного мира.

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THE FORMATION OF READING SKILLS IN YOUNGER SCHOOLCHILDREN

*D. Muminova*¹*Abstract*

The article discusses the teaching of reading to younger schoolchildren, perception and understanding of the text, which is one of the most important problems of school education.

Keywords: education, junior high school students, perception, understanding, text, training.

Reading in every person's life takes an important place. Every primary school student must have a solid and complete reading skill. The ability of children to read fluently, expressively, to understand the content of the read, to analyze the actions of the characters, to draw appropriate conclusions depends on their success in teaching throughout the school years.

Possession of a full reading skill is an important condition for a person in the modern world with an increasing flow of information, the expansion of the fields of application of computer technology. In this regard, reading is a necessary component of the activities of schoolchildren of all ages.

Teaching reading as a perception and understanding of the text is one of the most important problems of school education. The social conditions, which have changed in recent years, impose quantitative and qualitative requirements to the volume and method of information perception. The question of how to teach children to read quickly, efficiently and effectively, interests every teacher, because it is in the process of reading improved memory and develops stability of attention.

These indicators determine the mental performance of the student, the ability to save information for a long time and use it productively. But how to teach a child to read consciously and correctly, how to form a skill of working with a large volume of text, how to determine the level of understanding of the read? Finally, how to make reading lessons a joy for learners? Each teacher thinks about these questions and tries to answer them in his own way. Therefore, systematic, purposeful work on development and improvement of skills of fluent, conscious reading from class to class is necessary.

There are four qualities of reading skills: correctness, fluency, consciousness, expressiveness. The main task of teaching reading is to develop these skills in children.

First, the child should learn the technique of reading, then there will be understanding. If we do not form a reading technique, the process of understanding goes away, there is a so-called mechanical reading.

Reading is a great tool for introducing student to the art and popular scientific literature, periodicals. Reading is an inexhaustible source of enrichment with knowledge, a universal way of development of cognitive and speech abilities of the child, his creative forces, a powerful means of education of moral qualities and development of aesthetic feelings.

Reading is and then teach the younger students, through which they foster; it is a matter with which children learn most academic subjects. In other words, reading skills are formed not only as the most important type of speech and mental activity, as a means

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of self-education and self-development, but also as a complex set of skills, having a General medical nature and, therefore, used by the student in the study of almost all subjects, in all cases of extracurricular and extracurricular life, when he has to deal with printed or handwritten materials, sources of any information.

During the years of study in primary school students learn to study reading, ie. E. evenly-attentive. It exists in two forms: reading aloud and reading silently (Pro themselves). Learners read aloud designed for students. It should be clear, distinct; whole words, without undue pauses; unmistakable; carried out at a normal pace for perception and sufficiently expressive. Reading silently (to myself) is reading "eyes". The mechanism of reading aloud more sophisticated. This process involves thinking, memory, speech, perception, fantasy, auditory and visual analyzers, the apparatus of semantic processing of information received by the reader actively operates.

The speed of reading is influenced by many factors: the level of speech development, the reading field, respiratory formulation, the nature of the text, the image of the word (font, print clarity), the development of anti-perception (the ability to anticipate the next part of the word or a subsequent word). If we pay attention to all these factors, then, according to scientists, the reading rate increases by 50-100 %..

These two forms of learning reading complement each other and enrich each other, so children should be taught both to read aloud and to read for themselves.

The phrase "reading skill" is firmly in school use, which contributed to the brevity, simplicity and ease of use. It covers a range of skills and abilities.

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DEVELOPMENT OF CREATIVE ABILITIES OF YOUNGER SCHOOLCHILDREN

*N. Turayeva¹**Abstract*

In order to successfully activate the creative activity of younger students, the teacher needs to monitor the dynamics of the creative activity of each child

Keywords: success, activity, creativity, activity, schoolboy, teacher, dynamics, child.

Under abilities are understood individually-psychological and motor characteristics of the individual, which are related to the success of any activity, but are not limited to the knowledge, skills and abilities that have already developed in the child. At the same time, success in any activity can be ensured not by a separate ability, but only by the peculiar combination that characterizes the individual.

Scientists A. N. Leontiev and B. M. Teplov was engaged in studying of abilities, from different points of view. The focus of attention of B. M. Teplov was individually – psychological preconditions of uneven successful development of various functions and abilities; A. N. Leontief was interested in, mainly, the way of the natural assumptions on the basis of the structures of human activity occurs efficiently mental functions and processes (in the spirit of the notion of higher mental functions, Vygotsky).

Neither denied the inherent inequality of makings, on the one hand, and the ambiguous relationship of these makings with the final success of complex forms of activity, on the other, but the emphasis differed, as did the use of concepts. B. M. Teplov in the context of differential psychophysiology linked the concept of abilities is primarily a biologically determined differences, A. N. Leont'ev, in the context of a systemic understanding of psychological functions and their development has carried this word to the complex, cultivated, "which became the" human functions.

Thus, creativity is an activity that results in new material and spiritual values; the highest form of mental activity, independence, the ability to create something new, original. As a result of creative activity, creative abilities are formed and developed.

P. Torrens by creativity (creative ability) understood the ability to sharpened perception. In the structure of creative activity he singled out:

- perception problems;
- finding solution;
- emergence and formulation of hypotheses;
- hypothesis testing;
- their modification;
- finding results.

In the creative activities play an important role such factors as temperament, ability to learn quickly and generate ideas.

The essence of creativity, According to S. Mednik, in the ability to overcome stereotypes at the final stage of mental synthesis and the use of a wide field of associations.

Creative abilities are individual psychological features of an individual, which are related to the success of any activity, but are not limited to the knowledge, abilities, skills that have already been developed in students. The element of creativity can be in any kind of human activity.

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Many psychologists associate the ability to creative activity with the peculiarities of thinking. Okay, well-known American psychologist J. Guilford found that creative individuals tend to have so-called divergent thinking. Divergent thinking lies at the heart of creative thinking, which is characterized by the following basic abilities:

- speed (ability to Express the maximum number of ideas)
- flexibility (ability to Express a wide variety of ideas)
- originality (ability to generate new non-standard ideas)
- completeness (the ability to improve your "product" or give it a finished look).

Creative activity of the student increases his involvement in the educational process, contributes to the successful assimilation of knowledge, stimulates intellectual efforts, self-confidence.

In order to successfully intensify the creative activity of students, the teacher needs to see the effectiveness and productivity of their work. To do this, it is necessary to monitor the dynamics of creative activity of each child.

Creative activity is activated in a favorable atmosphere, with friendly assessments from the teacher, the encouragement of original statements. Creative activity can be stimulated through the implementation of inter-representative ties. Creative activity promotes development of creative abilities, increase of intellectual level. Thus, under the creative abilities we understand the set of properties and qualities of the individual, necessary for the successful implementation of creative activities, allowing in the process of discovering new, seek and make original non-standard decisions.

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THE PROFESSIONAL CULTURE OF THE TEACHER AS A FACTOR OF DEVELOPMENT OF PERSONALITY OF STUDENTS

U. Abdullaev¹

Abstract

The article deals with the formation of a high professional pedagogical culture of the teacher, which is an important factor in the development of the student's personality.

Keywords: formation, professional culture, important, factor, formation, personality, student.

The totality of aspects of the general culture of an adult can be distinguished by its moral, everyday, professional, scientific and technical culture.

These qualities of any cultural person are professionally significant for any teacher, although they may not directly relate to a particular specialty. It should be noted that this primarily depends on the level of General culture of the teacher in many respects the culture of the student he / she develops.

Schematically it looks as follows: culture of society - culture of the teacher - culture of the student. This link is characterized by movement from left to right and vice versa.

We would highlight the humanitarian culture of the teacher, the meaning of which we put a certain level of knowledge and the world and history, a knowledge of art, both domestic and international, knowledge of ethical standards and of possession, knowledge of the diversity of the world, culture, life and customs of the peoples of the East, knowledge of environmental consequences, of the ownership of the foundations of philosophical knowledge, etc.

All this can act as a means of developing the special abilities of the teacher, General and professional culture, and moreover, culture acts as a means of developing the teacher and the student. In this regard, there is no need to prove that the concepts of "culture" and "teacher" are inextricably linked. However, consideration of this relationship has until recently been limited to three aspects. The most broad – sociological-follows from the characteristics of education as a universal form of cultural and historical development of the individual and the basis for the spread of spiritual values.

Narrow professional-pedagogical-the analysis of personal culture of the teacher, that is care in a problem of professional culture. Extremely narrowed-functional-consideration of the culture of registration classes, classrooms, the ability to use a teacher of a pedagogical reception. None of these approaches covers the whole concept of pedagogical culture, and hence the methods of its formation and development.

Today, in the context of the changes taking place in society, the question of the formation of a high pedagogical culture of the teacher is an important factor in solving the problems of education reform.

This is the actual practical significance of the problem of pedagogical culture. The concept of "pedagogical culture" is closely related to the concepts of "professional culture", "labor culture".

Teaching profession is a social mechanism that is created by society to provide details in direct and purposeful transfer of social experience from the older generations to the younger, intended for the formation of members of society with certain personal characteristics. But unlike many other professions, the teacher's work does not cover the

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whole set of pedagogical activities taking place in society because to a certain extent, not only professional teachers are engaged in training and education, but also such social institutions as the family, labor collective, theater, cinema, etc.

Speaking about the professional culture of the teacher, it should be noted the peculiarity of the culture of thinking of the professional teacher is its binary. On the one hand, it is possible to speak about the subject specifics of professional pedagogical activity in relation to the process of education, and this single subject of activity forms a single culture of professional thinking. On the other hand, the subject of the professional activity of the teacher can be said in connection with the teaching of a particular discipline. In this case the natural, technical, humanitarian and social subjects to form different types of professional thinking.

In the activities of people to transfer and inherit accumulated social experience there are three main indicators — practical, value, and cognitive. The first is characterized by awareness of the formation and implementation of the whole pedagogical activity. The second is awareness of the need for knowledge and skills and the best forms of their transfer. The third is the degree of mastering pedagogical knowledge both among professionals and abroad.

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PEDAGOGICAL COMPETENCE IN TEACHING PROCESSES

*O. Ablakulova¹**Abstract*

In this global context the classroom pedagogy used by teachers is consistently seen as 'the crucial variable for improving learning outcomes' and is critical in any reform to improve quality. Pedagogical competence refers to educational and teaching qualifications. When assessing pedagogical competence, the quality of teaching should be the primary consideration. Scope, breadth and depth are also important, as should the ability to plan, initiate, lead and develop education and teaching process. Current article indicates above mentioned concepts of pedagogical competence. Pedagogical competences can be viewed at either end of the axis and they help the reaching of achievement, obtaining of success, development of efficiency, the forming of quality, highly adaptive professional development and they influence societal change by the standards. Therefore, a good knowledge of pedagogical competence, their typology and principles of development will lead to a future successful application use in any field developing interdisciplinary thinking, creativity and managerial qualities in any field.

Keywords: pedagogical competence, inclusive education, curriculum, theoretical knowledge, teaching skills, effective teaching approaches.

Pedagogical competence is demonstrated by successful teaching and development of teaching as well as by evaluations and student learning. Both general and subject specific knowledge of how students learn is a prerequisite as well as for continued development of pedagogical competence to be possible.

Pedagogic terms such as 'student centered' or 'child centered' or 'constructivist' are used generically, the decision was made to focus on more concrete pedagogical strategies and practices to understand what worked and what did not. Curriculum and teacher education are enabling factors in the most effective pedagogies identified, recognizing that the curriculum is the reference point for the pedagogical strategies and practices used by teachers, and that teacher education formally introduces teachers to the curriculum and its pedagogy and to the teaching profession.[3;35]

A pedagogical consideration is about balancing different situations that occur during the teachers' working day in their setting. It is about whole and parts, to support or not to support children, balancing the group aspects in relation to the individual aspects. It is also expressed as space, both mental and physical.

Theoretical knowledge Approach characterised by willingness and the ability to develop the figure below illustrates the assessment areas for pedagogical competence. Assessment areas for pedagogical competence. Pedagogical knowledge with a focus on teaching and learning in higher education theory and student learning, while maintaining a connection to one's own subject area. Broad and current subject knowledge and scientific base within the subject, which is applied to teaching. [4;56-72]

Teaching skills Practical experience from and the ability to contribute to student learning by leading, organising, planning, implementing, examining, developing and evaluating different types of teaching and education levels and producing teaching materials

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Pedagogical competence Works under the set rules and regulations with the aim of achieving targets and improving results has an overall view that integrates theory and practice, as well as an approach that continuously promotes teaching and student learning has a reflective and critical approach (observes, gives feedback, evaluates and develops) to teaching, learning and pedagogical development work contributes to and takes part in the pedagogical discourse

Pedagogical competence in teaching children is an essential play role in teaching, because of it can demand so many skills from teachers. It aims to review existing evidence to inform future programmer design and policy making undertaken by the good. It will be elaborated in the next sections that notions such as 'special educational needs' and 'special pedagogy for children with disabilities' are problematic. All teachers will meet children in their classes with a variety of needs, abilities and interests. Within an inclusive approach, rather than labelling certain groups of children as 'special' and involving specialist teachers or centres to educate them, all teachers are held responsible for the learning and wellbeing of all the students in their classes. All teachers should be inclusive teachers.

Inclusive education is a dynamic process. It is therefore not possible to provide a blueprint with a set of fixed skills and knowledge that all teachers should have in order to be able to teach in inclusive settings. For example, in any given year there might be a child with visual impairments in the class and the teacher will need to be able to adjust her/his teaching style, content and materials, taking into account the specific needs of children with visual impairments. The next year the child with a visual impairment has probably moved to the next grade, and there might be a child with a learning disability in the class. The teacher will need to adjust his/her teaching in an entirely different way. Instead of focusing only on specific skills and knowledge of teaching strategies, teachers will need to develop a reflective attitude and inclusive values. Teachers need to believe all children have the right to attend mainstream education, and analyse their school and classroom settings and reflect on how to make them accessible and meaningful for all of their students. They will need to do this through an ongoing process, as communities, cultures, the interests, needs and abilities of children and teachers are constantly evolving. As a result all children feel equally valued in inclusive classes.

The skills and knowledge teachers learn in order to teach in inclusive settings should therefore be embedded in inclusive values to be meaningful. Teachers who believe it is their responsibility to teach all children are more effective teachers in general. [2;294]

Pedagogical competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning and subject-based teaching and learning issues. It also presupposes a reflective and critical approach to teaching, learning and pedagogical development over time, as it is tied to one's own professional role.

Areas of competences for teachers:

- Conceptions of inclusive education.
- The teacher's view of learner differences.

Supporting all learners teachers have high expectations for all learners' achievements.

Areas of competences for teachers:

- Promoting the academic, social, practical and emotional learning of all learners.
- Effective teaching approaches in heterogeneous classes.

Working with others collaboration and teamwork are essential approaches for all teachers.

- Working with parents and families.
- Working with a range of other education professionals.

Personal professional development.

- Teachers as reflective practitioners.
- Initial teacher education as a foundation for on-going professional learning and development.

In particular, it aims to present:

- a clear and authoritative overview of the frameworks and assumptions which
- underpin pedagogic practices in developed and developing countries and in relation to curriculum and teacher education;
- an authoritative summary of the quality and extent of evidence supporting those assumptions, focusing on developing countries;
- existing evidence for developing effective pedagogic interventions in lower- and middle-income countries that can guide development expenditure;
- critical evidence gaps to guide the development of future research and spending programmes.

Allowing encouraging children to share experiences and ways of understanding together with other children as well as adults is a way to understand different perspectives. The direction of the learning is central, as are the different dimensions within the learning object, an object that together with the act constructs two concepts within the theory. The teacher's professional attitude is extremely important here, but also the combination with the content of learning. These two are considered indivisible, just as play and learning are from this perspective. In this perspective, language and thinking are also indivisible, which implies that the person's reflections and expressions are needed in order to develop the thinking about a specific objects.

The connection of language and learning is achieved by communication, which in developmental pedagogy focuses upon the communication about children's thoughts and communication about the different ways children understand and discern aspects of their surroundings. This is not enough, however. Children also need someone to support such discernments and understandings, a person who is able to enhance their conscious understanding of their own thoughts, as when teachers illuminate taken-for- granted aspects by creating situations where children can reflect [5;42]

Teachers are often not consulted in curriculum design; equally, parents may not accept the assumptions of the curriculum, posing a challenge for teachers attempting to Pedagogy, Curriculum, Teaching Practices and Teacher Education which produces contradiction in reforms. Teacher education was reported as both a facilitator and a barrier to achieving the implementation of promoted pedagogies. A common discourse used in reporting 'ineffective' pedagogies such as teacher centred or rote learning was applied in generic terms and may not accurately describe the kind of strategies that were taking place, possibly presenting a more deficit picture than necessary.

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TEACHING ESP TO PUBLIC ADMINISTRATION STUDENTS

A. Gigauro¹*Introduction*

Previously, knowledge of a foreign language was an indication of a person's mental-intellectual development. The foreign language was primarily used for translating from the target language to the native language. No attention had been paid to the communicative nature of the language (Brown, 2007:18; Tsitsishvili, Nizharadze, Darchia, Tevzaia, Tkavashvili, 2006:47-48). In modern world the process of globalization has closely connected different nations with one another and hence, it has enhanced their human and professional relations.

Keywords: ESP, Public Administration Students, necessities, lacks, wants.

What is ESP?

The formation and the development of ESP were influenced by three reasons: the demands of the post World War II world, the emergence of new ideas in linguistics and in educational psychology. In this period "English ... became subject to the wishes, needs and demands of people other than language teachers" (Hutchinson & Waters, 1998:6-8).

The explanation of ESP is provided by many authors. Hutchinson & Waters (1998) define ESP as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p. 19). Definition of ESP is also stated by Strevens (1988) who defines ESP as "a particular case of the general category of special-purpose language teaching" (p. 1). The author presents *absolute* and *variable characteristics* of ESP. *Absolute characteristics:* ESP consists of English language teaching which is:

- designed to meet specified needs of the learners;
- related to content, to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc;

- in contrast with general English.

Variable characteristics: ESP may be (not necessary):

- restricted to the language skills to be learned (e.g. reading);
- not taught according to any pre-ordained methodology.

Hutchinson and Waters (1998) present ESP as one of the branches of EFL or ESL which is divided into three large ESP courses (English for Science and Technology, English for Business and Economics and English for Social Sciences) with "general nature of the learners' specialism" (p. 16). These courses, depending on the learner's need, are divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). EAP and EOP offer *individual* ESP courses taking into consideration whether the learner need English for Academic study (EAP) or for work (EOP) (Hutchinson & Waters, 1998:16-17).

In Longman Dictionary of Language Teaching and Applied Linguistics needs analysis or needs assessment is defined as "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. Needs assessment makes use of both subjective and objective information (e.g.

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data from questionnaires, tests, interviews, observation) and seeks to obtain information on:

- the situations in which a language will be used (including *who* it will be used *with*)
- the objectives and purposes for which the language is needed
- the types of communication that will be used (e.g. written, spoken, formal, informal)
- the level of proficiency that will be required" (Richards & Schmidt, 2010).

As ESP teachers are not "primary knowers" (Dudley-Evans & St John, 2007) of the content of the material and they are "often reluctant dwellers in a strange and uncharted land" (Hutchinson & Waters, 1998: 158) they need to find out the needs of their students and properly develop the syllabus.

Methods of study

In order to reveal ESP needs of Public Administration students we distributed a questionnaire to thirty Georgian students. The aim of our research was to examine the necessities, lacks and wants of them.

The questionnaire comprised closed-ended and open-ended questions. It contained the following questions:

1. How often will you use English while working in public administration sector?
2. Which language skills are important for public administration jobs? Rank the skills from the most important (1) to least important (4).
3. In which area do you need help?
4. Write the topics/themes which will be interesting and helpful for you.

The subjects

The subjects of the study were second and third year students. Their age varied from twenty to twenty-two. The respondents were males as well as females.

Data analysis and results

The analysis of the data showed the following:

- Majority (78%) of Students of Public Administration program consider that they will use English very often while working in public administration sector. 11% think that English can often be used in their major. Only 11 % considers that English can sometimes be used in their major.
- Students (50 %) claim that the most important language skill in their major is speaking. 50 % of them states that the least important is writing.
- 54 % of learners lack speaking skills and they need help to develop them. They also need to enhance their word-stock.
- Many respondents (50%) avoided answering to the last question (about topics and themes). Those who answered the question wish to learn topics connected with politics and public sector. Only one student out of thirty considers that it is not necessary to learn ESP.

Conclusion

ESP teachers should assess the needs of their students. Needs analysis will help them to evaluate learners necessities, lacks and wants and properly develop the syllabus. Syllabus which meets students' needs and wants will positively promote learning process. ESP needs analysis of Public Administration students show that the English language is frequently used while working in the field of public administration. Majority of respondents have poor speaking skills and wish to develop it. What concerns to the topics and themes, students wish to learn materials that focus on politics and public sector.

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TEACHING ENGLISH VOCABULARY THROUGH CONVERSATIONAL GAMES

T. Akramova¹

Abstract

Over the last few decades, teaching English has become a phenomenon, especially to young learners. English is taught as a main subject in all schools and educational institutions. Every learner accepts a new foreign language easily, but he/she gets bored very fast if the teacher is teaching him/her using the old conventional methods and techniques. The aim of this paper is to prove that games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings. This paper deals with a literature review of teaching English vocabulary to learners using games. Then it discusses the importance of using games in teaching vocabulary and in what way using them is helpful. After that it investigates the practical implications of using games to teach vocabulary that includes the implementation of vocabulary games and some examples of games that could be used to teach vocabulary to students. And finally it examines challenges teachers face when teaching vocabulary using games to different types of learners.

Keywords: young learners, games, vocabulary, practical challenges, practical implications.

Conversations are by far the most useful ways of teaching the language. When a child learns his or her mother tongue it is by the conversations that takes place between them and others or by listening to the conversations made by the others. The child is never taught the language but is still able to percept the meaning and learns it automatically to use it in day to day life. No one ever teaches the kid the characters of the language or how to make sentences or the grammar of that language. The conversations alone teach the children. Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents which they have to first read then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation. The participation and other aspects of the conversation can always be evaluated through points which will also push the students to take part in the conversation. These conversations have to be general. They have to happen as if friends are talking to each other. This way the students are comfortable in expressing themselves in the best possible way. This process may take some time but in the end it would be the most efficient one in teaching the language.

Teaching through games

This is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of

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learning would help the students keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning the learning process would continue almost throughout the day without the children getting tired or bored of studying.

Word games

The most important part of any language is the vocabulary. To understand the meaning of the words and to use them in day to day life is a very difficult task and games can help the students overcome this difficulty. Games like scrabble, housie etc. have been designed for this specific purpose. These games are just based on words and help the students develop their vocabulary. In addition to these very simple games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman. All these games are very addictive and help a lot in improving our vocabulary as whenever the student hears a new word the first question that comes up is "what is its meaning?" and in this way the vocabulary improves and most of the times we don't even have to consult the dictionary.

Competitions

Most of the times competitions like debates and elocutions also help the help the students a lot in learning the language as the aspect of the competitions keep them at the best in conversations. It forces them to use the best possible construction of sentences to put forward their opinions and to use good vocabulary etc. This is a very important tool in helping them learn the language. Also these competitions help them address large crowds which is again is a very important part of personality development.

Creative assignments

Up till now most of the techniques that we discussed required a greater amount of effort on the student's part. This method requires effort on the teacher's part. Assignments help the students learn something on their own and most of the times they have to research on something then write something up on it. This method although effective is most of the times very tedious. This method of approach is very appropriate for sciences and engineering although when it comes to languages the students should be given assignments in which they have to modify something that already exists. If the students are just given assignments like „write a story or a poem or a report" then most of the students crack because not everyone can come up with a story or even if they come up with one they cannot write it down. In such case the students should be given the base knowledge and data and then ask them to modify the data for example the students can be given a base story and then ask them to modify a part of it. This engages their creativity and also helps them overcome their difficulty of writing. Above all it lifts the pressure of creating completely new. Invention is very difficult especially when we are being forced to do it. In this way the students are not forced to complete the assignment and then they can do it whole heartedly and hence complete the learning experience that can be gained from the assignment.

Help from the multimedia

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. We don't even realize that they have helped us. We just wake up one fine day and realize that we are better than it than we were yesterday. Such sources can be used to help the students improve their language. But great precautions must be taken. This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial English most of the times which is grammatically wrong and it is very important that the students understand that fact so that they do not use that form of the language in their everyday usage. Apart from that this source is very helpful as it does not feel like education. This is something that the students will do in their spare time. The

songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that most of the times they are also very instructional and educational. Also this method appeals to the students as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc. These sources help them understand why such tools are necessary and also help them understand their usage. Hence this method is again very effective in teaching the language. Traditional methods of reading newspapers and books, novels are also very good methods to teach the language. When the traditional methods are modified along with some innovative ideas the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English Language.

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OPPORTUNITIES FOR EFFECTIVE USE OF E-LEARNING RESOURCES
IN TEACHING SPECIAL SUBJECTS IN THE VOCATIONAL EDUCATION SYSTEM

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Abstract

The author try to explore opportunities for effective use of e-learning resources in teaching special subjects in the vocational education system.

Keywords: opportunities for effective, special subjects, education system.

Opportunities of modern informational technologies will give a chance for satisfying needs for new generation of teaching materials, helps to engage teachers to establish electronic resources and develops teachers 'and cadres' culture of informational knowledge and this process is becoming the most important part of their professional work.

It should be noted that, in the vocational education system, the formation of a knowledge base and knowledge base for the effective use of e-learning resources in teaching special subjects is required. Creating and continuously developing information and knowledge base, first of all, enhancing the quality of education, the exchange of software and methodological materials, raising the professional level of subjects of the education system to a new level, activating the creative work of the trainees, increases the capacity of community use and independent learning.

One of the modern teaching tools is computer technology, which has been widely used in recent years. Different tables, graphics, systems are used widely in problem solving in various animations and multimedia, virtual laboratories. In order to be able to use computer tools in the educational process, they must have a well-known methodological basis. It is important to consider the nature of the issues, the complexity of the content, the quality and the degree to which they are exposed. Therefore, it is necessary to undertake the set tasks based on deep analysis of these issues.

The world community believes that today's education system is far behind the production process, and the knowledge gained by graduates is gradually getting out of the way. Today, gradual change of educational content is one of the urgent issues, as well as the development of a new generation of electronic interactive and multimedia complexes and ensuring their effective use, as well as creating new types of independent knowledge and the use of didactic capabilities on network-based teaching.

In this regard A.Kozlov and I.V. Roberts made serious researches and described the concept of informatization of education. They fully cover the problem in their research and record the problems and tasks that can be solved by the informatics of education.

The traditional teaching system is described as "informational learning" because it is written and spoken, as the teaching activity is being evaluated not only by the organizer of the learning process, but by becoming a source of authoritative knowledge.

One of the important directions is the rapid development of science and the rapid change of technology, the rapid introduction of the information analysis process on the basis of modern pedagogical, information-based, educational and didactic tools. Teaching

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special subjects at vocational colleges is facilitated by the creation and use of modern educational-didactic materials, multimedia and media tools and e-learning resources, and the quality of education through their targeted use.

Early researches show that training of special subjects on the basis of electronic educational resources increases the ability of pupils not only to acquire knowledge, but also to be successful in their profession, to have a positive effect on the development of their independent work skills and practical skills.

It is possible to achieve the successful mastering of students by studying and developing the scientific and pedagogical bases of the use of modern educational and didactic means at vocational colleges. In addition to introducing modern teaching technologies into the educational process, training on the use of e-learning resources provides a guaranteed access to learning objectives.

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PEDAGOGICAL METHODS AND VALUES OF TEACHING ENGLISH
AT PRIMARY SCHOOLS THROUGH FORMING
AND DEVELOPING PUPILS' CREATIVE THINKING SKILLS

Z. Gulomova¹

Abstract

The article portrays all essence of creative thinking skills for the pupils, the methods and ways to form and develop it from the very childhood. Moreover, it uses a lot of sources to support the idea that creative thinking is the key to learn any foreign language including English. The arguments raised in the article are supported with appropriate examples. The article is built on comparative, qualitative and quantitative methods, which highlight the results in numbers. Furthermore, it is found that the pupils whose creative thinking is formed and developed tend to learn English more quickly and easily rather than the ones who try to learn English words by repeating several times.

Keywords: creative thinking, imagination, English, new experience, new assignment, new approach.

Since the period when people drew pictures on cave walls, art has been a means of recording what people experience and how people understand the world. Art reflects the humankind's intellect, imagination and creative thinking. As our world is becoming smaller, faster, and competitive, the above mentioned features such as intellect, imagination have become more important than ever before. The art and creative thinking is a main part of full, successful, and high-qualitative education. Thus, teaching children to think creatively from their early years of study helps them to develop their intellectual, personal and social potential [1.30]. Moreover, it helps to form and improve analytical and critical thinking, problem solving skills, decisiveness, and perfection. Creative thinking, accordingly, involves a new approach to new ideas, new experiences and new assignments.

Art, music, craft and these kind of subjects play an important role to improve pupils' creative thinking at primary schools, because art teaches them to see the world in pictures, paintings and colours; music makes pupils feel the world and emotions in tunes; craft helps them to create new things from plasticine, crayon, colorful paper, scissors, glue and so on. In this process the teacher also has an important role, that is, s/he should let pupils do creative task and imagine as much as they can. Most teachers put a frame for the pupils according to standard and does not let them go beyond. When a pupil imagines far beyond the standard and do the task in his/her own way, s/he may not be approved and assessed well. As a result, it certainly limits children's imagination and creative thinking skill and forms a false impression about it. Consequently, it teaches young pupils to accept the world as it is, to think in a realistic manner. The drawbacks of this limitation may be seen in tasks which require creative thinking such as writing an essay, and making a new story that they face in the later years of study.

When it comes to advantages of creative thinking, it makes the memory better, and this is useful to keep all new-learned things in mind for a long time storing them in long-term memory. Recent studies by Georgia University in the US found that creative thinking improves memory and lessens false memories. The full text of the survey was given in The Journal of General Psychology [2. 25]. In the survey 102 respondents participated, they

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were given 10 words each. Half of the words are similar to each other with their sounds, the second half of the words have similar meanings. Respondents were divided into 2 groups: the first group were asked to memorize the words with their images created in their mind, the second group were demanded to learn the words by heart by repeating them several times. After some time, more words were added to the list of 10 words. The results showed that the second group who learnt the words without imagining them in their mind made many mistakes. For example, in the list there were “chocolate”, “sugar”, “honey”, “taste”, and respondents said there was the word “candy” too. The participants who learnt the words by imagining made only a few mistakes. According to scientists, creative thinking and imagination lessons the number of false memories and improves the memory.

On December 10, 2012 the first President of Uzbekistan I.A.Karimov made a decree #1875 “About solutions to develop the system of learning foreign languages”, and as a resolution of this decree foreign languages began to be taught from the beginning of primary schools, i.e. the first form at schools. This put the responsibility on teachers to teach foreign languages, especially, English with interactive games and fun activities. Without any doubt, this responsibility is mentioned in the Presidential decree “About solutions to develop the system of learning foreign languages”, it says that for the first form pupils English is taught with interactive games and activities, and the second form pupils learn English grammar[1.2]. Here some problems which are related to correct pronunciation and teaching new words may arise. However, the teacher can deal with these problems by focusing on pupils’ creative thinking skills. If s/he helps them to form and develop creative thinking, pupils find their own ways to learn a language. That is, pupils may learn new words by imagining, comparing and connecting them to the words in their mother tongue. The most important thing of all, the teacher will not need to teach this type of methods to children if s/he has already begun working with their creative thinking skill. So it is beneficial for foreign language teachers to find activities which help to improve creative thinking, and to implement them in study teaching process. There are several activities to help to enhance creative thinking, for example, pupils should not write translation of new words, but they should draw the picture of the word or case study activities. Finding the translation through the picture, painting it with the colours as they want is a main factor to develop creative thinking skills. In this activity the pupils subconsciously choose the colors for each picture considering the fact it carries positive or negative meaning. For example, they may choose red or yellow for the word “warn”, green for the word “nature”. Sometimes pupils may not learn the numbers just by counting like 1, 2, 3..., but they may draw them with eyes, or with a mouth, or as an imaginary animal. This method also can be considered as an example for creative thinking and makes it easy to learn numbers. While learning dialogues, if there are appropriate pictures which coincide with the meaning of the dialogue in textbooks, the pupil can clearly understand what the dialogue is about, and what situation is described here. It becomes more effective if pupils come to the blackboard and make role-plays with fellow pupils using the dialogue, the sentences uttered by them will remain in the long-term memory. In addition to this, making a story and narrating it also impacts the children’s mind and imagination since they have to make up it spontaneously. In this activity the teacher begins a story with a couple of sentences and the pupils have to continue it uttering one sentence each participant relying on their imagination. During this activity the pupils revise the words which they recently have learnt, utilize them doing the task, and most important, they decide how the story continues and ends.

In conclusion, the role of creative thinking in learning English faster at primary schools is as important as the fact that the teacher realizes it and contributes to the process bringing appropriate activities to the classroom. The pupil who forms and develops his/her creative thinking skills at primary school will succeed at secondary school as well.

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THE INTERNET FOR ENGLISH TEACHING: GUIDELINES FOR TEACHERS

E. Tursunnazarova¹

Abstract

This article focuses on the importance of internet in teaching foreign languages.

Keywords: scientific, practical, internet, language, retraining system.

As has been noted elsewhere, "technology is developing so rapidly that it can often be difficult or even overwhelming to harness, somewhat like trying to get a drink of water from a gushing fire hydrant"). In order to make effective use of new technologies, teachers must thus take a step back and focus on some basic pedagogical requirements. The following guidelines are designed to help teachers implement computer network-based activities into the second language classroom.

There are several possible reasons for using the Internet in language teaching. One rationale is found in the belief that the linguistic nature of online communication is desirable for promoting language learning. It has been found, for example, that electronic discourse tends to be more lexically and syntactically more complex than oral discourse and features a broad range of linguistic functions beneficial for language learning. Another possible reason for using the Internet is that it creates optimal conditions for learning to write, since it provides an authentic audience for written communication. A third possible reason is that it can increase students' motivation. A fourth possible reason is the belief that learning computer skills is essential to students' future success; this reason suggests that it is not only a matter of using the Internet to learn English but also of learning English to be able to function well on the Internet.

None of these reasons are more or less legitimate than any of the others. However, since there are so many ways to integrate the Internet into classroom instruction, it is important for the teacher to clarify his or her goals. If, for example, one of the teacher's goals is to teach students new computer skills, the teacher may want to choose Internet applications which will be most useful to them outside of the classroom, with activities structured so that students steadily gain mastery of more skills. If the immediate goal is to create a certain kind of linguistic environment for students, once again, the teacher should consider what types of language experiences would be beneficial and structure computer activities accordingly. If the goal is to teach writing, Internet activities should be structured so that they steadily bring about an increase in the types of writing processes and relationships essential to becoming a better writer.

Most teachers who have used the Internet have started out with some kind of simple key pal (computer pen pal) exchanges. And most teachers who have used these exchanges have felt something lacking. Simply put, there is no more reason to expect a significant educational outcome from simply creating a pen pal connection than there is from simply bringing two students into a room and asking them to talk. Over time, greater involvement on the teacher's part in creating learning activities that create sufficient linguistic and cognitive demands on the student is needed to get maximum benefit from Internet exchanges. And, as a number of people have noted, this teacher intervention is most

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successful when it brings about activities and projects that are well-integrated into the course curriculum as a whole.

Beyond these issues of learner preparation, there are a number of other complexities in introducing Internet-based activities in the ESL classroom. Activities in a single class may be dependent on scheduling the computer lab, and on students finding computers outside the class time to continue their activities. Hardware and software can malfunction and computer systems can be down. Students' schedules might not permit them to return to the computer lab at a time when computers are available to complete their assignments.

Exchanges between classes are even more complex. The partner class might have absent students, or might not meet in a particular week due to holidays or other activities in that location. The partner teacher might not have the same understanding of the nature of the exchange, and working through differences can cause further delays. The students might have differences in background, language, and experience which can cause further complications.

Mindful of the complexities which can arise in Internet usage, teachers need to provide support sufficient to prevent students from being overwhelmed by difficulties. This kind of support can take numerous forms: creating detailed handouts that students can refer to when class is finished and the teacher's personal help is not accessible; building technology training sessions into the class schedule, not only in the beginning but on an ongoing basis; working with the computer center to set up log-on systems and other procedures which are as simple and intuitive as possible; assigning students to work in pairs or groups, both in and out of the lab, so that they can provide assistance to each other; providing details to the students about how and when they can get assistance from technology specialists or others on campus outside of class; and being available to help students at times when they are most likely to need it.

Notably favorable is that the nature of computer-mediated communication creates opportunities for more decentered interaction. To fully exploit these opportunities, the teacher must learn to become a "guide on the side" rather than a "sage on the stage". A situation which is based on communication between students but in which the students have little say over the topics or outcomes of that communication is not likely to lead to the kind of atmosphere optimal for language learning.

As pointed out elsewhere, involving students in determining the class direction does not imply a passive role for teachers. Teachers' contributions in a learner-centered, network-enhanced classroom include coordinating group planning, focusing students' attention on linguistic aspects of computer mediated texts, helping students gain meta-linguistic awareness of genres and discourses, and assisting students in developing appropriate learning strategies.

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COMIC STRIPS IN PROBLEM-BASED LEARNING (PBL) AND THEIR RELEVANCE IN LANGUAGE CLASSES

D. Mazlitdinova¹

Abstract

The article is about the peculiarity of implementation of comics in the language classes. Comics are always funny, but they may be used while solving a problem, as well. In addition, it helps teachers make their lessons more interesting, motivating and encourage learners to communicate.

Keywords: teaching methods, importance, problem, comics, creativity, motivation, thinking skills, communication, critical analysis.

Today graduates need to be self-directed and possess lifelong learning skills. The purpose of this article is to examine the benefits of using comic strips in PBL with English Language Learners (ELLs).

Let us first identify what is PBL? We know that the fundamental idea of PBL is to use problems to motivate, focus, and initiate student learning – presenting the students with problems first, after explaining a certain concept.

Problem-based learning challenges students to develop the ability to think critically, analyze problems, find and use appropriate learning resources. It is a learner-centered educational method. Through PBL learners are progressively given more and more responsibility for their own education and become increasingly independent of the teacher for their education, as problem-based learning is problem-based learning, but not problem-based teaching. A lecturer using a PBL approach is not concerned with what and how they are teaching, rather they are observing, looking, listening, stimulating and provoking student learning, as Problem-based learning is student-centered. It begins with the introduction of an ill-structured problem on which all learning is centered. Most of the learning occurs in small groups. Teachers' role is more like that of a facilitator and coach of student learning, acting at times as a resource person, rather than as knowledge-holder. Similarly, students' role is more active, as they are engaged as a problem-solver, decision-maker, and meaning-maker, rather than being merely a passive listener and note-taker.

Problem-based learning is introduced and continued for many reasons including:

- Acquiring subject matter knowledge
- Motivating students to learn
- Helping student retention
- Developing students thinking skills
- Developing students interpersonal communication skills, information seeking skills and presentation skills
- Fostering professional competence and confidence together with professional identity
- Facilitating students learning how to learn
- Encouraging students to integrate knowledge from different subjects, disciplines and sources
- Linking theory and practice
- Having a sense of belonging and friendship

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- Increasing competitiveness in the higher education market
- Producing graduates that can hit the floor running at work after graduation.

As we know the central concept of PBL is, of course, problem. We first of all, should choose the problem which engages the students' interest; it must motivate them to independently search for more knowledge. It must require and allow students to relate the new concepts being introduced to previous knowledge. Students should also have to make judgments and decisions based on given facts or logical conclusions and to justify these. In addition, a good PBL problem should emphasize the importance of group work. Finally, it is important to remember that the problems must be related to the real world and students should be directed to how and what they will learn. Besides, it is essential to establish an Open Climate for PBL. Every student should feel free to say whatever comes to mind, any ideas or comments, no matter how unsophisticated or inappropriate they might seem, without being put down or criticized. Any show of ignorance will spoil the open climate. And remember: NO instructor has all the answers or knows everything; no one person can be an authority in everything; and no one should be expected to have all the answers. We learn during our whole life and let your students to speak, to share ideas, because student's responsibility is TO SPEAK UP even if he/she is doubtful, unsure, or uncomfortable with comments or ideas made by others in the group. He/she also must be willing to speak up when he/she feels that another member of his/her group is making statements that he/she feels are incorrect. In this way students develop the ability to openly and constructively express their opinions about the comments or ideas of others, or about the quality of other students' performance in the group. It is students' responsibility to offer opinions in a friendly and constructive manner. Every student must learn both to give and to accept constructive criticism.

In PBL we have also the concept of Assessment Philosophy. To assess - the Latin origin of this term is "assidereto" - sit down beside. Another way of thinking of assessment is to use careful judgment based on the kind of close observation that comes from "sitting down beside". The focus and purpose of assessment is on learning, on how it is done, and how it can be better. Assessment is a continuous process that drives instruction. Further, assessment does not bring an end to learning; it provides information about how to continue to develop your skills, knowledge and abilities with respect to the course learning objectives. Students will learn to evaluate the work of their peers, as well as their own. Students will play an active role in developing criteria and setting standards of performance for high quality work. Student assessment involves observing performances of individual learners in action and judging them on the basis of collaboratively determined developmental criteria, with resulting feedback to that learner. Assessments may involve a performance or demonstration. Assessment must be seamless and ongoing; it must be part of the PBL process. Students learn during assessment as well.

Well, now let's speak about positive effects and advantages of PBL. One of the main virtues of PBL is that it displays a significant advantage over traditional methods in how the communicative skills of the students are improved. The general ability of social interaction is also positively affected. Most will agree that by building a language course around the assignments that require students to act, interact and communicate gives actually fruitful result. Another large advantage of PBL is that it encourages students to gain a deeper sense of understanding. Superficial learning is often a problem in language education, for example, when students, instead of acquiring a sense of when and how to use which vocabulary, learn all the words they will need for the exam assessment and then promptly forget them. In a PBL classroom this is combated by always introducing the vocabulary in a real-world situation, rather than as words on a list, and by activating the

student; students are not passive receivers of knowledge, but are instead required to actively acquire the knowledge. The feeling of being an integral part of their group also motivates students to learn.

Here you may ask question:

•OK, we have brought comic strips into the language class and we know that PBL includes some kind of problem. But what connection can there be between comic strips and PBL?

And my answer is:

•Comic strips not only for fun or for amusement, but there are plenty of other reasons to use them in education and in upbringing of young generation. We can easily learn or discuss set problem by using comic strips.

Scholars and teachers agree that motivation is crucial in language teaching. One well-known way to arouse students' interest can be achieved by bringing something extraordinary and new into the language class, especially, among teenagers and young adults. Comic strips can be used efficiently for this purpose. Because comics are usually funny and therefore, applying them to methodological purposes will have the same effect as using games in teaching English. It brings a cheerful atmosphere into the class.

Many students prefer traditional methods to problem-based ones. Why? When we say or hear the word "problem", we imagine traditional texts with long explanations. But we can learn or discuss some problem by using comic strips and this process enhances students' learning and creativity.

Comics have a story line; therefore, they have a conclusion or at times a punch line. The students can follow the story line step by step and can recall its structure more easily because logic helps them, and they do not have to rely only on memory. This way the student is motivated to become more involved in the content than in the language. Consequently, the student will be eager to know what will happen, what will be the end of the story (as his/her curiosity has been aroused), and will remember the words, expressions, and grammatical forms more easily.

Comics also can be used to facilitate vocabulary and grammar as well. With the help of comic strips, new grammatical points can be introduced and practiced, and since these grammar points are embedded in a story with a logical structure, students will be able to better recall them later.

Comic strips contribute to improving communicative competence. In a comic strip, life-like situations and expressions are used in spoken, colloquial language: for instance, idioms, reduced forms, slang, and expressions that require shared cultural knowledge. Another advantage of the visual nature of comic strips is that they show the gestures and the body language of the characters. This contributes to the development of communicative competence, which includes nonverbal communication.

The comic represents something different and exciting without sacrificing plot, vocabulary, and other important components of the class. Comic strips can be used from beginner level to advanced level for a variety of language and discussion activities. Comics are powerful teaching tools and can:

- 1) tell a complex story in a few images;
- 2) provide comment and provoke thought on events and issues in the news;
- 3) give an example of vocabulary related to current trends and fads;
- 4) provide easily identifiable characters to form the basis for sketches;
- 5) show culture in action with the ways that men or women are behaving and are expected to behave;
- 6) Comment on and illustrate a whole range of problems like racism, teenage relationships, ageism, and family relationships and so on.

How can we use comic strips in PBL? Many popular comic strips in the national press are used to challenge and criticize some problem. You can exploit these aspects of the stories to introduce lessons on these issues in a less formal way.

So, choose one comic picture where case is represented and according to the knowledge level of the students give tasks and set activities. For example, the following activities can be offered for using comic strips in PBL:

1. Tell the story. Cut up the pictures and get students to reorder the story. Make this task more difficult and challenging linguistically by giving separate frames to each student in a group and ask them not to show the pictures until they have arrived at an order through describing the pictures. Ask students to give solution and result to the set problem.

2. Remove the last picture of a cartoon and ask students to think of an ending. Artistic students may like to draw the last frame. Vote for the best ending. Then ask students to give solution and result to the set problem.

3. Give students the comic strip version story. Groups try to guess what might be going on there. Then ask them to think of speech bubbles for the comic strip to make up a story through dialogue. Then ask students to give solution and result to the set problem.

4. Remove speech bubbles from a comic strip. Cut them up and give out. Ask them to order the pieces and to imagine what the story or situation is. Groups can act out their version for the class. Then give them the comic strip with its speech bubbles and ask them to see if their speech bubbles fit the story there. Then ask students to give solution and result to the set problem.

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THE IMPROVEMENT OF WORK ON THE RHYTHM IN THE CLASSES OF ENGLISH ON THE MATERIALS OF LIMERICKS

J. Kenjaboyev¹

Abstract

The author try to explore the way of improvement of work on the rhythm in the classes of English on the materials of limericks.

Keywords: English on the materials, limericks, improvement of work.

Even English acquired a status of the third language in Uzbekistan, but it is remained as the foreign language for majority of people, mastery of which is still problematical. English at high schools sometimes does not come easily to students that they make unbelievable efforts to catch the sense of the English speech. Who does not dream about the easy way of learning English? Because, usually it is rather long and exhausting process. It is commonly known, that language learning will become far interesting and productive, when the students are involved in creative activity. Interactive forms of teaching give a chance to develop not only linguistic skills and abilities, but also permit to students using of English as the means of communication, they advance own imagination and memory. All of it raises a motivation to study the language. One of the effective modes of motivating students to study the language is the using of creative works, such as dramas and composing the rhymes in possessing the language. This technology opens vast possibilities for individual and position-finding teaching, because here learners apply own unique life experience, own outlook. I reminiscence that the main hero of Paul Maare's fairy-tale "Eine Woche voller Samstage" – das Sams applied the method of composing nursery rhymes at the school, and his creative lesson pleased pupils, because they wanted him to teach again and again.

The given article examines the questions of improving the pronunciation and rhythm by the material of limerick or how it is said popularly, of English chastooshka. Limericks is represented integral part of linguistic culture of Anglophonic nation in the world. Limerick – is a popular form of short humorous poem, built on playing with nonsense, which is appeared in Great Britain. The origin of the limericks is unknown, though it is considered, that a name descended from the refrains of the songs, sang by Irish soldiers-militiamen upon French king Louie XVI. At the parties the soldiers performed the songs, each stanza of which ended with the refrains – Will you come up to Limerick? (or by another version: Won't you come up to Limerick?). Therefore, the English word 'limerick' is pronounced with a stress on the first syllable – like the name of the city in Ireland, from which the title is came. It is believed to be existed another hypothesis that the word 'limerick' is originated not from the name of Irish city, as majority think, but from the Irish words 'laoi meidbreach' or 'a merry lay', which mean 'a merry song' [4]. "The father of limericks" is considered to be the famous English poet, the king of English nonsense verse Edward Lear (1812-1888). Lear himself never called his comic verses 'limericks'. The word 'limerick' firstly appeared posthumously in print in 1892. One way or another, after the end of XIX century limericks became broadly famous. Many well-known writers and poets as Lewis Carroll, Rudyard Kipling, John Galsworthy, Mark Twain and Arnold Bennett composed limericks. Pun character of limericks admits the free varying of the linguistic means in the frames of harsh rhyme. The characteristics of limerick are intentional play

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of words, homophony, ambiguity (homonymy), synonymy, polysemantic and the rich stylistic diversity of English words. Limerick plays with curious amusing discrepancy of English orthography and pronunciation, found their reflection in the special form of limerick, which is called 'visual' or 'orthographical'. The pet mode of limerick authors – is using of neologisms. The neologisms and nonsense words of Edward Lear strongly entered the English literature and language [4]. The pentameter of the classical limerick builds by the scheme AABBA, that is, first, second and fifth lines are rhymed, in accordance with third and fourth. Here prevails the size of an anapest, and a quantity of the syllables in the first, second and fifth lines are longer for three syllables, than in the third and fourth. Limericks are considered to be the splendid material for the production of correct phonetic organization of the English speech and especially of its rhythm. So, English scientist John Norrish writes about it:

"... English is a stress-timed language.... Similarly, it is difficult for the speaker of the 'syllable-timed' language to understand normal English pronunciation...

Way of overcoming this problem of teaching stress patterns is by using the 'limerick', the comic verse from which relies for much its effect on the strongly marked rhythm. Teachers could demonstrate and encourage students to read aloud some of these verses:

There `was a young `lady of `Niger,
Who `smiled when she `rode on a `tiger.
They re`turned from the `ride
With the `lady in`side –
And the `smile on the `face of the `tiger.

As can be seen, the rhythmic pattern involves the stressed syllables each in the first and second lines, two in the next two lines and three once again in the final, fifth line. When recited, it is important that the stresses come at regular intervals... As we have seen, the stress timing of the limerick is also a characteristic of English speech. This is what makes it a useful teaching tool... such a teaching technique can be used as successfully for initial teaching of stress as for remedial teaching to eradicate errors. Thus, the structure of the limericks is the same, which very helps the students to read them easy and with the intonation. For instance, the variant created the humorous effect on the first line can correspond with the intonation of Low Rise, the intonation of the second with Low Fall. Further, the intonation sample repeats Low Rise in the third line, Low Fall in the fourth. In the last line there is the final lowering tone of the Low Fall. Gradually falling and slipping melodic scale has emotional-neutral character. Not infrequently before the last line, which has an outcome, we may sustain a long pause. The given variant of an oral implementation characterizes rapid tempo of the pronunciation. During the auditorium lectures the limericks are read aloud by keeping their rhythmical form and by underlining the strong parts in each line. For the clear rhythm production I recommend to use a metronome, the strike speed of which can be changed in accordance with the given tempo – from the fast to the slow (*lento*, *lentissimo* > *allegro*, *allegrissimo*). We can pronounce the limerick by ourselves, then whisper, and at last, aloud, accompanying the pronunciation with the knocking on the stressed syllables of the lines. On the final stage of the working on limericks the students are offered to learn by heart and recite them, to put to the music and sing, to dramatize. The interesting type of the work is translating the limericks. The secret of translating is consisted in saving the rhyme, poetical size of the limerick, and not to lose their funny essence. Frequently, to keep the poetical form and the pan, the translators have to change proper names and 'geography' of the limerick. Given examples of translation by O. Astafyeva clearly shows an interpretation of the limericks in Russian.

Original [8]:

There was an old person of Dean,
Who dined on one pea and one bean;
For he said, 'More than that
Would make me too fat',
That cautious old man of Dean.
(Edward Lear).

Translation by O. Astafyeva:

Одинокий старик из Туниса
На обед съедал зернышко риса.
«Больше есть я не смею,
А не то растолстею», –
Объяснял он друзьям из Туниса.

Here we can see that the translator had to change the name of spot 'Dean' into 'Tunisia', as well as the peas and beans transformed into the rice. It is common case, when the translators change the proper names to keep the main sense of the comic verse. Also, there is another example which was made by two translators and shows the strict and unchangeable frames of the limerick rhyme.

Original:

As a beauty I'm not a great star,
There are others more handsome by far,
But my face, I don't mind it,
Because I'm behind it –
'Tis the folks in the front that I jar.
(Antony Euwer).

The translation close to the original (unknown author):

По красоте я вообще не звезда,
Есть люди симпатичнее меня.
Но не против лица я –
Ведь не вижу себя я,
Плохо лишь тем, кто видит меня.
The translation by M. Lorie:

Я красотой не блистал никогда,
Я не роза, скорей лебеда.
Это мне не обидно –
Мне себя ведь не видно.
Вот для встречных так, правда, беда.

The translation by M. Lorie is distinguished with the freedom of the interpretation, but they keep the rhyme of English limerick. The second variant from the pen of unknown translator does not possess the perfect form, but correctly sends the humorous sense of the limerick.

Thus, limericks are considered to be the great material for working on the correct phonetic organization of English speech and its rhythm. The rhythm of the English speech presents enormous difficulty to the Russian, as well as to the Kazakh auditorium. The isochronous form of English rhythm requires especially accurate work on it. Of course, English limerick permits to polish the good technique of the rhythm. The little limerick

compactly and organically coupled an originality of a plot and the rhythm of the lines. Everyone will estimate at quaint humour of English nonsense verse true worth, who loves good laughter, play of intellect, witty words and sounds.

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DIFFERENT ASPECTS OF TEACHING FOREIGN LANGUAGES AT THE CLUB WORKS

*A. Sadullaeva*¹

Abstract

This article deals with the problems of teaching Karakalpak-speaking pupils to foreign languages at Club works. Children have been taught not only to language but also culture during the Circle / Club works. In addition to the material given samples of some external and internal factors which effect on teaching and learning foreign languages.

Keywords: language learning, up-bringing, culture, cultural background, integration, internal and external factors, effect, affect, learner autonomy, self-confidence, self assessment.

In our globalizing world the importance of language education has gained a crucial importance. Language teaching includes native language teaching and foreign language teaching.

According to the Resolution of the first President of the Republic of Uzbekistan I.A. Karimov on December 10, 2012, and the President of Uzbekistan Sh.M.Mirziyoev on 2017, the educational system of the Republic of Uzbekistan is completely changed.

We are English teachers should feel great responsibility on teaching foreign languages (especially English) our students. Nowadays, not only teaching process but the students' outlook and knowledge are changed and developed.

As we are living in the developed technological century, even our children, youth used to access Internet materials and different types of gadgets. So they may find any interesting materials on their need. Our task as parents and teachers, we need to be more responsible and attentive on their up-bringing.

Furthermore, it could be advocated that the teachers of a language are also teachers of culture. Language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles, and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices.

The history of language teaching is rather long. We can even say that language teaching began with the first man, because in all families, language teaching takes place. Parents teach their language to their children but it is not a professional event. As for professional issue many approaches, methods, techniques and ways have appeared and been applied along with the history of language teaching.

In integration to the global world, nations will use one of the international languages that they have acquired along with foreign language education process as means of communication for intercultural interaction, having both their mentality the foreign language's ones.

Our Karakalpak-speaking students have own issues on learning the foreign languages. There are numerous internal and external factors on foreign language teaching and learning. One of them is the effect of native language in foreign language teaching.

We think that the researchers should investigate the effects of the native language in foreign language teaching. How does the native language, its existing language system,

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affect second language acquisition, promote and foster or prevent is not quite clear. The mechanism of affection of second language learning to the native one has not been sufficiently acknowledged yet too.

Teaching and learning language without their cultural backgrounds would fail for effective, emotive, persuasive and expressive intercultural communicative competence. The place, role and impact of use of culture of target language in foreign language teaching are to be discussed.

The interrelations between language, society and culture are deeply rooted and have become subject of research for many sciences such as philosophy, history, cultural, socio- and ethno-linguistics. We, teachers shouldn't stop moving, because we should motivate students to learn and create themselves not only at the classroom but also out of the classes, like Club works.

There are different types of club works, like Round Tables, Conference, Competitions, Speaking Clubs, Discussions, Art Clubs, Debate classes, and etc. it shows that the Clubs should be multifunctional and educational. Club works should teach students to real opportunities of target language and they should understand that they learn foreign languages not to school, but to socialize and communication.

The main task of the Clubs is the formation of children's autonomy and confidence. Teachers have a chance to choose the content, activities, methods and approaches of teaching paying attention for the students' ability and talent.

The aim of the Clubs is to develop students' knowledge and help them to communicate with another people, feeling self-confidence and help to develop their self-assessment as well as their socio-cultural competence.

In foreign language teaching culture is brought into individual consciousness to bear on the creation of intercultural interactions. We must be cognitively aware of our communication if we are to overcome our tendency to interpret strangers' behavior based on our frames of reference.

Therefore, we can say that when people interact with strangers, they should become mindful and aware of their own communication. When they are mindful they can make conscious choices as to what they need to do in particular situation in order to communicate effectively in the space of intercultural communication.

We can conclude from what has been conveyed above that any language reflects the psychology, background, culture almost all features of any nation or individual who uses it.

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COMPETENT APPROACH TO THE FORMATION OF MODERN INFORMATION TECHNOLOGIES IN EDUCATIONAL INSTITUTIONS.

I. Eshmamatov¹

Abstract

Modern information technologies are of great importance in increasing intellectual potential and enriching scientific Outlook of teachers of different specialties of educational institutions. From this point of view, the formation of the environment of modern information technologies in educational institutions serves to improve the skills and abilities to use them effectively in the professional activities of teachers

Keywords: information technology, innovation, actual, communication, competence, optant, adept, interactive, differential.

Public information and globalization of public communications are associated with socio-economic development and information and communication technologies have been introduced in various areas of human activity. If the basis of general, psychological, social and personal development is the formation of education, the education system should strive to advance the knowledge of all aspects of community life. For this reason, UNESCO has developed the structure of information and communication competence for IT teachers by the Institute of Information Technology. The term "competence" is derived from the Latin word "comreto" which means "I am striving, achieving, worthy," and expressing awareness, knowledge and experience in a particular area, which in turn creates a unique educational space. The strategic direction of the development of the educational system in modern society is its intellectual and moral development based on the individual's independent work in various fields. Along with the developed countries of the world, this trend is also considered as a priority in the reform process in the country. At the same time, the following tasks are addressed:

- reforming the education system;
- recognizing the principle of independent work as a fundamental principle of education and upbringing;
- Introduction of modern information technologies in the educational process;

Information reflects the process of social and community life and serves to ensure the human well-being. Further educational activities are no exception. Education is a major factor in the development of the society, and institutionalized on the basis of its features, such as its relevance to the development and reform. Given the fact that the information stored in the human mind requires improvement, it can be seen that the maturation process is not limited to the school and academic lyceum or college or higher education institution. This perspective, in turn, requires teachers to expand the scope of their professional knowledge, to learn about their science successes and innovations, and to foster synthesis, socialization and objectivism, and improve their professional activities. That is, continuous education requires that people learn throughout their lives. It is directly related to the process of socialization, culturalization and professionalization, and modern information technology performs a number of functions.

E.M.Razinkina noted: "The development of information and communication technologies, as well as the implementation of all aspects of human activity and transition

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to an information society, put new demands on professional training of specialists." This requirement, that is, requires the development of information and communication competence of teachers in the modern information technology environment. A pedagogue is a person who determines the state of education.

In fact, coaching (level of teacher) is achieved through a certain period of time, with special skills and skill, as well as sufficient professional and life experiences. This, in turn, requires improvement of the cadres training system based on a competent approach taking into account the needs and needs of the labor market. In our opinion, the idea of a competent approach does not deny national educational traditions. It is not the sum of the information acquired in it, but the ability to carry out professional activities on the part of the subject in different situations is considered as a result of the educational process.

In the theory of competent approach the group of five main competencies is divided:

- political and social competences (the ability of the individual to participate in the work of civic institutions, participate in collective decision-making and take responsibility for the elimination of conflicts without use of force);

- The competence of a diverse civilization (to understand the essence of differences, mutual respect, and the ability to act in different religions, cultures and languages);

- Written and oral communication skills (expressed in the absence of commitment to community life, teamwork and high social significance);

- The ability to study and study throughout the life (expressing the individual, spiritual, and personal knowledge);

- The ability to create information society (based on the ability to apply new technologies, use them, broadcast media, advertising, and other information transmitters).

This, in turn, groups and classes are divided into past training necessary to take into account the particular character that, for this particular kompetentsiyalarga, the selection should be the quality of the information. These competencies require the formation of a complex of important professional qualifications in the pedagogical (MSc). Important professional qualities and professional standards provide the level of functioning of the primary hisoblanadi. Muhim professional qualities methodological basis for the formation of a complex of June 12, 2015, the President of the Republic of Uzbekistan "higher education institutions in management and teaching staff training and professional development of measures to further improve the system "And the Decree of the President of the Republic of Uzbekistan No. PF-4732.

Practical implementation of this decree should reflect the professional knowledge, skills and competence of the teacher. Higher education institutions in management and teaching staff of the introduction of the system of preparation and training modules teaching the following educational and psychological characters should focus on the development. These are:

- The peculiarity of the tutor (the size of the memory and the pace of information retention, the strength of the material used, the ability to reproduce the information accurately and quickly);

- Imagative characteristics of the teacher (this is reflected in the ability of the teacher to distinguish between different objects and images on the basis of any signs);

- The peculiarities of the teacher (this is expressed in the general and social intellect and coherent of the intelligence, which is reflected in the performance of the professional functions);

• Attentive characteristics of the teacher (this is related to the ability of the teacher to be attentive, such as focusing attention, size and stability, attention distribution and migration).

Pedagogical activity differs from other types of activities, as it combines all types of activities. Pedagogical activity is inextricably linked with the socio-economic and cultural aspects of society's life. It is a foundation for providing priority educational and training tasks and provides training for various fields.

Teachers personality information and the formation of communicative competence to perform complex planning, professional and pedagogical management of the educational process in order to be treated on the basis of the analysis of the dynamics of supply and demand in the labor market is desirable.

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MODERN ANIMATION AND PRESCHOOLERS:
TO THE QUESTION OF MEDIA LITERACY

*Z. Bakiyeva*¹

Abstract

Animation is a complex and multi-structural process, built on the areas of several types of art. The main pedagogical value of animation as a kind of contemporary art is, first of all, in the possibility of comprehensive developmental education for children.

Keywords: cartoon, animated film, aesthetic taste, media information, feeling, pre-school education.

Animated cinema as an art form, extremely potential for artistic and aesthetic, moral and emotional impact on the unification of several arts, is a complex process of influencing a child's personality, with particular effect on his imagination.

Animated film introduces the child into a special emotional state that gives him the opportunity to interact emotionally with the characters of the given media product, in which the child, due to his age, is in dire need. However, media information contained in cartoon film, uncontrolled by adult consumption, negatively affects the physical and mental health of modern children. Psychology indicates that any emotionally significant object can not be neutral for the child's psyche. He either destroys it, or it is beneficial. According to the recommendations of the World Health Organization, the total time for watching TV programs by children under 7 years should not exceed 7 hours per week, the optimal duration of the session is a maximum of half an hour. The consequences of many hours of television and computer screenings of cartoon films that do not meet the requirements in terms of form, content and quality are well known: this is a decrease in vision, developing neurological diseases, mental and physical development lag, somatic diseases. Other occurrences of adverse effects-tearfulness, irritability, sleep disturbance, increased excitability, fear.

Numerous psychological, pedagogical and sociological studies show that children develop a kind of "immunity" to the perception of violence, they begin to duplicate what they saw in life situations. More recently, in the mass media there appeared articles warning of the danger of the anime-next impending phenomenon of mass culture of the East. Anime is characterized by the use of bright colors, the most modern computer graphics and naturalism in the image of the human body. In the anime, all feelings-friendship, hatred, a feeling of long and vengeance, love-are expressed in extreme emotional form. It is known that adults who are addicted to anime lose their sense of reality, what can you say about preschool children? As one of the founders of Soviet animation I. Ivanov-Vano once noted, the art of animation has no boundaries, just as fantasy has no boundaries. Unfortunately, the lack of boundaries of morality and morality in modern animated cinema is by no means a positive characteristic of it.[1]

Animated cinema has a huge impact on children of preschool age. And precisely because preschoolers do not possess the necessary knowledge, accordingly do not have life experience, they perceive the surrounding reality through and through audiovisual images and sensations. And the animated cinema, the language of these audiovisual images, bright and easily remembered, amplified by musical accompaniment, can bring to

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the child's consciousness a large amount of media information. To deep regret, in the current trends in the development of the media information society, media information is not always qualitative and positive. This happens for the reason that, the child does not know how to distinguish fiction from reality, for him all the characters of animated cinema are real. Specifically, the cartoon characters the child will copy in his behavior and in games. Unfortunately, modern animated cinema destroys the value system of even an adult, and in a preschool child, it simply does not have the chance to form a positive one. The main characters in them are either gluttons, or sibro-lovers and envious persons. Moreover, there are also "positive negative" characters. They are portrayed as cute, sympathetic and endowed with various passions and commit negative acts that children perceive as right. And if the people-parents, educators-such a way of action are not denied by the people important to the child, it is assimilated as a model, an example for imitation. Due to the rather high susceptibility to audiovisual media, lack of life experience, critical attitude to reality, pre-school children easily and firmly assimilate the proposed behavior from the screen. [3]

Unfortunately, these models often have a direct destructive effect on a preschool child. Therefore, parents and teachers face a serious problem. Today, a conniving attitude to what the child is watching is extremely dangerous. It would seem that something like a cartoon can now be trusted by the child's attention... And yet, one should think about the words of A. Poincare, who believed that even a small reason that eludes our attention determines a significant consequence... Today, a banal inattention to the animated ration, entails catastrophic problems of the personality of the child of preschool age.

It is necessary to oppose something to the disordered, unsystematized media-information stream that is falling on children today, to form in them a kind of filter, a moral core, a sense of beauty, aesthetic taste, and audiovisual culture. We believe that we are not mistaken in our assumptions that these tasks are intended to solve preschool media education, the purpose of which is to teach to understand the plot, to distinguish between expressive means of media production, to shape the preschoolers' view of animated cinema from the position of a creative person with experience in media creativity, the child of the conscious attitude to the choice and assessment of the quality of the consumed cartoon products, that is, to form at him media literacy, a significant quality of personality preschool child, the presence of which is conditioned by the demands made by the modern media-information society to the level of education.

Teaching pre-school children with media-literacy means of animated cinema, adequate psychological and pedagogical features of preschool age, allows supporting the formation and development of a number of qualities that constitute the most important characteristics of a given age period-curiosity, observation, and the desire to independently search for answers to questions that arise in the child.[2] The senior preschool age is an important period for the development of a social feeling, when the position of the peer and adult society becomes the most important for the child. At this age, the ability to find their place and role in teamwork is formed.

Possessing special effects on a preschool child, animated cinema with appropriate professional preparedness of the teacher can find wide application in educational and educational work. Cartoon film art is conditional, operating with a stylized imagery and therefore with a special intensity stimulating the work of imagination, imagination, involving his world of metaphor, parables, moral-philosophical parables, artistic reflections. Plastic and light expressiveness, vivid imagery, musicality, laconicism of the above thought, dynamism-these qualities of animated cinema, which correspond to the peculiarities of perception of preschool children, allow solving a wide range of educational and educational tasks. The special "emotional field" arising from the viewing of the animated cinema is extremely favorable for the pedagogical impact on the child's moral world, on

his understanding and perception of the artistic language, and the perception of audiovisual images. The study of the peculiarities of preschool perception of cinema art showed that because of the fragmented perception, naive realism, lack of life and aesthetic experience, the emotions experienced by the child while watching animated films often remain meaningless.

That is why, the task of parents and teachers of preschool education is to help the child learn to realize their impressions, develop a critical attitude towards what they see, which is possible with a systematic and purposeful process of media education of preschool children, the formation of their media literacy as a pledge of the further development of the personality, capable of actively and competently exist in the modern media information society.

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PHILOLOGY

THE EFFECTIVE METHODS OF MEMORIZING IDIOMS

A. Amanov¹

Abstract

The article deals with the meanings of idioms in all sorts of speaking and writing. The expressions marked formal are found written more than in spoken English and are used to show a distance relationship between the speakers.

Keywords: idiom, formal, individual, synonym, fuse, phrase.

Idioms give variety to your speech and writing. They can appear in formal style and in slang. They can appear in poetry. What, then, is an idiom? We can say that an idiom is a number of words which, taken together, mean something different from the individual words of the idiom when they stand alone. Idioms are very useful for developing your speech skill. Idioms helps you to clearly understand which the meaning of speech by the easy way. Idioms are fixed combinations of words. Its meaning is often difficult to guess from the meaning of each individual word. The way in which the words are put together is often odd, illogical or even grammatically incorrect, because of the special features of some idioms, we have to learn the idiom as a whole and we often cannot change any part of it, only the tense of the verb.

The guiding principle in choosing idioms for study and use should always be their practical usefulness and acceptability in general conversation. At first you should begin with common idioms. It is necessary to use effective methods of memorizing idioms. You cannot just learn idioms from A to Z, there are too many of them. Unrelated idioms arranged in alphabetical order are very difficult to memorize. It is better to make topical lists in which common idioms on specific topics are listed. Idioms should be listed with a couple of simpler synonyms and short sentences illustrating their use.

Idioms frequently change in English. Although many idioms last for a long time, some disappear very quickly. Therefore, some idioms that were popular fifty years ago may sound very old-fashioned and odd today. For example, the idiom as stiff / straight as a ramrod [to sit or stand with a very straight and stiff back] is not frequently used nowadays. It is therefore important to be careful if you learn an idiom from, say, an older novel, as it may sound unnatural if you use it in your own speech or writing. In this book we focus only on up-to-date idioms which are still commonly used.

Everyday idioms can be arranged in various topics, for example, Home, School, Hobby, Sports, Health, Food, Travel, Work, Money, Love, Life and Time. Your lists may be long or short depending on your interest in a particular topic. They are numerous idiomatic expressions in English and they cause a great deal of confusion for a non-native speaker. Idioms are constructed in different ways. For example: Tim took a shine to (immediately liked) his teacher. The band's number one hit was just a flash in the pan (something that happens only once). Jimmy has been as quiet as a mouse (extremely quiet) all day. We arrived safe and sound (safely). And the words and word order of idioms are

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usually fixed, and we cannot change them in any way. For example, we cannot say gave a shine to or sound and safe. Here is a quick list of idioms very common in every day speech and writing:

•**24/7**

If something happens 24/7, it happens twenty-four hours a day, seven days a week. That means it happen all the time.

-their customer support center works 24/7.

•**A short fuse**

This expression is used to refer to a person who has a short temper.

-James is a nice guy, but he has a short fuse.

•**A taste of your own medicine**

When you get a taste of your medicine, you get bad treatment deservedly.

•**Butterflies in your stomach**

When you have butterflies in your stomach, you are very nervous.

•**Easier said than done**

If something is easier said than done, it is more difficult than it appears to be.

-You want me to work 14 hours a day? Easier said than done.

•**Every cloud has a silver lining**

Used to say that you can find some good in every bad situation.

•**Fish out of water**

This expression is used to refer to a person who seems out of place or uncomfortable.

There are many different sources of idioms. As will be made clear later, the most important thing about idioms are their meaning. Many idiomatic phrases come from the every-day life of Englishmen, from home life:

•To be born with a silver spoon in one's mouth

•To make a clean sweep of something

•To hit the nail on the head.

There are many which have to do with food and cooking:

•To eat humble pie

•Out of the frying-pan into the fire

•To be in the soup.

What are idioms used for?

- For emphasis, e.g. The singer's second album sank like a stone (failed completely).

- To agree with a previous speaker, e.g. A: Did you notice how Lisa started listening when you said her name? B: Yes, that certainly made her prick her ears up (Start listening carefully).

- To comment on people, e.g. Did you hear Tom has been invited for dinner with the prime minister? He's certainly gone up in the world! (Gained a better social position – or more money – than before).

- To comment on a situation, e.g. The new finance minister wants to knock the economy into shape. (Take action to get something into a good condition).

- To make an anecdote more interesting, e.g. It was just one disaster after another today, a sort of domino effect. (When something, usually bad, happens and causes a series of other things to happen).

- To catch the reader's eye. Idioms – particularly those with strong images – are often used in headlines, advertising slogans and the names of small businesses. The writer may play with the idiom or make a pun (a joke involving a play on words) in order to create a special effect, e.g. a debt of dishonor instead of the usual debt of honor (a debt that you owe someone for moral rather than financial reasons).

The main difficulty is that the learner does not know in which situation it is correct to use an idiom. Most people don't know the level of style, that is, whether an idiom can be used in a formal or informal situation. The expressions marked formal are found written more than in spoken English and are used to show a distance relationship between the speakers. Such expressions would be used for example when making a formal speech to a large audience. Expressions marked informal are used in every-day spoken English and in personal letters. Many idioms are quite informal, so use them carefully. People also often use idioms for humor or to comment on themselves, other people and situations.

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FAMOASE POETRY OF UZBEK GOVERNMENT

*M. Abdullayeva¹**Abstract*

In this article, a young Uzbek researcher deals with the life and work of Zulfiya, the scribe of Uzbek literature. It first discloses the interconnectedness between the personal life of the poet and the social reality in the artistic mind of the artist. It argues that a human being's responsibility to society is never weakened; on the contrary, he is growing and growing publicly. The poet attempts to prove that Zulfiya is an important factor in the reputation of the poet because of the great power that raises human souls. In this respect, the article is valuable in terms of literary analysis.

Keywords: faithfulness, happiness, mushoira, quartet, poetry, fame, scholarly woman, tongue, pen, fiction, confession.

The universe we call a small world has been created perfectly. If a person can not find happiness, it is better to look for him, not from the world. From the beginning nobody forgives. He may still have the power to send his nights in the morning with the gift and patience he has been given, just as Zulfiya Israilova, the writer of literature. We are also right to say that the morning was so great that it was true to the sun. Instead, let's say, "We encourage you to enjoy wonderful life, peace, and happiness on the planet. We will sing a beautiful future and a new generation that will live on this day... I sang in the morning, and I sing the bright and bright morning. That's why I call one of the complexes of poetry "I sing in the morning", and I will not stop preaching the morning, light,

The universe we call a small world has been created perfectly. If a person can not find happiness, it is better to look for him, not from the world. From the beginning nobody forgives. He may still have the power to send his nights in the morning with the gift and patience he has been given, just as Zulfiya Israilova, the writer of literature. We are also right to say that the morning was so great that it was true to the sun. Instead, let's say, "We encourage you to enjoy wonderful life, peace, and happiness on the planet. We will sing a beautiful future and a new generation that will live on this day... I sang in the morning, and I sing the bright and bright morning. That's why I call one of the complexes of poetry "I sing in the morning", and I will not stop preaching the morning, light,

The poet lived for eighty-one years (1915-1996), and for almost sixty years, and even more precisely, he did not hold his pen to the last breath. Hulkar Alimjanova and Omon Alimjanov, their children, have also been deeply symbolic in their 2005 call for a new election package called "Dawn of the Night". His works have been transformed into a genuine song of his pioneering life. Each one is a reflection of what he has seen, love sucks and emotions. He struggled with Eli, suffered a painful, and won the love of the nation. This real truth is in the line "My world, you are in the world!"

The phrase "there is magic in poetry" indicates that his miraculous miracle was created from love. Zulfiya admits that the young man is "inexperienced", but "no matter how strong the love of magic is, he is confronted by the shock of the Uzbek girl." The poem has its own oath: "Even if I die in this state of silence". She was in love with her. He gave thousands of thanksgiving to thousands of people. He was beside himself with the heart of his heart, the head of his family, the great Uzbek poet Hamid Olimjon. "How happy he was to love his love," he was aware of the approaching end of the tragic and satirical line.

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In 1944, when he was 29 years old, he suffered a tragic outburst of an unexpected life-threatening fate: "I told you to live, I'm sorry, I'm sorry." Zulfiya did not disappear before life tests like some. On the contrary, the queen made her a brave woman. The night of despair sought and sought the light of the morning. And finally found it. Once the plum has flown, spring gave him comfort. He looked at the whole thing, as if looking for a grin. He stood upright. Not only in his heart, he was able to awaken his desire for life and creation for the sake of himself:

*In the heart of my exit, In my arms,
I'm going to scream, life is going away.
You are in my dreams night, in the daytime,
If I'm alive, you're life!*

The poet Gafur Gulam, who was the first student in 1945, wrote his poem "Spring Has Come When You Questioned", in which he applauded: "That's very good! You now have to live for two people and write for two. Aunt will lift the pen...".

Getting to the Hijrah is a matter of forgetting. On the contrary, Zulfiya's philosophy is full of her life and her career. He did not feel alone. His loyalty, no matter how many years he has been tested, is stronger and stronger. Even these emotions and the honorable life in her dreams have been transformed into pride. Although, "My heart that has the mountain, When the Kush has not started", he says, "Let me come back now, every time I am a flower", he expresses his loyalty on the grave.

The twentieth of life and poetry is that the verses of the verse express different feelings. It is a wonder that the relationships between life-forms and people in life and their relationships, their living nature and the invisible bonds of all the creatures in it. When it comes to the mood and the spirit, it sprouts and fades. Only the poets can listen to the souls they speak unconditionally. The mysterious and gloomy voice is roaring in the rocks and slamming into the world. In Zulfiya's poem, such a life-cycle is a permanent one. The phrase "I sing you, life!" Is not only the covenant of the times, but also the shah.

Inchun is for him a lifelong desire of poetry. It is a duty of the child to find happiness for himself, to find happiness in the anxieties of anxiety, to endear his everyday life, to eat every day he can not stop, to work hard for the mercy of the people:

*Language is a poet
My responsibility is to convey my childhood.
A beautiful poem like the heart of the people
You never have strength...*

Zulfiya lived and worked in the 20th century. It is noted that the history of the Uzbek people has become extremely complicated and extremely controversial in the past. Under such circumstances, he was a brave lieutenant to the Soviet "laughter of happiness", full of universal values, noble emotions, and most importantly,

KARAKALPAK FOLKLORE AND ISSUES OF TRANSLATION

*R. Rzaeva¹, A. Jienbaeva²**Abstract*

The article is devoted to the importance and role of translation of such genre of Karakalpak national folklore as poems in the education and upbringing of young generation and evaluation of the national-cultural heritage of the people.

Keywords: folklore, national-cultural heritage, spiritual-moral upbringing, young generation, aesthetic impact, poetic works, epos, legend, myth, fairy-tale.

In the state educational policy of the Republic of Uzbekistan the necessity of introducing the national culture into the consciousness of young people, drawing their attention to the national-cultural heritage of the people, appealing to emotional, cognitive, intellectual-creative and communicative potential of learners is one of the actual and important issues in education. Folklore is one of the effective and valuable sources in education and spiritual-moral upbringing of young generation. Social value of folklore is determined by its enlightening, educational meaning together with its aesthetical impact. Many great scholars of the East in the middle ages pointed out the role of folklore in the education of young generation, its strength of aesthetic impact, they are: Akhmad Yugnaki, Yusuf Khos Khodjib, Makhmud Kashgariy, Kaykovus, Ibn Sina, Saadi, Abu Raikhan Beruniy, Rudaki, Alisher Navoiy and others. For example, Rudakin used widely proverbs and sayings, which are considered to be the treasure of folklore, in his tractates and poetic works. [3; 41]. Abu Raikhan Beruniy paid much attention to the issues of national culture and study of culture of other peoples, he called folklore "the honour and wit of the people", "festive clothes of the people's soul". [2;132].

Today much attention is paid to keeping, gathering and revival of the heritage left by our off-springs- the works of folklore, that are considered to be our national value and the root of our achievements. One of the outstanding scientists who did this difficult but noble work was Kalli Ayimbetov. He gathered eposes, legends, myths and fairy-tales from the people who knew them and published them. The investigations of the famous scholar Nikolay Alexandrovich Baskakov in the Karakalpak language were also based on the works of Karakalpak folklore in transcription. Later the writers and scholars S.Majitov, N.Daukaraev, O.Kojurov, A.Begimov, K.Auezov, N.Japakov published some works in folklore, including eposes and fairy-tales in literary almanacs, collections and separate books.

The publication of Karakalpak folklore in 100 volumes is an important event to all the peoples of Central Asia. Thanks to the hard work of many scholars the latest publication contains 66 eposes, about 400 fairy-tales, legends, myths, poems, proverbs and sayings, riddles, witty words, wishes, tongue-twisters, aytis (song-contests), blessings, etc. Among sixty six eposes there were published "Alpamis", "Kirik kiz", "Mas patsha", "Sharyiar", "Koblan", "Edige", "Garip ashik", "Gorugli" and others.

The translation of the best masterpieces and samples of Karakalpak folklore from Karakalpak into English gives opportunities for the people of foreign countries to get acquainted with them. As the famous Uzbek writer Chulpan stated, "If literature lives the nation will live". The first President of Uzbekistan I.A.Karimov also emphasized: "If we want the world to know our country Uzbekistan, first of all we should educate the great

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writers, poets and creators. It is necessary to improve the work in literary-artistic translation and we have all the conditions for training specialists mastering the foreign language, literature, theory and practice of literary translation" [1;139]. Taking into account these important tasks, the teachers and students of English language and literature department of NSPI have been translating different genres of folklore for children from Karakalpak into English and the best works of English folklore into Karakalpak. The comparative analysis of the poems from Karakalpak folklore and from the famous book in the world "Mother Goose Rhymes" for children shows that there are some common and distinguishing features in them.

On the one hand as an English proverb says, "Every country has its customs", the Karakalpak people have their own culture, traditions, customs and literature, including folklore. On the other hand, despite the British and Karakalpaks present different countries, different cultures, there are some common features in the historical character, theme, plot, heroes and content.

Karakalpaks connected their best hopes, dreams and ideas with cattle from ancient times. They treated their children politely giving them the names of the young cattle, for example such proper names as: Botabay (a camel's child); Tuuebay (a camel), Tailakbay (a young camel), Shuudabay (a camel's hair), Botakoz (a young female camel with brown eyes)- this name was often given to girls. Giving their children such names, the people cherished a hope of becoming them kind, beautiful, strong and being of great endurance. They wanted them to have all the fine qualities of a camel. The Karakalpak bards of the XV and XVI centuries mention the camels in their works. In the songs by the bard Kaztugan we read such lines:

A young of camel with old wool lives on the land.

That becomes later like a rock on the island.

A wonderful world of fantasy interwoven with realistic events, brightness and originality of images, variety of poetic devices, episodes, subtle psychological insight, amusing development of the plot in poems and fairy-tales make these genres the best monuments of Karakalpak folklore.

In conclusion we can say that "The study of folklore materials promotes to the change of role of mother tongue in educational process, taking it out of the frame of translation and making it an instrument for intercultural comparisons and analogues" [4;178]. Reading the best works of folklore enriches the world view, helps young generation to take from them much useful things, to keep the best national traditions and to bring up the best human qualities in them.

The translation of folklore works from Karakalpak into English is very important, because on the one hand it gives wide opportunities to the people of other countries to get acquainted with the culture, traditions and customs of the Karakalpak people, and on the other hand it promotes to the development of the educational and spiritual-moral upbringing of young generation.

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THE SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH
AND UZBEK ABBREVIATIONS

*F. Bekmurodova*¹

Abstract

This article highlights the peculiarities of abbreviations, analysis of their specific features, differences and common sides by comparing English and Uzbek abbreviations. The article is divided into two parts, first part of the article includes theoretical approaches of linguists and scholars while analysis of English and Uzbek abbreviations are taken place in the second part.

Keywords: abbreviation, acronyms, shortenings, AJ, UNESCO, PQ, PF.

During World War I and later abbreviating the words became very popular not only in English speaking countries, but in other parts of the world as well, to call countries, governmental, social military, industrial and trade organizations and officials not by their full titles but by initial abbreviations derived from writing.

Looking to abbreviation as a branch of Linguistics, different linguists gave their own definition to the term 'abbreviation'.

Linguists of Moscow also studied the abbreviations and gave their definitions to this phenomenon: "Abbreviating of words also stands apart from two-fold division of word-formation like affixation and word-composition. The term abbreviation may be used for a shortened form of a written word or phrase used in a text in the place of the whole, for economy of space and effort" [1] (e. g. BBC, lab, exam, Euratom, V-day, etc.)

Some scientists considered acronyms as synonym of an abbreviation while others claim that acronyms are just one of the types of the abbreviation. In the book which is named "English lexicology" by R. Carter abbreviations are called just as acronyms - "**Acronyms** - words composed of the **initial letter** of the words of a phrase (e.g. UNESCO – United Nations Educational, Scientific and Cultural Organization) [2].

According to the theory mentioned in "The system of word formation in Uzbek" by Uzbek linguist A. Khojiyev, "using abbreviations is not characterized for the Uzbek language and most abbreviations have entered from Russian into Uzbek and remained in the language without any changes". For instance: "Agit brigada" (agitatsion brigada), "avia-bomba" (aviatsion bomba), "teleoherk" (television ocherk) and etc. A.Khojiyev pointed out that abbreviations are used to make the word shorter and it saves the space as well. One of the differences between English and Uzbek approaches, abbreviation is considered as a way of word formation in English, however, it is not accepted in Uzbek lexicology.

If the classifications of English abbreviations are compared to classification of Uzbek abbreviations, obviously, they are quite different. According to A. Khojiyev abbreviations are classified into the following types:

- Consisting of one or two initials (Bir harfli; ikki harfli);
- Three or four initials (Uch harfli; to'rt harfli);
- Mixed (Aralash).

Furthermore, one of the way of forming abbreviations in Uzbek is truncating first syllable of the first word and initials of the following words. For instance: BuxDU, O'zMU, TashGU and etc.

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Meanwhile, classification of English abbreviations is done by Garland Cannon that is found in his book "The English Abbreviations and Acronyms". According to G. Cannon there are four types of abbreviation:

- Shortenings
- Contractions
- Initialisms
- Acronyms

According to analysis of both English and Uzbek, most abbreviations are used in political articles. An abbreviation CEO is one of the most common abbreviations used in the articles of The New York Times newspaper.

"... the engagement of CEOs is quoted as a «lever for improving the visibility of company». This is probably the reason why the proportion of active leaders on social networks increased from 36% in 2010 to 66% in 2012, according to public relations firm Weber Shandwick." (The New York Times, December 3, 2017)

However, it has been revealed that PQ – "Prezident qarori" or PF – "Prezident farmoni" are considered as one of the mostly utilized abbreviations in Uzbek newspaper articles:

"... "Sog'liqni saqlash sohasida xususiy sektorni yanada rivojlantirish chora tadbirlari to'g'risida"gi PQ-2863-sonli qaroriga muvofiq,... tibbiyot tashkilotlarida xususiy sektor faoliyatini takomillashtirish ko'zda tutiladi". ("Xalk suzi"; December 30, 2017; № 264 (6958))

Obviously, abbreviations are coming into a life of mass media, in particular in the language of newspapers and magazines. However, there are abbreviations such as UNESCO, UNICEF or NASA and etc. which are used in both languages without translation or explanation due to its ease to pronounce and popularity all around the world. If such abbreviations are translated into native language the convenience of the pronunciation disappears.

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THE CASE METHOD IN READING EDUCATION

*P. Begbudieva*¹

Abstract

The aim of this article is to describe an individual situation (case), e.g. a person, business, organization or institution in detail, analyzing the it using relevant theoretical concepts. Problem-solving case studies are used to investigate a problem or situation in a particular individual or group, and recommend a solution to the problem based on analysis and theory.

Keywords: qualitative research, case study methods, teaching reading, problem solving, students.

Case study methodology has long been a contested terrain in social sciences research which is characterized by varying, sometimes opposing, approaches espoused by many research methodologists. Despite being one of the most frequently used qualitative research methodologies in educational research, the methodologists do not have a full consensus on the design and implementation of case study, which hampers its full evolution.

Focusing on the landmark works of three prominent methodologists, namely Robert Yin, Sharan Merriam, Robert Stake.

Case study is one of the most frequently used qualitative research methodologies.

However, it still does not have a legitimate status as a social science research strategy because it does not have well-defined and well-structured protocols, so emerging researchers who plan to utilize case study usually become confused “as to what a case study is and how it can be differentiated from other types of qualitative research”. Research methodologists do not have a consensus on the design and implementation of case study, which makes it a contested terrain and hampers its full evolution.

Imagine sitting in on a course in reading education where the class is engaged in a lively discussion of the application of some method of reading instruction. The discussion focuses on a real incident that the students had read about the evening before. Some students agree with the approach taken by the teacher in the case in handling the instruction. Others approve of the general methodology employed but disagree with the teacher's instruction and timing. Still another group of students questions the entire approach chosen by the teacher to teach reading. From a general discussion about method the class begins to deal with issues of theory and instructional philosophy. Students are active participants in the class. The instructor has her hands full simply moderating the discussion and tossing in points to consider.

Unfortunately most classes in reading education do not generally follow this pattern. Perhaps a more common description of a course in reading education, especially at the undergraduate level, would involve the teacher lecturing to the class while the students attempted to fill up their notebooks with the knowledge poured forth by the instructor. Occasionally the students might be involved in a demonstration of method or in a micro-teaching experience in which they attempt to teach a lesson or a portion of a lesson to a small group of peers.

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However, for the most part, students are passive participants in the classroom activities that unfold in their college level coursework.

A new approach to the teaching of reading education is needed, one that is not focused totally on method but sensitive to the situations and contexts in which methodologies are to be applied. This approach to reading education is needed that encourages the active participation of students and values their views about reading pedagogy. We need an approach that creates a forum in which ideas grounded in the real world of the classroom are free to be expressed and forced to be examined critically. A method that allows for this to happen is also one that is highly suited to coursework in reading education. It is the case study or case method approach.

Most college level textbooks treat their subject matter as if it was a set of static facts or principles abstracted from the hazy world of real life and presented in the "sanitized" format of the book. Shulman (1986), however, has argued that the learning of propositional knowledge facts and principles by itself is an insufficient knowledge base for teachers. Two other knowledge forms are necessary. These are case knowledge and strategic knowledge. Case knowledge involves the application of principles to specific classroom events and contexts. Strategic knowledge involves the application of multiple and contradictory principles. Shulman argues that these two higher forms of knowledge required for effective teaching are best learned through a case method approach.

The cases can focus on a variety of issues. Students have expressed a renewed sense of worth and self confidence as they find that their ideas have value in the eyes of their course instructor and peers. They are more willing to discuss actively problems in the classroom with their peers from a more critical, creative and professional point of view. Best of all, students participating in case study discussions seem more prepared for and confident in dealing with the instructional dilemmas of real classrooms in intelligent and thoughtful ways.

The case study approach is certainly not a panacea for all the difficulties inherent in teaching reading education courses. However, it opens up many possibilities for actively engaging students in their own learning, developing critical thinking. I think, I have found it wellworth the effort.

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ANALYSES OF PHRASEOLOGICAL UNITS
WITH PROPER NAMES IN ENGLISH*G. Obrueva*¹*Abstract*

The article is devoted to the investigation of phraseological units with proper nouns. Moreover the article describes some proper names in phraseological units with semantic characteristics and component. A lot of examples are given on various contexts.

Keywords: proper nouns, common nouns, linguistics, significance, component, phraseological units, factors, functions, expressive.

Одним из развитых видов системных отношений, присущих фразеологическим единицам (ФЕ), в отличие от структурно-адекватных им имён собственных (ИС) в свободном употреблении, является синонимия, которая – как справедливо заметила И.А.Сиддикова – “не может решаться изолированно от другой, более широкой и сложной лингвистической проблемы, а именно – проблемы значения слова”.

Так, некоторые ФЕ исследуемого типа имеют лексические корреляты среди нарицательных существительных (“межуровневая” синонимия). Например, Jack Ketch → a hangman, Jack Tar → a sailor, Tommy Atkins → a soldier. Несмотря на тождество, предметно-логического значения каждой пары, между ними нет полного соответствия. Слова “a hangman”, “a sailor”, “a soldier” стилистически нейтральны, тогда как ИС-ФЕ употребляются в фамильярной разговорной речи. Переосмысленные, они более экспрессивны, чем ономастические слова.

Фразеологизмам исследуемого типа свойственна также внутригрупповая синонимия (частный случай “внутри уровневой” синонимии), что подтверждается существованием в английском языке следующих ФЕ: “David and Jonathan”, “Damon and Pythias”, “Pilades and Orestes”. Все они выступают в значении “неразлучные друзья”.

Обладая понятийным тождеством, данные ФЕ не содержат никаких семантических различий. Они характеризуются стилистической однородностью, употребляясь как в устной, так и в письменной речи, и способны замещать друг друга во всех конкретных случаях употребления, что подтверждается следующими примерами: “Put up, for shame, put up, and be Pilades and Orestes, what was your quarrel?” (The Stanford Dictionary of Anglicised Words and Phrases, 2008, p. 589). Everybody at Naples remarked the separation of the Damon and Pythias - indeed, Marrowfat had saved my life more than once [Там же. - Р. 64]. He had loved one warm clever boy who was frail in body, a consumptive type. The two had an almost classic friendship David and Jonathan. [Там же. - Р. 65]

Будучи равноценными и в отношении употребительности, ФЕ David and Jonathan и Damon and Pythias обнаруживают все признаки абсолютных синонимов. Крайне редкая употребительность ФЕ Pilades and Orestes, равноценной в смысловом отношении ФЕ David and Jonathan и ФЕ Damon and Pythias, не позволяет, однако, признать её абсолютным синонимом последних. Наложение любой из трёх вышеупомянутых ФЕ на омонимичное свободное сочетание (из ИС) является наглядной

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иллюстрацией их семантической несоизмеримости, оно даёт чёткое представление о характере различий между ними. Ср., например, FE David and Jonathan со свободным сочетанием David and Jonathan.

Важным показателем при выявлении дифференциальных признаков фразеологизированного ИС является антонимия, отсутствие которой у ИС как такового опять-таки обусловлено его спецификой. Следует отметить, что среди ФЕ исследуемого типа антонимия - явление довольно редкое. Однако характерен сам факт противопоставления их компонентов - "ИС". Приобретение этого семантического свойства именем собственным свидетельствует о его глубоком качественном перерождении и переходе в категорию имени нарицательного, либо в разряд фразеологизмов. Так, полными антонимами являются следующие ФЕ: as rich as Croesus "богат, как Крез, очень богат" и as poor as Lazarus "беден, как Лазарь, очень беден," as poor as Job "бедный, как Иов, очень бедный".

Уяснению качественных различий между ФЕ с компонентом - ИС и ИС вне фразеоформы способствует также выявление возможностей фразеологического варьирования исследуемых ФЕ. Здесь интерес представляют лишь те лексические варианты ФЕ, чередующимися компонентами которых являются ИС: cheap Jack (John) "бродячий разносчик, торгующий дешёвыми товарами"; poor Jack (John) "сушённая мерлуза"; Jack (John) of all trades "мастер на все руки"; Jack (Tom) of Bedlam "сумасшедший, безумный"; John (Tom) Long the carrier "человек, медлящий с доставкой чего-либо" (ср.: "его только за смертью посылать"); Jack (Tom, John) Drum's entertainment "нелюбезная встреча гостя"; Jack (Tom) Fool "дурак"; Jack (Tom) Collins амер. "напиток из содовой воды, джина, сахара, лимонного сока и льда".

Значения неоднозначных ФЕ исследуемого типа не связаны отношениями семантической производности, характерными для лексической полисемии. Например, Black Maria: 1. Тюремный автомобиль: He protested against entering the Black Maria (Y.F.Ong, Y.I.Yang). 2. Военный жаргон - немецкий дымовой снаряд: It was wonderful, the humor with which the English fellows take this messy business. I have one as an instructor and he has explained their jokes to me. The heavy shells which make an enormous cloud of black smoke they call "Jack Johnsons", because of a Negro prize fighter who is dangerous. Also they call them "Black Marias".

Установить какую-либо связь между этими значениями практически невозможно. Во втором значении данная ФЕ синонимична ФЕ Jack Johnson. К примеру, NED ставит между ними знак равенства (См.: The Oxford English Dictionary, 2003, p.281).

Употребление двух ФЕ для обозначения одной и той же реалии подчёркивает необычный характер полисемии ФЕ Black Maria. Существование в английском языке таких двузначных ФЕ, как long Tom - [1] воен. жарг. дальнобойное орудие, 2) Sl. длинная сигара] и black Jack [1] высокая пивная кружка (сделанная из промасленной кожи), 2) чёрная солдатская куртка без рукавов] объясняется ярко выраженной тенденцией (особенно в сленге) называть неодушевлённые объекты наиболее распространёнными ИС личными. Особый характер полисемии подобных ФЕ выражается в том, что отдельные их значения обозначают конкретные разнородные объекты.

В общем, преобразование ИС в составе ФЕ ведёт к сближению с именем нарицательным. Как и последнее, оно выражает понятие, класса однородных объектов. Аппелятивность фразеологизированного ИС подтверждается как парадигматически, так и синтагматически.

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SOME QUESTIONS OF THE STUDY OF THE ARTISTIC SKILL OF THE KARAKALPAK NOVEL OF THE 80S OF THE TWENTIETH CENTURY

P. Nurzhanov¹

Abstract

The report touches upon some of the artistic skills of the Karakalpak novelists of the 80s of the 20th century. The author of the report, analyzing the novels of famous Karakalpak writers T. Kaipbergenov "Zenitsa Oka", K. Mambetov "Conscience", focuses on such important issues of the poetics of the novel as the plot, composition, which occasion to reveal the peculiarity of the artistic skill of the Karakalpak novel of this period. At the end of the report, important scientific and theoretical conclusions are given, which are very important in the further study of the genre of the novel.

Keywords: epoch, genre, novel, problematics, plot, composition, image of the hero.

Преобразования, произошедшие в середине 80-х годов XX века в общественной, экономической, политической и социальной жизни народов Республики Узбекистана, непосредственно коснулись и духовной жизни общества, в том числе литературы. В истории развития каракалпакской романистики это десятилетие считается плодотворным периодом. Особенно, роман становится ведущим жанром национальной прозы. В 80-ые годы современность стала основной темой романов. Интерес писателей к современности в это десятилетие объясняется следующими причинами. Во-первых, 80-ые годы – это период перестройки общественных отношений. В этом время у людей усиливается чувство самосознания, происходит переоценка духовных ценностей.

Писатели, каждый в меру своего таланта, мировоззрения пытаются донести до людей свои наблюдения о состоянии современного общества, размышления о будущем народа. Они хотят, чтобы люди поняли, что каждый человек сам ответственный за свою судьбу, за происхождение события, что последующие поколение не должно страдать от наших ошибок. В романах написанных в 80-ые годы, решается вопрос о роли и месте человека в обществе. В центре общественной жизни, следовательно, и литературы, стоял человеческий фактор.

Появляются многочисленные произведения, обогатившие каракалпакскую романистику. Например, романы Т.Каипбергенова «Зеница ока», К.Мамбетова «Совесть», О.Абдирахманова «Порог» и другие. Особенность данных произведений в том, что в них писатели раскрывают негативные стороны административного-командной системы, решают морально-нравственные проблемы. Об актуальности поставленных проблем в романах свидетельствует тот факт, что издание произведений Т.Каипбергенова «Зеница ока», О.Абдирахманова «Порог» отдельными книгами запретили. Настолько злободневны были затронутые писателями проблемы.

Объектом исследования нашей статьи являются романы Т.Каипбергенова «Зеница ока» [1], К.Мамбетова «Совесть» [2]. Эти романы были положительно оценены русским [3, с. 18], узбекским [4, с. 23] и каракалпакским [5, с. 92] учёными.

Роман «Зеница ока» Т.Каипбергенов посвятил экологической теме, подняв в нем волнующую сегодня всех проблему ответственности людей за сохранение род-

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ной природы. В романе проблема экологии рассматривается в неразрывном единстве с проблемами нравственности, совести, морали. Содержанием романа Кипбергенцов показывает, что беда Арала – дело рук человеческих. Писатель одним из первых задал в колокола, оповещая мир об экологической драме века, выступая в защиту родного Арала. Каипбергенцов видит нарушение гармонии природы в моральном обнищании человека. Поэтому, пока не поздно, он обязан исправить создавшееся положение. Все зависит от человека, от его совести, принципиальности, справедливости, нравственного совершенства.

Т.Каипбергенцов на протяжении всего романа утверждает мысль о том, что нравственность, человечность, гармонию природы мы должны беречь как зеницу ока.

Проблемы, поднятые в романе, решаются в столкновениях противоречивых характеров, в успешном раскрытии тех или иных конфликтов.

Динамическое развитие сюжета романа «Зеница ока», способствует знакомству с героями, раскрытию характеров: Давлетова, Сержанова, Завмага, Шарипы Сержановой, её отца старика Нуржана, Фариды, Светы и других. Главные события романа разворачиваются вокруг этих образов. Взаимоотношение героев в семье, в процессе работы, конфликтные ситуации дают полное представление об их мировоззрении, позволяют глубже понять их духовный мир. Писатель в романе заостряет внимание на психологических моментах в изображении характера: на раздумьях, переживаниях, различных чувствах. В результате образы получились убедительными, жизненными. Изображая внутренний мир героев, раскрывая его душевное состояние, писатель использовал прием внутреннего монолога, усиливающий психологизм всего произведения. Внутренние монологи отличаются разнообразием. Автор использует форму размышлений, воспоминаний. Из монологов ярко вычерчивается характер главного героя романа-Давлетова: его человечность, смелость, признаться в собственных ошибках, способность извлекать выводы из своих и чужих упущений, стремление бороться за справедливость и правду.

Художественный прием внутреннего монолога применяется в романе и в раскрытии характера старого рыбака Нуржана Сержанова-отца Шарипы.

Мастерство писателя проявилось и в раскрытии характера Ержана Сержанова. Каипбергенцов сумел изобразить типичный образ человека эпохи застоя. Сержанов корыстолюбивый, умеет приспосабливаться к любым ситуациям, неожиданностям. Главный принцип его жизни- «уметь держаться при любых обстоятельствах».

В романе «Зеница ока» диалоги отличаются остротой, злободневностью, содержательностью. Они передают психологическое состояние героя. Посредством диалогов, мы становимся свидетелями многих событий.

Роман К.Мамбетова «Совесть» занимает важное место в развитии каракалпакской романистики 80-х годов XX века.

Совесть – это чувство нравственной ответственности людей за свое поведение и поступки перед окружающими и перед обществом в целом. Писатель в романе критерием человечности и нравственной совершенности сделал совесть. Роман написан по горячим следам перестройки, начатой после 1985 года. Автор в романе глубоко исследуя сюжетно-композиционные особенности романистики таких всемирных писателей, как Н.Думбадзе, Ч.Айтматов, мастерски отражает жизненные и общественные ситуаций. Особенно в творчестве К.Мамбетова является очень плодотворным художественный опыт романов «Закон вечности» Н.Думбадзе и «Буранный полустанок» Ч.Айтматова.

По жанру «Совесть» можно определить, как роман – воспоминание, или, как роман – исповедь. Дело в том, что в произведении нет крупных событий, происходящих в настоящем. Действия, поступки героев – в воспоминаниях главного героя, в исповедях больных, которые делятся своими сокровенными мыслями с Касымом.

Касым Сейтназаров – профессор университета, человек честный, принципиальный, не терпящий несправедливости, с сердечным приступом попадает в больницу. Рядом с ним лежат больные разного возраста, профессий, из разных районов. Рассказы о жизненном пути, о допущенных ошибках, отношения к людям с различными морально-этическими, нравственными ценностями, описание душевных переживаний, откровения о личной жизни – все это составляет сюжетную канву произведения.

Своеобразна композиция романа. Он построен на размышлениях, воспоминаниях, монологах, многочисленных диалогах. Через эти художественные приемы раскрываются и конфликт произведения, и характеры героев.

Для раскрытия характера героя в романе «Совесть» К.Мамбетова избрал не совсем традиционный путь. Попад в больницу, находясь в одной палате долгие дни и ночи, люди становятся ближе и доверяют тайны из личной жизни, работы. Такие признания позволяют более глубоко узнать характер того или иного персонажа. Использование данного приема – творческая удача К.Мамбетова. Общение героев позволяет познакомиться со словоохотливым Дуйсенбаем, скрытными и молчаливым Торебаем, скромным и умным Асном и со многими другими персонажами.

Писатель в романе для раскрытия характера героя использует метод анализа и самоанализа: герои выносят на суд слушателей свои душевные переживания, как бы просят оценить их действия, дать совет как жить дальше. К.Мамбетов, раскрывая подобным образом характеры персонажей, достиг высокого психологического мастерства.

В романе «Совесть» жизненным порокам противопоставляется совесть человека, его честь, достоинство. Героев за каждый шаг, поступок, ошибку судит их совесть. Герои мучаются, страдают от приговора собственной совести. Можно сделать вывод о том, что лице К.Мамбетова этот принцип раскрытия характера героев в современном каракалпакском романе является новаторским и своеобразным приемом.

«Совесть» К.Мамбетова – такое произведение, в котором решаются вечным моральные проблемы, поэтому не потеряет свою актуальность в любое время, так как, решаемые в романе нравственные проблемы, никогда не устареют.

В заключение можно сказать что, в 80-ые годы XX века современность стала основной темой каракалпакской романистики. Интерес писателей к проблемам современности в это десятилетие стал доминирующим художественным явлением. Это в свою очередь служило к развитию национальной прозы.

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THE "SPIRITUALITY" AS A LINGUISTIC CATEGORY AND ITS STRUCTURE

R. Khabibullaeva¹, M. Akhmedova²

Abstract

The concept of "spirituality" plays a special role in the linguistic image. Its conceptual essence is of great methodological importance. The category "spirituality" has a conceptual framework consisting of 10 elements (morality, conscience, diligence, enlightenment, attitude, self-discipline, sincerity, intelligence, personal upbringing). It is assumed that in this concept, enlightenment is scientifically practiced as a core function of conscience.

Keywords: system, category, language, spirituality, morality, conscience, affection, enlightenment, attitude, self-discipline, sincerity, intelligence, personal perfection

"Spirituality" is a complex phenomenon, and today dozens of different aspects of social science are engaged. Studies in the areas of philosophy, ethics, aesthetics, social psychology, psychology, literature, history, ethnography and ethnology are widely studied. However, the deeper the problem is, the more complicated it is, the more profound it is at the same time. Among all the studies, linguistic studies are central and pivotal. The beginning or the end of any research is associated with linguistic essence. After all, the interpretation of the event begins with the analysis of its meanings, and in the end, the essence of the phenomenon is fully reflected in the word - it is defined. Therefore, in the sense of the word "before and foremost," the concept of the creed differs from that meaning in terms of content. As the meaning of the word is not completely understood clearly, the degree of understanding of the event in it is so weak and the result is so vague.

In the Uzbek linguistics, the meanings of "spirituality" are studied in certain directions. Particularly, public-political terminology, nationalistic ideas, and more emphasis on social morality, and the aspects of the spirituality of the individual are not clearly distinguished within this sphere.

But as a term of national ideology, it is a combination of views on the philosophical, legal, scientific, literary, religious, ethical, and conceptual ideas of the human mind, psychology, morality. "The Explanatory Dictionary of the Uzbek Language" also indicates that: Spirituality is the moral state of a person. Spirituality is a man's decoration. Philosophical, legal, scientific, artistic, religious, ethical ideas and concepts. Of course, it is not appropriate to combine linguistic, philosophical and psychological approaches, because, as mentioned above, there is a methodological misunderstanding as a combination of differential edges.

As linguist Bakhtiyor Mengliev claims, the concept of development is also the developmental aspect. For example, the scientist writes that the development of the level of comfort for human development is tradition. It is realized in terms of "human well-being", "technical upsurge", "economic / financial development". In other words, the semantic "word" of the word "development" (taraqqiyot) is the "materialism". The prominent dictionaries state that:

"Development - growth, progress, development, growth]. The development of simple to complex, from the bottom to up, its rise. Historical adventure. Technical training.

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Stages of development of human society. Level of science and culture. In our country, manufacturing forces are developing extensively, science and technology develops. "Science and marriage". The context of the commentary and the evidences are as follows: the expression of development is more "materialistic". It is also reflected in social thinking. If you ask anybody about the word progress, he can not associate it with such concepts as "morality" and "conscience."

Hence, the word "development" in social studies is basically the term "material development." This also reflects in dictionaries. Also, the state of affairs in dictionaries through science and education re-emerges the social consciousness and strengthens the current situation. As a result, the meaning of the word has changed, and this change, on the other hand, affects everything. Let's say that material progress is getting stronger than moral and moral development. It is possible to be convinced of the interaction of words and relationships with the individual.

Diachronic and synchronous study of the category of "Spirituality" allows to reveal their evolution and formation and systematic state of affairs. In our case it is essential to describe the category of synchronous system categories.

The essence of the concept of "spirituality" is based on the popular interpretation of the "National Encyclopedia of Uzbekistan" in its components.

It is understood that the purpose of the spiritual life of a person is clear, he will find a way to meaningful life, behave in a culture of behavior, and approach each issue fairly and clearly. What is conscience, what is false and true, what is honest, what is lawful and what is haram is to distinguish it from one another, to abandon wrong actions in life, to do good deeds. Love of the country, patriotism is acknowledged as one of the key factors determining human spirituality. In a society with a high spirituality, talented people are the face of the society, the nation, the honor. In a culture- rich society, intelligence, freedom of speech, justice and good behavior are the priority.

It is apparent that the analysis of the category of "spirituality" will continue with a conceptual approach. The linguistic meaning of the category expression, the concept of content and the conceptual concept reflect the dialectic of publicity. The analysis is infinite, and the generalization is abstract. However, this uncertainty represents generality, not certainty.

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BIOGRAPHICAL DATA ABOUT GADOY'S PERSONALITY:
HISTORY AND CONTEMPORANEITY*H. Aslanova¹**Abstract*

Speaking about the lyrics of the East, it is impossible not to mention one of the most prominent representatives of the fifteenth-century classics - Mavlono Gadoy. His original pseudonym and rather rich literary heritage became an object of scientific research relatively recently, although many of his contemporaries admired Gadoy's talent. The explanation for this is the absence in Uzbekistan of the original manuscript of the poet and Uzbek philologists were forced to use the art texts of Gadoy published outside of Uzbekistan. Only in March 1970, from the Paris National Library, a microfilm of the unique "The compiled ghazals of Gadoy" ("Devony Gado") manuscript was obtained, the study of which allowed a thorough poetical and textual analysis of the poetry of Gadoy.

Keywords: Gadoy's biography, contemporaneity, manuscript, research, heritage, analysis.

Говоря о лирике Востока, нельзя не упомянуть одного из ярких представителей классиков XV века - Мавлоно Гадои. Его оригинальный псевдоним и достаточно богатое литературное наследие стало объектом научных исследований относительно недавно, хотя талантом Гадои восхищались многие из его современников. Объяснение тому, служит отсутствие до последнего времени в Узбекистане оригинала рукописи поэта и узбекские филологи были вынуждены пользоваться художественными текстами Гадои, опубликованными за пределами Узбекистана. Лишь в марте 1970 года из Парижской национальной библиотеки был получен микрофильм уникальной рукописи "Девони Гадо", изучение которой позволило провести тщательный поэтический и текстологический анализ стихов Гадои.

Сведения о жизни поэта Гадои сохранились в тазкирах (летописно-биографических произведениях) Алишера Навои и других источниках. В литературных источниках последующих лет сведения о биографии поэта практически не встречаются. В начале XX века его жизнью и литературным наследием занимался турецкий ученый Мухаммад Фуод Купрули, который в 1914 году опубликовал статью "Тўққизинчи ва ўнинчи асрлардаги Чигатой шоирлари" ("Чагатайские поэты девятого и десятого веков"). В ней он приводит данные о Мавлоно Гадои, ссылаясь на труд Навои "Муҳокамат ул-луғатайн" ("Суждение о двух языках"). Кроме того, Мухаммад Фуод Купрули в своей статье «Чагатайская литература» в «Исламской энциклопедии» пишет: «Я не склоняюсь мнению о том, что известный и образованный поэт был Гадо (ниций, попрошайка – комментарий наш Х.А.) или Гадои. В 1490 или 1491-1492 годах Гадои было около 90 лет и он мог быть жив. По сведениям Навои, этот поэт писал на чагатайском языке и его творчество достигло своего расцвета во времена Абулькасима Бабура. В главе, посвященной этому человеку, Навои напоминает, что в то время, когда он писал свою поэму "Мажолис ул-нафоис" ("Собрание избранных (изысканных)"), поэт ещё был жив. Выбор такого псевдонима, по Навои, объясняется суфийскими принципами и образом жизни. На преувеличенный взгляд, моё случайное мнение побуждает к исследованию искусства догматов суфизма.

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Узбекский литературовед Эркин Ахмадхужаев, рассуждая о вопросе псевдонима Гадои, отмечает: “Гадои означает народность, приближенность к простому народу, трудолюбие, в целом, представитель народа”. Мы одинаково принимаем обе точки зрения. Версия Купрули подтверждается главой “Мавлоно Гадойи қаддаса сирруху” (“Достоочтимый наставник Гадои”) труда Фахри Хироти “Радойиф ул-ашъор”. Суждение Ахмадхужаева, в свою очередь, основывается на предположение переводчика поэмы “Мажолис ул-нафоис” на фарси Хакимшаха Мухаммада Казвини, который мотивирует обращение Гадои к такому псевдониму его высказыванием: “Йиғлаю борсам эшикига гадолиғ қилғали” (“Пойду к двери плача для попрошайничества”). Также, Эркин Ахмадхужаев в своём исследовании пишет, что существует несколько точек зрения относительно псевдонима Гадои: “Причиной выбора такого псевдонима Гадои, во-первых, является его принадлежность к философскому течению суфизма. Во-вторых, это указание на тот факт, что поэт принадлежал к низшему социальному сословию, что он был из простого народа. В третьих, как поклонник и воспеватель любви, Гадои мог выбрать себе такой псевдоним”. Мысль Э.Ахмадхужаева подтверждаются следующими бейтами поэта:

Агар сен ҳусн элининг хонидурсен,
Жаҳонда доғи мендек бир Гадо йўқ.
Также:
Гадоий беш эмастур, дер рақибинг,
Гадодурмен, вале, султондин ортуқ.

Перевод:

Коль ты правительница страны красоты,
В мире нет Нищего как я.

Гадои не пять, скажут тебе соперники,
Да я Нищий, но выше любого султана.¹

В приведённых строках поэт определяет себя как “нищего”, “простолюдина”. Кроме того, он утверждает, что его “нищенственное” состояние относится к любви. Янош Экман, который привёл много сведений о Гадои, в своих исследованиях выражает мысли, схожие с рассуждениями Мухаммада Фуода Купрули.

Долголетие жизни Гадои, отмеченное Алишером Навои около девяносто лет, сам автор подтверждает в своих газелях. Очень изысканным и оригинальным сравнением Гадои уподобляет черный локон возлюбленной своей длинной жизни, да и в классической литературе Востока длина жизни сравнивается черным локоном волос:

Ул қаро сочинг сенинг умри дарозимдур
менинг,
Неча қилғайсен киши умрини мундоқ
поймол.

Перевод:

Те черные волосы твои – длинная жизнь
моя,
Зачем же ты топчешь так жизнь человека.

В диване поэта содержатся 9 газелей, подписанные псевдонимом “Гадои”, а также 197 газелей, одна касыда, мустахзад и китъа, подписанные псевдонимом “Гадо”. Однако 28 газелей не подписаны. Псевдоним поэта встречается в концовке 205 газелей – в мактаъ, в четырех стихотворениях на предпоследней строке. Расположение газелей в диване традиционно, но время их написания нам неизвестно. Содержательное, игривое и разнообразное лирическое наследие, оставленное поэтом, могло быть написано в течение столетия.

Вместо заключения отметим, что псевдоним “Гадои” включает в себя основное направление, творческий метод и художественная идея идейно-художественная направленность лирики поэта. В то же время, сочинения Гадои представляют также собой важный источник о периоде жизни поэта и культурно-литературной среде его эпохи. Настоящее имя и биография поэта ещё досконально

¹Перевод на русский язык наш – Х.А.

неизвестно. Однако акцентирование внимания на изображение Герата позволяет предположить, что он жил в окрестностях этого города. Изучение этой литературно-исторической проблемы представляется весьма перспективным.

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THE HISTORY OF ANCIENT PROVERBS AND THEIR MODERN USAGE

*N. Ochilova¹, J. Nasrullaev²**Abstract*

The article deals with the proverbs which have been given the simple knowledge, discretion, learning counsel and to understanding a proverb and interpretation the words of the wise and their dark sayings. The usage of proverbs makes understandable and as we know from ancient proverbs were useful sayings among the people.

Keywords: proverbs, research, culture, sayings, idiom.

Learning foreign languages in the world and especially in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. As the President of Uzbekistan I. A. Karimov said: "Today it's difficult to revalue the importance of knowing foreign languages for our country, as our people see their great prosperous future in the cooperation with foreign partners". That's why we should pay attention to learning foreign languages i.e. it has become very important today. Under the notion "knowledge" we can mention not only practical but theoretical basis too. Scientists of the Republic carry out fundamental and applied research in many areas of modern science. The republic has world-class research schools and investigations in many areas are successfully conducted. Development of our own intellectual, scientific, and technical potential, as a factor for sustainable progress of our country, we immediately associate with further expansion of scientific, technological and cultural links with prestigious research centers in the world, with the joint research on many important issues.

Proverbs have a great history all around the world. From ancient time proverbs were used among the people. Most of people are not aware that the proverbial statements are really parables. We use sayings that in natural and normal illustrations to show comparisons to moral, social or religious principle of the society. In other words the use of the proverbs is intended to portray spiritual truths through in ordinary usage of words and explanations. The intended result, however, may involve the revelation of many "dark sayings" that the ordinary person may be unaware of. Or to put simply, there is often more to the proverb than at first meet the eye.

The proverbs have been given in order to show wisdom, instruction, understanding, justice, judgment, subtlety to the simple knowledge, discretion, learning counsel and to understanding a proverb and interpretation the words of the wise and their dark sayings. The usage of proverbs makes understandable the speech of the human. The proverbs represent the "cream of the crop" of ancient philosophical sayings. The proverbs especially begin with wise sayings. We can see it in these examples:

"The fear of the lord" which is Old Testament way of saying: "have faith a trust in a God", is the very start of wisdom. Ancient proverbs were divided into some parts: proverbs of wisdom, proverbs of treasure, proverbs of women, proverbs of mother. According to these parts people developed the main ideas of proverbs. Very early developing of proverbs belongs to Egyptian. The sons of Zerah were in Egypt and writing many of the wise

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sayings in past. It is well within reason that many of these early philosophical works of the Israelites (while they were in Egypt) or of otherwise Egyptians could have been mentioned for long period among the Egyptians.

As we know from ancient proverbs were useful sayings among the people. Every people have their own proverbs at that time. For example "Proverbs" translates the Hebrew word "*mashal*", but "*mashal*" has a wider range of meaning than the short catchy sayings, implied by the English word. Thus while roughly half the book is made of "sayings" of this type, the other half is made up of longer poetic units of various types. It is impossible to offer precise dates for the sayings in proverbs, "a collection of collection" relating to a pattern of life which lasted for more than a millennium.

The "wisdom" genre was widespread throughout the ancient Near East and reading proverbs alongside the examples recovered from Egypt, China and Mesopotamia reveals the common ground shared by international wisdom. Wisdom is as close as Biblical literature comes to Greek in inquiry into values and reflections on the Roman condition, although of here is no discussion of ontology, epistemology, metaphysics and other abstract issues raised by the Greeks. There are many examples which denote ancient proverbs:

Rob not the poor, because he is poor
 Make no friendship with an angry man
 See you a man diligent in his business
 Labor not to be rich: cease from you own wisdom

From ancient the authors used proverbs, sayings in their books, because they thought that proverbs illustrate their work

The crackling thorns under a pot –it is given from Ecclesiast and it means to laugh at somebody with bad manner.

Fire in with you petition –this phrase we can say an idiom. It means to do something very quickly like fire and to ask petition from somebody.

A bird in the hand is worth two in the bush - this proverb, like many others, warns against taking risks and suggests that you should keep what you have and not risk losing it by going after more. The other reading of the meaning is that it refers to medieval falconry where a bird in the hand (the falcon) was a valuable asset and certainly worth more than two in the bush (the prey). It may well be that both of these meanings were intended by the coiners of this proverb, which may go some way to explaining why it has resonated over the centuries and is still in common use.

A penny saved is a penny earned - It is as useful to save money that you already have as it is to earn more.

In conclusion We can say that our people, which in the recent past was really behind of universal development, made right conclusions from this bitter experience, and after identifying the aspiration to science and education, intellectual development, growing harmoniously developed youth which is second to none, achieved significant practical results in this direction. Thanks to that Uzbekistan today moves to front lines of world development. This is brightly confirmed by the results of this rating.

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COMMUNICATIVE APPROACH AS AN EFFECTIVE VOCABULARY STRATEGY IN EFL CLASSES

Z. Salieva¹

Abstract

This article mainly aims at determining the effectiveness of CLT (Communicative Language Teaching) strategies used in classes. The experimental data shows that CLT strategies are very effective in improving the students' language proficiency. Therefore, it is recommended that CLT approach should be used intensively and extensively in the teaching English.

Keywords: communicative language teaching, strategies, effectiveness, EFL class, authentic material.

English as a foreign language is, beyond a doubt, the most frequently taught foreign language in the world. It is the apparatus that assists so many people of different origins and backgrounds in creating links and bonds. It is known for a fact that English is taught in most countries in the European Union and the world and Uzbekistan is no exception to this rule. The demand for English started increasing at a rapid pace and soon it became the most popular foreign language taught and learned both in public and private sectors.

There are many ways to teach English and one of them is the CLT (Communicative Language Teaching) approach, which was originally used in British language teaching in the late 1960s. Until then linguistics from Britain began to emphasize the fundamental aspect of language teaching—the communicative and functional potential of language. They argued that language teaching should focus on communicative proficiency rather than on mere mastery of structures. CLT is an innovation in English language teaching in China. China saw its first movement towards CLT in the early 1990s. During its initial implementation, CLT met with considerable resistance from the start because it was a new approach in every way, many teachers have tried to change the dominant teaching procedures but “quickly get frustrated, lose their initial enthusiasm and acquiesce to tradition” (Campbell & ZHAO, 1993).

Some teachers even believed that it was not feasible to adopt CLT. It is this perspective that the researcher decided to conduct a study on the effectiveness of CLT strategies to evaluate this new approach in the English language teaching. Hopefully, the study could discover the various teaching strategies and activities which the students and teachers found to be very effective.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

The communicative approach is an umbrella term to describe the methodology which teaches students how to communicate efficiently. It also lays emphasis on students responsibility for their own learning. It involves cooperation within group, self-activity, dictionary work. The first concern of communicative approach is language acquisition rather than conscious learning. According to Krashen, “acquisition is a natural process, similar to the way children develop ability in their first language. It is subconscious process

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when students are not aware of the fact they are acquiring language but are using the language for communication.” (Krashen, 1987, p. 10)

The principles of communicative approach:

- Classroom environment provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role-plays, simulations, surveys, projects - all produce spontaneity and improvisation
- Within lessons students have to cope with a variety of everyday situations
- More emphasis on active modes of learning, including pair work and group work
- It offers communicative activity to students from early stage
- Errors are a natural part of learning process
- Communicative approach is student-orientated, as it follows students' needs and interests
- Communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote students' confidence in all language skills
- teaching grammar is set in context, students are awarded of connection between communication and grammar
- Use of idiomatic/ everyday language (even slang words)
- Use of topical items with which students are already familiar in their own language
- arouses students' interest and leads to more active participation
- usage of authentic resources, such as newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news...etc.

What are the features of CLT?

1. Focus on negotiation of meaning and meaningful communication (rather than linguistic structures)
2. Focus on active learning and active learners (collaboration among learners and purposeful interactions)
3. Focus on the affective domain of the classroom and creating a language-learning environment that supports risk-taking by the learners, i.e., a community of learners
4. Focus on “whole learner,” i.e., learner with his/her own learning style + person with emotions and individual needs
5. Focus on teachers as facilitators
6. Use of “authentic” materials, i.e., materials aimed at native English speakers rather than ESL learners, and regalia, i.e., real objects from a native-English speaking culture, such as an advertisement
7. Use of a variety of strategies, which address different learning styles and language skills
8. Tolerance for errors
9. Teaching of target language culture(s) to accompany language teaching.

To sum up, communicative approach refers to classroom activities in which students use language as a vehicle of communication, and the main purpose is to complete some kind of task. Students are required to use any and/or all the language that they know, and they gradually develop their strategies in communication. There is a place for both controlled presentation and semi controlled language practice, which brings optimal development of students' language skills.

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FROM THEORY TO PRACTICE FOR TEACHING LISTENING EFFICIENTLY IN ESL/EFL CLASSROOMS

F. Sattorova¹, J. Nasrullaev²

Abstract

Listening lessons are concerned as one of the prominent skills which both some teachers and students are empowered in order to obtain correct understanding of spoken input. In this article some processes and stages are explored and they help to cope with challenges which can be encountered during listening tasks. And adherent stages of listening are exposed with practical activities which increase the potency of teachers and lead good results of students' comprehension.

Keywords: listening, grammar, learners, filling gaps, listening stage, information, oral.

Listening is one of the vital skills in English and requires real teaching which most teachers find challenges. In order to deal with these challenges teachers should realize what listening involves and they should know the ways of achieving comprehension. As listening contexts are divided into two types: One-way (nonparticipatory) and two-way (interactive and participatory) each of them demands to develop both bottom-up and top-down skills to interpret language. One-way listening empowers learners to comprehend and there are hardly any opportunities to interact with the speaker. And most learners consider that difficulties very often occur because of the speed of that people speak accent and unknown words in one-way listening. While in two-way listening listeners can directly communicate with the speaker (e.g., in interviews, telephone conversations, group discussions) and they have got a lot of opportunities to clarify the comprehension by asking further questions. (e.g., Could you repeat?). Therefore teachers mostly encounter challenges in one-way listening and they tend to be "the controller of the playback device and listening materials" (1;75p). As we aforementioned in order to develop learners' listening skill teachers must teach them with some activities which focus on both bottom-up and top-down processes. In bottom-up processes learners are demanded to use their linguistic knowledge, namely, they proceed from sounds to words to sentences to literal meaning. For this process learners are supposed to do some activities such as listening to some pairs of words and differentiate those, labeling words they hear with their pictures, write transcriptions of some words or filling gaps. These activities are crucial factors for language acquisition, because learners' knowledge of phonology, grammar, syntax, features of spoken language (e.g., ellipsis in spoken interaction) makes easier to achieve listening comprehension.

On the other hand, learners' knowledge of English language system is not sufficient for successful comprehension. Hence, it is important to teach learners to use top-down listening which refers to prior knowledge of listeners and contexts of listening. The teacher who contributes to learners the top-down strategies can "harvest" good results in listening activities. These listening activities can include warming-up ones such as asking questions about topic, guessing what happened by the title or heading of listening activity

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brainstorming - to gather related information which listener already knows or to learn relevant vocabulary to the topic, which are planned to guide students to decode successfully speakers' intention.

These are beneficial at the pre-listening stage of listening which activates students' concentration on topic. Today most listening lessons has an adherent framework which covers three stages: pre-listening, while listening, and post listening. Before the listening teachers must prepare students for the which- listening activity by utilizing schemata, connecting the activity to the learners' background knowledge, getting them to estimate what they will be listening to, and also introducing useful words and concepts. There are some examples of pre-listening activities:

- ✓-Prepare students for listening by contextualizing and/ or personalizing to make it more accessible and more realistic;
- ✓-Activate prior knowledge by showing pictures or realia (e.g., menu, movie,schedule);
- ✓-Involve students in the specific topic by brainstorming what students know about it with a graphic organizer (e.g., word map, T-chart, listing);
- ✓-Review known vocabulary
- ✓Pre-teach unknown vocabulary. (2; 133p)

Pre-listening stage is sometimes called as warm-up stage which means your students are ready to move to the next presentation stage or while-listening stage. In this stage students must be attentive and teachers must be sure that they are actively listening by using visuals, such as pictures, facial expressions, body movement, having them respond to the listening by doing, choosing, etc. Teachers should organize listening tasks with the multiple exposures from easier to more challenging. There are a lot of activities, according to students' respond and comprehension they can be categorized into three types:

- ✓-Students respond to the listening task through action (e.g., learners point to correct picture or object). It doesn't involve production either oral or written that's why teachers use rarely, but if teachers use these types of activities among very young age group efficiently, the result can be adequate.
- ✓Students react listening with the help of reading spontaneously. (e.g., listen and put sentences in correct order). Nowadays most listening exams are based on this type of questions and they are a bit demanding among learners even though the ere one-way listening contexts.
- ✓Students listen and show their understanding through production, namely, in the oral or written form. (e.g., listen and correct mistakes in the given context). This is the most demanding because learners are supposed to use their target language to show their comprehension of listening input.

Besides, there are a few other techniques which can be utilized in while listening stage, mainly, filling gaps, select necessary information, true or false exercises and sequencing. And the last stage of listening is post listening or "practice and application" stage which involves mostly top-down process includes bottom-up process as well. At this stage learners can be directly controlled and observed and they are supposed to demonstrate their comprehension. These activities can be either written or spoken form such as filling some listening logs with questions, debate or discussions. These activities will strengthen students' understanding of the listening material by applying new learned things in real-life situation through personalizing the given topic.

These days most teachers do not take into consideration the importance of these two processes (bottom-up and top-down) to teach listening efficiently and they assume that listening is the most difficult skill for the reason that it is not visible and they cannot

read the way of learners' understanding and the learners are asked to show their comprehension without any scaffold.

Finally, to conduct effective lesson teachers must be able to provide the necessary conditions for learners to learn about skills, strategies and to process spoken input for comprehension. Learning activities should grasp learners' attention and provide the conditions where learners can act on the information. Effective listening teaching is measured by what the learners are able to achieve: the ability to understand the meaning of spoken input.

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USING INNOVATIVE TECHNOLOGIES IN LESSONS AND ITS AFFECTS

*Z. Soliyeva¹**Abstract*

Computer technologies have been developing more and more rapidly in recent years, and this process affects all areas of society, including language learning. This article examines the development of innovative technologies and their use in the learning process. The aim of this article is giving all advantages of using computer technology in learning language and their effect teaching process, to give useful and important information about advantages of computer technology. Computers have enormous potential to increase awareness, knowledge and skills in complex subjects. They help us to do this or that job and help us learn languages faster.

Keywords: computer technology, innovative technologies, grammar rules, pronunciation, vocabulary, information, learning process.

Our century is a century of linguists. This means the recognition of the fact that knowledge not only one, but several foreign languages become necessary term of being educated. It is a factor that significantly affects the successful progress in different fields of activity in the new post-industrial society. Knowledge of foreign languages and computer technology are most important requirements for the level and quality of education of any specialist, in addition, of course, the professional field. In recent years, more issues are dedicated to the use of new information technologies in teaching foreign languages. It is not only new hardware, but also new forms and methods of teaching, a new approach to learning. In the twenty-first century, the intensification and modernization of education requires the introduction of innovative technologies that aim to educate a person in the creative intellectual and emotional way. These innovative technologies are developing training, planning, problem-based learning, level differentiation, the test system, the game training, and immersion in a foreign culture, cooperative learning, as well as - research, information - communication and personality - oriented technologies. With this target setting universal cognitive actions are one of the leading components of the educational standard. This is due to the fact that one of the components of mental development is learning the knowledge, implying the forming of scientific picture of the world, the ability to manage their intellectual activities, learning methodologies, strategies and ways of learning, development, symbolic, logical, creative thinking, productive imagination, memory, attention and reflection. The web pages that offer different activities for students are considered to be very valuable as a source for different:

- Grammar exercises
- Comprehension reading exercises
- Writing letters
- Solving puzzles
- Vocabulary learning through recipes, fashion and sport articles
- Information on studying abroad.

In this way, students practice their writing skills, they search for the things of their own interest and thus learning becomes more fun. Except for the primary aim, which is learning foreign language, students are also working on their computer skills and new

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technology usage. Another advantage of computer technology is that learners can learn languages individually. They may load information about the language, its grammar rules, pronunciation, vocabulary and also a lot of tracks. Thanks to modern technology, even learners can learn IELTS programs individually and it also saves time and money. In many developed countries a lot of programs are being made to achieve effective teaching and create successful future. E-learning is one of them. All pupils are not able to attend to school because of their health or distance. Some learners want to go abroad to learn the language deeply or to learn their dialects, but they are not able to go there. At that time they can learn all things which they want at home with the help of e-learning. Nowadays there are many schools, institutes and universities that have put into practice e-learning system. This system has already given its own effectiveness.

According to the modern pedagogical science our government tries to provide all schools, colleges, universities with innovative technology. With the help of these technologies learners, pupils, students can learn any language which they want. As other developed countries in Uzbekistan there are experimental schools which puts into practice e-learning. In our institutes we use Moodle platform, it gives us great opportunities to learn foreign languages. There are WI-FI zone and we can load any information from the internet without paying. As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development", but the majority of teachers still teach in the traditional manner. However, this paper does not claim that none of these traditional manners are bad or damaging the students. In principle, they are proving to be useful even today. There are many opportunities for students to gain confidence in learning English who learn the language for more than just fun. For them, to keep pace with English language teaching and gain more confidence, they have to stride into the world of multimedia technology. Here, multimedia technology refers to computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information.

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THE NOMINATIVE AND PROPOSITIVE STRUCTURES OF THE WORD

N. Suleymanova¹, J. Nasrullaev²

Abstract

The central unit of the language is the nominative meaning of the word, which has been thoroughly studied by the present time of the development of the linguistic science and had fundamental research in this area. However, the study of the nominative meaning of syntactic structures in recent years has also begun to be included in the research agenda, and today it has become a special syntactic problem.

It is noteworthy that syntactic structures, in particular, the nominative character of the word, show that there is a significant difference between the nominative features of the word and a sentence. Firstly, a word is literally a nominative unit, and therefore maintains its status in the speech and in the vocabulary of the language. The sentence is temporal in this aspect. It can only express a real nominative meaning when used in speech. Secondly, the fact that the word is a nominative unity is also clearly seen in the context of the denotation, which is reflected in the form of a specific narrative expressed through it. In other words, the expression of the word (signifier) is a pure sign, and the expression of the statement is a sign that also comes in the status of a denotation. Thirdly, the word is often polysemantic, and the sentence is monosemantic. Fourthly, if the word is a nominative unit, then this is the case once in a lifetime.

Keywords: word, proposition, lexical nomination, onomasiology, syntactic structure, signifier, denotation.

Introduction

The nominative mark of the speech is in close contact with its propositional structure. The concept of "proposition" plays an important role, because the proposition is the center of the meaning of the word.

It should be noted that the nominative and propositive structures of the word are closely related to the illogical plan of the speaker. It also has a strong impact on the perlocutative plan, which is based on the acceptance of the listener's message.

Most of the issues mentioned above are still in linguistics and these problems, in particular, have not been literally investigated in terms of systemic interpretation of language units. Based on these, it is possible to argue the relevance of the topic selected for the article.

The main purpose of this paper is to investigate the lexical and propositive characteristics of the syntactic structures on the basis of the relationships and to give them a scientific interpretation of their related issues.

Research tasks:

- studying the communicative process and its communicative state, and focusing on the derivative characteristics of the speech units;
- studying the process of nuances related to a specific situation and the formation of a nominative meaning in this situation;

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- To give a comparative interpretation of the lexical and propositional nominations;

First of all, it should be noted that the word nomination (nominatio) means naming, titling. This concept is closely related to onomasiology (nomination theory), as it studies the nominative units of speech.

We know that any sentence serves to name certain reality and informs about it. To express reality events in the form of a sentence, it is necessary to choose the correct syntactic structures, and this requires the right choice and nominative units in the status of the word. That is, in this case, the reserve of ready nominative units of the speaker acquires great importance.

Although all the nominative units (noun, adjective, verb, participle) are similar to each other in that they express a certain concept, but each of them sharply differs from each other. The structure of linguistic activity manifests itself in acts of naming, where the instrument is speech sounds, and material - naming objects (things real or imaginary). It should be noted that there is no a complete identity between a naming and an object. In other words, the relationship between the denotation and the signifier is not always constant and stable. Since in the process of speech the significant can both approach the denotation, and move away from it. For example, stout, fat people are compared to a bear, and strong ones to a tiger. In such cases, the relationship between the denotation and the signifier becomes abstract.

A harmonious connection between the denotation and the signifier arises when the nominative unit is expressed by a noun. And in other words, acting in the status of a nominative unit, the connection between the denotation and the signifier is somewhat abstracted. Take, for example, the words *road, house, stone, to walk, to sit, to swim*. In the words *road, house, stone*, the objective expression manifests itself clearly. However, in the words *to walk, to sit, to swim*, although the action, the event is expressed clearly, but at the same time it is clear that the meaning of the denotation is abstract. Of course, derived words are nominative units that exist in the vocabulary of our language, but in their linguistic nature, they are sharply different from non-derivative words.

In descriptive linguistics one can find opinions about the similarity of internal structures of complex words and phrases, as well as suggestions. But the very concept of a complex word is not abolished. For example: *a chimney sweeper - he sweeps chimneys - he cleans the pipes; The man refused to chair the session - the man's refusal to chair the session*.

The founder of logical semantics G. Frege gave a fairly convincing interpretation of the notion of nominative content. He introduced the lexical nomination into the research agenda first, then the question of the need to consider the proposal as a nominative unit. The concepts of denotation and reference were also first used by this scientist.

The proposition is determined based on the number of arguments of the relational predicate: *I returned the book to my brother; my brother received a book from me; the book was returned to me by my brother*. Here there is a three-argument or three-place predicate: "return - get back - be returned". Prior to the actualization of the arguments, the predicate is only a "propositional function", an abstract possibility of proposition.

Proposition is considered to be the most important semantic component of the word, and it preserves it in every transformation: *Obidjon took the knot in the hands of the girl* (H.Gulom, Qoradaryo). It could be that, according to the communicative process, the following thing could happen: *If Obidjon would have the knot in the hand of the girl - Obidjon would take the knot in the hand of the girl - did not she have a knot in the hand of Obidjon?* All these statements are based on a single proposition, and therefore they are studied

as members of a communicative paradigm of an invariant structure. This is very important, because the illogical plan of the speaker is always adapted to the perlocutative plan that affects the listener according to the communicative process.

The nominative meaning is definitely based on proposition. Therefore, the concept of propositional nomination is widely used lately. The concept of propositional nomination is not only important for semantic learning of syntactic structures but also language phenomena. The fact that there is a certain situation behind the proposal requires a nominative event, and a situation always has a proposition behind it. This is the basis of the propositive nomination: 1. *The rain dripped from the palm trees (O. Henri) – It was raining from the palm leaves. – After a second our door opened and a young man of high stature entered the room.*

In the first of the above sentences, we see a single proposition (because of the limited structure), so the situation and the sentence can be considered as an isomorphic phenomenon. Of course, this should be understood relatively, since the situation is behind the proposal and can become completely isomorphic event only with respect to the proposal. In the second sentence, because of the existence of two propositions, the situation and the proposal cannot become isomorphic events.

Thus, we can speak of a nominative meaning only when the syntactic structure requires a phrase or sentence. However, the situation can only be related to a sentence or a larger syntactic unit. And the situation can not arise without the participation of the human factor.

Conclusion

However, it should be noted that the lexical nomination event is formed within the specific meaning of a particular word. The concept presented through the identity is relative abstract. This abstract moves to a specific expression when used realistically in speech. It should be also noted that the actual meaning of the word is always kept. Additional characters added in the talk cannot change the true meaning of the word.

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THE IMPORTANCE OF EDUCATIONAL CONTENT IN PREPARATION OF COMPETITIVE PERSONNELS

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Abstract

Author try to explore importance of educational content in preparation of competitive personnel's, the principal features of the continuing education are determined by the diversity and flexibility of the means, methodology and organizational forms, the fundamentals of education, humanism, democratization and national orientation, and the differentiation of the educational process by direction and content.

Keywords: educational content, competitive personnel's, education system.

Ensuring the continuity of educational content is an important process of training competent experts. That's why our country pays special attention to the development of this sphere. In the Presidential resolution of the Republic of Uzbekistan which is dated February 7, 2017 "On the Strategy for the Further Development of the Republic of Uzbekistan" the tasks were identified [1] as priority areas in the education system as a necessity of improving the continuous education system, to train highly qualified specialists in line with the modern labor market needs, to create effective mechanisms for the implementation of scientific and innovation achievements. The Decree of the President of the Republic of Uzbekistan of 18 May 2017 "On the establishment of the Republican Commission for the Development of the Concept for the Further Development of the System of Secondary and Vocational Education," was elaborated in the tasks of PD 4941.

In this resolution, the full support of training, retraining and advanced training of personnel in the sphere of services is recognized as one of the main directions of the development of services in the Republic of Uzbekistan.

Considering these tasks, we draw the following actual problems:

Firstly, despite the creative work being done within the framework of national education programs and the positive changes that have taken place, in the acceleration of the dynamics of development in effectiveness of education, the effective use of the conditions and opportunities created in this direction is the most urgent issue today.

Secondly, it is required to solve the case of development of mechanisms for the formation of motivation in children and teenagers, and to improve their knowledge through the use of new forms of teaching with non-traditional methods, and to develop and introduce mechanisms for the quality of teaching and learning processes through the system of indicators of The National Training Program at the same time it requires to settle this problem with responsibility in interconnection from state and society up to all pedagogues and students

Thirdly, the main purpose of our research and practical work is to address the various problems of social and pedagogical education, to develop the theoretical and practical innovations in the continuing education system, the implementation of the test results, and the improvement of the quality of teaching quality management.

As a result, there will be significant outcome while improving the quality of education through the provision of secondary education, vocational and tertiary education, and the elimination of ill-considered and scientifically unsustainable approaches;

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Fourthly, we can come across for the impact (or the opposite effect) of all pedagogical conditions and factors affecting the quality of education and achieving the achievement of the interdependence of education in continuing education. Our task is to extend, analyze, and consider the conditions as necessary. Based on this, we believe that the improvement of educational institutions and the cohesion of the learning process is the most promising aspect of scientific research and practical measures to improve the quality of education.

Fifthly, problems of student self-actualization in general secondary and secondary special, vocational education:

- Disproportion between the knowledge and skills formed in the continuous education system and the requirements of the social, scientific and technological development of the society;

- The discrepancy between knowledge and skills occupied by students in the learning process and the skill and skill required for the professional activity;

- lack of interrelationship, coherence and prospective orientation, integrity of all components of the pedagogical system that combines the purpose, content, methods, tools, organizational forms of education and training in the formation of a student [2].

The principal features of the continuing education are determined by the diversity and flexibility of the means, methodology and organizational forms, the fundamentals of education, humanism, democratization and national orientation, and the differentiation of the educational process by direction and content [3].

The essence of indifference is that of individuals and societies that are individually differentiated over time and that can create the conditions for self-education for each individual the need to satisfy their needs. Thus, if the factors that contribute to the modernization of the educational process are fully realized, and the students will be able to develop their professional skills by building up their professional and technological knowledge and developing their highly competitive personnel.

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PSYCHOLOGY

MODELS OF FORMATION OF ADEQUATE BEHAVIOR
OF TEENAGERS IN CONFLICT SITUATIONS*D. Mirzabdullaeva¹**Abstract*

The article highlights that a special prevention training for adolescents improve the ability to manage conflicts, and enhance their perceptive, reflective quality.

Keywords: prevention, training, teenagers, ability, management, conflicts, perception, reflection.

The ability to resolve the conflict, its constructive resolution and management is a vital aspect of psychological health and adaptability, an indicator of adequate self-esteem (hind, Johnson). Without this, adolescents become socially isolated, which is associated with the inability to adapt to the behavioral environment (Deutsch, Zang).

Conflict resolution programs in the form of various social and psychological trainings appeared in schools as a response to the growth of conflicts between students in General, including adolescents. At the heart of these programs are research in the field of conflict resolution and preventive measures.

Programmes focus on the constructive resolution of a conflict of interest, which exists when the actions of one person in pursuit of their goals are faced by the actions of another person also trying to achieve their goals (Deutsch, 1973). Both theories of human development and socio-psychological theories view conflict as a necessary and positive aspect of human development and human relations.

In order for adolescents to be able to constructively manage conflicts, and, in a different context, "student-student", "student-teacher", "student - parent", in the classroom and school should be created the context of cooperation, cooperation, rather than competition and individualism. In cases of cooperation, communication is characterized by openness and honesty, perception is accurate and constructive, trust is created and maintained, the parties to the conflict are focused on maximizing the overall results. In a situation of rivalry, the parties may seek to stop communication, or the transfer of misleading information, the General phenomenon is the rejection of each other, hostile relations, and each of the parties seeks to maximize its own gain at the expense of the other.

Various researchers (Zang, 1994, Rausch, 1993, Edleson, 1981) highlight the wide variety of outcomes of conflict resolution programmes. In General, students tend to perceive both the negative and the positive effects of conflict. Before the training, students often left conflicts unresolved, after the training sought to resolve conflicts through discussions and integrative negotiation procedures, the attitude of students to the conflict and the climate in the school became more positive, psychological health grew, reduced disciplinary problems, school staff and parents began to treat social and psychological training more positively. Integration of conflict resolution trainings into the educational structure leads to growth and academic success. Studies also show that adolescents who received special prevention training not only improved their ability to manage conflicts but also improved their perceptual, reflective quality.

Ultimately, improving relationships with others by developing perceptual and reflexive qualities has led to an increase in their self-esteem, in addition to a lower sense of

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anxiety and a more frequent sense of well-being. Higher self-esteem led, in turn, to a greater awareness of personal control over the fate, that is, the international locus of control. Growing feelings of personal control and positive feelings of well-being led to higher academic success (Johnson).

It follows that participation in conflicts can reduce the self-esteem of adolescents who have not been trained at special trainings. We have analyzed a large number of literature on the problem of formation of adequate behavior of adolescents in conflict situations. This behavior is allocated to foreign and domestic authors, and is based dates back not only to the practical work with conflict when they are available, but prophylactic (N.In. Grishina).

In practice, there is a clear difference between measures aimed at prevention, "prevention" of conflict and the actual management of specific conflict situations.

School age, and in particular adolescence, increases the possibilities of forms of education. There are many of them, they are tested in practice and lead to optimal results in the prevention of conflicts, education of feelings and adequate perception, educate the culture of reflection (N. In. Grishina). These include social and psychological trainings with special technologies:

- various exercises, - keeping a diary conflict; - role play; - staging scenes;
- communication skill; - analysis of value orientations; - group cooperative games;
- social barometer.

Depending on the type of conflict the following methods of its resolution are offered (B.P.Kovalev):

- group discussions-particularly effective in resolving " value conflicts»;
- individual interviews, is useful in all types of conflict;
- pedagogical maneuver is a universal method of conflict resolution, which consists in the conscious introduction of additional factors that strengthen the socially valuable motives of conflict changes in its content in support of the moral efforts of individual students in their attempts to solve conflicts.

The methods of conflict resolution and ways of adjusting the content of communication of adolescents with the greatest educational effect proposed by A.V. Mudrik can be used to prevent and resolve conflicts in adolescents.

The complexity of conflict resolution does not depend on the frequency or type of activity in which they occur. So, for example, among unpredictable it is possible to distinguish the conflicts occurring in the course of communication, during discussions with friends. This is, as a rule, a dispute with a high emotional intensity, a very superficial and illogical argument. They lead to a common conclusion, and often end in a quarrel, which is often short-lived.

Moreover, conflicts of this kind can be observed in various situations of teenage life: "student-pupil", "student-parent", "student –teacher". As for our point of view, based on the above-mentioned studies, we have suggested in our work our hypothetical model for the formation of adequate behavior of adolescents in conflict situations, which includes two necessary conditions:

- conducting a special socio-psychological training with teenagers;
- the success of the training depends on the personality of the teacher with certain qualities.

Thus, formation of adequate behavior of teenagers in conflict situations is carried out not only by means of social and psychological trainings, but also in the course of training and education when the personality of the teacher in itself is significant, is authority for teenagers and influences the general morally-psychological atmosphere in a class.

PSYCHOLOGICAL ASPECTS OF USING GAMES IN TEACHING VOCABULARY

*V. Suleymanova¹**Abstract*

The article proves the importance of the games in motivating learners, to direct their energy towards language learning by providing them with meaningful contexts. Therefore, it is important that teachers shouldn't see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programmes. It is possible to come up with many descriptions proposed by various researchers about the nature of games.

Keywords: motivation, adaptation, aims of vocabulary games, effective methods, psychological method.

Although some teachers of English see language games as time consumers or classroom techniques for fun, games have a special role in any foreign language teaching programme because they facilitate foreign language learning especially for young learners. With the introduction of communicative language teaching, English language teaching and learning has become much more demanding for teachers and learners just like any other innovation poses challenges for its users.

Games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner.

Educational potentials of using games have been well known long ago. Most scientists, working in the sphere of teaching foreign languages reasonably paid attention to effective methods of using games in teaching. It is accounted for that during the games total, and sometimes spontaneous abilities of a person, especially, of children are revealed.

Vocabulary games are proposed to solve the problem. Games bring in relaxation and fun for students, and they will learn and retain new words easily. Create the motivation for learners of English because of the competition between students. Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. It is a game that plays a significant role in intensification of cognitive process, facilitating complicated process of learning, creating conditions for forming creative personality of learners, and leading the professional skills of a teacher out to the level of modern techniques. Games allow conceiving the task as communicative ones. Learners become proficient in the language not through imitation, but consciously. It activates aspiration of learners for getting in touch with each other and the teacher, creates feeling of equality in verbal partnership, destroys traditional barrier between a teacher and the learner.

An educational game is a game designed to teach humans about a specific subject and to teach them a skill. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure,

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motivation, ego gratification, adrenaline, creativity, social interaction and emotion. "Play has a deep biological, evolutionarily important, function, which has to do specifically with learning".

Based on Michael J. Wallace: "the basic aims of vocabulary games and vocabulary exercises are usually very similar: to develop the students' vocabulary, perhaps by extending the students vocabulary or perhaps by giving students practice in using what students already know recently and so on. In vocabulary game there will be the additional aim of adding fun, relaxation, and enjoyment to the lesson".

Game is specially organized activity requiring intension of emotional and intellectual power. Game proposes to make decisions on what to do, what to say, and how to win. Desire to find the answer to these questions intensifies thinking activity of the player. And if learners use foreign languages during the game, it will let rich educational potentials out.

Every game has a close result (the ending of the game) and stimulates the learner to achieve the goal (winning) and realizing the method of achieving the goal. In game learners are initially equal and the result depends on the learner himself, and his personality. Impersonal process of teaching in the game acquires personal significance. Winning situation creates favorable emotional environment in developing cognitive interest. There is something enigmatic about games – uncollected answer that activates thinking skill of the learner and gets him to seek the answer (cognitive motives).

Gaming technique has an affluent educational and psychotherapeutic potential. Game is straightforward for nearly everybody, even for those who doesn't obtain good knowledge of the language. Competence in determination of game tasks intensifies motivation to learn the language. Feeling of equality, climate of infatuation, sense of simplicity of the task altogether make it possible for the learner to overcome shyness preventing him from foreign language. Anxiety and constraint is reduced and there appears positive image.

Gaming techniques give a chance to learn new lexis in communication raising motivation to learn foreign languages. Therefore, teacher that uses games organizes teaching process based on natural needs of learners.

Psychological researches have shown that success in language acquisition defines not only cognitive process, but also emotional sphere of personality. Among the personality measures in learning foreign languages the most important ones are considered to be motivation, level of anxiety and self-confidence, constraint (relaxedness) and tendency to take a risk. And motivation is a starting mechanism of any activity. Success in work increases motivation. Low self esteem often leads to constraint and is due to fear of making mistakes which affects badly on language acquisition. In delicate interrelationship with self esteem, constraint and readiness to take a risk there is level of anxiety in assimilation of foreign language. There anxiety can be divided into personal and situational anxiety. If the first one exhausts organism being a handicap in learning, situational anxiety creates intellectual tension and excitement. Game creates intellectual tension that brings about high activity in the process of learning. Anyone can manage game, even those who don't have good knowledge of language.

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. However, when its value is considered from the view point of foreign language teaching, it may have little or no purpose. Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students' language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on. When a game's value in grammar teaching is considered, teachers tend to use them

for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners' level so that the grammatical knowledge can be used easily as they are playing the game. The fact that games enable social interaction and participation is also important.

In conclusion, teachers should take all these factors into account while choosing a game because a game which seems to be most appropriate may turn into a complete failure in the end. Learners, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team. Hence, what teachers should consider while choosing a game is the fact that children learn best with games which require physical action, interaction, competition and participation.

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THE DIDACTIC POTENTIAL OF COMMUNICATION
IN THE FOREIGN LANGUAGE CLASSROOM

Z. Yusupova¹

Abstract

This article is about teaching and learning foreign languages. What skills are important for intercultural communication and at what age or level of communicative competence should teaching for intercultural competence start? Advantages of intercultural telecommunication via Internet for a foreign language trainings.

Keywords: foreign languages, intercultural communication, Internet, school level, children, educational process.

Teaching and learning foreign languages are usually associated with developing of foreign language proficiency regarded as a certain level of communicative competence which in its turn is considered to be the goal of foreign language training. This is certainly true but as recent research proves, communicative competence is not enough for reaching understanding while communicating with representatives of other cultures. The effective intercultural communication requires, besides a high level of communicative competence, also intercultural competence. The issue of teaching for intercultural competence raises a lot of questions: What skills are important for adequate intercultural communication? In which way should these skills be developed? At what age or level of communicative competence should teaching for intercultural competence start?

One of the main ideas of the communicative approach to teaching languages is that students should be engaged a lot in communicating in a foreign language. That is why there are many communicative activities in the foreign language classroom. This idea is quite applicable for training for intercultural communication skills, and there may be suggested activities simulating situations of intercultural communication. But the attempts to role-play situations of intercultural communication cannot be successful when all the participants of communication belong to one culture they are not able to act, react, speak, think and understand the way representatives of other cultures do. The solution to this problem can be found in using intercultural telecommunication via Internet.

Internet was not designed for didactic purposes, but it has some features that can be useful for the goals of language training: it provides opportunities for intercultural communication of students of a foreign language with native speakers; it provides access to World Wide Web resources which can be used in education. Using intercultural telecommunication via Internet for a foreign language training provides opportunities for students to engage in communication with native speakers, in a free exchange of opinions, and that naturally stimulates general motivation to mastering a foreign language, promotes practicing various language skills. Intercultural telecommunication provides opportunities to: get beyond the borders and get acquainted with culture, way of life, customs and traditions of other people all over the world; work on joint educational projects with schoolchildren from other countries. Considering all the mentioned above, Internet communication possesses a huge didactic potential for the development of intercultural competence, it also creates a unique opportunity for integrating intercultural communication into the educational process. Out of many telecommunication means provided by

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the Internet which can be used for the educational process, the most convenient and easy one is e-mail. E-mail allows exchanging not only text messages, but also graphic images, photos, sound and video files. First of all it is useful for the development of reading and writing skills, and what is very relevant, it provides specific authentic material for reading - letters of communication partners which give a chance to learn both the language and the culture. These letters are regarded as authentic language material as they are written by native speakers and are not especially adapted and simplified for teaching purposes like texts in a textbook.

The basic feature of e-mail also is a great speed of message exchange. The speed essentially influences the language of messages; it becomes more compressed, dynamical, and emotional. Besides, the speed creates the expectation of a fast reply which results in an intensive, creative and productive communication. At the same time e-mail is a bit less "strict" mode of communication, than, for example, telephone conversation, as it provides the time to think over the message thus telecommunication by e-mail has advantages of oral communication and of written communication. IT features are very relevant for intercultural communication as, on the one hand, the lift pressure of psychological barriers typical for face-to-face intercultural communication situations especially when people do not speak a foreign language fluently and get extremely worried when speaking with native speakers. That is why, although intercultural communication via e-mail is "indirect", "mediated" communication, different from face-to face communication, for learning purposes it may be advantageous. Using E-mail in education can be transformed into effective, practically invaluable language training tool. Below there is an example of applying it at a primary school level. It is obvious that using e-mails will develop mostly writing and reading skills, but lessons may be designed in such a way that speaking skills will also be developed, although the main goal still remains teaching for intercultural skills. The goal of the experiment was to identify the advantages and disadvantages of using Internet as a tool for teaching intercultural skills. The purpose of the lessons is to teach students to write short letters-introductions. But first of all, students should be motivated. In the beginning of the lesson the teacher asks whether they like to write letters to get acquainted with boys and girls from the United States and exchange e-mail letters with them. Then the teacher reads a sample letter: "Let's see how Pete writes about himself in a letter to his friend". Students read Pete's letter and answer following questions: How does Pete address and greet his friend? What does he tell about himself? What else can be asked in the letter to a new friend? What does he put in the end of the letter? How does he finish the letter?

After that the students write answers to the following questions: What is your name? Where do you live? Have you got a family friend? What do you like to play? At the next stage the pupils are ready to do the following task: Write a letter to Pete- introduce yourself, and do not forget to greet the addressee, ask some questions and say goodbye in the end. So children create a prototype of the e-mail letter to a pupil from the American school. The next step is typing the letters and e-mailing them. When the replies are received, they should be printed to provide an opportunity to read and discuss them. The letters are addressed personally to each pupil so they are asked to read small extracts and give comments. Children should read aloud special phrases used in the beginning and in the end of the letter. The most common patterns are written out on the board, so the students have a list of variants of greeting and farewell phrases which could be used when writing letters. For helping students to discuss the information they got from their communication partners, and simultaneously train the language, the teacher writes out questions on the board: What does he/she like (to do, to play, to ride) the students search in the letters sentences about what their partners like and read them. In order to develop writing skills, the students are also offered to write what they have learnt about their pen-

pal. The following example can be used: His name is Nick. He lives in USA. The described procedure is suggested for the first exchange of letters, afterwards- the teacher should select culturally relevant topics for communication.

This series of classes excited the students they were happy to get letters, photos, to learn about a new culture, to get acquainted with foreign students of their age, they got confidence in their ability to use English in communicating with native speakers and felt proud of themselves, they showed the letters at home, they learnt English with joy.

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POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

THE POLITICAL LIFE OF A SOCIETY IN THE CONTEXT
OF A GLOBALIZING REALITYA. Ebzeev¹, A. Erkenov²DOI: http://doi.org/10.15350/L_2/3/4*Abstract*

The essence of traditional society is considered in the context of modernizing and globalizing trends. The types of social differentiation, the specifics of the traditional society according to R. Aron are described. Various factors of political life are given.

Keywords: political life, traditional society, modernization, globalization, social stratification, contractual form, social institutions.

В рамках политической науки, политической социологии достаточно большое место уделяется проблеме типизации обществ. Так, марксистская классификация обществ базировалась на способе производства материальных благ и складывающихся на его основе производственных отношений. Ф. Теннис ввел в научный оборот понятия «гемайншафт» (Gemeinschaft – община) и «гезельшафт» (Gesellschaft – общество), которые отражали различия между традиционным и современным обществами [1]. Ф. Теннис писал, что для «общности» характерно ощущение всеохватывающей, безраздельной принадлежности к конкретной социальной группе людей; в «обществе» же люди относятся друг к другу, только вступая в какой-либо определенной роли, чаще всего имеющий договорную форму [1].

Н. Смелзер сформулировал следующие черты, присущие «гемайншафт» [2] стимулирует стремление людей жить в соответствии с общинными принципами; в сфере социального контроля придается решающее значение традиционным обычаям, верованиям и неписаным законам.; в области разделения труда – ограниченная специализация, складывающаяся главным образом на основе родительских связей; культура формируется на основе религиозных ценностей; главными социальными институтами являются семья, соседи и община.

Выдвинутое М.Вебером понимание природ социальной стратификации позволяет выделить три вида общественной дифференциации, то есть различные виды иерархических структур, упорядочивающих общественные процессы в различных сферах социальной жизни (экономико-технологическая дифференциация, статусная и институциональная дифференциация) [3]. Устоявшаяся иерархия влияния и доступа к ресурсам в экономике, социальной сфере, политике определяет также участие индивидов и групп в процессе распределения власти. То есть, социальная дифференциация оказывает определяющее воздействие на политическую

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дифференциацию населения и его отношение к институтам власти.

Так неравенство в распределении таких ресурсов как доход, богатство, престиж, образование приводит к возникновению неравенства обладания политическими ресурсами, т.е. ресурсами, «с помощью которых индивид или группа могут влиять на поведение других субъектов в различных обстоятельствах».

Специфику традиционного общества сформулировал Р. Арон [4]:

<i>параметры</i>	<i>традиционное</i>
Характер общественного устройства	Слабо централизованное государство с тенденциями к абсолютизму
Характер участия членов общества в управлении	Авторитаризм. Политика – дело узкого слоя элиты. Абсолютное большинство членов общества отстранено от участия в управлении
Господствующий характер экономических отношений	Частная собственность на средства производства. Преобладание экономики пропитания.
Общий характер организационного и технологического уровня	Разнообразие орудий труда на основе мускульной энергии человека и животных. Основная хозяйственная единица – семья.
Структура занятости	Углубление разделения труда. Развитие ремесленного и сервисного секторов. Абсолютное большинство населения занято в аграрном секторе
Характер поселений	Большинство проживает в сельской местности. Города – центры политической, промышленной и духовной жизни.
Уровень и масштабы образования	Образование – удел тонкого слоя элиты.
Характер развития научных знаний	Наука и производство представляют собою автономные, слабо связанные сферы жизнедеятельности общества.

В традиционных обществах все ресурсы тесно связаны (коррелируют). Это значит, что если субъект имеет преимущество над другим субъектом хотя бы в одном из политических ресурсов (например, богатство), то он будет иметь преимущество и во всех других видах ресурсов. Г.Л. Купряшин и Н.С. Малышева подчеркивают, что «такая высокая степень постоянства (согласованности) рангов в различных статусных иерархиях означает доминирование одной социальной группы над другими в рамках закрытой социальной структуры» [5].

В экономически развитом обществе, исходя из позиций М.Вебера, создается иная система распределения неравенства: субъект, имеющий низкий ранг в отношении одного политического ресурса, обладает шансами достичь успеха в отношении другого и частично компенсировать отсутствие первого политического ресурса. Такую модель неравенства в индустриальном обществе определяют как систему дисперсионных (рассеянных) неравенств, а само расхождение рангов одного и того же субъекта в различных социальных иерархиях называется социальной декомпозицией.

Исходя из этого, можно сделать несколько выводов: для общества достигшего высокого уровня экономического и политического развития проблема социальной структуры видится не столько в непреодолимых социальных различиях, социальной дифференциации, основанной, в первую очередь, на объеме богатства, а

в степени ее открытости, т.е. модели неравенства возможностей, разница в стандартах жизни не приводит к противостоянию социальных групп.

Итак, характер тенденции политической жизни детерминированы многими факторами: например, политическими традициями, политическими ценностями, религией и социальной стратификацией. Традиции являются одним из влиятельных факторов выработки и осуществления политических решений, причем фактором иррациональным. К иррациональным факторам в политике можно отнести и религию, и стихийность, и спонтанно-психологический подход.

Политическая динамика современного общества есть нарастание способностей политической системы к гибкому приспособлению к изменяющимся социальным условиям (требованиям групп, новых соотношений сил и ресурсов власти) при сохранении и увеличении возможностей как для элиты, так и для рядовых граждан выполнять свои специфические функции в деле управления обществом и государством, что предполагает возрастание способности политической системы вести общественные дела, урегулировать конфликты, удовлетворять требования народа. Это, в свою очередь, предполагает способность к инновации, к мобилизации людских и материальных ресурсов, к выживанию.

Глобализация связана с максимализацией темпоральных и спатальных масштабов политической организации и вытекающей из нее институализации, что приводит к процессу отторжения данных стандартов. Причины этого в том, что существующие пласты политической реальности в целом связаны с естественным и обязательным для любой политики учетом и использованием «реального», исторического, трансисторического, эпохального, цивилизационного времени, что обуславливает появление соответствующих политических структур, практик и институтов.

В основе политической динамики «современных» традиционных обществ лежат экономические проблемы, которые стремятся быть разрешенными через этнополитическую идеологию, политизацию этнического самосознания.

Этническая мобилизация происходит не стихийно, а под руководством этно-элит, сращенных властными и бизнес-элитами. Религиозная мобилизация является не причиной, а следствием сепаратистских настроений, каждый раз возникающая как помощь в мобилизации этнической.

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JAPAN'S FOREIGN POLICY

*M. Abdumalikova¹**Abstract*

This article is devoted to the international relations of Japan with the countries of Central Asia. In recent years, Japan's interest in the countries of Central Asia has been increasing, due to the protection of its own energy security and rich natural resources, as well as competition in this region with China, India and Korea. This is emphasized by the official visits of the leaders of Central Asia to Japan, as well as by the Prime Ministers of Japan Dz. Koizumi and Shinzo Abe in Central Asia.

Keywords: Central Asia, region, international relations, national interests, diplomacy, security, cooperation, world politics, soft power.

Япония один из крупнейших экономических центров мира. Но как политически самостоятельную и влиятельную мировую державу - нет. Именно несоответствие экономического веса политическому значению не позволяет стране восходящего солнца считаться полновесным центром силы в мировой политике. Но это совершенно не означает, что Япония оставляет попытки изменить существующее положение. Как раз наоборот, с каждым годом она наращивает усилия, для того чтобы расширить круг решаемых ею политических и экономических задач. Красноречивым тому свидетельством может стать политика, проводимая ею в Центральной Азии. По словам известного британского географа и политолога Х. Маккиндера, ключ к господству мира находится в Евразийском континенте. Евразия - центр мира, а Центральная Азия - сердце континента.

Какова же основа ее интересов в этом регионе? В первую очередь отдадим должное японскому прагматизму - сугубо экономическая целесообразность, и лишь затем конкретные политические цели. Своим успехом Япония во многом обязана экономической помощи со стороны США, а теперь наступила ее очередь помогать другим странам и таким образом «обретать друзей, которые понимают и поддерживают японскую позицию» [1]. Токио уделяет большое внимание построению отношений и приобретению политического веса в государствах, получающих эту помощь.

По мнению японского МИД, углубляющаяся взаимозависимость современного мира ставит страну в такую ситуацию, в которой ее безопасность и процветание непосредственно связаны со стабильностью и благополучием всех остальных членов международного сообщества, а значит, вынуждает идти на тесное сотрудничество с ними ради достижения поставленных целей. «В этой связи содействию развивающимся странам в решении их внутренних проблем посредством предоставления ОПР в итоге означает поддержку благополучия собственного народа. Одновременно японскому правительству следует убеждать в необходимости поддерживать развивающиеся страны и другие ведущие государства-доноры», - отмечается в «Голубой книге» [2].

Как уже указывалось, ОПР - один из основных каналов, по которым поступает финансовая и иная помощь от Японии, являющейся одним из мировых лидеров по программе Официальной помощи развитию. Экономические интересы страны восходящего солнца в Центральной Азии обуславливаются, прежде всего,

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углеводородными ресурсами региона и поисками оптимальных путей их транспортировки. В основном речь идет о нефти и газе Узбекистана, Туркменистана и Казахстана [3].

Экономическое сотрудничество стран региона с Японией в настоящее время определяется в основном проектами, финансируемыми ее правительством в рамках программы содействия экономическим реформам в СНГ. Как правило, эта помощь оказывается через японские правительственные организации по международному сотрудничеству - Агентство по международному сотрудничеству (JICA) и Фонд экономического сотрудничества с зарубежными странами (OECF) [4].

Начато финансирование проектов, связанных с разработкой богатых природных ресурсов, в первую очередь нефти, газа, золота, урана, а также с развитием сети телекоммуникаций, отсутствие или неудовлетворительное состояние которых - проблема, общая для всех стран Центральной Азии. Всего, по данным на 1996 год, японская сторона вложила в экономику Узбекистана около 310 млн. долларов в виде инвестиций, а общая стоимость проектов, находящихся на стадии согласования, превышает 800 млн. долл.

Казахстан импортирует из страны восходящего солнца машины и оборудование, транспортные средства и товары широкого потребления (электронную бытовую технику, телевизоры, транзисторы и др.). Основные статьи экспорта в Японию: топливо, минеральное сырье, продукция химической промышленности, черной и цветной металлургии, строительные материалы. Объективное препятствие росту торговли между Японией и Центральной Азией - географическая удаленность. Кроме того, японскую сторону не устраивает то, что практически все транспортные развязки региона ориентированы на Россию. Существенным негативным фактором выступают и высокие тарифы на транзит грузов через Китай [5].

Чтобы наполнить свой новый внешнеполитический курс конкретным содержанием, правительство Японии приняло план, получивший название «Программа действий по дипломатии Великого шелкового пути». Он предполагает развитие широких политических связей, всестороннего экономического сотрудничества, оказание содействия в переходе к рыночной экономике.

Ни одно государство Центральной Азии не имеет выхода к мировому океану, все они отрезаны от основных торговых путей. Таким образом, интеграция региона в глобальное экономическое пространство, без чего перспективы всех пяти стран выглядят в лучшем случае проблематичными, «блокируется» географией. В этой ситуации «Возрождение Великого шелкового пути» позволит преодолеть географическую изоляцию Центральной Азии и открыть миру ее экономику.

Возрождение Великого шелкового пути - новый проект заинтересованных стран, призванный в XXI столетии обеспечить устойчивое и тесное экономическое, политическое и культурное сотрудничество государств, расположенных на всем его протяжении. На нынешнем этапе развития этой концепции главенствующая роль отводится, безусловно, экономическому аспекту.

Великий шелковый путь предполагается построить на трех опорах: энергетике, трансконтинентальной транспортной системе и телекоммуникациях. Стержень проекта, аккумулирующего глобальные, региональные и локальные интересы, - разработка природных ресурсов региона, в первую очередь крупных месторождений нефти и газа. Использование сырьевого потенциала Центральной Азии позволит придать необходимый динамизм местным экономикам, а крупным импортерам энергоносителей - обеспечить стабильные поставки сырья. Это стимулирует интеграцию региона в глобальные системы транспортных и информационных коммуникаций.

Дипломатическая концепция страны - «Евразийская дипломатия» премьер-министра Рютаро Хасимото, предполагавшая экономическое и политическое сотрудничество между Японией, Россией и странами ЦА [6]. Согласно этому документу политический курс Японии в отношении ЦА содержит три главных принципа:

- политический диалог по углублению доверия и взаимопонимания;
- экономическое сотрудничество и сотрудничество в области освоения природных ресурсов для обеспечения процветания в регионе;
- достижение мира в регионе посредством нераспространения ядерного оружия, демократизации и стабилизации.

Япония - одна из стран, наиболее последовательно способствующих реализации проекта, о чем свидетельствует ее официальная помощь, направляемая в государства СНГ. В развитии трансконтинентальной транспортной сети первоочередное внимание уделяется железнодорожному транспорту. Во-первых, при перевозках на большие расстояния он более экономичен, чем автомобильный. Во-вторых, только по железной дороге в Центральную Азию можно доставить многотонное оборудование и трубы, необходимые для работы нефтегазовых месторождений и строительства магистральных трубопроводов. В этом плане для Узбекистана перспективна трасса Андижан - Ош - Иркештам (граница Кыргызстана и КНР) - Кашгар (Китай). Она свяжет железные дороги Китая и объединенную сеть стальных магистралей Центральной Азии, а также Ирана, откроет возможность транспортного сообщения с Шанхаем, корейским портом Пусан, японским портом Осака, а также портами других стран Юго-Восточной Азии [7].

Второй по значимости - воздушный путь. В рамках ОПР японское правительство выделило на реконструкцию главных аэропортов Кыргызстана и Узбекистана крупные гранты, погашение которых рассчитано на несколько лет. Помимо всего прочего это означает, что воздушное сообщение между Европой и Азией будет постепенно смещаться на юг евразийского континента, а Центральная Азия превратится в важный транзитный пункт на этом пути.

Если энергетические и транспортные магистрали - дело не самого ближайшего будущего, то в глобальное телекоммуникационное пространство регион включается быстрыми темпами. В силу географического положения ему отведено важное место в глобальном проекте трансазиатской - трансевропейской оптоволоконной магистрали.

В начале июня 2017 года премьер-министр Японии Синдзо Абэ сделал заявление, которое, на первый взгляд, могло показаться беспрецедентным: С. Абэ выразил готовность сотрудничать с Пекином по инициативе «Один пояс - один путь». Последним знаковым моментом в этих отношениях стало турне японского премьера по Центральной Азии в октябре 2015 г. Эта поездка получилась яркой благодаря контрасту с менее выраженным интересом предшественников С. Абэ к региону, а также за счет совокупной ценности заключенных соглашений в 27 млрд долл [8]. Вместе с тем, несмотря на то, что обозреватели нередко интерпретируют турне С. Абэ как частный случай обще азиатского соперничества Японии с Китаем, последующая активность Токио в Центральноазиатском регионе была охарактеризована не столько громкими инициативами, сколько постепенным развитием практических проектов, представляющих прежде всего экономический интерес.

Анализируя активность Японии в Центральной Азии, приходим к выводу, что страну восходящего солнца привлекают в регион не только экономические аспекты, но и, как уже отмечалось, большие политические интересы. Если посмотреть на историю развития японской ОПР, то вырисовывается довольно интересная картина. В настоящее время в самой Японии уже ни у кого не вызывает сомнения,

что в XXI столетии она будет играть более самостоятельную роль. А пока Официальная помощь развитию фактически остается единственной дипломатической картой, с которой Токио может ходить без оглядки на Вашингтон. И в этом отношении Япония проводит довольно последовательную политику, направленную на выработку более независимого курса.

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DEVELOPMENT OF CIVIL SOCIETY IN UZBEKISTAN BASED
ON THE STRATEGY "FROM A STRONG STATE TO STRONG CIVIL SOCIETY"

A. Karjanov¹

Abstract

The article analyzes the historical and legal regulation of aspects of the formation and development of CSOs, which have been an integral part of reforms and policies undertaken by the government since the independence of Uzbekistan. It addresses the role of CSOs in governing and structural formation of the state past 25 years.

Keywords: CSOs, law, strong civil society, public organization, social partnership, transparency, ecological control, social institute.

Introduction

In Uzbekistan based on the Constitution established a democratic meeting the latest requirements of international standards and the regulatory framework of NGO activities, which consists of more than 200 legislative acts.

The effectiveness of the known world, and fully justified the five principles of the "Uzbek model" of development and strategy "From a strong state to strong civil society". They allowed systematically, gradually and consistently generate favorable organizational and legal basis for the development of independent, stable, enjoying the support of the wider NGO people, to ensure their effective participation in building a democratic state, formation of civil society, ensuring the rights, freedoms and interests of citizens, improving social-economic activity and legal culture.

As part of measures to ensure the independent development of civil society institutions, strengthening their role and place in the state construction, provision and maintenance of a balance of interests in society, protection of democratic values, rights, freedoms and legal interests of a person in Uzbekistan adopted the laws "On Public Associations in the Republic of Uzbekistan"[1, p.76], "On trade unions, rights and guarantees of their activity"[2, p.588], "On the non-state non-profit organizations"[3, p.173], "On public funds"[4, p.141], "On guarantees of activity of nongovernmental nonprofit organizations"[5, p.173] and a number of other legislative acts in this area.

A distinctive feature of the Uzbek model of development of civil society is the all-round readiness and willingness of the state to maintain public institutions initiatives aimed at strengthening the participation of citizens independently and in close cooperation with the government to solve the current issues of the country's development. In this regard, noted the activities of the Women's Committee of Uzbekistan, fund "Mahalla", "For Healthy Generation", "Ecosan" and "Nuroniy" Public Youth Movement "Kamolot", the Independent Institute for monitoring the formation of civil society, the National Association of NGOs of Uzbekistan, the Environmental Movement Uzbekistan and other public organizations [6].

Development cases

An important step in assisting civil society institutions to support the adoption of the 2008 Joint Resolution Council of the Chamber and Senate of Oliy Majlis of Uzbekistan "On measures to strengthen support to NGOs and other civil society institutions"[7, p.409]

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According to the Resolution at the highest legislative body established Community Foundation and the Parliamentary Commission for its management of funds as part of parliamentarians, representatives of NGOs, as well as the Ministries of Justice and Finance. These measures helped to form a unique and effective democratic system, transparent, open and targeted distribution of funds allocated from the State budget to support civil society in the form of grants, subsidies and social orders.

A powerful impetus to activate NGOs scale up their activities and responsibilities in managing the affairs of state and society gave the Concept of further deepening democratic reforms and formation of civil society in the country, adopted by the Parliament in 2010. As part of the practical implementation of the Concept adopted laws "On Environmental Control"[8, p.688], "On transparency of activity of bodies of state power and governance"[9, p.209] and "On social partnership"[10, p.488].

In accordance with the Law "On social partnership", introduced streamlined system forms, principles, mechanisms of interaction between government and civil society institutions, NGOs, as well as the rights and obligations of the parties. The law builds the relationship between the authorities and institutions of civil society to a qualitatively new level, the envisaged partnership, i.e. the recognition of the parties to such partnership as equal entities in a joint activity based on mutual interests and mutual respect for the good of the whole country.

Particular dynamics of the process of development of civil society institutions gave adopted in 2013 by the President Decree "On additional measures to assist the development of civil society institutions"[11, p.660].

According to the Resolution from 1 January 2014 rate of state fee charged for state registration of NGOs, reduced 5 times, the fee charged for the state registration of their symbols - in 2,5 times. No commission fee is carried out registration and registration of representative offices and branches of NGOs in the regions. A side benefit is established for public associations of invalids, veterans, and women and youth - the fee for registration of relevant NGOs will be charged at a rate of 50 per cent of the approved by this Regulation. According to him, in 2 times reduced term of consideration of the application for state registration of NGOs, without the right of the registration authority for its renewal, as well as a list of documents submitted by NGOs in this regard.

From year to year the NGO contribution to the realization of the most important state of socio-economic programs in their program to create jobs and employment, a program to further strengthen reproductive health, maternal health, child and adolescent in Uzbekistan for 2014-2018 years, Program for Environmental action of the Republic of Uzbekistan for 2013-2017 and others.

Leaders and activists of NGOs are members of more than 40 permanent republican interdepartmental commissions, councils, working groups established in accordance with the acts of the Head of State and Government of the Oliy Majlis of Uzbekistan.

Since 2013, on an annual basis by the Cabinet of Ministers with the active participation of NGOs developed and implemented joint plans and programs for the development of civil society institutions. In 2013, under the joint measures taken to improve the information and organizational activities of the NGO, in 2014 activities were aimed at improving their social, socio-economic activity in 2015 Comprehensive Plan of the Cabinet of Ministers of the measures aimed at strengthening social partnership between the government and NGOs.

In general, implemented in the country by improving the organizational and legal framework of civil society measures reflected both quantitative and qualitative indicators of development.

If in 1991 the country functioned only 95 NGOs, by 2000 the number had increased to 2,585 units from 2000 to 2010, the number of NGOs has increased more than 2 times

and reached the level of 5431 units. Over the past five years, marked by a similar growth and on December 1, 2017 the number of NGOs in Uzbekistan has reached more than 9000 [12].

Reforms in the field of formation and development of civil society in Uzbekistan meet modern trends noted in developed democratic countries of the world. The level of development of national statehood, consistently developing the processes of democratization and liberalization of society, there is a growing level of socio-political and socio-economic activity of citizens, and content aimed at strengthening the legal mechanisms for human rights and interests, as well as democracy in the society.

Conclusion

At all stages of democratic reforms and Uzbekistan rulemaking proceeding from the interests of society and the citizen, national traditions and mentality of the people, paying particular attention to a deep study of the proven international experience.

Nevertheless, I consider that it is necessary for more improvement of NGO activities, to develop a practical concept for further improve the mechanisms for cooperation between government bodies and NGOs. Activating public participation in addressing the socio-economic development of territories, the possible introduction of incentives and promotion of public and social activities arrangements citizens and NGOs, NGO business organization. The formation of the complex infrastructure of training and skills development for the NGO sector, special attention is paid to the development of education and educational NGOs and the use of universal criteria to determine the ranking of public organizations.

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LEGITIMATE POLITICAL POWER AND POWER OF RELATIONS

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The article examines the problems of power, the legitimacy of power from the standpoint of political theory. The conditions for the emergence of power relations considered are. Various types of power are disclosed: power is rewarding, coercive, normative, expert, referential authority, etc.

Keywords: power, legitimate power, power relations, power mechanisms, political decisions.

По мнению многих ученых, властные механизмы управления возникают еще на досоциальном уровне, в их основе лежали элементы выбора, наличие возможности вариативного поведения [1]. Базисными факторами властных отношений на социальном уровне являются: многообразие субъектов, видов связей и интересов в человеческих сообществах и их взаимозависимость друг от друга; разумность, целенаправленность поведения людей и сообществ сталкиваются с хаотичностью движения отдельных индивидов, что требует в свою очередь властного решения, опирающегося на аргумент точности, логичности и доказательности; необходимость властного управления для реализации тех возможностей, которые соответствуют интересам действующих в обществе социальных групп.

Чтобы возникли властные отношения, необходимы следующие условия:

1. Во властных отношениях предполагаются не менее двух субъектов власти, которыми могут выступать отдельные лица, а также «коллективные действующие лица» (политические партии, организации, советы и т.д.). Власть может ассоциироваться и с каким-то учреждением (политическим, административным, хозяйственным и др.).

2. Приказ осуществляющего власть, т.е. выражение им воли по отношению к тому, над кем он осуществляет власть. Приказ сопровождается угрозой применения санкций в случае неповиновения.

3. Подчинение того, над кем осуществляется власть, тому, кто ее осуществляет, т.е. подчинение выраженной в приказе воле осуществляющего власть.

4. Общественные нормы, устанавливающие, что отдающий приказы имеет на это право, а тот, кого эти приказы касаются, обязан подчиняться приказам осуществляющего власть [2].

В самом общем виде, власть представляет собой взаимодействие субъекта и объекта, при котором субъект с помощью определенных средств контролирует объект.

По мнению С.Ханнинена, власть – это способность действовать с определенными последствиями под влиянием программ, технологий, рациональностей. А.

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Демидов добавляет, что она преобразует человеческую энергию из скалярной, целенаправленной, в векторную, направленную величину, превращает ее в действие, способное к реализации цели [3].

Реализация политических решений в жизнь связана с таким явлением как влияние. А.Демидов считает, что использование власти для направления деятельности других субъектов называется влиянием¹. Выделяют три формы влияния: принуждение, когда власть осуществляется вопреки воле управляемых; убеждение, когда задача, цель властвования принимается, разделяется подвластными; стимулирование (создание стимулов, материальная выгода).

В основе принуждения лежит сила, насилие или угроза использования негативных санкций в случае отказа повиноваться.

Под силой, как источником подчинения, влияния, понимают способность субъекта непосредственно воздействовать на объект или его окружение через намеренное воздействие на тело, психику или ограничение потенциальных действий объекта. По мнению Ф.Нойманна, насилие есть самый эффективный в краткосрочной перспективе метод. Однако он малоэффективен в качестве основного метода сохранения власти в течение длительного периода [4]. Воздействие на психику объекта возможно, как при помощи запугивания, так и манипуляции, т.е. скрытого влияния на объект, не осознаваемое последним. Д.Истон определяет манипуляцию следующим образом: «когда Б не осознает намерения А оказать на него влияние, а А способен заставить Б действовать в соответствии со своими желаниями, то мы можем сказать, то имеем дело со случаем манипуляции» [5].

В основе убеждения лежат: способность субъекта с помощью рациональных аргументов, авторитета.

В связи с рассмотрением способов и методов властвования встает еще одна проблема: «мотивация подчинения». В зависимости от ресурсов, на которых основывается подчинение, выделяют основные виды власти. Так, Х.Хекхаузен выделяет шесть видов власти.

1. Власть вознаграждающая. Её сила определяется ожиданием Б того, в какой мере А будет в состоянии удовлетворить один из его (Б) мотивов и насколько А поставит это удовлетворение в зависимость от желательного для него поведения Б.

2. Власть принуждающая. Её сила определяется ожиданием Б, во-первых, той меры, в какой А способен наказать его за нежелательные для А действия, и, во-вторых, насколько А сделает неудовлетворение мотива Б зависящим от его нежелательного поведения. Принуждение здесь заключается в том, что пространство возможных действий Б в результате угрозы наказания сужается. В предельном случае власть принуждения может осуществляться непосредственно физически.

3. Нормативная власть. Речь идет об интериоризированных Б нормах, согласно которым А имеет право контролировать соблюдение определенных правил поведения и в случае необходимости настаивать на них.

4. Референтная власть. Она основана на идентификации Б с А и желании Б быть похожим на А.

¹В свою очередь К.Дойч и Г.Лассуэл считают, что влияние – это наиболее широкая и мягкая форма власти. Они доказывают, что «влияние предполагает некоторую апелляцию к мыслям и чувствам человека, не которого влияют. Влияние предполагает проникновение внутрь личности, тогда как власть действует в основном «извне». По мнению К.С. Гаджиева, власть в гораздо большей степени, чем влияние, использует силу и санкции.

5.Экспертная власть. Она зависит от величины приписываемых А со стороны Б особых знаний, интуиции или навыков, относящихся к сфере того поведения, о котором идет речь.

6.Информационная власть. Эта власть имеет место в тех случаях, когда А владеет информацией, способной заставить Б увидеть последствия своего поведения в новом свете [6].

Функционирование политической власти осуществляется на основе принципа легитимности, который имеет большое значение для политической стабильности. Понятие легитимность и легальность власти – несовпадающие. Если легальность означает юридическое обоснование власти, то легитимность власти можно определить, как степень естественного признания населения страны системы, к которой она принадлежит. Государство может быть легитимным, если граждане чувствуют, что оно оправдывает их надежды.

Первым проблему легитимности рассмотрел М. Вебер, положив в основу своей концепции легитимности представления о типах поведения (традиционный, аффектный, ценностно-рациональный и целерациональный). В легитимности власти М.Вебер видел гарантию стабильности общества.

Немецкий политолог М. Хеттих пишет о том, что легимитизация – это правомерное признание политического господства со стороны общества. Правомерность здесь касается убежденности, а не нормативности. Речь идет об определенном политическом консенсусе в обществе, когда массы проявляют приверженность политической власти, политической системе с достигнутыми здесь основными политическими ценностями.

Как отмечают американские политологи Г. Алмонд и С. Верба, состояние политических чувств является, по-видимому, наиболее важной проверкой легитимности ее политической системы. Политический режим устойчив, если принимается гражданами в качестве правильной формы правления.

По мнению Дж. Фридриха и К. Дойча, легитимность – это совместимость политических действий с господствующей в данном обществе системой ценностей. Основой легитимности служит добровольное подчинение законам, распространение власти как авторитетной для индивида инстанции. По мнению М.Вебера, люди, для которых власть авторитетна, которой они добровольно передали часть своих властных полномочий, принимают все исходящие от нее законы, в том числе и те, с которыми они не согласны.

В современной политической науке классификация М.Вебера дополняется другими типами легитимности власти. Например, выделяется идеологическая легитимность, основанная на обосновании правомерности власти с помощью идеологии, внедряемой в сознание широких слоев населения. Д. Истон, исследуя легитимность политических систем, утверждает, что идеологическая легитимность опирается на ценности и принципы, на которые ссылаются власть и политический режим. Личная легитимность есть моральное одобрение лиц, выполняющих властные роли в рамках режима. Структурная легитимность вытекает из убеждения в ценности структуры и норм режима.

Легитимная политическая власть создает комплекс условий, обеспечивающих: последовательность реализации основных задач политической власти; согласованность действий элементов системы управления; наличие эффективных гарантий и средств поддержания всех аспектов безопасности в официальной системе; обеспечение высокой степени независимости общества от случайных обстоятельств; действенность и эффективность политической власти – ее способность найти способы и решение основных социальных проблем, проводить политику, ориентированную на реальные результаты.

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MODERN INTERNATIONAL RELATIONS IN THE ASIA-PACIFIC REGION

*G. Djurayeva¹**Abstract*

The article reviews the features of present political and economical processes in Asian-Pacific region, which point out to transforming of this region into most important world centre. Separately was studied the role of «ASEAN method» in building of new international relations architecture in 21 century in Asian-Pacific region.

Keywords: international relations, Asian-Pacific region, South – East Asia, ASEAN, «method ASEAN», cooperation.

The beginning of the 21st century was marked by the active construction of a new world order, which was caused by a wide variety of objective and subjective factors. The growing process of globalization of the world in the new century in the complex and contradictory struggle of various phenomena, trends and interests more clearly reveals the fundamental imperative of survival and security of mankind. Its essence is to develop such a model of world order, the geopolitical configuration of which would be stable, stable, reliable, integrating both national and transnational interests.[1]

The high dynamics of the political and economic processes taking place in the Asia-Pacific region indicate a steady trend towards transformation of the region into an important world center. The coexistence in a single region of a large number of states claiming to be the leading world powers in the 21st century largely determined the relations that have developed in this region today. Interaction between the APR countries is a regional variant of global multipolarity.

This leads to the lack of a real opportunity to manage the situation in the Pacific as a whole. At the same time, the balance of forces represented in the region is an important element of the global geopolitical balance, which meets the national interests of many countries of the world.

The region is actively searching for the political basis of the socio-economic development of the countries in the context of the growing economy of the PRC. The main threats of destabilization in the region remain:

- The Korean settlement problem and the North Korean nuclear program;
- The conflict between China and Taiwan;
- The presence of territorial disputes involving Japan, South Korea, China, Russia and some ASEAN countries;
- Unresolved civil-military relations in many countries.

Today, the Asia-Pacific region is transforming, the States located here have moved from the predominant construction of their own statehood to the formation of a multilateral partnership. The importance of the region can be explained by a number of factors:

- first, the advantageous geopolitical and geostrategic position;
- secondly, the fact that the region is home to more than 60% of the world's population, more than half of the world's gross product is produced, more than 50% of the total volume of world trade is realized;
- third, the Asia-Pacific countries have the highest rates of economic growth[2].

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Great changes have taken place in relations between different countries of the region. Historical conditions and political aspects of the development of the Southeast Asian countries in the second half of the twentieth century caused "the emergence, institutionalization and development of a unique regional organization, the existence of which is one of the most successful regional integrations"[3]. Since international relations in "Greater East Asia" remained very complicated, the role of the leader of the region went to ASEAN and, according to most analysts, for a long time, as this is the most acceptable option for all.

The Bali summit of 1976 laid the foundations of the modern institutional structure of ASEAN, as an intergovernmental organization without acting on a permanent basis supranational authorities. The principles of consensus and non-interference in the internal Affairs of participating countries were proclaimed fundamental principles of ASEAN's work. Declaration of ASEAN accord contained a program in political, economic, social, cultural cooperation and cooperation in the field of security. It is important to note that political cooperation has been brought to the fore in this programme. The formation and strengthening of ASEAN was also facilitated by external forces that stimulate the development of the Association. Among them education, dubbed "ASEAN plus three" (China, Japan, South Korea). "Rules of the game" in regional cooperation are constantly changing, as well as the dynamics of the developed region[4]. The second powerful external force is globalization. ASEAN countries and businesses in these countries understand that globalization is every year stronger and stronger influence on the economy, financial sector and currency of their countries. This circumstance does not allow the ASEAN countries to protect their companies in the domestic market.

The third powerful external force is China. Over the years, ASEAN's relations with China have undergone major changes. In the years of the cold war, they were openly hostile and irreconcilable. The changes occurred with the collapse of the bipolar system, the leadership of the PRC proposed to ASEAN the concept of "strategic partnership", in which an important but not the only component was the creation of a free trade Zone (FTA). Researcher Timo Kivimaki to disclose the main reasons for the emergence of ASEAN used the criterion a quantitative measure of conflict[5]. As the main factors supporting this provision, the author considers the internal effects of ASEAN activities, namely:

- * attempts to create a special regional identity and normative culture;
- * turning the countries of the region towards development goals instead of conflict, manifested in the act of joining the regional cooperation organization.

Participation in a regional Association did not mean a desire for a transnational or supranational Union, but rather an institutional format for peaceful agreement of positions. The main distinguishing feature of ASEAN, which determines the successful promotion of regionalism, is the consensus-based decision-making mechanism, which gives priority to the collective interests over the individual interests of member States in the most critical situations. It should be noted that, over the years, ASEAN has gained unique experience in the collective development of a common line of conduct in the international arena, as well as the practice of finding solutions to emerging problems through the consistent application of the principles of mutual assistance, consultation, consideration and respect for the interests of all participants. This method has received international recognition as "the Method of ASEAN" (ASEAN Way). In 2009, at the XIV ASEAN summit in Bangkok was approved as the anthem of ASEAN, with the same title. The Asian political culture embodied in the ASEAN Method is based on a firm belief that, whatever the problem, it must be addressed through negotiation and compromise. It is important to hear the opponent and always give him the opportunity to get out of an unpleasant situation for him. This is the "ASEAN method" - the contribution of the peoples of Southeast Asia to the world political culture of international relations. The ASEAN method could potentially

play a significant role in building a new architecture of international relations in the new century and could be of great interest to the countries of Central Asia. It consists in the experience of balancing forces and interests on the basis of tolerance, non-interference and non-use of force in the international arena. It is very interesting because it means, first of all, renouncing war and violence, tolerance and respect for differences. With regard to modern international relations, there is simply no reasonable alternative to this.

Thus, our analysis of some of the characteristics of international relations in the twenty-first century in the Asia-Pacific region, particularly within ASEAN, sufficiently refutes the repeated doubts about the viability of this organization. ASEAN from the very first days of its existence, had a clear program and General course. Later, with the Adoption of The Declaration on the neutrality of South-East Asia, policies and policies were continuously improved and supplemented. This has allowed ASEAN to establish an effective cooperation among member countries in various fields such as politics, security, economy, trade, culture, science and technology, international relations, etc., ASEAN pursued a clear goal – to develop member countries.

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ECONOMICS

DEVELOPING SMALL BUSINESS AND PRIVATE ENTREPRENEURSHIP THROUGH THE CREATION OF AN INVESTMENT ENVIRONMENT

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Abstract

This article focuses on issues like how development of small sized business and private entrepreneurship make their deal to not only improvement of a national economy but also increasing quality of lifestyle in our country, making a special climate better and especially decreasing number of the unemployed.

Keywords: population, small sized business and private entrepreneurship, social, foreign, investment.

Furthermore, these days a great attention is being given for developing small sized business in our republic and improving private entrepreneurship since these aspects are perceived a strategic mission of our governments' economic policy.

Small sized business as an activeness not requiring much capital ensures high degree of circulation of resources in the state of capital insufficiency. This sector exponentially and economically solves problems relating to restructuring economy, shaping consumer market in the state of economic instability and filling this market. Small companies adjust to change of consumers' demand fast; thereby, they provide required balance in consumer market. Now, this aspect is playing a crucial role in not only getting growing rate of economy to accelerate but increasing employment rate and population's income, issues very important for our government, as well. The fact that the number of companies involved in small sized business and private entrepreneurship is growing shows how the sector is progressing efficiently. Small sized business and private entrepreneurship is consolidating its position in population's life. Notwithstanding a small scale, this sector does hold an important role in ensuring a stable development of economy, providing population with employment and creating prosperity in people's life. As a result of taken steps share of small sized business, private entrepreneurship and manufacturing products of industry in GDP has changed from 31% to 56,9% and from 12,9% to 45% respectively starting from 2000. Nowadays, 78% of our current workforce is employed in this sector.[1]

Further, 3rd direction of this strategy of actions is devoted to "Prime ways of developing economy and liberating it", in fourth part(Decreasing involvement of government in economy, protecting the right of private ownership and reinforcing its position, continuing institutional and constitutive reforms addressed to encouraging small sized business and private entrepreneurship) following issues are underlined:

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- Ensuring a confident protection of private property and its rights, giving a wide freedom to development of private entrepreneurship and small sized business, putting into action a principle that "If population becomes rich, then government also gets rich and strong".

- Creating a climate of entrepreneurship for widely enhancing small sized business and private entrepreneurship, completely preventing illegal intrusion of government and other authorities to activeness of enterprises.

- Turning state property into private and simplifying rules involved, decreasing participation of government in shaping balance of enterprises, creating all facilities for developing entrepreneurship in properties turned into private.

- Improving investment climate, attracting foreign, especially direct foreign, investment to sectors of country's economy and areas.

- Implementing modern standards and styles of corporate management, strengthening role of stockholders in strategic management of companies.

- Developing and simplifying rules and mechanism for connecting entrepreneurs to engineering systems.

- Decreasing participation of government in controlling process of socio-economic development, getting systems of government management out of focused control and driving it to democracy, promoting government-private companionship, reinforcing role of social and self-controlling organizations.

In general, enhancing public openness and competitiveness, ensuring free economic activeness, developing macro-economic stability and keeping growing rate economic growth, activating privileged sectors of economy and modernizing reviewing reforms in the sphere of bank and finance, widening external economic connections, implementing foreign investments, improving tourism effectively, putting into action constitutive change. Furthermore, ensuring stability of national currency and prices to fulfill measures to be taken in this sector, working out modern market mechanisms for controlling currency rate step by step, widening revenue base of local budget, expanding external economic connections, implementing modern technologies for producing goods and materials meant for export, improving transport-logistic infrastructure and entrepreneurship, making investment for foreign investors more appealing, developing administration, implementing modern principles and mechanisms for controlling bank activeness, shaping agricultural unions with multiple sectors are mentioned.

During 2017 and 2021 program including 649 investment projects with value of 40 billion USA dollars are planned to put into action. As a consequence, during following 5 years production will increase by 1,5 times, its share in GDP change from 33,6% to 36% and reproduction's share will shift from 80% to 85%.[2]

Throughout last 10 years, with the purpose of simplifying running a business mechanism for allocating credits for small sized business and private entrepreneurship was simplified. More developing this mechanism, a number of incentives were given to enterprises. All of this will definitely give a chance to fortify role of small sized business and private entrepreneurship in economy and to expand its share. Government's GDP changed from 31% in 2000 to 56,7%, or rose by 1,8 times. In this sector share of total products of industry is 43,8%, export is 31,8%, investment is 38,3%, and 77,8 % of workforce is employed in this sector. These facts confirm all ongoing reforms.

It should be mentioned that, together with the fact that a lot of privileges and facilities are being created for entrepreneurs, there are some problems associated with expanding their activeness and growing potential of export:

- Complexity of mechanism for conducting export of small sized business companies' goods and services, high cost of length of time to be spent.

- Poor installment of special system's activeness that organizes expanding of participation of small sized business and private entrepreneurship proprietors.

- High rate of demand for consulting companies and systems that help to arrange process of production and selling of products manufactured for export by entrepreneurs.

Inferring from aforementioned facts, it should be stated that issues of developing Uzbekistan's external trade connections and improving role of entrepreneurs of small sized business and private entrepreneurship are remaining topical from the principle of future actions. Therefore, we think that taking following measures for developing small sized business and private entrepreneurship's export potential:

- Arranging specialized whole sale markets, fairs in order to sell products manufactured by small sized business, private entrepreneurship and government organizations representatives, helping by giving for rental or by selling buildings, constructions, machines, production and additional buildings, properties of government so as to organize their activeness.

- In privileged sectors of economy, especially in agriculture, manufacturing agricultural products and reprocessing them, producing consumer products, products of industry, food, drugs and pills, medical instruments, providing municipal and other services, erecting objects with production and social purposes, increasing rate of giving incentives and privileges to small sized business and private entrepreneurship in the sector of arranging innovative activeness and sector requiring science.

In conclusion, adopted with the initiative of the president of the Republic of Uzbekistan Sh.Mirziyoev and going with an intensive progressa decree, analysis of strategy of actions for further developing the republic of Uzbekistan gave a chance to create a lot of new work positions in improving national economy, to assist in expanding real income of population to further enhancing small sized business and private entrepreneurship and to infer about emerging new opportunities. We believe, these processes allow us not only to keep growing rate of country's GDP but also to intensify this growth exponentially, and in near future Uzbekistan will become a country to be shown as an example, a country among leading ones with indicators of economic growth.

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IMPROVING THE ANALYSIS TECHNIQUES AND APPROACHES
IN THE STRATEGIC DEVELOPMENT OF EFFECTIVENESS ENHANCEMENT
OF A COMPANY'S INTERNATIONAL TRADE

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In the circumstances when the economic uncertainty of international trade is on the increase, and there is a growing influence of external factors on a company's performance, the development of an adequate management tool of international trade effectiveness is taking the lead. In this context it is vitally important to improve the analysis techniques and approaches, determined to a large extent by economic and mathematical modeling. This approach enables a company to make motivated strategic decisions aimed at enhancement of its competitiveness in international trade environment under uncertainty and high risk.

Keywords: international trade, occurrence rate, Markov processes, method of dynamics of mean values, scientific approach, principle of quasiregularities, analysis technique, mean characteristics of random processes, effectiveness.

The circumstances and the environment in which a company carries out its international trade exert an influence on the selection of the analysis techniques and approaches of its effectiveness, and on its ability to adapt to the realities of international trade. Since the selection of scientific approaches and techniques this activity effectiveness determine the method of its analysis, then, in the conditions of economic uncertainty, it is appropriate to improve the research styles and methods applicable to the subject matter of analysis. It should be noted that in terms of effectiveness of research of a company's international trade the analysis method is regarded as a combination of methods, while a technique is viewed as a single act.

This approach is justified, as in accordance with the definitions of terms provided in the Russian language dictionary compiled by S.I. Ozhegov, method is a theoretical research approach [3], an approach refers to the system of actions applied when carrying out some activity [3] and a technique is a single act [3]. Thus, the terms *method*, *approach* and *technique* are not synonymous, as they differ in the degree of generality. In fact, this position is shared by the leading national researchers. For example, Kevorkova Zh.A. considers that the commonality of these terms is "... only the contents of the method concept, which includes an aggregate of approaches and techniques" [1,46].

However, in our view, not every technique used for the analysis of different aspects of a company's activity can be recommended for the study of effectiveness of a company's international trade. Such assertion is based on the set of specified requirements, which, in our view, should be as follows:

- the applied approaches and techniques should be scientifically valid;
- the obtained results should be explainable by both, the company itself and other stakeholders of the process;
- approaches and techniques used by the company when analyzing the effectiveness of its international trade should be rational;

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- the applied approaches and techniques should ensure that the company achieves its goals and objectives determined by its international trade strategy in optimal time;
- the analysis techniques and approaches should comply with the norms of the current legislation.

The present approaches and techniques used for the analysis of a company's international trade develops in two directions. In the framework of the first direction the internationally tested techniques and approaches to analysis are adapted to the national conditions provided these bring the intended outcomes to their users. In the framework of the second direction there are experimental developments in the field of the most recent analysis systems. Recognizing the importance of research in this field is it necessary to mention insufficient development of complex approaches and techniques to the research of international trade activity of a company using mathematical modeling, which determines the need for further research including theoretical and methodological problems of their implementation taking into consideration field specific activity of an economic entity.

Improvement of the current techniques of effectiveness analysis of a company's international trade and establishment of new approaches to research into this type of activity will, first of all, enable us to analyze the objects of research from a qualitatively new aspect; secondly, it will make it possible to effectively address the challenges arising in international trade, in the third place, it will include new objects of analysis in the research, which were previously neglected due to limitations of research techniques and approaches. All these taken together will provide solutions of the strategic tasks.

The techniques and approaches used to analyze the international trade of a company, should be applied in a systemic way, taking into consideration their relationship and subordination, and in a well-structured manner, which is achieved within the research procedure of this type of activity. The systematization of techniques and approaches to analysis of a company's international trade is carried out depending on the set goals for a variety of reasons. We can distinguish general scientific techniques and approaches of analysis, which are not connected with the study of a specific process of a company's international trade, and specific techniques and approaches, which characterize the nature of the object under study.

Assuming that certain approaches and techniques, depending on the conditions of a company's international trade, can be adapted to the realities of external commerce due to the fact that they represent a series of actions which are based on the prior experience and are aimed at the solution of a certain practical task, then the general scientific techniques and approaches determine the direction of this development. In this respect it is deemed appropriate to view modeling in the framework of general scientific methods. This modeling meets such assessment criteria as accessibility, validity, visualization and relevance of the obtained information.

But modeling can also refer to special analysis techniques, used to address the issues of a certain type in a certain field. Therefore, we argue, that modeling as a system of approaches and techniques of analysis, establishes not only general provisions, but also the structure of research stages, thus determining the reliability of prediction evaluation of prospective effectiveness of a company's international trade. Currently the choice of approaches and techniques is not regulated in the legislation, that is why this choice is left to the company, which should take into consideration a number of external and internal factors when analyzing the effectiveness of its international trade. This can be achieved by means of modeling.

Most issues a company has to address for the purpose of effectiveness enhancement of its international trade, have a great number of possible solutions, which requires the application of a special mathematical apparatus. In order to arrive at the right solution

it is necessary to solve a large number of equations, which can be rather complicated even when using computerized calculations. In the case, when a set of equations is solved, the obtained results are hard to interpret. Therefore, it is necessary to use the generalized characteristics in order to understand the obtained results. The use of mean characteristics is not an exception in this respect.

We argue that the validity of this statement can be justified by considering one of the problems faced by a company when establishing its transport fleet meant to enhance the effectiveness of its international trade. This is the extent to which the vehicles are used, which is related to the possibility of every vehicle to be in one of the following conditions: waiting for an order, making its way to the freight area or heading towards a customer carrying a load, returning to the parking point without a cargo, undergoing preventive maintenance or repair services.

We argue, there are good reasons to use the method of mean characteristics dynamics, as it allows to evaluate the mean characteristics of random processes occurring in the systems with a large number of conditions. The complexity of the process under study and a large number of the objects involved also prove the preference in using this method when analyzing the effectiveness of a company's international trade. Although the real business processes are not exactly Markov processes, when addressing this task it is possible to view random processes as Markov processes [4, p. 99]. A random process occurring in system S is called a Markov process with a finite set of states if it can be characterized by the absence of aftereffects, which means that at any time point t_0 the probability of any condition $S(t)$ of system S in the future depends solely on the system's current state $S(t_0)$ (for $t = t_0$) and does not depend on how the process developed and how much time this development took in the past (for $t < t_0$) [2, p. 7].

The procedure of effectiveness evaluation when using a company's own vehicles can be considered as exemplified by a manufacturing and trade organization. A specific character of a company's international trade is such that having Actros 2560 V8 и Scania G380 LA4X2HNA trucks at its disposal, the company strives to meet its customers' needs. This involves timely supplies of import goods. No one is going to cooperate with a company which, paring down expenses to a minimum, regularly disrupts the supply deadlines because of maintenance works or absence of available trucks or urgent transportation. We believe the inflows of orders for vehicles Actros 2560 V8 и Scania G380 LA4X2HNA do not depend on the number of available vehicles and are distributed randomly depending on time in accordance with the Poisson distribution with intensity λ_x and λ_y . Thus, the process occurring within the system represented by a company, can be considered a Markov process. The order will be distributed evenly between all types of vehicles ready to fulfill an order. If a company does not have any available vehicle, it turns down an order offer.

The procedures of formalization of transfer trucks conditions that are available for a company in the framework of implementing a model of enhancement of effectiveness of its international trade made it possible to compile a group of random events exerting an influence on the condition of the system at a certain time point (Table 1). As applicable to the analyzed model of the number of conditions of transfer trucks Actros 2560 V8 and Scania G380 LA4X2HNA, determined as a number of random values found at any time moment t in condition S_{x_i} and S_{y_j} , we will determine as $\gamma_{x_i}, \gamma_{y_j}$ respectively.

Table 1

A complete group of truck states used for the model of managing the effectiveness of a company's international trade

Notation	Characteristics of a truck state
k_{x_1}	A mean number of Actros 2560 V8 tucks, awaiting an order at a time point t
k_{x_2}	A mean number of Actros 2560 V8 tucks, carrying out an empty leg to the place of loading at a time point t
k_{x_3}	A mean number of loaded Actros 2560 V8 tucks carrying out a trip at the time point t
k_{x_4}	A mean number of Actros 2560 V8 tucks returning to the parking area after fulfilling an order at a time point t
k_{x_5}	A mean number of Actros 2560 V8 tucks undergoing preventive maintenance at a time point t
k_{x_6}	A mean number of Actros 2560 V8 tucks on maintenance service at a time point t
k_{y_1}	A mean number of Scania G380 LA4X2HNA trucks awaiting for an order at a time point t
k_{y_2}	A mean number of Scania G380 LA4X2HNA trucks implementing an order at a time point t
k_{y_3}	A mean number of Scania G380 LA4X2HNA trucks undergoing preventive maintenance service at a time point t
k_{y_4}	A mean number of Scania G380 LA4X2HNA trucks on repair

State graphs of Actros 2560 V8 and Scania G380 LA4X2HNA trucks are represented in Figures 1 and 2 respectively. $\lambda_{x_{ij}}, \lambda_{y_{ij}}$ refer to the rate of occurrence, transferring Actros 2560 V8 and Scania G380 LA4X2HNA trucks (elements) from one state into another.

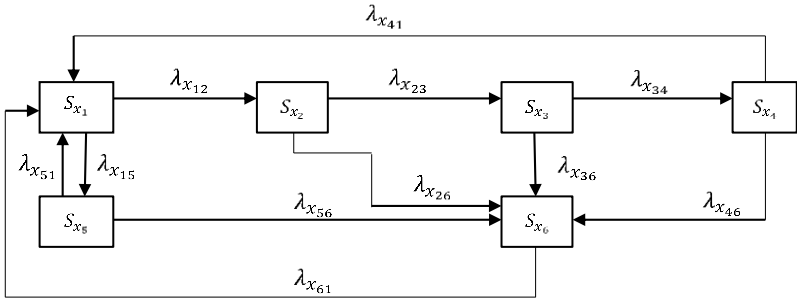


Fig. 1. A state graph of Actros 2560 V8 trucks

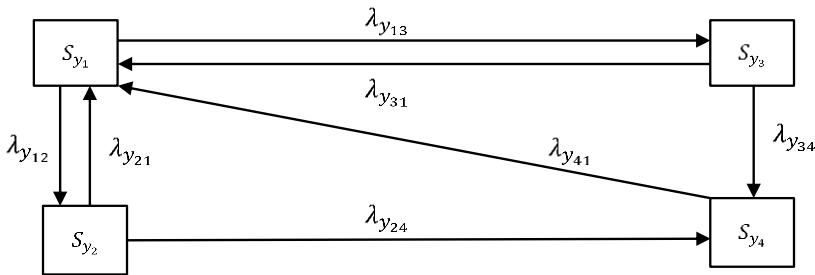


Fig. 2. State graph of Scania G380 LA4X2HNA trucks

Let us suppose, that it is necessary to determine the rate of occurrence, transferring the vehicle of Actros 2560 V8 type, currently awaiting an order ($\lambda_{x_{12}}$), into state S_{x_2} – movement towards the place of loading. Calls for vehicles make up a flow with λ_x intensity, but the order is accepted provided there is at least one vehicle in state S_{x_1} . The occurrence rate of accepted orders $\lambda_{x_{accept}}$, transferring the truck from state S_{x_1} to state S_{x_2} , depends on the number of vehicles which are in the original state (N_{x_1}), which makes it possible to represent the flow as follows:

$$\lambda_{x_{accept}} = \begin{cases} \lambda_x & \text{under } N_{x_1} \geq 1, \\ 0 & \text{under } N_{x_1} = 0. \end{cases}$$

Let us introduce two functions to solve the set task. Function $F(x)$ may be represented as follows:

$$F(x) = \begin{cases} x & \text{under } x \leq 1, \\ 1 & \text{under } x > 1. \end{cases}$$

The graph of function $F(x)$ is represented in Figure 3.

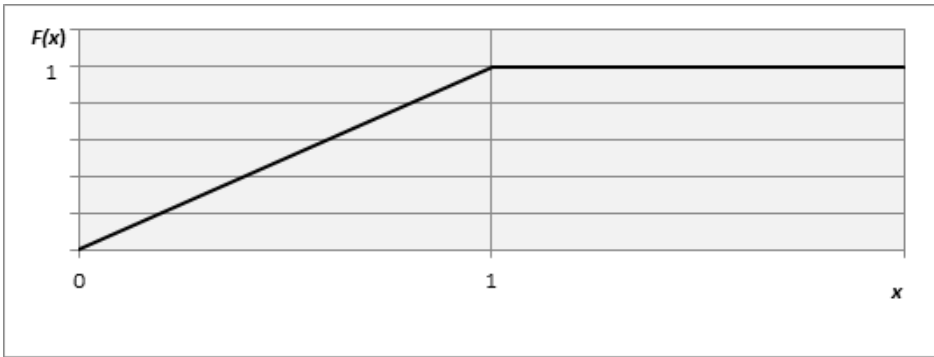


Fig. 3. Graph of function $F(x)$

Let us denote function $\eta(x)$ using the following relation:

$$\eta(x) = \frac{F(x)}{x} = \begin{cases} 1 & \text{under } x \leq 1, \\ \frac{1}{x} & \text{under } x > 1. \end{cases}$$

The graph of function $\eta(x)$ is represented in Figure 4.

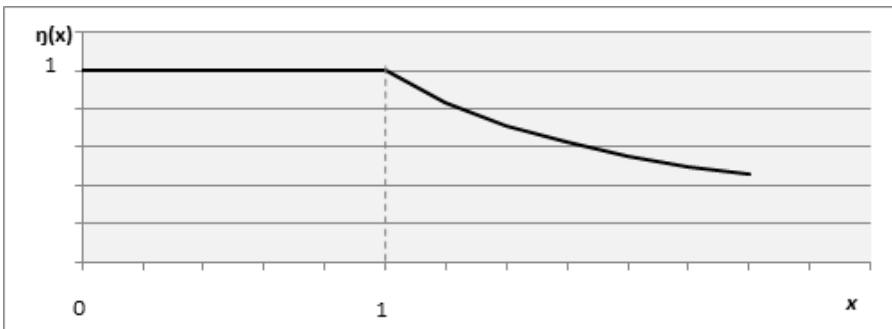


Fig. 4. The graph of function $\eta(x)$

Using function $F(x)$ the occurrence rate $\lambda_{x_{accept}}$ of received orders for Actros 2560 V8 trucks can be represented as follows:

$$\lambda_{x_{accept}} = \lambda_x * F(N_{x_1}).$$

The occurrence rate $\lambda_{x_{12}}$ of the flow of orders, transferring a vehicle of Actros 2560 V8 type from state S_{x_1} to state S_{x_2} , can be determined as follows:

$$\lambda_{x_{12}} = \frac{\lambda_{x_{accept}}}{N_{x_1}} = \lambda_x * \frac{F(N_{x_1})}{(N_{x_1})} = \lambda_x * \eta(N_{x_1}).$$

In order to determine other intensities we will use the following correlation:

$$\lambda_{x_{23}} = \frac{1}{\bar{t}_{x_{unloaded}}}; \lambda_{x_{34}} = \frac{1}{\bar{t}_{x_{loaded}}}; \lambda_{x_{41}} = \frac{1}{\bar{t}_{x_{unloaded}}}; \lambda_{x_{15}} = \lambda_{x_{maint}},$$

Where $\bar{t}_{x_{unloaded}}$ - is the mean travel time of unloaded Actros 2560 V8 truck to the loading point or the parking area;

$\bar{t}_{x_{loaded}}$ - the mean travel time of a loaded area.

The occurrence rate $\lambda_{x_{51}}$ of the flow of orders, which transfers a vehicle from the preventive maintenance service state to the state of order waiting corresponds to the transfer from state S_{x_5} to state S_{x_1} and can be calculated using the occurrence rate of the total number of preventive maintenance services carried out by the staff of the transport department which equals:

$$\lambda_{total\ maint.} = \alpha * (1 - e^{-(N_{x_5} + N_{y_3})}),$$

Where N_{x_5} - is the number of Actros 2560 V8 trucks on preventive maintenance service at a particular point in time;

N_{y_3} - is the number of Scania G380 LA4X2HNA vehicles at a particular point in time.

Intensity $\lambda_{total\ maint.}$ should be divided among all the trucks found to be in states S_{x_5} and S_{y_3} , in this case we are going to obtain the number of preventive maintenance services per time point as follows

$$\chi = \frac{\alpha(1 - e^{-(N_{x_5} + N_{y_3})})}{(N_{x_5} + N_{y_3})}.$$

Not all the vehicles are transferred to state S_{x_1} after the preventive maintenance service. There is a p_x probability that a truck will be sent for repair. The vehicle will transfer to state S_{x_1} with the probability $(1 - p_x)$. With regard to Scania G380 LA4X2HNA trucks the probabilities equal p_y and $(1 - p_y)$ respectively.

Then for intensities $\lambda_{x_{51}}$ we get

$$\lambda_{x_{51}} = \chi * (1 - p_x) = \frac{\alpha(1 - e^{-(N_{x_5} + N_{y_3})})}{(N_{x_5} + N_{y_3})} * (1 - p_x).$$

For occurrence rate $\lambda_{x_{56}}$ of maintenance services, which transfer a vehicle into a repair state we will obtain

$$\lambda_{x_{56}} = \chi * p_x = \frac{\alpha(1 - e^{-(N_{x_5} + N_{y_3})})}{(N_{x_5} + N_{y_3})} * p_x.$$

The total repair works carried out by a staff member of the transport department has the following intensity

$$\lambda_{total\ repairs} = \beta * (1 - e^{-(N_{x_6} + N_{y_4})}),$$

where N_{x_6} - is the number of Actros 2560 V8 trucks on repair at a particular time

point;

N_{y_4} - is the number of Scania G380 LA4X2HNA on repair at a particular time point.

In this case the rate of occurrence of repair works transferring vehicles from state S_{x_6} to state S_{x_1} , will equal

$$\lambda_{x_{61}} = \beta * \frac{(1 - e^{-(N_{x_6} + N_{y_4})})}{(N_{x_6} + N_{y_4})}.$$

From states S_{x_2} , S_{x_3} , S_{x_4} to state S_{x_6} the elements of the system are transferred by means of the flows of events, which equal

$$\lambda_{x_{26}} = \delta_{x_{unloaded}}; \lambda_{x_{36}} = \delta_{x_{loaded}}; \lambda_{x_{46}} = \delta_{x_{unloaded}},$$

where $\delta_{x_{unloaded}}$ - is the rate of malfunctions occurrence in a Actros 2560 V8 truck in the state of unloaded transportation;

$\delta_{x_{loaded}}$ - the rate of malfunctions occurrence in a vehicle in the state of loaded transportation.

It is possible to determine the rate of occurrence for Scania G380 LA4X2HNA truck using the state graph represented in Figure 2.

The rate of occurrence $\lambda_{y_{accept}}$ of accepted orders for Scania G380 LA4X2HNA trucks can be represented as follows

$$\lambda_{y_{accept}} = \lambda_y * F(N_{y_1}),$$

where λ_y - refers to the rate of occurrence orders of Scania G380 LA4X2HNA trucks;

N_{y_1} - refers to the number of Scania G380 LA4X2HNA vehicles found in the original state S_{y_1} .

The occurrence rate of orders $\lambda_{y_{12}}$, which transfers a Scania G380 LA4X2HNA truck from state S_{y_1} to state S_{y_2} , is determined as follows:

$$\lambda_{y_{12}} = \frac{\lambda_{y_{accept}}}{N_{y_1}} = \lambda_y * \frac{F(N_{y_1})}{(N_{y_1})} = \lambda_y * \eta(N_{y_1}).$$

In order to determine other intensities we will obtain the following relation:

$$\lambda_{y_{21}} = \frac{1}{\bar{t}_y}; \lambda_{y_{13}} = \lambda_{y_{mainten}}; \lambda_{y_{24}} = \delta_y,$$

where \bar{t}_y - is the mean travel time of Scania G380 LA4X2HNA truck;

δ_y - the occurrence rate of malfunctions found in a vehicle en route.

In terms of occurrence rate of maintenance services $\lambda_{y_{31}}$, which transfer a vehicle into the state of order waiting we will obtain the following

$$\lambda_{y_{31}} = \chi * (1 - p_y) = \frac{\alpha(1 - e^{-(N_{x_5} + N_{y_3})})}{(N_{x_5} + N_{y_3})} * (1 - p_y).$$

The occurrence rate of preventive maintenance services $\lambda_{y_{34}}$, as a result of which a vehicle goes on repairs equals the following

$$\lambda_{y_{34}} = \chi * p_y = \frac{\alpha(1 - e^{-(N_{x_5} + N_{y_3})})}{(N_{x_5} + N_{y_3})} * p_y.$$

A flow of repair works, which transfer Scania G380 LA4X2HNA truck from state S_{y_4} to state S_{y_1} , will have the following intensity

$$\lambda_{y_{41}} = \beta * \frac{(1 - e^{-(N_{x_6} + N_{y_4})})}{(N_{x_6} + N_{y_4})}.$$

Thus, the occurrence rates are determined for all the flows of events.

Guided by the principle of quasiregularity, the random arguments N_{x_i} and N_{y_j} can be replaced by their expectation functions k_{x_i} and k_{y_j} [5, p. 301]. In this case the system of differential equation of the dynamics of the mean characteristics when replacing the abundance of states with mean abundances will have the following representation:

$$\begin{cases} \frac{dk_{x_1}}{dt} = -(\lambda_{x_{12}} + \lambda_{x_{15}})k_{x_1} + \lambda_{x_{41}}k_{x_4} + \lambda_{x_{51}}k_{x_5} + \lambda_{x_{61}}k_{x_6}, \\ \frac{dk_{x_2}}{dt} = -(\lambda_{x_{23}} + \lambda_{x_{26}})k_{x_2} + \lambda_{x_{12}}k_{x_1}, \\ \frac{dk_{x_3}}{dt} = -(\lambda_{x_{34}} + \lambda_{x_{36}})k_{x_3} + \lambda_{x_{23}}k_{x_2}, \\ \frac{dk_{x_4}}{dt} = -(\lambda_{x_{41}} + \lambda_{x_{46}})k_{x_4} + \lambda_{x_{34}}k_{x_3}, \\ \frac{dk_{x_5}}{dt} = -(\lambda_{x_{51}} + \lambda_{x_{56}})k_{x_5} + \lambda_{x_{15}}k_{x_1}, \\ \frac{dk_{x_6}}{dt} = -\lambda_{x_{61}}k_{x_6} + \lambda_{x_{26}}k_{x_2} + \lambda_{x_{36}}k_{x_3} + \lambda_{x_{46}}k_{x_4} + \lambda_{x_{56}}k_{x_5}. \end{cases} \quad (1)$$

For Scania G380 LA4X2HNA trucks the set of equations of mean values dynamics will be represented as follows:

$$\begin{cases} \frac{dk_{y_1}}{dt} = -(\lambda_{y_{12}} + \lambda_{y_{13}})k_{y_1} + \lambda_{y_{21}}k_{y_2} + \lambda_{y_{31}}k_{y_3} + \lambda_{y_{41}}k_{y_4}, \\ \frac{dk_{y_2}}{dt} = -(\lambda_{y_{21}} + \lambda_{y_{24}})k_{y_2} + \lambda_{y_{12}}k_{y_1}, \\ \frac{dk_{y_3}}{dt} = -(\lambda_{y_{31}} + \lambda_{y_{34}})k_{y_3} + \lambda_{y_{13}}k_{y_1}, \\ \frac{dk_{y_4}}{dt} = -\lambda_{y_{41}}k_{y_4} + \lambda_{y_{24}}k_{y_2} + \lambda_{y_{34}}k_{y_3}. \end{cases} \quad (2)$$

By substituting the values of occurrence rates found earlier into a set of equations (1) we will obtain the following relation:

$$\begin{cases} \frac{dk_{x_1}}{dt} = -\lambda_x \eta(k_{x_1})k_{x_1} - \lambda_{x_{mainten}}k_{x_1} + \frac{1}{\bar{t}_{x_{unloaded}}}k_{x_4} + \frac{\alpha(1 - e^{-(k_{x_5} + k_{y_3})})}{(k_{x_5} + k_{y_3})}(1 - p_x)k_{x_5} + \beta \frac{(1 - e^{-(k_{x_6} + k_{y_4})})}{(k_{x_6} + k_{y_4})}k_{x_6}, \\ \frac{dk_{x_2}}{dt} = -\frac{1}{\bar{t}_{x_{unloaded}}}k_{x_2} - \delta_{x_{unloaded}}k_{x_2} + \lambda_x \eta(k_{x_1})k_{x_1}, \\ \frac{dk_{x_3}}{dt} = -\frac{1}{\bar{t}_{x_{loaded}}}k_{x_3} - \delta_{x_{loaded}}k_{x_3} + \frac{1}{\bar{t}_{x_{unloaded}}}k_{x_2}, \\ \frac{dk_{x_4}}{dt} = -\frac{1}{\bar{t}_{x_{unloaded}}}k_{x_4} - \delta_{x_{unloaded}}k_{x_4} + \frac{1}{\bar{t}_{x_{loaded}}}k_{x_3}, \\ \frac{dk_{x_5}}{dt} = -\frac{\alpha(1 - e^{-(k_{x_5} + k_{y_3})})}{(k_{x_5} + k_{y_3})}(1 - p_x)k_{x_5} - \frac{\alpha(1 - e^{-(k_{x_5} + k_{y_3})})}{(k_{x_5} + k_{y_3})}p_x k_{x_5} + \lambda_{x_{mainten}}k_{x_1}, \\ \frac{dk_{x_6}}{dt} = -\beta \frac{(1 - e^{-(k_{x_6} + k_{y_4})})}{(k_{x_6} + k_{y_4})}k_{x_6} + \delta_{x_{unloaded}}k_{x_2} + \delta_{x_{loaded}}k_{x_3} + \delta_{x_{unloaded}}k_{x_4} + \frac{\alpha(1 - e^{-(k_{x_5} + k_{y_3})})}{(k_{x_5} + k_{y_3})}p_x k_{x_5}. \end{cases}$$

For the set of equations (2) the equations of the dynamics of mean values can be represented as follows:

$$\begin{cases} \frac{dk_{y_1}}{dt} = -\lambda_y \eta(k_{y_1}) k_{y_1} - \lambda_{y\text{mainten}} k_{y_1} + \frac{1}{t_y} k_{y_2} + \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} (1-p_y) k_{y_3} + \beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{y_4}, \\ \frac{dk_{y_2}}{dt} = -\frac{1}{t_y} k_{y_2} - \delta_y k_{y_2} + \lambda_y \eta(N_{y_1}) k_{y_1}, \\ \frac{dk_{y_3}}{dt} = -\frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} (1-p_y) k_{y_3} - \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} p_y k_{y_3} + \lambda_{y\text{mainten}} k_{y_1}, \\ \frac{dk_{y_4}}{dt} = -\beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{y_4} + \delta_y k_{y_2} + \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} p_y k_{y_3}. \end{cases}$$

Upon addition of similar terms and substituting a number of equations, we will obtain the following :

$$\begin{cases} \frac{dk_{x_1}}{dt} = -\lambda_x \frac{F(k_{x_1})}{k_{x_1}} k_{x_1} - \lambda_{x\text{mainten}} k_{x_1} + \frac{1}{t_{x\text{unloaded}}} k_{x_4} + \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} (1-p_x) k_{x_5} + \beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{x_6}, \\ \frac{dk_{x_2}}{dt} = -\left(\frac{1}{t_{x\text{unloaded}}} + \delta_{x\text{unloaded}}\right) k_{x_2} + \lambda_x \frac{F(k_{x_1})}{k_{x_1}} k_{x_1}, \\ \frac{dk_{x_3}}{dt} = -\left(\frac{1}{t_{x\text{loaded}}} + \delta_{x\text{loaded}}\right) k_{x_3} + \frac{1}{t_{x\text{unloaded}}} k_{x_2}, \\ \frac{dk_{x_4}}{dt} = -\left(\frac{1}{t_{x\text{unloaded}}} + \delta_{x\text{unloaded}}\right) k_{x_4} + \frac{1}{t_{x\text{loaded}}} k_{x_3}, \\ \frac{dk_{x_5}}{dt} = -\frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} k_{x_5} + \lambda_{x\text{mainten}} k_{x_1}, \\ \frac{dk_{x_6}}{dt} = -\beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{x_6} + \delta_{x\text{unloaded}} (k_{x_2} + k_{x_4}) + \delta_{x\text{loaded}} k_{x_3} + \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} p_x k_{x_5}. \end{cases}$$

For Scania G380 LA4X2HNA trucks the system of equations is as follows:

$$\begin{cases} \frac{dk_{y_1}}{dt} = -\lambda_y \frac{F(k_{y_1})}{k_{y_1}} k_{y_1} - \lambda_{y\text{mainten}} k_{y_1} + \frac{1}{t_y} k_{y_2} + \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} (1-p_y) k_{y_3} + \beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{y_4}, \\ \frac{dk_{y_2}}{dt} = -\left(\frac{1}{t_y} + \delta_y\right) k_{y_2} + \lambda_y \frac{F(k_{y_1})}{k_{y_1}} k_{y_1}, \\ \frac{dk_{y_3}}{dt} = -\frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} k_{y_3} + \lambda_{y\text{mainten}} k_{y_1}, \\ \frac{dk_{y_4}}{dt} = -\beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{y_4} + \delta_y k_{y_2} + \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} p_y k_{y_3}. \end{cases}$$

As a result we obtain:

$$\begin{cases} \frac{dk_{x_1}}{dt} = -\lambda_x F(k_{x_1}) - \lambda_{x\text{mainten}} k_{x_1} + \frac{1}{t_{x\text{unloaded}}} k_{x_4} + \beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{x_6}, \\ \frac{dk_{x_2}}{dt} = -\left(\frac{1}{t_{x\text{unloaded}}} + \delta_{x\text{unloaded}}\right) k_{x_2} + \lambda_x F(k_{x_1}), \\ \frac{dk_{x_3}}{dt} = -\left(\frac{1}{t_{x\text{loaded}}} + \delta_{x\text{loaded}}\right) k_{x_3} + \frac{1}{t_{x\text{unloaded}}} k_{x_2}, \\ \frac{dk_{x_4}}{dt} = -\left(\frac{1}{t_{x\text{unloaded}}} + \delta_{x\text{unloaded}}\right) k_{x_4} + \frac{1}{t_{x\text{loaded}}} k_{x_3}, \\ \frac{dk_{x_5}}{dt} = -\frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} k_{x_5} + \lambda_{x\text{mainten}} k_{x_1}, \\ \frac{dk_{x_6}}{dt} = -\beta \frac{(1-e^{-(k_{x_6}+k_{y_4})})}{(k_{x_6}+k_{y_4})} k_{x_6} + \delta_{x\text{unloaded}} (k_{x_2} + k_{x_4}) + \delta_{x\text{loaded}} k_{x_3} + \frac{\alpha(1-e^{-(k_{x_5}+k_{y_3})})}{(k_{x_5}+k_{y_3})} p_x k_{x_5}. \end{cases}$$

$$\begin{cases} \frac{dk_{y_1}}{dt} = -\lambda_y F(k_{y_1}) - \lambda_{y_{mainten}} k_{y_1} + \frac{1}{t_y} k_{y_2} + \frac{\alpha(1 - e^{-(k_{x_5} + k_{y_3})})}{(k_{x_5} + k_{y_3})} (1 - p_y) k_{y_3} + \beta \frac{(1 - e^{-(k_{x_6} + k_{y_4})})}{(k_{x_6} + k_{y_4})} k_{y_4}, \\ \frac{dk_{y_2}}{dt} = -(\frac{1}{t_y} + \delta_y) k_{y_2} + \lambda_y F(k_{y_1}), \\ \frac{dk_{y_3}}{dt} = -\frac{\alpha(1 - e^{-(k_{x_5} + k_{y_3})})}{(k_{x_5} + k_{y_3})} k_{y_3} + \lambda_{y_{mainten}} k_{y_1}, \\ \frac{dk_{y_4}}{dt} = -\beta \frac{(1 - e^{-(k_{x_6} + k_{y_4})})}{(k_{x_6} + k_{y_4})} k_{y_4} + \delta_y k_{y_2} + \frac{\alpha(1 - e^{-(k_{x_5} + k_{y_3})})}{(k_{x_5} + k_{y_3})} p_y k_{y_3}. \end{cases}$$

In each of the two sets of equations of the dynamics of mean values any equation can be dropped out, in this case the overall number of the differential equations which should be solved is five for the first set and three for the second set of equations, and the corresponding variables are expressible from the conditions:

$$k_{x_1} + k_{x_2} + k_{x_3} + k_{x_4} + k_{x_5} + k_{x_6} = M_x,$$

$$k_{y_1} + k_{y_2} + k_{y_3} + k_{y_4} = M_y.$$

Due to the fact that the company authorities regard the startup period of a transport department operation, then at this moment all the trucks are going to be in states S_{x_1} and S_{y_1} , therefore the initial conditions will be represented as follows:

$$t = 0; k_{x_1} = M_x; k_{x_2} = k_{x_3} = k_{x_4} = k_{x_5} = k_{x_6} = 0;$$

$$k_{y_1} = M_y; k_{y_2} = k_{y_3} = k_{y_4} = 0.$$

The system of differential equations composed above can be solved by developing a computer application programme for calculation of a large number of conditions and categories, or by hand calculation by setting the parameter values. As a result of these calculations we will obtain the mean values of state abundances taken at the time point under analysis, which will enable a company to establish an optimal order of truck use in the framework of a company's international trade.

The results obtained prove that the suggested analysis tool used in the paper which evaluates the degree to which a company uses its vehicle fleet, additionally they allow to enhance the effectiveness of a company's international trade. This is due to the fact that the choice of the optimal vehicle workload allows expanding the carriage geography, draw new customers, thus, increasing its share on the market.

Thanks to the applied analysis methods it has been determined that the key factors in enhancing the effectiveness of a company's international trade in terms of using its own vehicle fleet is timeliness and quality of the services offered.

On the basis of the aforesaid, the following conclusions may be put forward:

By means of developing theoretical assumptions of effectiveness analysis of a company's international trade, the paper proves that approaches and techniques of analysis characterize the method of its subject study in a well-grounded manner. For the purpose of drawing this conclusion in the framework of our research we determined the requirements for the use of specific approaches and techniques when analyzing the effectiveness of a company's international trade. The classification of the relevant areas of knowledge

was taken as the basis for the classification of the applied techniques and approaches to the effectiveness analysis of a company's international trade. Thus, in the framework of investigating a company's international trade effectiveness it was possible to use the mean characteristics of random processes occurring in the diverse systems featuring the abundance of states. Such approach is well justified, as the reason for its application is the complexity of international trade processes and a large number of factors exerting an impact on them.

The results of the carried out research allowed to reveal non-linear character of real linkages between the variables, describing the international transactions. This is typical for the method of dynamics of mean characteristics, provided the occurrence rate of events depends on the number of states. Based on this statement we determined the reference points of research into the effectiveness of a company's international trade, taking into consideration the classification criteria analyzed in the article. Additionally, the article states that for repeated international trade processes, when a company is experienced in making decisions, and due to this fact the range of possible solutions is limited, it is possible to use the linear approximation of these linkages, thus benefiting from a well-developed apparatus of linear programming.

Addressing the tasks set in the current research, it has been grounded that non-linear models are more complicated than the linear ones; therefore, the techniques and approaches used to deal with them have certain limitations in comparison with the methods of addressing linear tasks. Nevertheless, under economic uncertainty in the context of effectiveness analysis of international transactions the companies should use non-linear models as they give a comprehensive overview of the optimal solution.

The work reasonably justifies that the analysis technique of a company's international trade based on the evaluation of mean characteristics of random processes occurring within this international trade, allows us not only to prognosticate the effectiveness of a company's international trade, but also to obtain the optimal parameters of processes, which make it a preferred solution in practical application.

The necessity of improving the techniques and approaches of effectiveness analysis of a company's international trade emerges from the fact that a company determines the optimal nature of complex measures aimed at the enhancement of its competitiveness in the sphere of international trade by applying a mathematical apparatus developed for Markov processes. The competitiveness of a company is rooted in the effectiveness of its international trade.

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THE ROLE OF INTERNATIONAL MARKETING FOR THE DEVELOPMENT OF MODERN BUSINESS

N. Khizanishvili¹

Abstract

In the case of internationalization of economic activity, a market entity is obliged to use international marketing methods, otherwise it will lose its positions and may even go bankrupt. The implementation of international marketing policy requires the process of transforming the entire management of production management and the effectiveness of all units. Thanks to international marketing, the enterprise demands the requirements of buyers in the foreign market, which means that the buyer and seller of goods must be repetitive and systematic.

Keywords: marketing, company, international, power, legitimacy, society, government, management.

Роль и значение бизнеса в современном мире очень высока. Условия для здорового развития бизнеса сегодня определяют уровень экономического развития любой страны.

Бизнес – это экономическая (экономическая) деятельность и деловые отношения между ее участниками, целью которых является получение экономических выгод от прибыли или иным образом. Современный международный бизнес и торговля - это единая глобальная экономическая система с участием населения, государств, интеграционных союзов, страховых компаний, транснациональных компаний, банков и т.д.

Международный бизнес - одна из наиболее динамичных областей экономической жизни стран. Современные тенденции развития экономики и бизнеса характеризуются глобализацией

Это означает укрепление открытости и взаимозависимости стран, регионов и ассоциаций людей во всем мире. Воздействие глобализации - это изменение всех сторон общественной жизни. Сам процесс является всеобъемлющим характером и, следовательно, устраняет национальные границы в нескольких отношениях.

Следовательно, мы считаем, что с точки зрения глобализации экономики решающая роль развития и тенденций международной торговли обусловлена развитием отдельной страны, а также мировой экономики и бизнеса. Современный бизнес характеризуется свободой инноваций, решений и нестандартизации.

Это означает большую ответственность. Современный бизнес означает конкуренцию везде и во всем. Высокая конкуренция вынуждает компании принимать быстрые решения и завоевывать позиции на рынке, Маркетинг является необходимым условием успешной реализации современного бизнеса.

Маркетинг для успешных предприятий позволяет создавать товары, которые можно поддерживать как можно дольше и, таким образом, получать прибыль.

Понятие «международный маркетинг» подразумевает, что ряд других рынков начал играть решающую роль в разработке концепции маркетинга для предприятия. В соответствии с современной модернизацией маркетинга

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предприятие должно учитывать потребительский спрос на начальные этапы своего бизнес-бизнеса, искать покупателя и строить все его производственные процессы.

Международный маркетинг рассматривается как логическое мышление, которое рассматривает международный рынок как систематическую основу, основанную на источнике прибыли.

Одним из способов максимизации прибыли является минимизация затрат. Например, General Motors (США) экспортируется в Мексику, чтобы снизить издержки производства, поскольку маркетинговые исследования показали, что мексиканская индустрия труда меньше, чем в 10 раз дешевле по сравнению с США. Международный маркетинг отражает сферу деятельности иностранного бизнеса (бизнеса) фирмы. Участие в международном маркетинге компании и ее дальнейшее развитие требует контактов и расширения контактов с клиентами, поставщиками, конкурентами, которые имеют разную культуру. Поэтому, прежде чем предприятие выйдет на внешний рынок, он изучит целевой рынок страны. Привлекательность рынка конкретной страны и интерес к ней в основном основываются на двух характеристиках - структуре органических структур и распределении доходов.

Расширение международного рынка и расширение экономических отношений зарубежных стран диктуется различными требованиями предприятий и их происхождением, а именно:

1. Развитие внутреннего рынка (повышение рыночных товаров, усиление давления конкурентов), при котором условия капитализируются за рубежом
2. Повысить нагрузку на существующие и дополнительные мощности
3. Необходимость покупать их в других странах из-за ограничений местных ресурсов
4. Удаление торговых барьеров отдельными странами
5. Независимость государств
6. Компенсация колебаний обменного курса путем частичного производства и организации в соответствующих странах
7. Доступ к «ноу-хау» - например, в партнерстве с иностранными предприятиями
8. Общее снижение риска
9. Стабилизация ценовой (ценовой) политики или расширение структуры для реализации ее внутренних и внешних рынков путем рассмотрения количества продуктов

Для успешной работы в международном бизнесе используются не только некоторые навыки, но и эффективная информация, собранная во время маркетинговых исследований.

Основываясь на соответствующей информации на рынках, происходит подготовка и принятие маркетинговых решений. Современный бизнес практически полностью зависит от информационного пространства. Это необходимо для статистических показателей, управления операционными данными, маркетинговых исследований и т.д.

Информация может быть получена через различные первичные или вторичные источники.

В современном международном маркетинге это центральное место для изучения рынка. Эти данные основаны на стратегии и тактике внешнего рынка компании, ее правильной товарной и ценовой политике. В Соединенных Штатах исследования рынка регулярно выполняют 90% всех промышленных компаний и сервисных фирм, а Германия и Великобритания - около 75%.

Основными принципами внешнего рынка являются: преднамеренный, комплексный подход, систематичность, разнообразие источников информации, научные знания.

Перед выходом на международный рынок предприятию следует рассмотреть следующее:

- Будет ли компания вообще находиться на международном рынке, какие задачи и риски можно увидеть перед предприятием (SWOT-анализ)

- Если было решено, тогда какой рынок страны? Какие продукты следует принимать?

- Как, каковы средства выхода и позиционирования этого рынка?

- Кто будет целевым сегментом?

- Как можно организовать процесс разработки и реализации международных маркетинговых программ на их предприятии (фирме)?

Поскольку фирма изучила и решила выйти на внешний рынок, повестка дня - это потребность в других маркетинговых решениях, для которых они используют так называемый «маркетинг-микс».

Marketing-Mix "объединяет 4R - продукт, продвижение, цена (цена) и место (место). Этот список может быть добавлен к другому Р-восприятию.

Отдельные страны существенно отличаются от их политико-правовой структуры, уровня экономического развития, технических стандартов, систем распределения и т. Д.

Международные компании должны осуществлять свою деятельность в различных культурных условиях.

Культура - это сочетание ценностей, убеждений, поведения, моделей, правил и традиций, которые будут передаваться из поколения в поколение, и, таким образом, одно сообщество отличается друг от друга.

У каждой страны есть свои обычаи и культурные традиции. Перед обработкой валютного рынка и маркетинговой программы фирма должна раскрывать, как иностранный покупатель получит свои товары и как он будет использоваться. Незнание культурной среды отдельной страны - это шанс компании преуспеть на этом рынке страны. Вот почему ни один из видных американских бизнесменов не потерпел неудачу на внешнем рынке.

Фирма McDonald's открыла свое предприятие на одной из окраин Амстердама, но его оборот был очень небольшим. Фирма не принимала во внимание, что Европа более популярна в центре и менее подвижна, чем американцы. Есть компании, которые успешно использовали особенности культурной среды, такие как Dunkin' Donuts и McDonalds.

Эти фирмы отвечают за регулирование продукта от особенностей конкретной страны, изменения аромата, меню, композиции или лучшего способа выхода на рынок в соответствии с местной культурой. Особенности международного маркетинга в первую очередь выражаются в том, что острая конкуренция предъявляет высокие требования к качеству товаров, рекламы, услуг и т.д.

Следует также учитывать, что международный рынок - это особый конгломерат, национальный рынок, который характерен как для общих, так и для отличительных особенностей.

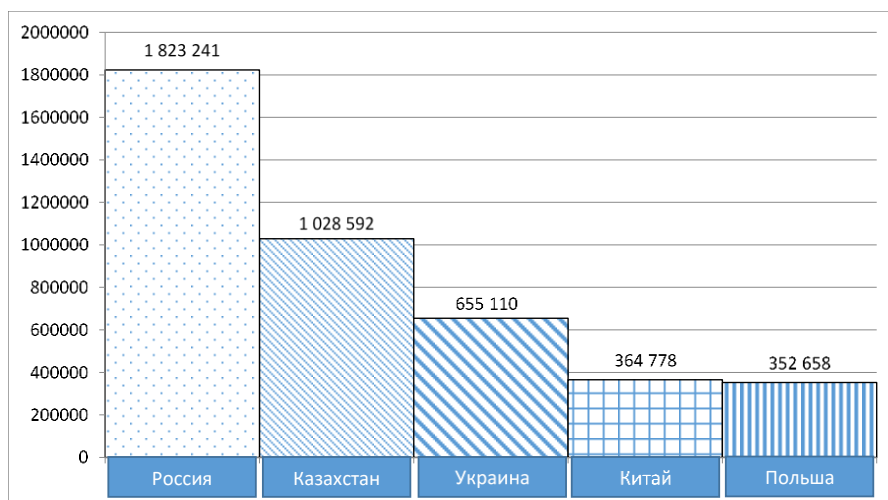
Конкурентоспособность его продуктов может быть правильно определена только по сравнению с зарубежными аналогами. Конкуренция в современном мире основана на технологических инновациях.

В одной из статей профессор Гарвардского университета профессор Леввет говорит: «Великая сила заключается в том, чтобы привести мир к международному

соглашению, и эта сила - технология». Разработка методов и технологий приводит к увеличению средств коммуникации и, таким образом, к усилению силы оружия действия в качестве конкурентной борьбы. Важно, чтобы каждая международная компания постоянно общалась с клиентом и сообщала им, для чего активно рекламирует PR и PR. Технология и надлежащее общение способствуют активному обмену информацией между наиболее уязвимыми рынками мира.

Теперь мы познакомим вас с международной компанией, которая решила войти и работать на грузинском рынке через маркетинговую информацию.

Немецкая компания «Арвато» является ведущим международным поставщиком услуг. В 40 странах мира около 40 стран «ARAVATO» имеет более 70 000 сотрудников в консультации с инновационными решениями, связанными с различными бизнес-процессами, связанными с интегрированными услугами. Эти области являются цифровым маркетингом, CRM, SCM и ИТ-решениями. «Arvato» Bertelsmann SE & amp Co. Дочерняя компания KGaA.



По словам иностранных инвесторов, Грузия предлагает исключительную возможность для развития и развития бизнеса.

Руководство компании решило на основе двухлетних предварительных исследований, что офис был открыт в Грузии и продолжил свою деятельность здесь.

По словам инвесторов, у Грузии хорошие инвестиционные условия. До приезда в Грузию они проводили много исследований, работали с инициативными группами и Немецкой бизнес-ассоциацией вместе с существующим маркетингом.

Представитель компании особо подчеркивает простоту запуска антикоррупционной среды и бизнес-процедур, а также высококачественные человеческие ресурсы.

Винные компании более заметны у грузинских международных компаний.

Национальное агентство вино активно продвигает десятку поддержки, рекламируя продукцию компаний для представления различных международных выставок, продвижения популяризации грузинского вина, выхода на рынок и создание, а также лучший способ найти дистрибьюторов. К 2014 году продажи в Китае выросли на 34% по сравнению с предыдущим годом, что было вызвано

интенсивной маркетинговой кампанией. Основываясь на анализе и предварительных данных, Китай является одним из приоритетов для Грузии.

В первом квартале 2015 года экспортировано 5 100 184 бутылок (0,75 л) вина в 25 стран мира. Пять крупнейших стран-экспортеров выглядят так:

В конечном счете, на основании информации, которую мы можем сделать вывод о том, что компания, которая участвует в международном бизнесе и маркетинг через твердую позицию на этом или на рынок этой страны и будут продавать не только продукты рынка стремится применять маркетинг различных методов и способов для достижения успеха. Но вместо того, чтобы использовать его постоянно параллельные действия на рынке.

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THE ROLE OF THE STATE IN FINANCING THE COUNTRY'S BUDGET DEFICIT

*A. Kutmanbekova¹, T. Kerimbaeva²**Abstract*

The Budget deficit is the result of disequilibrium in the economy, declining revenues and soaring costs caused by mismanagement. The market economy cannot balance the budget if the activities relating to economic stabilization and alignment of costs with revenues, will not be carried out; this implies strict austerity funds from all government and management structure.

Keywords: budget, taxes, budget deficit, credit, market economy, stabilization, investment, subvention, subsidies, sequestration, internal and external debt.

Актуальность заключается в том, что в силу действия различных факторов (экономических, политических, природных и др.) часто возникает ситуация, когда доходы бюджета (налоговые и неналоговые) не покрывают все необходимые для соответствующего уровня бюджетной системы расходы. Как мы знаем, что бюджет – ведущее звено финансовой системы и основная финансовая категория. В нем объединяются главные доходы и расходы государства. Бюджет объединяет основные финансовые категории (налоги, государственный кредит, государственные расходы) в их действие, т.е. через бюджет осуществляется постоянная мобилизация ресурсов и их расходование. Так же, бюджет играет важную роль в жизни каждого государства. Он является статьей доходов и расходов государства, оказывающей влияние на благосостояние каждого. Как известно, бюджет на всех его уровнях играет огромную роль в развитии и процветании государства, продвижении научно-технического прогресса (бюджетные финансирования исследований и разработок), развитии экономики (особенно не прибыльных, но социально-значимых отраслей экономики посредством инвестирования, дотаций и т.д.).

Таким образом, бюджет, его формирование и статьи расходов является важным разделом в экономической науки, требующим большого внимания со стороны не только занимающих высокие посты экономистов и политиков, но и рядовых граждан. В условиях высокой экономической конъюнктуры потенциальный избыток бюджета (превышение государственных доходов над расходами) может быть направлен на погашение предыдущих долгов, создание компенсационных резервных фондов, осуществление дополнительных социальных мероприятий. В периоды спада деловой активности органы государственной власти должны увеличивать совокупный спрос даже ценой бюджетных дефицитов, чтобы преодолеть спад и стабилизировать затем экономические процессы. Актуальность данной статьи заключается, в том что, в условиях ограниченности республиканских бюджетов, возрастает роль Министерства финансов в эффективном и рациональном использовании государственных бюджетов, а также в управлении дефицитом бюджета. В условиях перехода к рыночным механизмам особенно актуальной становится проблема эффективного распределения среди государственного бюджета по наиболее приоритетным направлениям развития экономической и социальной жизни государства. Сокращение доходов бюджета было вызвано сужением налоговой базы

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из-за падения производства, внедрения новой системы налогообложения, трудностями в связи с увеличением числа налогоплательщиков и уклонением от уплаты. Из мониторинга и оценка дефицита республиканского бюджета страны показывают что, дефицит республиканского бюджета. Таким образом, дефицит по итогам 2016 года составил 20 млрд 925 млн 880,6 тысячи сомов и стал рекордным за последние 25 лет. А на покрытие дефицита бюджета в 2017 году предусмотрены источники финансирования в сумме 23 321,9 млн. сомов или 4,7 % к ВВП. Бюджет является политическим инструментом, поэтому партии власти часто оказывают на него влияние в процессе его исполнения. К примеру, если выясняется, что бюджет был слишком оптимистичным, и его исполнение по доходной части невозможно, то образуется дефицит, в результате чего партии власти инициируют изменения в бюджет. В частности, это означает, что может быть инициирован секвестр бюджета, где уменьшаются уже цифры прогнозного бюджета, корректируются, и искусственным образом снижается ожидаемый дефицит бюджета. Так, на сегодняшний день внешний долг страны составляет 255 млрд. сом – это обязательства по международным кредитам и займам, по выданным государственным гарантиям, долги по взносам за членство в международных организациях и т.д. Внутренний долг составляет 21 млрд. сом – это невыплаченные пенсии, незавершенное строительство социальных объектов, обязательства по пособиям, не внесенные надбавки по зарплатам и премиям госслужащих, вписанные в реестры, иные обязательства. Государственный долг — общие обязательства: 276 млрд. сом.

Наше государство имеет хронический дефицит государственного бюджета, но его значение с каждым годом уменьшается. Дефицитный бюджет ведет к государственному долгу, который в свою очередь, подразделяется как на внешний, так и на внутренний. Поэтому для достижения сбалансированности государственного бюджета бюджетная политика должна теснейшим образом сопрягаться с политикой доходов и расходов государства. Подводя итоги, хотелось бы вновь остановиться на следующих аспектах:

1. Бюджетный дефицит – превышение расходов бюджета над его доходами. Объем бюджетного дефицита зависит от большого количества макроэкономических факторов, которые с разных сторон характеризуют развитие экономики. Дефицит бюджета не может рассматриваться иначе, как в контексте макроэкономического развития и экономической политики государства в сфере доходов и расходов государственного бюджета.

2. Состояние бюджетной системы можно назвать важнейшим критерием экономической ситуации в стране, а одной из важнейших функций бюджета есть регулирование экономики.

3. Бюджетный дефицит сам по себе не является катастрофическим явлениями, его увеличение может вести к серьезным негативным последствиям не только экономического, но и чисто политического характера. Ведь доверие народа к бюджетной системе, к бюджетному устройству страны определяет доверие правительству, доверие проводимым реформам. Это доверие невозможно в условиях несбалансированного бюджета – главного финансового документа страны. И это должно, наконец, привлечь пристальное внимание правительства, и проявиться в конкретных результатах.

4. Дефицит государственного бюджета может быть профинансирован тремя способами: 1) за счет эмиссии денег; 2) за счет займа у населения своей страны (внутренний долг); 3) за счет займа у других стран или международных финансовых организаций (внешний долг)

5. Решение проблемы дефицита бюджета (или хотя бы уменьшение его доли в бюджете государства) зависит от правильности подхода правительства к ее

оценке и введение цивилизованных мер направленных на сокращение бюджетного дефицита. Принятие продуманных законов направленных на поддержание национального производителя и развитие производства в целом, а так же разработка механизма их выполнения, наиболее верный путь, ведущий к сбалансированному бюджету государства.

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THE DEVELOPMENT OF NATIONAL ARCHIVAL MANAGEMENT SYSTEM IN REPUBLIC OF UZBEKISTAN

M. Abdurakhimov¹

Abstract

The article covers the importance of the archives to the state and society, its formation, and the compatibility of its goals and functions with the organizational structure of governance in national archival affairs. The article also determines the strategic objects in accordance with governance structure of national archive affairs. Moreover, it is analyzed the advanced the experiences of archival affairs in developed countries. Based on the result of research and analysis, a new governance system has been recommended in order to get fruitfully archival affairs.

Keywords: archive, national archive, governance, decentralization of governance, planning, strategic planning.

Nowadays the purpose of the archival intuitions are to preserve archival documents of organizations, enterprises, institutions as well as individuals^[1].

In this purpose, there are 103 governmental, 7 non-governmental, 110 self-archival institutions, and more than 9000 departmental archives in Republic of Uzbekistan^[2]. In our country, "Uzarchive" agency under the Cabinet of Ministers of Republic of Uzbekistan and it is controlled by unique governmental policy in the field of archival governance policy, and affairs ^[3]. In the next page is given the organizational structure of "Uzarchive" agency based on the appendix 1 of decision no 49 as of February, 2004 of the Cabinet of Ministers of Republic of Uzbekistan (Figure 1) ^[4].

According to the figure 1, there are three Central governmental archives obey to directly to "Uzarchive" agency, the district and city public archive sectors are run through the regional administrations of "Uzarchive" agency. At the same time, in every regional administrations and state archives serve its functions. In our opinion, the governance should be simplified and overthrowing similar functions might to lead to the further developments. In other words, it means that the local archive administrations should be controlled by regional administrations in order to simplify the management system and overthrow the doubling functions as consequences of it increasing the efficiency.

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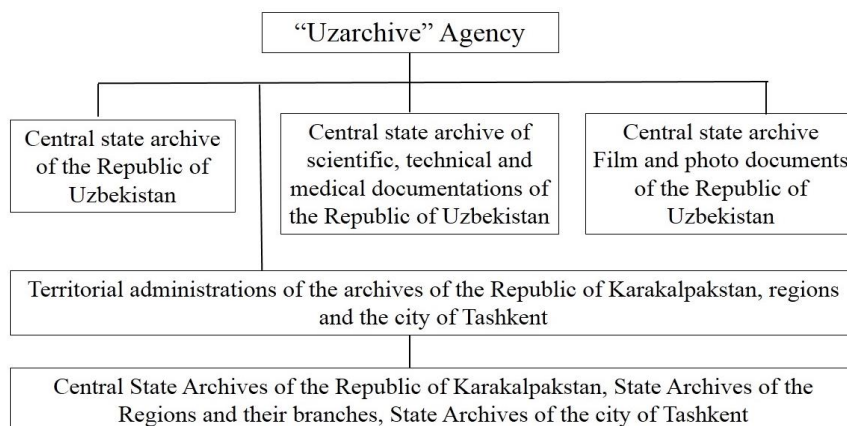


Figure 1. Organizational structure of "Uzarchive" agency

In general, the life cycle of documents can be divided into two. The first cycle of document is stored in the organization that is created. In this period, the district level is five years, region is ten years, and for republic is fifteen years. Since period of storing in the organization and until reaching to the state archive, the document might be destructed or physical damaged within above-mentioned years. Based on the many developed countries experience, there are various controller inspectors (USA "National Archives Office of Inspector General (OIG)" [5], Russian Federation "Arxnadzor" [6], Australia "Archival Control Systems") [7], but different by the name but conducting the same functions as taking care for documents. They usually conduct state controls on the conditions of the archival materials such as keeping, preserving, and losing. They conduct their functions based on the identified shortages, fines for breaking law and other measures. According to our opinions based on above-mentioned factors, the Central Agency of "Uzarchive" needs to have such kind of department that implements archival affairs and controls of archival materials conditions, as consequences it would ensure the activities of archives and preserving quality of materials.

As the main functions of "Uzarchive" agency is archiving, and providing the materials for scientific researches and using for needs [8]. In this context, it is required to provide conditions for using and utilizing the materials for the individuals and legal persons. Moreover, it is necessary to organize scientific seminars and popularizing advanced experiences in field of archival science [9]. In addition, there are scientific research centers that function above-mentioned affairs in the development countries [10]. According our conception, the agency should also have scientific research centers that run in order to solve out deficiencies and operate scientific affairs. In this case, the centers would provide for access to the rich historical materials that beneficial for young generation and every single citizen.

According to the current legislation of Republic of Uzbekistan, the archive affairs are allowed to conduct by governmental and non-governmental organizations [11]. The archival documents that are not preserved by National Archive Fund are stored in non-governmental organizations. Increasing the number non-governmental organizations allow to economy the state expenses. Therefore, according to our conception, it is necessary to increase the number of non-governmental organizations, support them in district and local areas, and present them in organizational structure of "Uzarchive" agency.

On basis of analyses, reviewing the developed countries experiences, and examine the mission of system “Uzarchive” agency, we offer the proposal concept of organizational structure of agency:

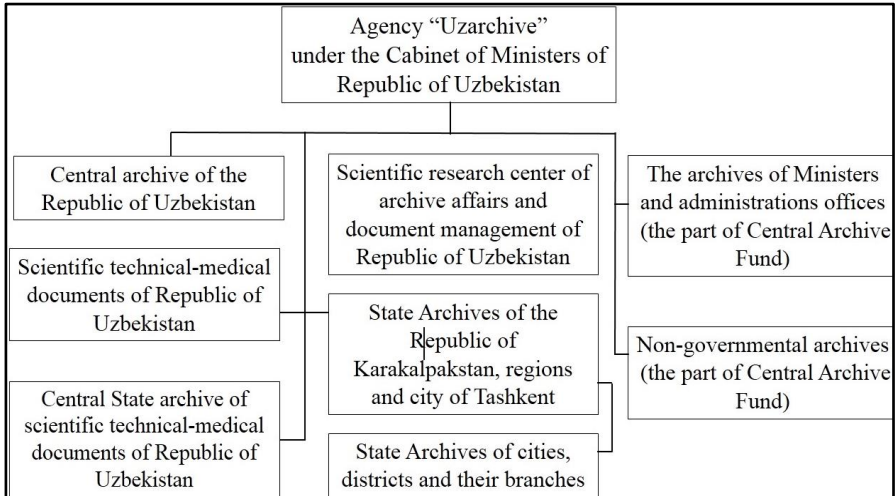


Figure 2. The proposal organizational structure of “Uzarchive” agency

This organizational structure of “Uzarchive” agency provides good opportunities for fulfillment its functions in the regard of national legislation.

Implementing the foreign experience and establishing the scientific research centers would benefit the National Archive Fund in order to preserve and reach the historical materials for future generation.

Moreover, it expands the conditions for conservation and utilization the historical materials. As said “preserving and reconstructing historical monuments, exploring more about works of arts of as national wealth of nation and people, and the main part of program of spirituality is bringing back them to Uzbekistan. Ancestors inherited this national wealth. Therefore, we are also meant for conservation in order to inherit to upcoming generation” [12].

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NATURAL SCIENCES

INEQUALITIES BETWEEN THE MEDIANS OF A TRIANGLE

Sh. Kurokboev¹

Abstract

Geometric problems occur often in math competitions. Geometric inequalities are one of the beautiful concepts of geometry. In this paper we provide an easy-to-understand approach to train for mathematic Olympiads. Our letter includes classical, well-known and creative methods for geometric inequalities and solutions combined with new problems.

Keywords: inequality, equality case, median, area, triangle, circumference, equilateral triangle, obtuse triangle.

The geometry has a very important place in mathematics and even in our day to day life. It is related to the study of shapes and problems based on shapes. In geometry, we also learn about useful concept called “geometric inequalities”. There are many different types of geometric inequalities based upon the different types of geometric shapes. Let us go ahead and learn about few most useful geometric Inequalities between the medians of a triangle.

At first we have proved the followings:

Lemma 1. In any triangle it is true that, $m_a \geq \frac{b^2+c^2}{4R}$.

Proof: Extend the median AA_1 intersect the circumference at A_2 . By power of a point we have

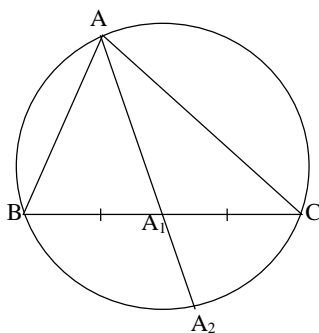


Figure 1.

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$$AA_2 = m_a + \frac{a^2}{4m_a} = \frac{4m_a^2 + a^2}{4m_a} = \frac{(2b^2 + 2c^2 - a^2) + a^2}{4m_a} = \frac{b^2 + c^2}{2m_a} \leq 2R$$

Then, we have $m_a \geq \frac{b^2 + c^2}{4R}$

Lemma 2. If a, b and c are the lengths of the sides of a triangle, m_a, m_b and m_c represent the lengths of the medians, prove that:

$$bm_c + cm_b \geq 2am_a$$

Proof: Using Ptolemy's inequality in the quadrilateral AC_1GB_1 , we get

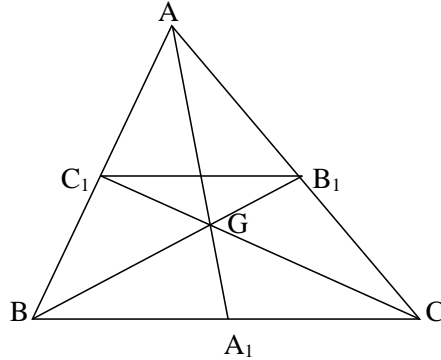


Figure 2.

$$\frac{1}{3}m_c \frac{b}{2} + \frac{1}{3}m_b \frac{c}{2} \geq \frac{2}{3}m_a \frac{a}{2}, \quad bm_c + cm_b \geq 2am_a \text{ Proved}$$

Lemma 3. If a, b and c are the lengths of the sides of a triangle, m_a, m_b and m_c are represent the lengths of the medians, prove that:

$$2a^2 + bc \geq 4m_b m_c$$

Proof: Using Ptolemy's inequality in the quadrilateral BC_1B_1C , we get

$$a \cdot \frac{a}{2} + \frac{b}{2} \cdot \frac{c}{2} \geq m_b m_c, \quad 2a^2 + bc \geq 4m_b m_c$$

Lemma 4. Denote as d_a the distance from the circumcenter O of the Triangle to the BC side, then $R + d_a \geq m_a$

Proof: By Triangle's Inequality we have, $R + d_a \geq m_a$

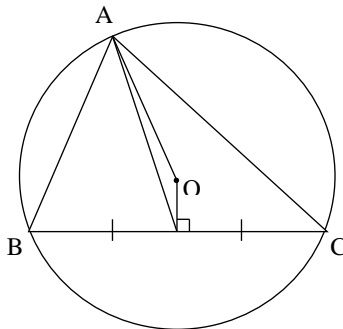


Figure 3.

Example problems

1. Prove that in any triangle:

$$|3a^2 - 2b^2| m_a + |3b^2 - 2c^2| m_b + |3c^2 - 2a^2| m_c \geq \frac{8S^2}{R}$$

Proof: Using lemma 1 we get

$$\begin{aligned} & |3a^2 - 2b^2| m_a + |3b^2 - 2c^2| m_b + |3c^2 - 2a^2| m_c \geq \\ & |3a^2 - 2b^2| \frac{(b^2 + c^2)}{4R} + |3b^2 - 2c^2| \frac{(c^2 + a^2)}{4R} + |3c^2 - 2a^2| \frac{(a^2 + b^2)}{4R} \\ & \geq \frac{1}{4R} | (3a^2 - 2b^2)(b^2 + c^2) + (3b^2 - 2c^2)(c^2 + a^2) + (3c^2 - 2a^2)(a^2 + b^2) | \\ & = \frac{1}{4R} | 2(2a^2b^2 + 2b^2c^2 + 2c^2a^2 - a^4 - b^4 - c^4) | \end{aligned}$$

Using Herons formula gives us the desired result will be equal to

$$\frac{1}{4R} \cdot 2 \cdot 16S^2 = \frac{8S^2}{R}$$

2. If a, b and c are the lengths of the sides of a triangle, m_a, m_b and m_c represent the lengths of the medians, prove that:

i) $m_a(b + c - 2a) + m_b(c + a - 2b) + m_c(a + b - 2c) \geq 0$

ii) $2(a^3 + b^3 + c^3) + 3abc \geq 4(am_b m_c + bm_c m_a + cm_a m_b)$

Proof:

i) Using lemma 2 we get

$$\begin{aligned} bm_c + cm_b &\geq 2am_a \\ cm_a + am_c &\geq 2bm_b \\ am_b + bm_a &\geq 2cm_c \end{aligned}$$

Adding these inequalities, we see that

$$\begin{aligned} (b + c)m_a + (c + a)m_b + (a + b)m_c &\geq 2am_a + 2bm_b + 2cm_c \\ m_a(b + c - 2a) + m_b(c + a - 2b) + m_c(a + b - 2c) &\geq 0 \end{aligned}$$

We are done. Equality holds if and only if the triangle is equilateral.

ii) Using lemma 3,

$$\begin{aligned} 2a^2 + bc &\geq 4m_b m_c \\ 2a^3 + abc &\geq 4am_b m_c \quad (1) \\ 2b^3 + abc &\geq 4bm_c m_a \quad (2) \\ 2c^3 + abc &\geq 4cm_a m_b \quad (3) \end{aligned}$$

Adding the inequalities (1), (2) and (3) we get the required inequality

$$2(a^3 + b^3 + c^3) + 3abc \geq 4(am_b m_c + bm_c m_a + cm_a m_b)$$

3. Prove that in any triangle with side lengths a, b, c and median m_a, m_b, m_c

$$\begin{aligned} 4(m_a + m_b + m_c) &\leq \\ &\leq \sqrt{(8a^2 + (b + c)^2)} + \sqrt{(8b^2 + (c + a)^2)} + \sqrt{(8c^2 + (a + b)^2)} \end{aligned}$$

Proof: First we show that

$$\begin{aligned} \sqrt{(8a^2 + (b + c)^2)} &\geq 2m_b + 2m_c \\ \sqrt{(8a^2 + (b + c)^2)} &\geq \sqrt{2a^2 + 2c^2 - b^2} + \sqrt{2a^2 + 2b^2 - c^2} \\ 8a^2 + b^2 + 2bc + c^2 &\geq 2a^2 + 2c^2 - b^2 + \\ &+ 2\sqrt{2a^2 + 2c^2 - b^2} \cdot \sqrt{2a^2 + 2b^2 - c^2} + 2a^2 + 2b^2 - c^2 \\ 2a^2 + bc &\geq \sqrt{(2a^2 + 2c^2 - b^2)(2a^2 + 2b^2 - c^2)} \\ 4a^4 + 4a^2bc + b^2c^2 &\geq 4a^4 + 4a^2b^2 - 2a^2c^2 + 4a^2c^2 + 4b^2c^2 - 2c^4 - 2a^2b^2 - \\ &- 2b^4 + b^2c^2 \\ (b^2 - c^2)^2 &\geq a^2(b - c)^2 \\ (b - c)^2(a + b + c)(b + c - a) &\geq 0, \text{ proved} \end{aligned}$$

Back to our problem, similarly we obtain

$$\sqrt{(8b^2 + (c + a)^2)} \geq 2m_c + 2m_a$$

$$\sqrt{(8c^2 + (a+b)^2)} \geq 2m_a + 2m_b$$

Adding these inequalities we get required inequality. Equality case if and only if the triangle is equilateral.

4. Prove that in any triangle

$$\frac{3(m_a + m_b + m_c)m_a m_b m_c}{m_a m_b + m_b m_c + m_c m_a} \geq 3\sqrt{3}S$$

Proof: First we show that if a, b, c be the lengths of the sides of a triangle, then

$$\begin{aligned} \frac{3(a+b+c)abc}{ab+bc+ca} &\geq 4\sqrt{3}S \\ \frac{3(a+b+c)abc}{ab+bc+ca} &\geq \frac{9abc}{a+b+c} \geq 4\sqrt{3}S \\ 9abc &\geq 4\sqrt{3}S(a+b+c) \quad (1) \end{aligned}$$

We must prove that (1). There is a technique that helps to transform one inequality between the lengths of the sides of a triangle into an inequality between positive numbers (of course related to the sides). This is called Ravi transformation.

$$a=x+y, b=y+z, c=z+x$$

Using the Ravi transformation for (1) we get,

$$\begin{aligned} 9(x+y)(y+z)(z+x) &\geq 8\sqrt{3}(x+y+z)\sqrt{(x+y+z)xyz} \\ 9(x+y)(y+z)(z+x) &\geq 8(x+y+z)(xy+yz+zx) \geq 8\sqrt{3}(x+y+z)\sqrt{(x+y+z)xyz} \end{aligned}$$

Back to the main problem. We have known that there exists a triangle whose side-lengths are m_a, m_b, m_c and its area $S_1 = \frac{3}{4}S_{ABC}$. Applying (1) inequality for this triangle we obtain

$$\frac{3(m_a + m_b + m_c)m_a m_b m_c}{m_a m_b + m_b m_c + m_c m_a} \geq 4\sqrt{3}S_1 = 3\sqrt{3}S_{ABC}$$

5. If a, b and c are the lengths of the sides of a triangle, m_a, m_b and m_c the lengths of the medians, prove that:

$$\frac{b+c}{m_a} + \frac{c+a}{m_b} + \frac{a+b}{m_c} \geq \frac{4(a+b+c)}{3R}$$

Proof: Using the lemma 4 and Cauchy-Schwarz inequality,

$$\begin{aligned} \frac{b+c}{m_a} + \frac{c+a}{m_b} + \frac{a+b}{m_c} &\geq \frac{b+c}{R+d_a} + \frac{c+a}{R+d_b} + \frac{a+b}{R+d_c} \geq \\ &\geq \frac{4(a+b+c)^2}{(a+b+c)(d_a+d_b+d_c) - (a+b+c)r + 2R(a+b+c)} \\ \text{Carnots theorem: } d_a + d_b + d_c &= R + r \\ \text{then } \frac{4(a+b+c)^2}{(a+b+c)(d_a+d_b+d_c) - (a+b+c)r + 2R(a+b+c)} &= \\ = \frac{4(a+b+c)^2}{(a+b+c)(R+r) - (a+b+c)r + 2R(a+b+c)} &= \frac{4(a+b+c)}{3R} \end{aligned}$$

6. Prove that these inequalities:

$$m_a^2 m_b^2 m_c^2 \left(\frac{a^2}{m_a^4} + \frac{b^2}{m_b^4} + \frac{c^2}{m_c^4} \right) \geq 4S \sqrt{m_a^4 + m_b^4 + m_c^4}$$

Proof:

$$\begin{aligned} \frac{a^2}{m_a^4} + \frac{b^2}{m_b^4} + \frac{c^2}{m_c^4} &\geq 4S \sqrt{\frac{1}{m_a^2 m_b^2} + \frac{1}{m_b^2 m_c^2} + \frac{1}{m_c^2 m_a^2}} \quad (1) \\ A &= 4 \sqrt{\frac{1}{m_a^4 m_b^4} + \frac{1}{m_b^4 m_c^4} + \frac{1}{m_c^4 m_a^4}} \end{aligned}$$

Cosine law $c^2 = a^2 + b^2 - 2ab \cos C$, $S = \frac{1}{2}ab \sin C$ we can rewrite (1) as

$$2\left(\frac{1}{m_a^4} + \frac{1}{m_c^4}\right)a^2 + 2\left(\frac{1}{m_b^4} + \frac{1}{m_c^4}\right)b^2 \geq \left(\frac{4}{m_c^4} \cos C + A \sin C\right)ab$$

by AM-GM inequality

$$2\left(\frac{1}{m_a^4} + \frac{1}{m_c^4}\right)a^2 + 2\left(\frac{1}{m_b^4} + \frac{1}{m_c^4}\right)b^2 \geq 4ab \sqrt{\left(\frac{1}{m_a^4} + \frac{1}{m_c^4}\right)\left(\frac{1}{m_b^4} + \frac{1}{m_c^4}\right)} =$$

$$= ab \sqrt{16\left(\frac{1}{m_a^4 m_b^4} + \frac{1}{m_b^4 m_c^4} + \frac{1}{m_c^4 m_a^4}\right) + \frac{16}{m_c^8}} = ab \sqrt{A^2 + \frac{16}{m_c^8}} \geq \left(\frac{4}{m_c^4} \cos C + A \sin C\right) ab$$

We are done.

7. If a, b and c are the lengths of the sides of a triangle, m_a, m_b and m_c the lengths of the medians, prove that:

$$i). \frac{a}{m_a} + \frac{b}{m_b} + \frac{c}{m_c} \geq 2\sqrt{3}$$

$$ii). \sqrt{3}(a^2 + b^2 + c^2) \geq 2(am_a + bm_b + cm_c)$$

Proof:

$$i). m_a = \frac{1}{2}\sqrt{2b^2 + 2c^2 - a^2}, m_b = \frac{1}{2}\sqrt{2a^2 + 2c^2 - b^2}, m_c = \frac{1}{2}\sqrt{2a^2 + 2b^2 - c^2},$$

$$A = \frac{a}{\sqrt{2b^2 + 2c^2 - a^2}} + \frac{b}{\sqrt{2a^2 + 2c^2 - b^2}} + \frac{c}{\sqrt{2a^2 + 2b^2 - c^2}} \geq \sqrt{3}$$

by Holder's inequality we get

$$A \cdot A \cdot (a(2b^2 + 2c^2 - a^2) + b(2a^2 + 2c^2 - b^2) + c(2a^2 + 2b^2 - c^2)) \geq$$

$$\geq (a + b + c)^3$$

$$A^2 \geq \frac{(a + b + c)^3}{2ab(a + b) + 2bc(b + c) + 2ca(c + a) - (a^3 + b^3 + c^3)} \geq 3$$

$$4(a^3 + b^3 + c^3) + 6abc \geq 3ab(a + b) + 3bc(b + c) + 3ca(c + a) \quad (1)$$

We must prove that (1).

$$\text{Schurz inequality: } 2(a^3 + b^3 + c^3) + 6abc \geq 2ab(a + b) + 2bc(b + c) + 2ca(c + a) \quad (2)$$

$$2(a^3 + b^3 + c^3) \geq ab(a + b) + bc(b + c) + ca(c + a) \quad (3)$$

Adding (2) and (3).

$$ii). m_a = \frac{1}{2}\sqrt{2b^2 + 2c^2 - a^2}$$

$$4m_a^2 = 2b^2 + 2c^2 - a^2, 4m_b^2 + 3a^2 = 2(a^2 + b^2 + c^2)$$

$$\text{by AM-GM inequality, } a^2 + b^2 + c^2 \geq 2\sqrt{3}am_a \quad (1)$$

$$\text{similarly, } a^2 + b^2 + c^2 \geq 2\sqrt{3}bm_b \quad (2)$$

$$a^2 + b^2 + c^2 \geq 2\sqrt{3}cm_c \quad (3)$$

$$(1), (2), (3) \text{ we see that } \sqrt{3}(a^2 + b^2 + c^2) \geq 2(am_a + bm_b + cm_c)$$

8. Let ABC be an equilateral triangle and P be a point inside the triangle. S_x is the area of a triangle with side lengths PA, PB, PC and S_y is the area of a triangle with side lengths m_a, m_b, m_c . Prove that $8S_y > 9S_x$

$$\text{Proof: Lemma: } 3S_x + \frac{\sqrt{3}}{4}(PA^2 + PB^2 + PC^2) = 2S_{ABC}$$

Let $\Delta C_1AC \cong \Delta PAB$ such that C_1 is outside of ΔABC . $\angle PAB = \angle C_1AC$, then

$\angle PAC_1 = 60^\circ$. ΔPAC_1 is equilateral. The sides of ΔPC_1C are $CC_1 = PB, PC_1 = PA$ and PC

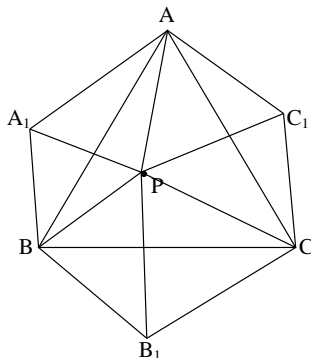


Figure 4.

Similarly, take B_1 outside of $\triangle ABC$ such that $\triangle B_1BC \cong \triangle PCB$, and take A_1 outside of $\triangle ABC$ such that $\triangle A_1AB \cong \triangle PCB$.

$$S_{AA_1BB_1CC_1} = S_{PA_1A} + S_{PBA_1} + S_{PB_1B} + S_{PCB_1} + S_{PC_1C} + S_{PAC_1} = 2S_{ABC}$$

$$3S_x + \frac{\sqrt{3}}{4}(PA^2 + PB^2 + PC^2) = 2S_{ABC}$$

by lemma, $2S_{ABC} > 3S_x$, $2 \cdot \frac{4}{3}S_y > 3S_x$, $8S_y > 9S_x$ we are done.

Exercises for training.

1. If a, b and c are the lengths of the sides of a triangle, m_a, m_b and m_c the lengths of the medians, prove that:

$$m_a(bc - a^2) + m_b(ca - b^2) + m_c(ab - c^2) \geq 0$$

2. Prove that:

$$\frac{a}{m_a} + \frac{b}{m_b} + \frac{c}{m_c} \geq \frac{a+b+c}{R+r}$$

$$3. \text{ If } \frac{2}{3}(m_a m_b + m_b m_c + m_c m_a) = \frac{1}{4}(a^2 + b^2 + c^2) + \sqrt{3}S$$

find all possible values of $\frac{m_a + m_b}{m_c}$.

4. Let ABC be a triangle with medians-lengths m_a, m_b, m_c and let

$$m^2 = \min\{(m_a - m_b)^2, (m_b - m_c)^2, (m_c - m_a)^2\}$$

Prove that

$$m_a(m_a - m_b)(m_a - m_c) + m_b(m_b - m_c)(m_b - m_a) + m_c(m_c - m_a)(m_c - m_b) \geq \frac{1}{2}m^2(m_a + m_b + m_c)$$

5. Let ABC be a non-obtuse triangle. Prove that

$$m_a m_b + m_b m_c + m_c m_a \leq (a^2 + b^2 + c^2) \left(\frac{5}{8} + \frac{r}{4R} \right)$$

6. Prove that in any triangle ABC

$$\left(\frac{m_a + m_b + m_c}{3} \right)^2 - \frac{m_a m_b m_c}{m_a + m_b + m_c} \leq \frac{a^2 + b^2 + c^2}{6}$$

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THE INFLUENCE OF NATURAL AND MAN-MADE FACTORS ON THE QUALITY
OF THE ENVIRONMENT OF URBAN ECOSYSTEMS

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Abstract

The modern character of nature leads to an increase in the load on the environment. In this regard, the actual problem is the development of system monitoring with the possibility of eliminating negative factors.

Keywords: geoecology, urbanization, the environment of existence, monitoring

Расточительный и бессистемный характер природопользования привел к экспоненциальному росту нагрузки на природную среду и истощению ресурсов, что обуславливает появление новых негативных экологических последствий [1].

Современные крупные города создают ряд проблем в экономической, геоэкологической, социальной и других сферах. Экономические проблемы городов связаны с недостатком или переизбытком отдельных видов ресурсов (материальных, финансовых, трудовых и др.). Геоэкологические проблемы вызваны дефицитом территорий, загрязнением атмосферы, загрязнением водных ресурсов, нарушением недр и земной поверхности, изменением климата, развитием опасных геологических процессов. Социальные проблемы включают: большую концентрацию людей и антропогенных факторов, увеличение числа потенциальных опасностей, высокую нагрузку на психику, дефицит рекреационных ресурсов и др. [3]

На фоне других республик Северного Кавказа для Северной Осетии эти проблемы особенно актуальны в связи с более высоким уровнем развития промышленного производства и его территориальной концентрации, спецификой природных условий, а также высоким уровнем урбанизированности территории.

Городские поселения республики представляют целостную систему взаимосвязанных поселений различных типов. Поселения республики образовали городскую агломерацию город Владикавказ. Во Владикавказской агломерации сконцентрировано около 90% всех жителей республики, свыше 90% производственных мощностей промышленности и материальных ресурсов. Агломерация хорошо обеспечена транспортными коммуникациями.

Расположение Владикавказа в котловине, окаймленной горами, ограничивает процесс воздухообмена и, соответственно, самоочищения воздушного бассейна города. Во Владикавказе в течение года более 67% всех случаев приходится на ветры со скоростью до 5 м/с и штили, часто случаются туманы. Из-за антропогенного воздействия качество окружающей среды постоянно ухудшается. За 2006-2015 гг. объем выбросов загрязняющих веществ в атмосферу вырос в республике

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на 34%. Особенно сильно увеличилось загрязнение атмосферного воздуха углеводородами и окислами азота. Аналогичная картина сложилась с загрязнением водных, земельных и других ресурсов. [1]

Экологическая оценка территории Владикавказа, проведенная в конце прошлого столетия, показала, что в сложившихся условиях развитие производства в республике должно осуществляться с ограничением нагрузки на экосистему региона на основе использования ресурсосберегающих природоохранных технологий в тех нишах экосистемы региона, в которых эколого-ресурсная емкость биосферы не загружена. В противном случае экологические последствия могут привести к непредсказуемым результатам, вплоть до нанесения большого ущерба генофонду проживающего здесь населения. [6]

Для решения целого спектра нарастающих проблем урбанизированных территорий постоянно требуются ресурсы геологического (как наземного, так и подземного) пространства как среды существования и деятельности человека. Такие ресурсы относят к группе прямых критериев, требуемых для количественной оценки эколого-геологического состояния литосферы и ее отдельных компонентов. [2]

Следует отметить, что негативные изменения слагающих геологической среды различного масштаба, возникшие в ходе освоения территории (на примере Владикавказа), нашли свое выражение в возникновении комплекса опасных природно-техногенных процессов – заболачивания, оползней и оврагообразования. Данные процессы не могут не привлекать пристальное внимание специалистов инженерной отрасли: геологов, строителей, архитекторов и др. [4]

При оценке современного состояния урбоэкосистем города Владикавказа большое значение для развития опасных экзогенных процессов имеет специфика инженерно-геологических, гидрогеологических и климатических факторов территории; в пределах территории города необходимо учитывать инженерную деятельность и вызываемый ею экологический риск. [5].

На современном этапе развития урбоэкосреды города следует признать острую необходимость разработки актуальной системы мониторинга всех происходящих процессов этой среды: геологических, экологических, техногенных, имеющих влияние на санитарно-гигиенические и эстетические показатели районов города (таблица 1). [2]

Техногенное воздействие оказывает существенное влияние на эффективное функционирование системы «человек - природа» и предполагает рассмотрение мер по обеспечению экологической безопасности.

В последние годы в результате антропогенного воздействия на поверхностные слои Земли наблюдаются процессы осадок гражданских сооружений.

Геодезические наблюдения за осадками сооружений выполняют преимущественно в целях изучения их поведения. В ряде случаев результаты наблюдений используют для оценки методов расчета осадки или прогнозирования осадки сооружений. Результаты измерений содержат лишь исходную информацию о закономерностях деформаций сооружений и их оснований. Для выявления закономерностей выполняют математическую обработку результатов наблюдений и последующее математическое моделирование. [1]

Помимо этого огромный вред конструктивным элементам в процессе эксплуатации здания могут наносить неисправные инженерные коммуникации. Не секрет, что большая часть подвальных помещений жилых домов заполнена водой. Антропогенные воздействия наносят непоправимый вред фундаментам здания, что приводит к деформациям сооружения, сокращает срок эксплуатации здания и требует больших материальных затрат на текущий и капитальный ремонт.

Таблица 1

Классификация процессов, протекающих в урбозкосистеме города

№пп	Область развития	Характерные особенности
1	Инженерно-геологические, инженерно-гидрологические	<p>Характер и интенсивность воздействия инженерных сооружений на окружающую среду зависят от площади, занимаемой подземным объектом, длительности воздействия, типа сооружения и технологии его строительства; В обязательном порядке до принятия планировочных и градостроительных решений должны выполняться инженерно-геологические и инженерно-гидрогеологические изыскания, то есть, оценка благоприятности территории по условиям освоения пространства в зависимости от различных природно-техногенных факторов, включая наличие опасных экзогенных процессов, гидрогеологические условия. Повышение температуры подземных вод и грунтов активизирует процесс биокоррозии; одним из видов разрушения и общего ухудшения инженерных сооружений под действием внешних факторов является коррозия материалов несущих конструкций.</p> <p>Все подземные сооружения воздействуют на массив горных пород, который служит для них основанием и вмещающей средой.</p>
2	Ресурсно-экологические	<p>Одним из главных аспектов стратегии снижения и предотвращения геоэкологической опасности является выявление особенностей взаимодействия проектируемых или существующих сооружений с массивом горных пород и окружающей средой посредством проведения грамотного и тщательного прогнозирования и мониторинга процесса взаимодействия и взаимовлияния всех элементов этой экосистемы.</p> <p>Преобразованию подвергается почвенный покров городских территорий. На больших площадях, под магистралями и кварталами, он практически уничтожается, в зонах рекреации (парки, скверы, дворы) подвержен сильному загрязнению бытовыми отходами, вредными веществами из атмосферы; обнаженность почв способствует водной и ветровой эрозии.</p>
3	Психо-физиологические	Комплексное освоение подземного пространства способствует решению художественно-эстетических задач с формированием новой городской среды и пространственно-выразительной застройки, с сохранением памятников истории и культуры и особенностей природного ландшафта.
4	Санитарно-эпидемиологические	В настоящее время к числу безусловных факторов риска в условиях урбозкосистем относят биологические факторы алергизации населения. Наличие в среде опасного аэрогенного фактора может стать причиной таких патологических состояний организма, как аллергия, бронхиальная астма, дерматиты.

Нельзя не учитывать и эпидемиологический фактор, то есть в подвальных помещениях, где инженерные коммуникации находятся в аварийном состоянии, идет интенсивное размножение насекомых и грызунов, являющихся источником инфекционных заболеваний. [1]

С учетом изложенных фактов актуальной задачей, по мнению авторов, для благоприятного существования и функционирования урбоэкосистем является разработка системы мониторинга с разработкой возможностей устранения негативных факторов.

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STUDY OF THE OSCILLATORY MOTION OF THE OBERBECK PENDULUM
AND THE DETERMINATION OF THE ROLLING FRICTION COEFFICIENTV. Makhsudov¹*Abstract*

The technique of studying the oscillatory motion and determining the coefficient of rolling friction with the help of the Oberbeck pendulum is given.

Keywords: pendulum, pendulum Oberbeck, damped oscillations, friction force, coefficient of rolling friction.

Маятник Обербека является универсальной физической установкой, которая позволяет изучать и проверять основной закон динамики для вращательных движений. Дидактические возможности этого маятника изложены нами в [1]. Было показано, что на этом маятнике можно проверять основной закон динамики для вращательного движения, он позволяет определить момент инерции и момент сил трения и сопротивления, а также позволяет изучить закономерности колебаний маятника.

Рассмотрим определение момента инерции маятника Обербека по законам колебательного движения.

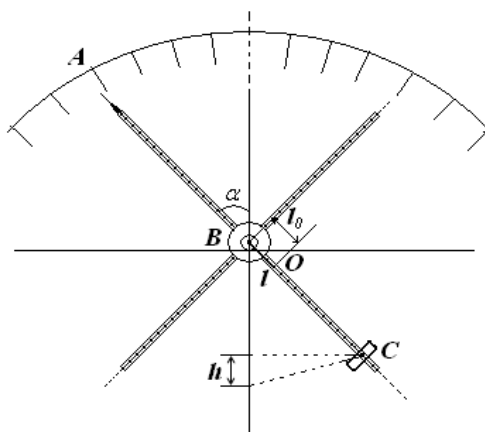


Рис. 1.

В этом случае от центра маятника на расстоянии l на одну ветку маятника установим один груз m_0 и раскачаем его. Уравнение его движения примет вид:

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$(I_0 + m_0 d^2) \ddot{\phi} = -mgd \sin \phi$. Здесь $\ddot{\phi} = \beta$ – угловое ускорение, ϕ – угол отклонения от положения равновесия.

При малых углах ($\phi < 10^\circ$), $\sin \phi \approx \phi$ и уравнение примет вид однородного дифференциального уравнения второго порядка: $(I_0 + m_0 d^2) \ddot{\phi} + mgd \phi = 0$ или

$$\ddot{\phi} + \frac{mgd}{I_0 + m_0 d^2} \phi = 0. \text{ Из этого уравнения следует, что } \omega^2 = \frac{4\pi^2}{T^2} = \frac{mgd}{I_0 + m_0 d^2}. \text{ Опре-}$$

деляя из эксперимента T , отсюда можно определить I_0 : $I_0 = m_0 d \left(\frac{gT^2}{4\pi^2} - d \right)$.

Значение I_0 , вычисленное таким способом, будет отличаться от значений, определенных другими способами на несколько процентов. По скольку в этом случае не учтен момент сил трения M_x . Воздействие сил трения на движение маятника Обербека можно изучить на примере затухания его колебательного движения. На одни из веток маятника Обербека на расстоянии d прикрепляется груз m_0 , затем, установив углоизмеряющий транспортир рядом с валом, изучается затухающее колебания маятника. Начальный угол отклонения берется обычно $\phi_0 = 10^\circ - 12^\circ$, а количество колебаний в нем обозначаем числом N . Из закономерности затухающих колебаний $\phi = \phi_0 e^{-\delta t}$, определяем коэффициент затухания δ . Декремент затухания определяется по следующему выражению:

$$\theta = \delta T = \frac{1}{N} \ln \frac{\phi_0}{\phi_N}, \text{ следует отметить, что зная значение } T, \text{ можно определить мо-}$$

мент инерции маятника Обербека. Значения момента инерции маятника Обербека, определенные с помощью вышеизложенного метода, имеют одинаковый порядок. Значения, определенные методами без учета моментов силы трения и определенные методами с учетом моментов силы трения отличаются друг от друга на 10 – 12%. В настоящей работе также излагается методика определения коэффициента трения качения из затухающего колебательного движения маятника Обербека. Суть теории и методики определения коэффициента трения качения состоит в следующем. При колебаниях маятник совершает работу против сил трение качения и при этом уменьшается амплитудное значение угла отклонения от равновесия. Трение в основном происходит между корпусом – втулкой и осью вращения. Это трение и есть трение качения. В этом случае, уравнение движения является сложным и поэтому удобно воспользоваться законом сохранения энергии. При этом допус- каем, что коэффициент трения качения не зависит от скорости движение маятника.

В начальном отклонения маятника на угол α_0 , его потенциальную энергию можно представить в следующем виде $W_0 = Mgh = Mgl_0 (1 - \cos \alpha_0)$

Здесь h - перемещение центра тяжести маятника, M - масса маятника, l_0 - расстояние между точкой центра тяжести и осью маятника (см. рис.1.).

Через один период колебаний маятника его потенциальная энергия соответственно равно $W_1 = Mgl_0(1 - \cos \alpha_1)$, где α_1 - угол отклонения маятника через один полный период колебаний. Уменьшение потенциальной энергии маятника за один полный период равно

$$\Delta W = Mgl_0(\cos \alpha_0 - \cos \alpha_1) = 2Mgl_0 \left(\sin \frac{\alpha_0^2}{2} - \sin \frac{\alpha_1^2}{2} \right).$$

Если учесть малое значение угла α ($\alpha \leq 0,1$ рад), то уменьшение потенциальной энергии маятника можно написать в следующем виде:

$\Delta W = 0,5Mgl_0(\alpha_0^2 - \alpha_1^2)$. Если не учитывать силы сопротивления воздуха, то уменьшение потенциальной энергии равно работе против сил трения качения. За один полный период колебаний маятника совершенная работа равна

$$A = \mu P \alpha = \mu Mg \left(\alpha_0 + \frac{\alpha_1}{2} + \frac{\alpha_1}{2} + \alpha_1 \right). \text{ Здесь } \mu - \text{коэффициент трения качения,}$$

$\alpha_{\frac{1}{2}}$ - угол отклонения маятника после одного полупериода, $\mu P = \mu Mg$ - момент

силы трения качения. Если уменьшение угла отклонения за один полупериод равно $\Delta \alpha$, то $\alpha_{\frac{1}{2}} = \alpha_0 - \Delta \alpha$, $\alpha_1 = \alpha_{\frac{1}{2}} - \Delta \alpha$. Тогда выражение работы имеет вид

$$A = 2\mu Mg(\alpha_0 + \alpha_1). \text{ Приравнявая эту формулу с формулой уменьшения потенциальной энергии получим } \mu = \frac{1}{4} l_0 (\alpha_0 - \alpha_1)$$

$$\mu = \frac{1}{4} l_0 (\alpha_0 - \alpha_1)$$

Если маятник совершает N колебаний, то это выражение имеет вид

$$\mu = \frac{1}{4} \frac{l_0}{N} (\alpha_0 - \alpha_N), \text{ где } \alpha_N - \text{угол отклонения маятника после } N \text{ колебаний.}$$

Определяя l_0 - расстояния от точки центра тяжести до центра оси вращения маятника, начальный и конечный углы отклонения при затухающих колебаниях маятника в эксперименте, можно определить коэффициент трения качения μ . Таким образом, вышеупомянутыми методами, в физпрактикуме с помощью маятника Обербека можно проверить основной закон динамики для вращательного движения, теорему Штейнера, определить момент инерции маятника Обербека, изучить закономерности колебательного и затухающего колебательного движения, а также о переделить коэффициента трения качения.

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PERFECTION OF BUILDING APPROACHES MATHEMATICAL MODELS OF THE OBJECT

Sh. Nosirova¹, A. Artiqov²

Abstract

More convenient models are computer models. However, the formalization of the computer model requires the implementation of a number of consecutive works. The computer model can be formalized using an experimental or analytical approach.

Keywords: models, mathematical, analytical approach.

What such analytical approach? It is approach in which after primary system analysis of system pass to definition of the mathematical description with an analytical method. Here the beginning of the mathematical description consists in definition of the balance equation. In engineering technology it is material and thermal balance. Translating into language of processing of information, it is dealt with balance or not balance of information. If in an object there is a balance of information, then change in this object won't be noticeable.

The main research is conducted when determining not balance of information. The equation of a differential look characterizing change of information on time is for this purpose worked out.

What such experimental approach to creation of model? At experimental approach after primary system analysis make observation or definition of indicators of information of an object of a research. Such observation can life active and passive. By the received results of observation the mathematical description, mathematical and computer models is under construction. This approach in studying of objects to be called identification of an object.

The worked-out equations of mathematical and computer model, have to with the set accuracy to answer values of the parameters of information received on an object on the basis of reduction of experiments.

A number of techniques of identification of an object is offered. The method of representation of model of an object in the form of a polynom differential the equation was widely applied and applied. The structure of the differential equation and size of his coefficients is determined by value of sizes of output parameters from entrance.

The concept about static and dynamic processes is widespread. In real life there is no it, the term "process statics" is applied to simplification of thinking. The static model is private representation of the general process which is called dynamic, i.e. always in an object of a research there are dynamic processes.

Modern development of technology and methodologies of system thinking and the analysis allows to conduct more widely a research of objects, accepting the information principle of the analysis, against the background of it everyone an object, it is considered an element processing information. Here the type of submission of information, processing and information output is considered. Use of methods of system thinking and the analysis allows to concretize idea of information. On our submissions of the system analysis an object of a research consists of two components: it is system, i.e. an element, it is possible to tell physical making an object and process, occurring in this system.

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Information is defined by object parameters, there are input and output parameters, both system, and process.

On the basis of input and output parameters the information coming to an object, processed in an object and appearing an object is defined and characterized. Therefore any modeling it is determination of interrelation of output parameters from input parameters, parameters, both system, and process.

If an object from the point of view of input and output parameters is studied insufficiently, or input and output parameters are determined not completely, then the received models will be not full.

From modeling of a simple object to a difficult object

Strengthening thinking about identification of an object, it is necessary to develop a concept about a simple case of a research of the simple process which is characterized by differential of the first order. However it is in most cases dealt by more difficult objects where characterizing an object, the differential equation of the first order gives big errors. In this case the differential equations of the first order will give the chance to characterize the qualitative parties of the studied object.

The studied object in the set limits can be not steady. Then there is a differential of output parameter equated to change of output parameter. How to improve adequacy computer models on a basis use of the differential equation of the first order. It is possible when using the multistage system analysis. Comparing the obtained experimental data, with indicators of mathematical model on the basis of differential the equation of the first order adjustments are entered.

What does the multistage system analysis consist in? The multistage analysis of system consists in the following:

1.The studied object (the device, either a device element, or the line consisting of several devices or the plant, etc.) is accepted to primary big technological system (the first hierarchical level). In her cumulative process proceeds. Studying system, and the studied process occurring in it, input and output parameters, both for system, and for the studied process are defined. Determination of interrelation of days off from input parameters allows to carry out more exact analysis and to make more correct decision. However decisions acceptance on restrictedly the chosen level of researches without advance deep into or in up systems sometimes are insufficient. It is possible to go up or down to system depth. We will consider a case of the movement in system depth, then, step by step it is possible to go deep into the chosen object.

2.The main system is dismembered on elements. Each her element is called the system of the second hierarchical level. In each element - the system of the second hierarchical level concrete process is considered, and system parameters are defined. Has been carried out by us development of determination of the importance of each subsystem in the general background on the basis of static and dynamic coefficients of movement of information [9]

3. The system of the second hierarchical level is also dismembered on the making elements. Each element of system of the second level is called the system of the third hierarchical level. In each element of system of the third hierarchical level the concrete processes determining parameters of system of this hierarchical level proceed.

4. So further division into subsystems continues to possible deep level.

Differential the equation of the first order will be used for each process, in each element of an object, and, elements of an object will be distributed on a hierarchical step. It exempts from confusion, in comparison with when all elements is considered in total. It is possible to begin drawing up the differential equation from above of hierarchical structure. To the best approaches studying, definition and drawing up the differential equation from the lowermost steps is. In most cases in technical tasks us application of

quasihardware or quasiobject approach is offered. It is explained as follows. Let's say there is a long device in which the arriving information will be consistently processed, on length of such object, an object appears the processed information. For the correct calculation such device it is possible mentally will present sets of consistently connected devices in the form, then each mental element is considered kvaziaаpparaty. Further everyone kvaziaаpparat can consist of a number of elements. It will be the following hierarchical step.

Making computer model for elements of the lowermost hierarchical step, in the form of the differential equation of the first order, transition to higher hierarchical steps is carried out. It occurs by association of the received computer models of quasiobjects of the lower hierarchical step, then pass to higher hierarchical steps, etc.

Thus, the structure of mathematical model of the studied object turns out.

Further more important question is determination of coefficients of the differential equation. For an object with steady process the differential equation characterizes an inertial link. Here two coefficients are defined. For determination of values of coefficients of the differential equation analytical approach is carried out.

What does it consist in? It is that the size relation day off of information at a size of entrance information characterizes coefficient of strengthening of this element. Continuing this thought, it is possible to speak in what form entrance output information is presented. From here it is possible to pass to more simplified option of thinking of the ratio of the maximum change of value of output parameter consisting in definition to the

maximum change of input parameter $K_i = \frac{\Delta X_{\max}}{\Delta G_{g \max}}$. It is carried out by analytical

thinking of processing of information to the chosen elements.

The second coefficient of the differential equation is an inertia of an object, analytically it is determined by a ratio of volume of an element by information

$T_i = \frac{\Delta V_i \cdot \rho_g}{\Delta G_{i \max}}$ to the maximum change leaving information. In the simplest case, it is

the volume of an element or the quasidevice divided into the maximum value of an output flow of information.

Thus, each element of the studied object will characterize by the differential equation of the first order.

Unstable hierarchical structures are characterized by the differential equation of the first order without free indicator of output parameter. Here one coefficient of the differential equation is defined - it is doubling of size of input parameter at the object exit, analytically it is determined by a ratio of volume of an element by information to the maximum difference entering and leaving information. In the simplest case, it is the volume of an element or the quasidevice divided on the maximum difference of values of the entering and output streams.

The best approach in creation of models of difficult objects is studying, definition and drawing up the differential equation from the lowermost hierarchical steps.

Thus, each element of an object of a research will be characterized by the differential equations of the first order, and the quantity of the differential equations depends on quantity of the defined elements on the basis of the multistage analysis.

The received computer model gives the chance to define curve transition process of the studied dynamic process. Now the received curve of transition process is compared to data of an experiment received on physical model. For strengthening of accuracy of computer model it is carried out corrections of coefficients of the differential equation.

Some examples of analytical identification

For the indication of implementation of analytical identification of an object two examples, the first example the heat exchanger with a steam shirt are given.

For the analysis and modeling of the heat exchanger with a steam shirt:

1) the heat exchanger with a steam shirt is studied as object of automation. In this object - in the heat exchanger with a steam shirt liquid heats up, and to a shirt of the heat exchanger the heating steam arrives. In a shirt of the heat exchanger of couples being condensed, gives the heat to a heat exchanger wall, the heat exchanger wall transfers thermal information to liquid in the heat exchanger.

2) this object consists of three elements. Input, output parameters of an object are determined. For the main primary object input parameters is the consumption of hot liquid, temperature hot liquids, a consumption of cold liquid and temperature of cold liquid. Besides, input parameters is system indicators - a physical object it is the device sizes in the form of the surface of heating the heat exchanger transferring heat from hot liquid to cold. And output parameters of an object is the consumption of condensate of steam, his temperature, temperature of the heated liquid and his expense. Sometimes it is possible to consider as input parameter pressure, as in a heat exchanger shirt, and an internal part of the heat exchanger. It is necessary to define the operating and operated parameters.

The operated parameter is temperature of the heated liquid which is going out of the heat exchanger. And the operating parameter is steam consumption in the heat exchanger.

Transition of a research to the following hierarchical step shows that, the system of an object consists, from three elements which are called the capacities overworking (detaining and strengthening) information. The first element is a so-called steam shirt of the heat exchanger. The second element - the heating wall. The third element is an internal part of the heat exchanger where the heated liquid contains.

The condition is accepted that each capacity has hydrodynamic structure of streams of full hashing of the arriving information. Thermal information, in the heating camera completely mixing up, it is transferred to the heating wall. Thermal information from the heating wall passes into an internal part of the heat exchanger, i.e. to the liquid which is in the heat exchanger. In that case each element can be described differential by the equation of the first order, the description of model of the simplest inertial link. Then, for the first capacity strengthening coefficient expressed by the relation of the maximum temperature of liquid in the heating camera is defined on the maximum consumption of steam that makes coefficient of strengthening of this capacity. And the volume of liquid of the heating camera which was in this capacity divided one expense more hotly than liquid is inertia of an object of t . pages call it, sometimes, average time punching of liquid in a heat exchanger shirt.

Thus, it is possible to present the equation of computer model of such element. The second capacity is the information capacity of a wall. The coefficient of strengthening is defined ratios of change of the maximum temperature to a wall to change by the maximum temperature of condensate - the heating liquid. Inertia of an element is defined by deduction of thermal information of a wall to coming warmth from liquid in the heating wall. Thus, this element is characterized differential by the equation of the first an order too.

The third element — this liquid which is in the heat exchanger subject to heating. The coefficient of strengthening is characterized by a ratio of the maximum deviation of temperature of liquid in the heat exchanger to the maximum deviation of temperature of a wall of the heat exchanger.

Thus, the computer model of this device is characterized by consecutive connection of three simple transfer functions of three capacities of an object. The Oriyentirovochny type of computer model is shown in fig. 1. in fig. 2 the oriyentirovochny curve of transition process of a three-capacitor object - the heat exchanger is shown.

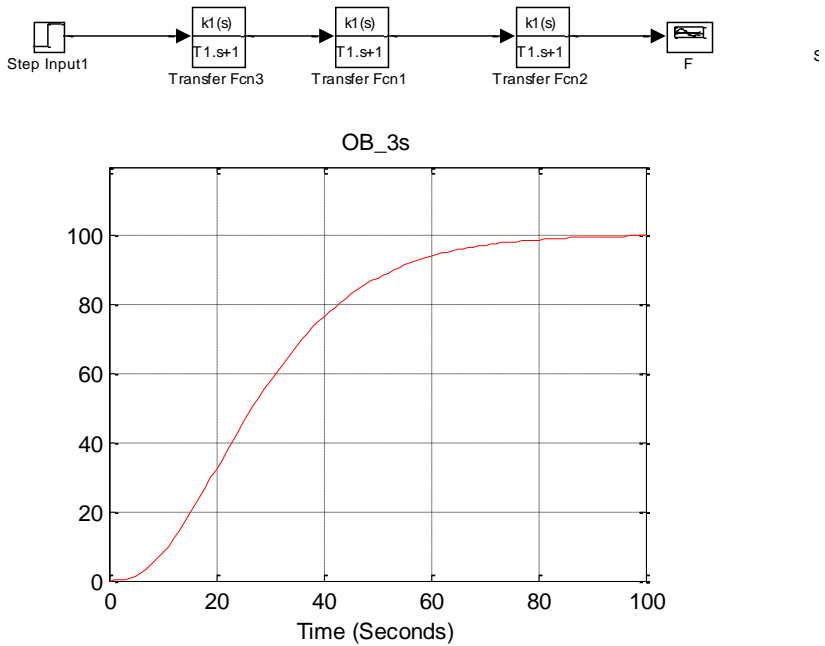


Fig. Curve of starting transition process of the heat exchanger

Apparently from fig. the heat exchanger with a steam shirt has steady character and a certain inertia. The received computer model promotes development of thinking in improvement of operation of the heat exchanger and to develop the system of automatic control.

ECOLOGICAL MONITORING OF THE ALAZANI VALLEY
WATER SITES IN EASTERN GEORGIA*T. Mchedluri¹, A. Vepkhvadze², L. Shavliashvili³, T. Oniani⁴**Abstract*

We studied the composition of physical, chemical and biological indices and their contamination level in the Kvemo Alazani irrigation canal, groundwater and man-made water reservoirs, located on the saline soils of village Anaga, Signagi municipality. As it turned out, the contamination level of the water in the irrigation canal did not exceed the maximum permissible concentration and is valid for irrigation; the groundwater belongs to the category of highly mineralized groundwater; the water in the reservoirs is part of the mildly mineralized category with high concentration of sodium and sulphate ions, which is caused by their location on saline soils; out of the biogenic substances, only the concentration of ammonium ions exceeds the maximum permissible concentration; from microbiological point, the water in man-made reservoirs, is contaminated; the concentration of heavy metals is insignificant and do not contaminate the water in the reservoirs.

Keywords: Alazani valley, ecological monitoring, saline soils, mineralization.

Introduction

The Alazani valley is located in the northernmost part of Georgia. To the north it is bordered by Kakhetian Caucasus, to the south-west by Gombori ridge and its continuation Shiraki plateau, and to the southeast by Azerbaijan. The Alazani valley is in Georgia's lowlands, located at the altitude of 200-470m above the sea level. It is stretched for 80km from northwest to southeast. The Alazani river flows through the Alazani valley, dividing it into two coasts. [1] A semi-desert area of almost 3,000 sq. meters in southeast Georgia, is undergoing degradation/desertification. It is of great importance to pay great attention to the problems of the area, caused by the desertification, because it decreases the soil fertility and increases the degradation of the land resources. Saline soil is a form of soil degradation that is found along the Alazani valley [2-4]. Saline soils greatly affect agriculture and local biodiversity.

Signagi municipality, located in the Alazani valley, which is poor in water resources and atmosphere precipitation, is also affected by desertification. [5]. Most of the lands there are saline and salt marshes. The total area of agricultural land is 3,375 ha, out of which 40,758 ha is arable land and 5,253 ha is pasture.

Due to the problems, it is urgent to study the local water resources and their ecological value. An area of 35,000 ha in the Alazani valley is irrigated by the Kvemo Alazani main irrigation canal. [6]. The population started creating man-made water reservoirs for fish farming to promote the improvement of the population's economic development. Water to those man-made reservoirs flows from the Kvemo Alazani irrigation canal, which is supplied from the Alazani river. The water is polluted by both waste water and industrial waste, which contaminates the water with different toxins, such as pesticides and fertilizers. [7].

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In many cases, the man-made water reservoirs, created by the population in this area, have had a negative effect. The arable land is being destroyed and becoming marshland, hydrological processes are also being transform, amongst other typological changes of the affected area. As a result, these changes are making irreparable damage to the local ecosystem and biodiversity.

Due to the above mentioned, we decided to study the physical-chemical-microbiological condition of the Kvemo Alazani irrigation canal, groundwater and man-made reservoirs, based on which we can evaluate their ecological status and the water quality.

Research findings and review: Research was conducted in 2016-2017. The subjects of study were the Kvemo Alazani irrigation canal in the Alazani Valley, the groundwater of village Dzveli Anaga and man-made water reservoirs. We studied the chemical and microbiological contamination level of the water, in order to evaluate their ecological status. We locally defined the physical and chemical test results of the first day (pH, temperature, salinity,) using the field portable water quality checker HORIBA-10 [11]. In test tubes, we measured the water quality physical and chemical indexes such as, transparency, electro-conductivity, mineralization, composition of some heavy metals (Cu Pb, Ag) and major ions, biogenic admixtures among them (NO_2^- , NO_3^- , NH_4^+ , PO_4^{3-}), total coliforms, E-coli, and fecal streptococci [8.9.10]

Characterization of chemical composition of the groundwater in the Alazani valley meliorated soil, is of great practical importance for the correct and effective use of meliorated soil. It is also important to evaluate the irrigation water quality for secondary soil salinity prevention.

The Alazani river irrigation system is located on the right coast of the Alazani valley. The Kvemo Alazani main irrigation canal is 91.2 km long. This canal irrigates thousand hectares of the Alazani valley. Almost all the collector and drainage systems have been out of order in the past 20 years. The existing irrigation systems also do not correspond to the modern technical requirements. Additionally, internal farming systems do not exist any longer and salt is not removed from the cultivable soil, which significantly worsened the soil quality. As a result, these issues have had a negative impact on crops and local ecosystems.

Water filtration during functioning the Alazani river irrigation canals, turns the area saline and marshy. Big areas become useless and uncultivable. It also affects local ecosystem and biodiversity.

Chemical composition of groundwater is formed under the influence of different factors. Mineralization of irrigation water and the chemical composition of the irrigable soil, are the two interrelated and reciprocal factors that most influence the process. It should be noted, that the groundwater level must sink to its critical depth (1-5m) and be withdrawn from the field, together with the irrigation water through the drainage. Otherwise, the level of this saline water will increase and the secondary salinization of the soil will take place. [4].

The test results for the Kvemo Alazani, groundwater and man-made reservoir water, are given in the Tables 1, 2, 3.

As the table shows, in June and September, 2016, the mineralization level in the Kvemo Alazani irrigation water ranged between 0,240 – 0,287 g/l, and the results for the year 2017 was - 0,231-0,246g/l. The maximum permissible concentration of salt in the irrigation water is 1g/l. Based on the above given results, the water is not contaminated and can be used for irrigation in agriculture.

Table 1

№	Sites	Data			
		Time	pH	t°C	Mineralization,mg/l
1	Kvemo Alazani irrigation canal	06.2016	8.74	18.5	0.240
		09.2016	8.50	20.0	0.287
		06.2017	8.74	20.0	0.246
		09.2017	8.62	18,0	0.231
2	Groundwater #1	06.2016	7.90	20.0	10.626
		09.2016	8.00	21.5	17.816
		06.2017	8.00	21.0	11.904
		09.2017	8.40	20.0	10.133
3	Groundwater #2	06.2016	8.00	20.5	7.643
		09.2016	8.50	21.0	11.750
		06.2017	7.80	21.5	15.173

The results of the hydrochemical water analysis for Kvemo Alazani irrigation canal and man-made water reservoirs

Table 2

№	Ingredients	MPC*	Kvemo Alazani irrigation canal water	Man-made reservoir water	Kvemo Alazani irrigation canal water	Man-made reservoir water
			March, 2016		March, 2017	
1	Temperature, t°C		8,2	9,0	9,4	8,7
2	Transparency, cm		10	11	11	8
3	pH	6.5-8.5	7.65	7.15	7.22	7.45
4	Weighed up particles, mg/l		47.5	-	-	38,9
5	Carbon dioxide, mg/l		2.09	2.65	4.93	2.5
6	Hardness, mg/l		2.40	4.00	2.60	3.98
7	Ammonium, mgN/l	0.39	0.435	0.725	0.476	0.501
8	Nitrite, mgN/l	1.0	0.065	0.016	0.248	0.089
9	Nitrate, mg N/l	10.0	0.436	<0.001	0.741	1.234
10	Phosphate,mg/l	3.5	0.030	0.025	<0.001	0.128
11	Sulphate, mg/l	500	15.75	606.00	25.432	683.88
12	Chloride, mg/l	350	2.46	40.90	3.626	39,09
14	Fluoride, mg/l	1.2	0.154	0.145	0.153	0.088
15	Hydrocarbon, mg/l		122.45	198.30	141.52	187.99
16	Potassium, mg/l	50	1.15	2.20	1.1	1,0
17	Sodium, mg/l	200	5.65	275.0	8.5	278.5
18	Calcium, mg/l	180	35.15	54.46	36.4	55.38
19	Magnesium, mg/l	40	8.24	19.20	9.48	15.5
20	Electro conductivity, μ sm/cm		220	878	249	997
21	Mineralization, mg/l		290.0	1049.2	231.0	1005.6
22	Copper	1,0	0.0040	0.0045	0.0033	0.0078
23	Lead	0,03	0.0030	0.0026	0.0021	0.0026
24	Ag	0,001	0.0005	0.0003	0.0003	0.0002

(MPC*) - Maximum Permissible Concentration.

Table 3

№	Ingredients	MPC*	Groundwater	Groundwater
			March, 2016	March, 2017
1	Temperature, t°C		9.5	10,0
2	Transparency, cm		12	11
3	pH	6.5-8.5	7.50	7.60
4	Weighed up particles, mg/l		-	-
5	Carbon dioxide, mg/l		0.88	6.34
6	Hardness, mg/l		11.53	20.22
7	Ammonium, mgN/l	0.39	0.569	0.456
8	Nitrite, mgN/l	1.0	-	<0,001
9	Nitrate, mg N/l	10.0	0.267	0.061
10	Phosphate,mg/l	3.5	-	<0.001
11	Sulphate, mg/l	500	3160.8	1365.87
12	Chloride, mg/l	350	528.9	297.235
14	Fluoride, mg/l	1.2	0.138	1.105
15	Hydrocarbon, mg/l		124.44	253.76
16	Potassium, mg/l	50	0.9	6.0
17	Sodium, mg/l	200	580.0	350.0
18	Calcium, mg/l	180	2.7	295.22
19	Magnesium, mg/l	40	11.2	66.08
20	Electro conductivity μ sm/cm		6030	2270
21	Mineralization, mg/l		5212.3	2748.82
22	Copper	1.0	0.0048	0.0057
23	Lead	0.03	0.0012	0.0019
24	Ag	0.001	0.0002	0.0004

(MPC*) - Maximum Permissible Concentration

The level of groundwater mineralization has great importance. The Alazani valley groundwater is very mineralized and salty and its level ranges. As the Table #1 shows, in June and September, 2016, the mineralization level in the Kvemo Alazani irrigation water was ranging between 7,643 – 17,816 g/l, and in the year 2017 between – 10,133-15,173 g/l. According to our results, the mineralization level increases in summer due to the water evaporation from the boring wells, which increases mineralization and furthermore, filtration waters mix with the groundwater in the irrigation area and wash the easily soluble salts out of the soil. According to the test results, the groundwater in the research area belongs to the category of high mineralized groundwater.

According to the research results, conducted in March 2016-2017, (Table 3), the amount of sulphates, chlorine, sodium, calcium and magnesium in groundwater is higher than the maximum permissible concentration (MPC). However, this is natural, as the groundwater well is situated on the saline soils and the groundwater becomes highly saturated with those ingredients.

The Table 2 shows, that the amount of all the ingredients in the water of the Kvemo Alazani irrigation canal is normal and the mineralization level ranges between 0,231-290,0 mg/l. The composition of sodium and sulphate ions in the water of man-made reservoirs is high, which means that the reservoirs are located on saline soils (Signagi municipality). The mineralization level ranges between 1005,6-1049,2 mg/l.

Out of biogenic substances, only the concentration of ammonium ions exceeds the maximum permissible concentration. The concentration of heavy metals is insignificant.

As mentioned above, the concentration of toxic salts in the saline soil and groundwater is very high. Among them are hydrochloric acid, carbonic acid and sodium chloride, out of which sodium is the most toxic, chlorides are less and sulphates the least

toxic. These toxic salts easily penetrate from the soil and groundwater to the man-made reservoirs and thus contaminate the water there. Therefore, this poses a serious risk to the vital activity of hydrobionts.

Microbiological study of the water of the Kvemo Alazani irrigation canal and man-made reservoirs was conducted in May, 2016-2017. We were studying the amount of colibacillus (E-coli), total coliforms and fecal streptococci (table 4).

As mentioned above, the concentration of toxic salts in the saline soil and groundwater is very high. Among them are hydrochloric acid, carbonic acid and sodium chloride, out of which sodium is the most toxic, chlorides are less and sulphates the least toxic. These toxic salts easily penetrate from the soil and groundwater to the man-made reservoirs and thus contaminate the water there. Therefore, this poses a serious risk to the vital activity of hydrobionts.

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Table 4

The results of the microbiological water analysis for Kvemo Alazani irrigation canal and man-made water reservoirs

Defined ingredients	Unit	v.Dzveli Anaga, Signagi			
		May, 2016		May, 2017	
		Kvemo Alazani irrigation canal	Man-made reservoir	Kvemo Alazani irrigation canal	Man-made reservoir
Total coliforms	1 dm ³	8 000	9 000	8 500	8 000
E-coli	1 dm ³	5 000	7 000	4 900	7 500
Fecal streptococci	1 dm ³	600	750	500	650

Bacteriological purity of water is measured by the amount of colibacillus (E-coli) per 1litre of water. The microbiological test results show that the water in man-made reservoir is contaminated. The highest index of E-coli, fixed in May, 2017, was 7 500. High index of this bacterium indicates the fecal contamination of the water. (maximum permissible concentration 5000 / 1dm³).

Conclusion: Based on the findings, we can conclude that the contamination level of the water of the Kvemo Alazani irrigation canal does not exceed the maximum permissible concentration and the water is valid for irrigation. The groundwater is of high mineralized groundwater category, while the water in the reservoirs is mildly mineralized and the composition of sodium and sulphate ions is high, as the reservoirs are situated on saline areas of Signagi municipality. In the reservoirs, located in village Anaga, in the Signagi municipality, only the concentration of ammonium ions exceeds the maximum permissible concentration. From microbiological point, the water in those reservoirs is contaminated. The concentration of heavy metals is insignificant and do not contaminate the water in the reservoirs.

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STUDY OF THE PECULIARITIES OF THE VARIABILITY OF ARTERIAL PRESSURE
IN ARTERIAL HYPERTENSION IN PREGNANT WOMENYu. Talipova¹, G. Tulabaeva²*Abstract*

In article authors try to explore Study of the peculiarities of the variability of arterial pressure in arterial hypertension in pregnant women

Keywords: arterial hypertension, pregnancy, variability, defeat of target organs, cardiovascular complications.

Вариабельность артериального давления (АД) - это колебания АД, превышающего физиологические значения. Суточное мониторирование артериального давления (СМАД) в условиях обычной жизнедеятельности человека открывает дополнительные диагностические возможности, позволяя более точно верифицировать начальные отклонения в суточном ритме и величине, АД точнее отражать тяжесть гипертонии и ее прогноз. СМАД предоставляет важную информацию о состоянии механизмов сердечно-сосудистой регуляции, в частности, позволяет определять суточный ритм АД, ночную гипотензию и гипертензию, динамику АД во времени и равномерность антигипертензивного эффекта препаратов [1, 2, 3].

При анализе данных, полученных при СМАД, наиболее информативными являются средние значения АД за сутки, день и ночь, максимальные и минимальные значения АД в различные периоды суток, показатели «нагрузки давлением», вариабельность АД, суточный индекс (степень ночного снижения АД), утренний подъем АД (величина и скорость утреннего подъема АД). Считается, что средние значения систолического (САД) и диастолического (ДАД) АД дают представление об уровне АД у больного, наиболее точно отражают истинный уровень гипертонии и в большей степени коррелируют со степенью поражения органов-мишеней (ПОМ) при артериальной гипертонии (АГ), чем результаты оценки АД в клинике. Помимо средних величин АД важными показателями, влияющими на прогноз, являются вариабельность систолического (ВСАД) и диастолического (ВДАД) АД и суточный индекс САД и ДАД и характеристики утреннего подъема давления. В серии исследований было показано, что увеличенная вариабельность АД - это важный и независимый фактор ПОМ и высокого риска сердечно-сосудистых событий [2, 3].

Известно, что высокая вариабельность АД во многом зависит от степени снижения АД в ночные часы, величины и скорости утреннего подъема АД, которые, в свою очередь, способствует развитию эндотелиальной дисфункции, что, может приводить к атерогенезу [4]. Эндотелиальные нарушения и повышение сосудистого тонуса влияют на уровень АД и его изменчивость. Пациенты с высокой вариабельностью АД, как правило, являются лицами с аномальной нейрогуморальной активностью, прежде всего с повышенной активностью симпатической нервной системы, так как она повышает сосудистый тонус, в особенности в утренние часы, что приводит к увеличению риска ССО. Среди таких пациентов особое место занимают беременные с АГ. Работ, посвященных изучению динамики различных показателей суточного профиля АД, его взаимосвязи со структурно-функциональным состоянием миокарда, периферических сосудов и метаболическими отклонениями

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у беременных с АГ, недостаточно, некоторые носят противоречивый характер. В связи с высоким риском ССЗ у пациенток, имевших в период беременности повышение АД, существуют опасения недостаточности стандартной терапии, что послужило поводом проведения данного исследования.

Цель исследования: изучить особенности variability артериального давления у беременных с различными формами артериальной гипертензии и оценить эффективность антигипертензивной терапии на параметры variability АД.

Материалы и методы исследования. Под наблюдением находились беременные с различными формами АГ - 59 женщин в возрасте от 18 до 42 лет, ср. возраст $28 \pm 5,6$ лет. Исследование проводилось в амбулаторных условиях, наблюдение за состоянием пациенток осуществлялось совместно с акушерами-гинекологами. Возраст и ИМТ исходно в группе гестационной АГ (ГАГ) были сопоставимы с данными у женщин с физиологической беременностью (ФБ). В группе хронической АГ (ХАГ), симптоматической АГ, преэклампсией (ПЭ) и ХАГ+ПЭ пациентки были старше по возрасту, ИМТ исходно у них был повышен. В группе ПЭ доля первородящих женщин была наибольшей. В группах ХАГ и ХАГ+ПЭ отмечалось достоверно большее число женщин, имевших на момент исследования вторую и последующие беременности. Отягощенная наследственность по АГ максимально часто встречалась у беременных с ХАГ (37%). Ни у одной пациентки с ХАГ не проводилась постоянная антигипертензивная терапия, нерегулярно применяли различные антигипертензивные препараты 28% женщин.

У пациенток группы ХАГ в сочетании с хроническим пиелонефритом на протяжении всего гестационного периода признаков обострения заболевания не было, показатели концентрационной и азотовыделительной функции почек оставались в пределах нормы. В конце I, во II (20-22 неделя) и III (30-32 неделя) триместрах беременным проводили клинико-лабораторные исследования, СМАД, эхокардиографию (ЭхоКГ). Анализировались исходы беременности и родов, наблюдение проводилось в течении 6-12 недель после родов. СМАД у беременных выполняли в амбулаторных условиях на 10-11, 32-33 неделях беременности, АД измеряли в стандартном режиме с интервалами в дневные часы 15 мин, в ночное время - 30 мин. Рассчитывали средние за сутки, день и ночь цифры систолического и диастолического АД. Степень ночного снижения АД, или суточный индекс (СИ), определяли, как соотношение разницы дневного и ночного АД к дневному АД, выраженное в %. Для характеристики variability АД использовали показатель стандарта отклонения (STD) систолического и диастолического АД. Временной гипертонический индекс (ВИ), или нагрузка давлением, рассчитывали для суточного систолического и диастолического АД в процентах, параллельно оценивалась межвизитная (еженедельная), внутривизитная (при каждом визите) variability АД.

Биометрический анализ осуществлялся с использованием пакета STATISTICA-6 и возможностей Microsoft Excel. Средние выборочные значения количественных признаков приведены в тексте в виде $M \pm SE$, где M-среднее выборочное, SE - стандартная ошибка среднего. Во всех процедурах статистического анализа критический уровень значимости p принимался равным $p=0,05$.

Результаты и их обсуждение. При оценке variability АД оказалось, что у большинства пациенток в группе исследования не только не контролировалось клиническое АД, но они имели неблагоприятный суточный индекс АД. Наиболее серьезные нарушения были отмечены в отношении снижения САД в ночные часы, 27% включенных в исследование беременных имели нормальную (оптимальную) степень ночного снижения САД (dipper), в то время как нормальный показатель суточного индекса ДАД был у 13% пациентов. Пациенток с недостаточной степенью ночного снижения САД и ДАД (non dipper) было 30%. Устойчивое повышение ночного САД (night peaker) было у 10% пациентов, но не выявлялось в отношении ДАД.

Пациенток с повышенной степенью ночного снижения САД и ДАД (over dipper) было приблизительно равное количество. Таким образом на момент включения в исследование пациентки имели не только не контролируемое клиническое АД, но и АД в ночные часы, в особенности САД. Как известно, стойкое высокое САД в ночные и предутренние часы является фактором риска ПОМ, особенно гипертрофии левого желудочка, нарушение функции почек и развития ССО. В связи с этим серьезно стоит вопрос о необходимости проведения антигипертензивной терапии беременным (с учетом срока) с различными формами АГ для предупреждения дальнейших осложнений как для матери, так и для плода.

Динамика показателей суточного профиля АД при различных формах АГ при неосложненном течении беременности у пациенток с ХАГ регистрировался повышенный уровень АД и его вариабельность на протяжении всего гестационного периода. Динамика суточного профиля АД у пациенток с ХАГ к концу беременности наблюдалось повышение АД приблизительно на 7-8/4-5 мм рт.ст., перепад АД день-ночь снижался на 4/4%. При ХАГ в сочетании с хроническим пиелонефритом нарушения суточного ритма АД отмечались на протяжении всей беременности, к ее концу отмечалось повышение только диастолическое АД. Клиническому развитию ГАГ предшествовали: с первого триместра - повышение уровня диастолического АД, со второго - увеличение перепада давления день-ночь и вариабельности АД. Развитие ПЭ и у беременных с исходно нормальным уровнем АД, и у пациенток с ХАГ ассоциировалось со снижением перепада давления день-ночь и повышением вариабельности АД. Каждый из этих факторов участвует в формировании поражения органов-мишеней и повышает риск сердечно-сосудистых осложнений у пациенток с АГ [1, 3, 4]. Снижение перепада уровня дневного и ночного АД (СИ<10%) во II триместре у всех беременных (с исходно нормальными цифрами АД и с ХАГ) увеличивало риск развития ПЭ в 2,1 раза (ОР=2,1; ДИ95%: 1,16-2,6, P=0,001). В группе женщин-нормотоников наличие нарушенного суточного ритма АД с СИ <10% во II триместре повышало риск развития ПЭ в 3,3 раза (ОР=3,3; ДИ95%:1,02-10,3; P=0,001). Чувствительность этого признака составила 80%, специфичность – 64%. Сочетание двух факторов - АД диастолического, суточного> 60 мм рт.ст. + СИ<10% - увеличивало риск развития ПЭ в 7,4 раза (ОР=7,4 (ДИ95%:4,8-9,2, P=0,0005). Чувствительность признака составила 75%, специфичность – 96%. Относительный риск развития ПЭ у беременных с ХАГ при СИ <10% в I триместре повышался в 4 раза (ОР=4,0; ДИ95%: 1,3-13,1, P=0,01). Не вызывает сомнений, что для ранней диагностики ПЭ у беременных с ХАГ должен быть использован комплексный (клинико-лабораторный и инструментальный) подход, при котором показатели суточного профиля АД в первой половине беременности могут иметь решающее значение.

Показатели уровня клинического АД в исследуемых группах были достоверно повышенными. У пациенток с ХАГ уровень клинического АД был выше, чем у женщин с ГАГ. Все пациентки из группы ХАГ имели АГ I степени. Из числа женщин с анамнезом ГАГ АГ была диагностирована у 12(48%) пациенток и соответствовала I степени. Среднесуточные уровни АД в группах ХАГ и ГАГ были повышенными в сравнении с группой безотягощенного гестационного анамнеза. Достоверных отличий этих показателей между двумя исследуемыми группами не было выявлено. Суточный профиль АД в группах с анамнезом ХАГ и ГАГ был изменен и характеризовался различными нарушениями суточного ритма АД и его вариабельности. Уменьшение перепада давления день/ночь (СИ <10%, non-dipper) наблюдалось чаще в группе ХАГ, чем у пациенток ГАГ (36,6% против 12%, P=0,03), и только у одной женщины в группе сравнения. Снижение показателей суточного ритма АД ассоциируется с поражением органов-мишеней при АГ и свидетельствует о более тяжелом течении заболевания [4,7] и повышением активности симпатической нервной системы [3]. Увеличенный перепад давления (СИ>20%, т.е. over-dipper) также

часто наблюдался в исследуемых группах: у 10(33%) пациенток их группы ХАГ и у 6 (24%) из группы ГАГ, NS.

Исследование клинических эффектов антигипертензивных препаратов при ХАГ у беременных проводили в четырех группах: I – нифедипин 40мг/сут (с 28 по 34 недели беременности), пролонгированная форма, II – нифедипин 10мг (только при повышении АД), короткодействующий, III – метопролол 50мг/сут в сравнении с группой (IV) пациенток, не получавших медикаментозной терапии. Уровень офисного АД на 22-24 неделях беременности до начала терапии в I, II, III и IV группах составил $154,5 \pm 2,2 / 89,9 \pm 1,0$ мм рт. ст., $149,7 \pm 2,1 / 90,9 \pm 1,6$ мм рт. ст., $149,9 \pm 2,0 / 91,3 \pm 1,4$ мм рт. ст. и $154,4 \pm 1,9 / 90,4 \pm 1,1$ мм рт. ст., соответственно, и достоверно не отличался. В группе сравнения уровень офисного систолического АД был ниже – $142,1 \pm 1,8 / 87,9 \pm 1,7$ мм рт. ст. ($p < 0,001/NS$).

Показатели среднего за сутки АД во всех группах достоверно не отличались. Эффективность проводимой терапии оценивали на основании показателей офисного АД. Критерием эффективности считали снижение уровня клинического АД ниже 140/90 мм рт.ст. Данные среднесуточных величин АД сопоставлялись с показателями АД в группах сравнения в аналогичные сроки беременности. При повторном обследовании пациенток на 32-34-й неделях уровень среднего за сутки АД в группах статистически значимо не отличался. Суточный ритм АД во всех группах наблюдения был сохранен и статистически значимо не менялся за период наблюдения.

Применение пролонгированной формы нифедипина не влияло на вариабельность АД, нежелательным эффектом короткодействующего нифедипина является его способность повышать вариабельность АД, в этой группе отмечались достоверно повышенные показатели вариабельности АД. Отмечено достоверное увеличение ЭЗВД в группах пролонгированного и короткодействующего нифедипина. На фоне терапии метопрололом, а также у пациенток без медикаментозной терапии значения ЭЗВД не менялись.

Преэклампсия в поздние сроки беременности развилась у 10-24% женщин, участниц исследования, в группе пролонгированного нифедипина в меньшей степени, наиболее редко (NS) в группе метопролола.

У всех пациенток, принимавших нифедипин, беременность завершилась срочными родами. В группах с альтернативной терапией были пациентки, у которых потребовалось проведение кесарева сечения или были преждевременные роды. Итак, среди исследуемых препаратов, имевших одинаковой антигипертензивный эффект у беременных с ХАГ, были выявлены преимущества нифедипина пролонгированного действия – способность сохранять нормальный суточный ритм АД, не увеличивать вариабельность, положительно влиять на ЭЗВД, не вызывать метаболических отклонений у матери и не уменьшать вес плода. У пациенток, принимавших нифедипин, была отмечена тенденция к наиболее благоприятному течению беременности и родов.

В группе сравнения чрезмерного ночного снижения АД не было. У пациенток из группы ГАГ показатели вариабельности АД в дневные часы были повышенными в сравнении с группой ХАГ: STD АД $12,9 \pm 0,9 / 10,7 \pm 0,6$ мм рт.ст. против $10,7 \pm 0,6 / 8,1 \pm 0,5$ мм рт.ст., $p < 0,05 / p < 0,01$, соответственно. Повышенная вариабельность АД в группе ГАГ свидетельствует о высокой активности симпатической нервной системы.

Таким образом, даже при непродолжительном гипертензивном анамнезе у беременных определяется увеличение пульсового давления в течение суток, особенно выраженное в дневное время и при повышенной вариабельности АД, что является предиктором эндотелиальной дисфункции.

У пациенток с ХАГ во время беременности повышен уровень и вариабель-

ность АД, увеличена масса миокарда левого желудочка. У пациенток с АГ и сопутствующим хроническим пиелонефритом на протяжении всего гестационного периода нарушен суточный профиль АД, повышено общее периферическое сосудистое сопротивление, увеличена масса миокарда левого желудочка. У беременных с ГАГ с начала беременности отмечается повышение уровня диастолического АД, увеличение ночного снижения АД и повышение вариабельности АД во втором триместре, а также увеличение толщины стенок левого желудочка сердца с первого триместра без развития в дальнейшем его гипертрофии.

Предиктором ПЭ у беременных с исходно нормальным уровнем АД и у пациенток с ХАГ являются: нарушение суточного ритма АД с уменьшением ночного снижения АД, повышение общего периферического сосудистого сопротивления с первых недель беременности, увеличение массы миокарда левого желудочка и его концентрическое ремоделирование к началу III триместра. Нарушение суточного ритма АД (СИ <10%) ассоциируется с увеличением риска развития ПЭ у женщин с исходно нормальным уровнем АД в 3,3 раза, у беременных с ХАГ – в 4 раза.

Нифедипин, нифедипин пролонгированный и метопролол у беременных с ХАГ обладают одинаковым антигипертензивным эффектом и не оказывают достоверного неблагоприятного влияния на метаболические показатели. Преимуществом нифедипина является его положительное воздействие на функцию эндотелия. Нифедипин пролонгированного действия не увеличивает вариабельность АД, не нарушает суточный ритм АД, не уменьшает вес новорожденных.

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WHICH ONE OF THEM BETTER - CESAREAN SECTION OR VAGINAL DELIVERY IN HEAVY PRE-ECLAMPSIA?

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Abstract

This research represents that diagnosis and treatment of pregnant women with preeclampsia, choice of right parturition pathways and illustrated advantage and disadvantage of the selected parturition for women with severe preeclampsia.

Keywords: pregnancy, severe preeclampsia, the best possible method of parturition.

Until now, the problem of the etiology and pathogenesis of pre-eclampsia is still unsolved, which makes it difficult to timely diagnose, assess severity, and carry out preventive measures. Eclampsia is one of the most leading causes of maternal and perinatal mortality associated with complications of pregnancy. According to research, it is 12% in the world, and in developing countries this figure reaches to 30% [3]. Preeclampsia complicates up to 10% of pregnancies worldwide, in the United States of America (US) it has increased by 25% in the last two decades and is the leading cause of maternal and infant morbidity and mortality [4, 6]. Perinatal mortality is about 10%, and maternal mortality rates range from 10% to 15% [7, 8]. Worldwide, between 1.5 million and 8 million women develop pre-eclampsia and between 40,000 and 60,000 women die each year as a result of preeclampsia [5].

In Uzbekistan, as in many other countries of the world, among pre-maternal mortality causes, preeclampsia and eclampsia occupy one of the leading three places, periodically giving first priority to bleeding and septic complications, and is 15.4% [2].

Objective. Conduct a comparative analysis of the condition of the puerperal who underwent severe preeclampsia, depending on the type of delivery.

Material and methods. A complex clinical and biochemical examination of 60 pregnant women with a gestation period of 28-40 weeks complicated by severe preeclampsia was performed, 30 of them underwent abdominal delivery, the rest 30 had natural birthmarks. The control group consisted of 20 pregnant women with a physiological course of pregnancy of the same period.

Treatment of pregnant women was carried out in accordance with the Republican Clinical Guidelines for Management of Patients with Hypertensive Syndrome during pregnancy (Tashkent, 2007) [1].

Induction of labor was performed with vaginal administration of prostaglandin Glandin E2, then, with positive dynamics and mature cervix, amniotomy was performed and in the absence of 2 hours or unproductive labor, labor was induced using oxytocin.

Indications for delivery by cesarean section were:

- inefficiency of therapy in the first 12 hours,

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- progression of symptoms of preeclampsia,
 - Symptoms of complications: oliguria, neurologic symptoms (eclampsia, eadache, change in vision, seizure, stroke, blindness), development of hemolysis, elevation of liver enzymes, thrombocytopenia (HELLP syndrome),
 - obstetric indications (PONRP, scar on the uterus, disproportion of the pelvis and fetal head, incorrect fetal position, etc.)
 - burdened obstetric and gynecological history (infertility, spontaneous abortions, undeveloped pregnancy, antenatal loss of fetus),
 - the absence of effect from the conducted excitation,
 - pelvic presentation of the fetus less than 30 weeks,
 - gestation less than 36 weeks,
 - mother's desire,
 - the age of the woman (1 birth over 28, childbirth after 36years),
 - parity (4 or more births),
 - lack of readiness of the birth canal for delivery through natural birthmarks, especially up to 30 weeks
 - Ineffectiveness of labor and stimulation,
 - FELL of the fetus,
 - the presence of signs of intrauterine fetal suffering:
- deterioration of parameters of uterine and fetoplacental blood flow.

Laparotomy was performed according to the method of Joel-Cohen (1972). Caesarean section was performed according to Stark under epidural anesthesia.

Results. Studies have shown that in the early postpartum period the condition of most patients remained severe and of moderate severity, especially after abdominal delivery. Such clinical manifestations as headaches, weakness, proteinuria, increased SBP and DBP were noted in all operated puerperal, whereas after vaginal delivery their frequency was significantly lower. A reanalysis of the condition of women 1 month after childbirth showed preservation of such clinical symptoms as headaches in 88%, proteinuria in 50%, increase in SBP and DBP in 48% and 40% of patients with abdominal delivery, while with delivery through natural pathways, head pain and weakness were detected only in 18% and 30% of women. Proteinuria, increased SBP and DBP are not registered. Apparently, surgery further reduces the adaptive capacity of the body of pregnant women, which is manifested by a longer preservation of clinical symptoms.

In the early postoperative period, existing violations of the excretory function of the kidneys are further aggravated and a considerable time remains after the operation. In contrast to them, with natural delivery, the disturbance of the excretory function of the kidneys is restored earlier and on the 5th-7th day after the birth the biochemical parameters of urine do not differ from the norm.

Therefore, it can be said that, after cesarean section, the compensatory capabilities of the organism of women who have undergone severe preeclampsia are further aggravated, their recovery proceeds slowly. This dictates the need for constant monitoring of the condition of the puerperal and the implementation of rehabilitation measures.

Conclusion

Management of pregnant women with severe preeclampsia requires an individual approach. To select the time and method of delivery, paramount multifactorial evaluation of the mother's initial state, the presence of complications, and the effectiveness of the therapy are paramount.

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THE ATTITUDE OF THE MEDICAL WORKERS
AND THE POPULATION TOWARDS HIV-POSITIVE PEOPLE
(BY RESULTS OF SOCIOLOGICAL POLL OF THE MEDICAL
WORKER AND THE POPULATION)

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Abstract

The relevance of this study is due to the fact that AIDS remains a complex and incurable disease affecting individuals, communities and countries. The epidemic of HIV/AIDS has no precedent in world history. The history of HIV/AIDS has a history of 30 years, and even today, HIV/AIDS response strategies do not guarantee that the pace of the epidemic will slow.

Keywords: HIV, infection, AIDS, social, health, problem, stigmatization, discrimination.

The history of the treatment of HIV - infected people in General over the entire period of the disease can be traced to its history and the world in response to the epidemic. At the same time, they reveal two trends in the history of the formation of attitudes towards HIV - infected people in the world, which often did not coincide and only recently began to have more similar problems than in the previous period (the beginning of the epidemic). The attitude towards HIV – infected people in the world began with extremely negative assessments, but in the course of bringing measures against HIV, expanding opportunities for action against HIV, the attitude towards such people has become, is changing in a positive direction. Therefore, HIV-infected persons are not defined as «innocent victims», but as people personally responsible for what happened to them. At the same time, the degree of guilt in acquiring HIV infection varies. Recognized innocent children and adults who contracted nosocomial way. The others - drug addicts, homosexuals and just sexually promiscuous people carry the stigma of self-guilt in the infection. In this regard, the formation of tolerant, adequate attitude to HIV-positive people and to the topic of HIV infection in Uzbekistan continues to be an urgent task [1]. At present, stigma and discrimination are serious problems directly related to HIV/AIDS. Stigma for people living with HIV means a social stereotype that reflects the bias of those around them towards people living with HIV. On a rational level, stigma means the danger of HIV for the health of others the ability to infect [2]. Stigma leads to feelings of shame, guilt, and isolation in people living with HIV (self - stigmatization), and extreme negative attitudes (discrimination) lead to inaction or actions that can harm others. They can have a negative impact on the health, quality of life, social support and well - being of people living with HIV.

The aim of the study was to analyze the relationship of medical staff and population of Tashkent region Yangiyul district to HIV - positive people.

The object of the RESEARCH: attitudes of health personnel and the population to HIV - positive people.

Subject of research: the process of formation of attitudes of health staff and communities to HIV - infected people.

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Materials and methods: Quantitative survey of a formalized method of personal interviews and questionnaires. The sample size of 85 respondents (30 doctors, 30 nurses and 25 population of Tashkent region of Yangiyul district).

Results: the Majority of respondents are not well informed about HIV and AIDS, modes of transmission and infection. 68% of respondents (population) believe that people do not know their diagnosis as carriers of HIV infection. 80% of respondents (population) are not informed about the nature of the behavior of HIV infection outside the human body. The majority of respondents (92%) (population) argue that AIDS reduces the body's resistance to the effects of various infections. Half of the respondents believe that HIV can penetrate the intact skin, and the other half deny it. 68% of respondents (population) do not consider it prudent to avoid being near a person with HIV/AIDS. 100% of the doctors surveyed say that patients should inform the doctor about their status. More than a quarter of doctors (80%) are negative about health workers being allowed to decide for themselves whether to provide medical care to HIV-positive patients. 86% of doctors are ready to use a shared toilet with HIV – infected patients and only a small number are not ready (6.67%), the same number did not determine how to behave in such cases (6.67). On account of the issue of medical aid in full the views of doctors and the average medical staff have agreed to 98% and only 2% of nurses are not ready to provide full medical care to HIV – infected people. More than half of the respondents are ready to show tolerance towards a friend who has contracted HIV and to continue communicating with him. Negative emotions (contempt) and fear of patients with HIV infection admitted of 16.47% of the respondents.

Conclusions: the results of the survey we can conclude that respondents are not sufficiently informed about HIV and AIDS, but despite this, the majority of respondents have a tolerant attitude to HIV-positive people. They are ready to provide the necessary assistance to these patients. But the question remains of the relevance of discrimination and stigmatization of people living with HIV. Since people do not know the information about HIV and AIDS, often experience fear when communicating with a person living with HIV. Decrease discrimination and stigma associated with HIV not only measures in law and policy, but also the desire to avoid the preventive work information of messages that generate stigma. Such messages usually link the HIV problem only to certain social groups. In this regard, one of the priorities to ensure the targeted use of resources and a coordinated response to this problem should be the elaboration of issues of coordination and development of inter-sectorial social partnership between the state and society.

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FACTORS AFFECTING THE MANIFESTATION OF FOOD ALLERGY IN YOUNG CHILDREN

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Abstract

Recent activities have seen an increase in atopy in the children's population. A significant role in the manifestation of symptoms of allergies is played by the nature of the child's nutrition, the age of contact with potential food allergens, and the formation of food tolerance. Exclusive breastfeeding up to 6 months prevents possible sensitization by food allergens, which are most significant for young children, which is due to the peculiarities of the child's digestive and immune system.

Keywords: allergy, sensitization, obligate allergen, mixed and artificial feeding, additional food

Цель исследования: определить факторы, влияющие на манифестацию пищевой аллергии у детей раннего возраста.

Материалы и методы: проведено анкетирование 40 матерей детей в возрасте от 1 до 1,5 лет, которые находились на стационарном лечении в аллергологическом и пульмонологическом отделениях первой клиники ТМА. Анализируемую группу составили 56% мальчиков, 44% девочек, средний возраст – 1 год 3 мес. В анкету были включены вопросы о периоде беременности, о периоде новорожденности, о виде вскармливания, питание детей старше 6 месяцев, правила введения прикорма.

Результаты: наследственную отягощенность по атопии указали 30% респондентов, чаще со стороны материнской линии; в этой группе женщины во время беременности старались исключать из рациона облигатные аллергены (50%) и выполняли рекомендации по соблюдению гипоаллергенного быта (30%). 75% опрошенных указали, что беременность протекала с токсикозом, 8% с угрозой прерывания, 68% с анемией, 15% с инфицированием, 7% детей рождены путем кесарева сечения, остальные – физиологическим путем при сроке гестации 37-41 неделя. Масса при рождении составляла 2900-4300 гр, длина 45-56 см. Дети 80% матерей были приложены к груди сразу после родов, остальные в течение 2-5 часов (15%), 2-3 суток (5%). На грудном вскармливании с рождения до 6 месяцев находились 54% детей. 16% матерей отметили, что симптомы атопического дерматита появились у ребенка на исключительно грудном вскармливании при употреблении кормящей женщиной высоко аллергенных продуктов. В течение года подавляющее большинство детей были переведены на смешанное (70%) или искусственное вскармливание (27%). 30% матерей отметили, что самостоятельно выбирали молочную смесь, остальные руководствовались рекомендациям врача. У 40% детей введение молочной смеси сопровождалось появлением кожных высыпаний и диспепсии. Матери 6 детей (9%) начали вводить прикорм детям ранее 4 месячного возраста, 2 детей (3%) старше 6 месяцев, остальным (88%) в возрасте 6 месяцев. 44% опрошенных матерей отметили, что введение прикорма сопровождалось появлением кожных симптомов атопии, неустойчивым стулом (37%), запорами (23%), метеоризмом (23%). Толь

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ко 64% матерей при введении прикормов руководствовались рекомендациями педиатра. 18% опрошенных матерей отметили, что симптомы атопии возникли у ребенка без видимых причин.

Заключение. Одним из главных факторов, влияющих на манифестацию пищевой аллергии у детей раннего возраста, является иррациональное питание: позднее прикладывание к груди, ранний перевод на смешанное или искусственное вскармливание, несоблюдение сроков введения прикорма, выбор матерями молочной смеси и блюд прикорма без рекомендации врача.

CLINICAL SIGNIFICANCE OF GASTROESOPHAGEAL
REFLUX DISEASE AND METHODS OF ITS CORRECTION

N. Raimqulova¹, M. Qurbonova², F. Ortiqboyev³, G. Usmanbekova⁴

Abstract

In this article Attention is paid to the meaning, pathogenesis, clinic, diagnosis and methods of its correction

Keywords: gastroesophageal reflux disease, GERD, proton pump inhibitors, duodenogastroesophageal reflux, Fibrooptical spectrophotometry, Ursosan, Sucralfate, Cholestyramine

Введение. Термин «гастроэзофагеальная рефлюксная болезнь» появился сравнительно недавно и в определённой степени сменил предшествующее название «рефлюкс-эзофагит» и «рефлюксная болезнь», которая представляет собой сочетание верхнего гастроэзофагеального и нижнего дуоденогастрального рефлюксов, сопровождающихся рефлюкс-эзофагитом и рефлюкс-гастритом. Хотя эти термины синонимичны и новое название ГЭРБ-более широкое [1].

Гастроэзофагеальная рефлюксная болезнь (ГЭРБ)- характеризуется спонтанным, регулярно повторяющимся забросом желудочного и/или дуоденального содержимого в пищевод, что приводит к поражению слизистой оболочки его нижнего отдела. В экономически развитых странах доля населения, страдающего ГЭРБ, достигает 20-40% [1]. Перманентная тенденция к росту распространенности, существенное влияние на качество жизни больных,

Значение ГЭРБ. На сегодняшний день антисекреторная терапия по-прежнему является базисной в лечении ГЭРБ. Применение ингибиторов протонной помпы (ИПП) в большинстве случаев оказывается высокоэффективным в купировании симптомов заболевания, заживлении эрозивных повреждений пищевода и предотвращении осложнений. Однако в ряде случаев терапия ИПП оказывается безуспешной, и если при использовании двойной дозы ИПП или их комбинации с блокаторами гистаминовых H₂-рецепторов не удается достичь регрессии симптомов ГЭРБ, можно говорить о рефрактерной форме заболевания [2, 3]. Согласно исследованиям J.Richter (2007 г.) у 5-17% пациентов с ГЭРБ двойная доза ИПП является недостаточно эффективной [4, 5]. Причины рефрактерной ГЭРБ представляют собой довольно большую группу гетерогенных факторов, к ним относятся прежде всего феномен «ночного кислотного прорыва» и дуоденогастроэзофагеальный рефлюкс (ДГЭР). Если тактика лечения первого достаточно хорошо разработана, то с ДГЭР все не так очевидно [6, 7]. Исследования природы рефрактерности ГЭРБ и в частности ДГЭР проводятся довольно давно. Понятие «щелочной рефлюкс» было предложено еще в 1978 г. С.Pellegrini [8]. Стоит отметить, что щелочной рефлюкс в чистом виде имеет место только у пациентов с резецированным желудком за счет заброса желчи в пищевод и отсутствия соляной кислоты желудочного сока. При

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наличии желудка и сохраненной кислотопродукции можно говорить лишь о смешанном рефлюксе с преобладанием одного из компонентов [9]. В исследовании S.Attwood и соавт. (1989 г.) были приведены доказательства причинно-следственной связи щелочного рефлюкса с развитием эзофагита, пищевода Баррета и аденокарциномы пищевода [10]. В 2003 г. G.Tytgat опубликовал результаты собственного наблюдения, согласно которым длительное применение ИПП не приводило к исчезновению цилиндрической метаплазии в слизистой оболочке пищевода, что позволило предположить наличие смешанных кислотно-щелочных (за счет желчи) рефлюксов на фоне нарушения сократительной активности верхних отделов желудочно-кишечного тракта [11].

Встречающиеся в литературе термины «билиарного» и «щелочного» рефлюкса являются синонимами, однако вернее всего отражает суть происходящего патологического процесса термин ДГЭР. ДГЭР проявляется регургитацией желчи из двенадцатиперстной кишки в желудок, пищевод вплоть до ротовой полости. Стоит отметить, что кислые рефлюксы могут встречаться и в норме, в то время как щелочные рефлюксы всегда являются патологическими. Принято разделение ДГЭР по «высоте» рефлюкса на дуоденогастральные, дуоденогастроэзофагеальные и дуоденогастроэзофагооральные [3, 7, 12].

Патогенез. Развитию ДГЭР способствует целый комплекс причин: снижение тонуса нижнего пищеводного сфинктера и клиренса пищевода, повреждающие свойства рефлюктата, неспособность слизистой оболочки противостоять повреждающему действию рефлюктата и антродуоденальная дисмоторика [3].

По данным недавно опубликованного исследования ГС. Джулай и соавт. (2014 г.), при сочетании ГЭРБ и патологии билиарной системы (хронический бескаменный холецистит и желчнокаменная болезнь) имеет место нарушение пропульсивной активности двенадцатиперстной кишки в виде сочетания явлений гастростаза и дискинезии двенадцатиперстной кишки с дискоординацией антродуоденальной и дуоденоэюнальной пропульсии и развитием дуоденогастрального рефлюкса и ДГЭР [13]. Необходимо отметить, что причинно-следственная связь функциональных расстройств пилородуоденальной зоны и билиарного тракта еще нуждается в уточнении.

На сегодняшний день представляется, что важнейшим компонентом поражения слизистой оболочки пищевода при ДГЭР является цитотоксическое действие рефлюктата, в состав которого входят желчные кислоты, лизолецитин и панкреатические ферменты (трипсин и панкреатическая фосфолипаза А) [2, 3, 12, 14]. Роль желчных кислот наиболее изучена, и им отдается ведущая роль в патогенезе повреждающего действия. Так, D.Nehra и соавт. (2003 г.) показали, что суммарная концентрация желчных кислот (в основном холевои, таурохолевой и гликохолевой) у пациентов с эрозивным эзофагитом составляла 124 ммоль/л, а с пищеводом Баррета - более 200 ммоль/л. В контрольной группе здоровых добровольцев этот показатель насчитывал 14 ммоль/л [15].

При смешанном рефлюксе в присутствии кислоты конъюгированные, тригидроксильные желчные кислоты и лизолецитин приобретают особые свойства, усиливается их цитотоксическое действие, что потенцирует разрушающее действие соляной кислоты по отношению к слизистой оболочке пищевода [1, 16]. В то же время неконъюгированные и дигидроксильные желчные кислоты, а также трипсин наиболее токсичны при нейтральном и слабощелочном pH. Назначение ИПП приводит к превалированию неконъюгированных желчных кислот над конъюгированными, а длительная антисекреторная терапия может выступать в роли патогенетического фактора метаплазии и дисплазии эпителия [1, 2, 12, 16, 17]. Данные механизмы обуславливают более тяжелые проявления эзофагита при ДГЭР,

что в свою очередь ведет к повышенному риску развития метаплазии пищевода и аденокарциномы [18]. Кроме того, у некоторых пациентов установлена прямая причинно-следственная связь между наличием ДГЭР и катаральным фарингитом [19], а также пароксизмальным ларингоспазмом [20]. Наблюдения J.Galli и соавт. (2002 г.) позволили предположить роль ДГЭР в развитии рака гортани у больных, перенесших гастрэктомию или операцию Бильрот-2 [21].

Клиническая картина. Мнения о клинических особенностях ДГЭР неоднозначны. Как правило, считается, что при ДГЭР по сравнению с «кислым» рефлюксом пациенты реже предъявляют жалобы на изжогу при более частой и выраженной регургитации. Внепищеводные проявления ГЭРБ имеют зачастую более тяжелое течение и осложненные формы за счет сочетанного влияния как кислоты, так и желчи [2,17]. При этом отмечено, что ДГЭР зачастую сопутствуют проявления диспепсии. Как правило, это жалобы на боль в эпигастрии, усиливающуюся после еды, тошноту, рвоту желчью [1, 12]. Симптом горечи во рту, который ранее считался типичным признаком билиарной диспепсии, является, по сути, проявлением «высокого» ДГЭР, причем он может наблюдаться и в отсутствие изжоги, что свидетельствует о превалировании щелочного компонента над кислым [1, 16]. При назначении ИПП возможно усиление этой симптоматики.

В ранее упоминавшейся работе Г.С. Джулай и соавт. изучали клинические особенности сочетанного течения ГЭРБ и патологических состояний билиарного тракта. Было установлено, что явления ДГЭР во всех случаях провоцируют изжогу, выступающую основным пищеводным симптомом, которая у 86,7% пациентов сопровождалась отрыжкой и устойчивым горьким привкусом. Эпизоды изжоги, как правило, были более продолжительными, что нередко требовало приема повторных доз антацидных препаратов. Внепищеводные симптомы регистрировались у 38,6% пациентов с ДГЭР, в их структуре 62,5% наблюдений были представлены рефлюксзависимым бронхообструктивным синдромом, в 25% - стойким неприятным запахом изо рта, в 12,5% - ощущением жжения в кончике языка. У всех пациентов имелась комбинация симптомов желудочной, кишечной и билиарной диспепсии разной степени выраженности [13].

Диагностика. Диагностика ДГЭР представляет определенные трудности. Наиболее широко в клинической практике распространена суточная рН-метрия, которая является международным стандартом диагностики ГЭРБ. Однако при определении желчного рефлюкса возможности метода обладают низкой специфичностью. Так, повышение пищевода pH > 7 нередко может быть обусловлено не забросом дуоденального содержимого, а повышенной продукцией слюны или бикарбонатов железа в пищеводе [1]. Помимо этого необходимо использовать только стеклянные электроды, соблюдать определенные диетические ограничения, санировать ротовую полость перед исследованием. В случае наличия у пациента осложненной формы ГЭРБ, сформировавшихся стриктур пищевода производится их дилатация во избежание накопления слюны [1, 3].

Исследования, основанные на прямой аспирации содержимого пищевода, достаточно противоречивы и неспецифичны, что обусловлено методическими различиями, разной длительностью процедуры, зависимостью от приема и качества пищи [15].

Фиброоптическая спектрофотометрия (билиметрия) позволяет судить о наличии желчи в пищеводе или желудке посредством определения абсорбционного спектра билирубина. Метод был зарегистрирован в 1993 г. под названием «Bilitec 2000». Суть исследования заключается в том, что при введении в просвет

пищевода фиброоптического зонда световые сигналы отражаются от стенок пищевода и фиксируются оптоэлектронной системой, которая рассчитывает поглощение излучаемого света на соответствующей длине волны (453 нм). Степень абсорбции прямо пропорциональна концентрации билирубина в просвете органа [1, 22, 23]. В связи с высокой вариабельностью результатов у одного и того же больного в зависимости от количества и состава пищи целесообразно использование стандартизированной диеты, хотя мнения исследователей на этот счет расходятся. Учитывая этот фактор, а также определенные технические трудности при выполнении исследования, данная методика не нашла широкого клинического применения [1]. Ценность билиметрии возрастает при сочетании ее с рН-метрией, что позволяет оценить профиль забрасываемых в пищевод желчных кислот и его корреляцию с уровнем рН [22].

Достаточно широко используется динамическая билисцинтиграфия с меченым мебефенином (Бромезида-99тТс). Метод позволяет исследовать и измерить рефлюкс желчи из двенадцатиперстной кишки в желудок. Как правило, данный параметр оценивается при оценке функционального состояния гепатобилиарной системы, концентриционной и двигательной функции желчного пузыря и не используется отдельно для оценки ДГЭР [24].

«Золотым стандартом» исследования неких гастроэзофагеальных рефлюксов является импедансометрия пищевода. Методика основана на измерении импедансов между несколькими электродами, расположенными на специальном зонде, вводимом в пищевод пациента. В настоящее время импедансометрия пищевода обычно выполняется в комплексе с рН-метрией (импеданс-рН-метрия), для чего используются рН-электроды, расположенные на этом же зонде. Метод пищеводной импедансометрии известен давно, первые работы были выполнены J.Silny еще в 1990 г., однако широкое распространение в нашей стране он получил относительно недавно [25, 27]. За этот период были не только подтверждены данные о том, что симптомы ГЭРБ могут вызываться как кислым содержимым желудка, так и забросом в пищевод дуоденального содержимого; также выявлена связь клинических проявлений ГЭРБ с прохождением через пищевод газовых болюсов из желудка. До появления импедансометрии пищевода достоверное обнаружение неких рефлюксов, не говоря уже о газовых болюсах, было фактически невозможно [26, 27].

Терапия. Понимание характера рефлюктата и патогенетических механизмов ДГЭР принципиально важно для правильного подбора лечения и обуславливает устойчивую мировую тенденцию к индивидуализации терапии ГЭРБ на основе стандартизированных схем лечения. Для профилактики и лечения ДГЭР необходимы нормализация антродуоденальной моторики, функции желчевыводящей системы и антисекреторная терапия (кроме случаев гастрэктомии или ахилии). С этой целью в мировой практике используются ИПП, препараты урсодезоксихолевой кислоты (УДХК), антациды, холестирамин, сукральфат и прокинетики [16, 28-30]. Если необходимость назначения ИПП для клиницистов достаточно очевидна, то применение других препаратов нередко вызывает непонимание. Стоит остановиться на этом подробнее.

Применение УДХК (Урсосан) обусловлено ее холеретическим, холелитическим и цитопротективным эффектом. Под действием урсотерапии происходит конкурентное замещение в общем пуле желчных кислот токсичных гидрофобных желчных кислот на гидрофильную УДХК, что значительно снижает индуцированный гидрофобными желчными кислотами апоптоз эпителиоцитов. Так при курсовом приеме УДХК в общем пуле желчных кислот доля УДХК увеличивается с 5 до

60%. Помимо этого УДХК повышает выведение гидрофобных желчных кислот в кишечник, а также встраивается в фосфолипидный слой клеточных мембран, делая их более устойчивыми по отношению к повреждающим факторам. За счет этих эффектов УДХК снижается повреждающее действие рефлюктата на слизистую оболочку пищевода. Кроме того, под влиянием УДХК снижается литогенность желчи, что приводит к улучшению ее эвакуации из желчного пузыря. Тем самым нормализуется моторно-эвакуаторная функция желчевыводящей системы, что тесно связано с работой антродуоденальной зоны [16, 30].

Таким образом, УДХК можно назвать препаратом выбора, который отвечает принципам многоцелевой патогенетической терапии ДГЭР, обеспечивая цитопротективный, холеретический и холелитический эффекты, а также обладая высоким уровнем безопасности при длительном приеме. При лечении ДГЭР целесообразно назначать УДХК в суточной дозе 500 мг, по одной капсуле перед завтраком и обедом, что будет способствовать опорожнению желчного пузыря в ответ на естественные пищевые стимуляторы и обеспечит качественное участие желчи в процессе пищеварения. Тем самым будет предотвращаться выделение желчи в межпищеварительный период, что уменьшает риск возникновения ДГЭР. Антацидные препараты помимо антисекреторной активности обладают адсорбирующим и обволакивающим действием. При ДГЭР антациды назначаются не столько с целью нейтрализации свободной соляной кислоты желудочного содержимого, сколько для адсорбции желчных кислот и повышения устойчивости слизистой оболочки пищевода к воздействию агрессивных компонентов рефлюктата [30]. Преимущество этой группы препаратов состоит в быстром достижении положительного клинического эффекта, а существование разных лекарственных форм антацидов (гель, суспензия, таблетки, жевательные таблетки) позволяет повысить приверженность пациентов лечению [3, 16].

Сукральфат относится к гастропротективным средствам благодаря своему свойству формировать защитную пленку, повышать синтез простагландинов, снижать активность пепсина и связывать соли желчных кислот. Необходимо помнить, что действие препарата зависит от pH среды. Сукральфат, попадая в кислую среду, растворяется и образует клейкую полимерную пастообразную массу, обладающую щелочными свойствами, которая прочно связывается белками экссудата (альбумином, фибриногеном) слизистой оболочки. При этом с неизменной слизистой он практически не взаимодействует. Образованная пленка защищает пораженные участки слизистой от влияния агрессивных факторов (желчь, пепсин, соляная кислота) в течение 6 ч [30].

Холестирамин относится к группе секвестрантов желчных кислот, обладает комплексообразующим действием и свойствами адсорбента. Он препятствует всасыванию желчных кислот и холестерина в кишечнике, связывая их с образованием комплексов, выводящихся с каловыми массами. Стоит отметить, что в настоящее время в России отсутствуют допущенные к применению лекарственные средства, содержащие холестирамин, а широкому применению препарата в мировой клинической практике препятствуют большое количество побочных эффектов и наличие альтернативных адсорбирующих средств с лучшим профилем безопасности. Применение прокинетики в терапии ДГЭР обусловлено их воздействием на антродуоденальную координацию и уменьшением частоты спонтанных расслаблений нижнего пищеводного сфинктера. На сегодняшний день в качестве прокинетики используются метоклопрамид, домперидон и итоприда гидрохлорид. Клиницисты все чаще отдают предпочтение последнему препарату в силу его эффективности (за счет двойного механизма действия) и хорошей переносимости [16, 29, 30]. Ито-

прида гидрохлорид (Итомед®) в отличие от метоклопрамида и домперидона активизирует высвобождение ацетилхолина, в то же время препятствуя его деградации. Препарат метаболизируется флавинозависимой монооксигеназой и не взаимодействует с лекарственными средствами, метаболизирующимися ферментами системы цитохрома Р-450. Это особенно актуально, учитывая необходимость назначения сразу нескольких препаратов при лечении рефрактерной ГЭРБ и ДГЭР. Итоприда гидрохлорид при ГЭРБ рекомендовано назначать по 50 мг 3 раза в сутки, за 30 мин до приема пищи.

Заключение. Таким образом, несмотря на целый ряд применяемых лекарственных препаратов и успехи в понимании многокомпонентного патогенеза заболевания, лечение ГЭРБ и, в частности, ДГЭР до сих пор остается непростой задачей. Комплексный подход позволяет повысить эффективность терапии, снизить риск развития осложнений, уменьшить выраженность клинических проявлений и улучшить качество жизни больных. Для этого стандартные схемы лечения дополняют препаратами, влияющими на разные звенья патогенеза. При ДГЭР это прежде всего препараты УДХК. Обладая цитопротективными, холеретическими и холелитическими эффектами, УДХК уменьшает повреждающее действие рефлюктата на слизистую оболочку пищевода. Патогенетически обоснованной является комбинация УДХК (Урсосан) с прокинетиками (Итомед®), способствующая нормализации нарушенной моторно-эвакуаторной функции билиарного тракта и улучшению антродуоденальной координации.

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EFFICIENCY OF TREATMENT OF DISBINOCULAR AMBLIOPY USING COMPUTER PROGRAMS

M. Iskandarova¹, S. Ahmedova²

Abstract

Amblyopia is a reduction in the central visual acuity without organic changes on the fundus. Disbinocular amblyopia (DBA) is one of the forms of amblyopia due to impaired functional ability of the visual analyzer.

Keywords: Strabismus, amblyopia, occlusion, computer programs.

Актуальность. Амблиопия – это снижение центральной остроты зрения без органических изменений на глазном дне.

Дисбинокулярная амблиопия (ДБА) является одной из форм амблиопии, обусловленная нарушением функциональной способности зрительного анализатора.

Распространенность ДБА встречается от 1 до 6% у детей и подростков, и составляет 50-90% случаев. (Хватов Н.Б., Слышалова Н.Н. 2010г.)

ДБА не только косметический недостаток, но и функциональный дефект, так как ограничивает восприятие внешнего мира, сужает поля зрения.

Цель работы. Оптимизация методов лечения ДБА у детей с использованием компьютерных программ при подготовке к хирургии косоглазия.

Материалы и методы. В данном сообщении представлен случай клинического наблюдения больного Алижонова в возрасте 3-х лет, с диагнозом: OU - Косоглазие содружественное сходящееся, монолатеральная. OD - Дисбинокулярная амблиопия средней степени.

Результаты и обсуждения. Жалобы родителей ребенка на отклонение правого глаза внутри.

Объективно: со стороны глазного статуса отмечалось девиация (+)15°, постоянного характера. Движения глазных яблок не ограничено. Оптические среды прозрачные. Со стороны глазного дна паталогических изменений не обнаружено.

Visus = OD – 0.2 н/к; OS-0.8

Проведено традиционное консервативное лечение с одновременной окклюзией правого глаза и разработкой правого глаза при помощи компьютерных программ (“Цветок, Крестики, Паучок”). Длительность указанного метода лечения составляет 3 месяца. Зрительные функции OD увеличились до 0,7 и угол косоглазия уменьшился (Девиация +10°)

Вывод: использование компьютерных программ “Цветок, Крестики, Паучок” в комплексе с традиционным методом лечения ДБА, привело к улучшению зрительных функций, которая является достаточной (оптимальной) программой для проведения хирургии.

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THE EFFECTS OF CHANGES IN THYROID GLAND ACTIVITY
AT MOTHERS TO A NEWBORN TISSUES METABOLISM

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Abstract

This article devoted to the effects of changes in thyroid gland activity at mothers to a newborn tissues metabolism and a simultaneous change in metabolism in other tissues, in particular endocrine organs. There was a change in the secretion and performance of other hormones and there were also changes in histology.

Keywords: Newborn tissues metabolism, effects of changes, mothers activity, Endocrine system, thyroid gland, releasing hormone, hypothalamus, thyroxine, thyroid stimulating hormone, pituitary gland.

Relevance. The thyroid's main role in the endocrine system is to regulate your metabolism, which is your body's ability to break down food and convert it to energy. Food essentially fuels our bodies, and our bodies each "burn" that fuel at different rates. This is why you often hear about some people having "fast" metabolism and others having "slow" metabolism. The thyroid keeps your metabolism under control through the action of thyroid hormone, which it makes by extracting iodine from the blood and incorporating it into thyroid hormones. Thyroid cells are unique in that they are highly specialized to absorb and use iodine. Every other cell depends on the thyroid to manage its metabolism. The pituitary gland and hypothalamus both control the thyroid. When thyroid hormone levels drop too low, the hypothalamus secretes TSH Releasing Hormone (TRH), which alerts the pituitary to produce thyroid stimulating hormone (TSH). The thyroid responds to this chain of events by producing more hormones. Infringements in activity of internal bodies in system "mother - newborn" are reflected in the subsequent development of posterity in postnatal ontogenesis and on normal natural feeding by parent milk, because the biological interrelation between mother and the child is carried out through parent milk after the birth.

Materials and methods. Experiences were carried out on pregnant and lactating rats, and also their posterity. Rat pups were examined on 1, 5, 10, 15, 17 and 21 days after birth. And also included resources from several European books (John Ailds "Basic histology"; Juncuera Morts "Gland histology"; David Cooper "Basic endocrinology").

Results and discussion. The two main hormones the thyroid produces and releases are T3 (tri-iodothyronine) and T4 (thyroxine). A thyroid that is functioning normally produces approximately 80% T4 and about 20% T3, though T3 is the stronger of the pair. Thyroid hormones are essential for normal development and growth of many target tissues, including the brain and the skeleton. Thyroid hormone action on critical genes for neurodevelopment is limited to specific time window, and even a short period of deficiency of TH can cause irreversible brain damage. During the first trimester of pregnancy fetal brain development is totally dependent on maternal thyroid function. Thyroid gland removal in lactating rats was accompanied with decrease of the thyroxine contents in parent milk, and also in blood serum of rat pups. There was an appreciable decrease of concentration of glucose in blood from 81,0 up to 62,0 mg / % and glycogen content from 1,0

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up to 0,336 g / % in a liver of rat pups from dams with removed thyroid gland. Thyroxin injection to lactating rats caused normalization of a level of glucose and glycogen at rat pups. Removing of a thyroid gland in lactating rats caused reduction of an alpha - glutero-phosphatoxidase activity in a liver of pups up to 10 day of life more than on 50 % in comparison with the control. Daily thyroxin injection to lactating rats during 21 days caused a premature induction of glycosidase: (pancreatic amylase and intestinal saccharase) and early repression of beta-galactosidase. Digestive enzymes activity and insulin sensitivity were normalized after the thyroxin injection. The received data show decrease of sensitivity of diaphragm to insulin in the rat pups from the rats with removed thyroid gland. There are high activity of pituitary gland and high level of thyreotrophins ($22,4 \pm 3,02$ %) in comparison with control ($18,8 \pm 2,74$ %) in the rat pups from the rats with removed thyroid gland. The tendency to strengthening of thyrotrophic functions at 3-8 day old pups specifies on participation of pituitary gland in regulation of thyroid gland function in pups.

Conclusion. Thus, taking into account the fact of receipt thyroid hormones with milk to pups, it is possible to count, that both deficiency thyroid hormones in milk, and its surplus, cause significance changes of various biochemical parameters at posterity.

IMPROVEMENT OF PRIMARY SURGICAL
TREATMENT USING FILM COATINGS IN EYE INJURYZ. Niyazova¹, Sh. Abzalova², U. Agzamova³*Abstract*

Development and introduction in practice of public health of effective methods of prophylaxis and treatment of eye trauma are one of the major problems of modern ophthalmology. The change in the mechanism, nature and severity of trauma makes it necessary to revise the tactics of treating traumatic injuries of the visual organ, both medical and surgical, in order to create the most favorable conditions for rehabilitation.

Keywords: eye, traumatic injuries, rehabilitation, conditions for rehabilitation.

Актуальность. Препараты, вводимые местно, обычно показывают низкую биодоступность. Большинство препаратов, предназначенных для применения в лечении офтальмологических больных, на сегодняшний день доступны в виде водных растворов и суспензий. Данные жидкие формы быстро сливаются из конъюнктивального мешочка в носослезный проток, в результате чего препарат оказывает слабое воздействие на основную зону, повышается риск появления системных побочных эффектов и плохого соблюдения пациентом схемы лечения. Как правило, применение препаратов в таком виде, оказывает воздействие только на переднюю оболочку глаза, чаще ограничиваясь воздействием на роговицу, и лишь незначительное количество от применяемых препаратов может перейти в внутриглазную ткань, через роговицу. Были проведены исследования, в которых сравнивались эффективность и безопасность мукоадгезивной пленки тимолола малеат (ТМ), покрытого хитозаном, с использованием 0,5% ТМ коммерческого офтальмологического раствора на модели кролика. В результате исследования была доказана эффективность в снижении ВГД у кроликов с нормотензивными показателями глаза [8].

Было установлено, что данная пленка является эффективной системой, доставляющей глазные лекарственные средства для лечения глаукомы и не представляет каких-либо признаков токсичности, хорошо переносима в естественных условиях. Однако нет данных о применении мукоадгезивных пленок при проникающих ранениях глазного яблока.

В литературе много данных о применении биоразлагаемых пленок из поликапролактона [7], когда исследовали глазную биосовместимость микро- и наноструктурированных тонких пленок ПКЛ, которые применимы для глаза, для трансплантации ткани, клеточной терапии, а также для доставки лекарственных средств. Были описаны подходы для изготовления микро- и наноструктурированных тонких пленок ПКЛ (с общей толщиной 20-40 мкм) и развития офтальмологических имплантатов. Биосовместимость этих тонких пленок оценивалась с помо-

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щью стандартной инъекционной иглы или имплантации с разрезом в глаза взрослых кроликов до 9 месяцев. Приемлемая глазная безопасность этих биополимерных плёнок была показана в опытах на токсичность в глазах зрелых кроликов с последовательными офтальмологическими осмотрами и глазной гистологией. Результаты проведенных исследований показали целесообразность использования микро- и наноструктурных ПКЛ для офтальмологических приложений и то, что наноразмерные элементы дизайна в биоразлагаемых полимерах могут сохранять структурную целостность, во время пребывания в глазу: в частности, этот результат устанавливает основу для класса устройств, которые полагаются на сохранение мембранной структуры с течением времени. Но не имеется данных о проведении исследований с применением этих пленок при проникающих ранениях глаза.

Нами была изучена биологическая совместимость восстанавливающих кератиновых глазных пленок [11], но кератиновые пленки еще не применялись при проникающих ранениях глаза. Были исследованы тонкие пленки, имеющие в своем составе Ранибизумаб [9]. Имеются данные исследований, посвященных изучению влияния фермента Вобэнзим на течение воспалительных процессов при проникающих ранениях глаза, но нет данных о применении глазных пленок с данным препаратом [3]. Проводились исследования для профилактики внутриглазных инфекций после факэмульсификации катаракты с помощью глазных лекарственных пленок с Левофлоксацином, в результате которых при закладывании ГЛП во влаге передней камеры была получена концентрация левофлоксацина в 5 раз больше, чем при инстилляции, что свидетельствует об эффективности применения биопленок и возможности использования биопленок при проникающих ранениях органа зрения для профилактики внутриглазных инфекций [1].

В литературе имеется большое количество публикаций, посвященных изучению частоты и распространенности различного рода офтальмологических заболеваний, встречающихся среди населения различных возрастов [4; 5; 6].

Нужно отметить, что в нашей республике в настоящее время практически не проводились работы, посвященные оказанию первичной помощи при проникающих ранениях глаза, нет данных о проведении морфологических исследований с целью сравнения традиционного метода оказания первичной хирургической обработки с наложением биоразлагаемых покрытий, не имеется исследований, посвященных изучению частоты и структуры офтальмологического травматизма, выявлению особых факторов, обуславливающих его тяжесть, не проводились исследования с целью оценки эффективности применения биопленок при открытой травме глаза в эксперименте и клинике. Представленные материалы свидетельствуют о том, что многое в данном вопросе исследовано еще недостаточно.

На сегодняшний день значительный интерес вызывают гемостатические препараты, для получения которых в качестве исходного сырья используют полисахариды и, в первую очередь, окисленную целлюлозу (ОЦ) [2;13]. Следует отметить, что среди полимеров, нашедших широкое применение в различных областях жизнедеятельности человека, важное место занимает целлюлоза, как постоянно возобновляемый в природе полимер, и её производные. Целлюлоза, обладая комплексом ценных свойств, имеет и сравнительно низкую себестоимость. Продукты окисления целлюлозы представляют научный интерес из-за возможности введения в молекулу новых функциональных групп путем селективного окисления гидроксильных групп, тем самым придавая полимеру новые свойства [10;12;13].

Покрывтия на основе окисленной целлюлозы благодаря своей структуре и растительному происхождению отвечают всем требованиям, предъявляемым к глазным покрытиям, таким как биосовместимость, нетоксичность, химическая инертность, биodeградируемость и механическая прочность.

Таким образом, на сегодняшний день одним из приоритетных направлений исследований и разработок в медицине, в частности в офтальмологической хирургии, является создание новых биосовместимых и биodeградируемых изделий способствующих регенерации тканей глаза при различных повреждениях. В связи с этим разработка и внедрение в практику здравоохранения эффективных методов профилактики и лечения глазной травмы являются одной из важнейших задач современной офтальмологии [14].

Цель исследования. Применить биоматериал на основе производных целлюлозы при моделировании проникающих ранений глазного яблока.

Материал и методы. Экспериментальные исследования были проведены на 30 кроликах самцах породы Шиншилла. Животные были разделены на основную и контрольную группы. Основную группу составили подопытные животные (15 кроликов), на глаза которых была применена биопленка на основе производных целлюлозы, после предварительного проведения первичной хирургической обработки. Контрольную группу составили животные (15 кроликов). Кроликам обеих групп было произведено проникающее ранение роговицы на 11 часах с помощью ножа Грефе, влага передней камеры была опорожнена. На месте раны проведена первичная хирургическая обработка, на роговицу наложены 2 шва, введен стерильный воздух в переднюю камеру.

Животным из основной группы наложена биопленка на основе производных целлюлозы (рис.1).

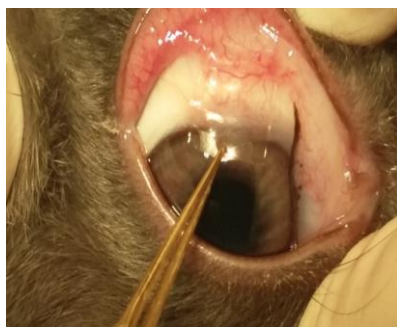


Рис. 1. Животным из основной группы наложена биопленка на основе производных целлюлозы

Результаты и обсуждение. В основной группе, по сравнению с контрольной, очищение и эпителизация роговицы наступали на 3-4 дня раньше. У животных с посттравматическими увеитами уже после первого сеанса уменьшались отек, экссудация, светобоязнь и слезотечение, а также цилиарные боли (что выражалось в повышении аппетита у животных по сравнению с контрольной группой). Через 5-7 суток преципитаты рассасывались. При анализе результатов лечения установлено, что у животных, которым наложена биопленка во время проведения первичной хирургической обработки по сравнению с больными контрольной группы, которым проводили традиционную первичную хирургическую обработку, срок лечения сократился на 4-5 дней. Животные находились под наблюдением и им проводилась энуклеация на разных сроках наблюдения после предварительной эвтаназии (рис.2).



Рис. 2. На разных сроках наблюдения после предварительной эвтаназии проводилась энуклеация

Вывод. Таким образом, результаты экспериментальных исследований позволяют рекомендовать применение биоматериала на основе производных целлюлозы в качестве дополнительного эффективного средства при оказании первичной офтальмологической помощи при проникающих ранениях органа зрения для лечения и профилактики гнойно-воспалительных заболеваний глаза и придатков.

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DIAGNOSTIC ASPECTS OF OSTEOARTHRITIS OF TEMPOROMANDIBULAR JOINT BY COMPUTED TOMOGRAPHY, CLINICAL FEATURES AND CORRELATIONS

G. Khaydarova¹

Abstract

In this article author try to show the new way of diagnostic aspects of osteoarthritis of temporomandibular joint by computed tomography. Studied 56 patients with osteoarthritis.

Keywords: tomography, clinical features, correlations.

Aim: To determine the prevalence and relationship between clinical signs, symptoms and computed tomography (CT) manifestations of temporomandibular joint (TMJ) osteoarthritis.

Materials and methods: The study included 56 patients with osteoarthritis of the TMJ, included 25 unilateral and 31 bilateral lesions, a total of 87 joints with degenerative changes. Clinically, there was a significant restriction of the movement of the lower jaw and chewing efficiency and a significant increase in articular sounds and general complaints of pain.

Results: CT data the most frequent bone changes were erosions of the joint surfaces of the condyles (70 joints, 81%), osteophytes (73 joints, 87%), then their smoothing (67 joints, 77%), hypoplasia (24 joints, 27.6%), sclerosis (6 joints, 6.8%) and subchondral cysts (4 joints, 4.6%). Smoothing of the joint elevation and pneumatization were observed in five joints. Thirty-one patients had bilateral degeneration. In 25-one-sided degeneration. Hypermobility is found in 37 degenerative joints. Chewing efficiency was negatively correlated both with the degree of smoothing of condyles. Sclerosis and the general complaints of pain positively correlated with the smoothing of condyles.

Conclusion: Conjunctural erosion, flattening, osteophytes, revealed with CT, along with pain, noise in the joint, restriction of the jaw movement and deterioration of the chewing movement were characteristic signs of the TMJ. A correlation was found between bone changes and the severity of the clinical signs and symptoms of the TMJ. CT is a powerful diagnostic tool for the diagnosis of TMJ osteoarthritis.

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TECHNICAL SCIENCE AND ARCHITECTURE

THE RESEARCH OF FREE TURBOCHARGER CHARACTERISTICS

*G. Purtskhvanidze¹, V. Gvetadze²*DOI: http://doi.org/10.15350/L_2/3/7*Abstract*

A study of the characteristics of a free turbocharger using a calculated and experimental method is presented in the paper, which is of great practical importance. There are proposed two method for determining the characteristics of a turbocharger, one of which - a predetermined calculating method, makes it possible to determine the characteristics of a turbocharger in the entire field of possible modes.

There is proposed an equation, which describes the whole field of turbocharger characteristics which are enough for researching the parameter of working along with cylinder-piston part, the research of which showed a good convergence of the calculated values of π_K - (the degree of pressure increase) with experimental data.

Keywords: turbocharger, experimental and theoretical research, characteristics.

Характеристика нерегулируемого свободного турбокомпрессора представляет собой зависимость степени повышения давления в компрессоре от секундного расхода воздуха, определяемую дополнительно еще несколькими факторами, главными из которых являются: удельные затраты энергии на сжатие воздуха, зависящие в реальном турбокомпрессоре от механического КПД, адиабатического КПД сжатия, от адиабатического КПД расширения газа в турбине, от располагаемого тепло перепада поступающего на турбину рабочего газа (от его температуры и давления), от частоты вращения вала ротора турбокомпрессора, а также скорости воздуха во входной горловине компрессора.

Определение характеристик расчетным методом имеет большое практическое значение, так как, во-первых позволяет сравнительно просто построить характеристики турбокомпрессора, и во-вторых, провести исследование с целью получения необходимых характеристик совместной работы всех элементов комбинированного двигателя.

Принципиальной особенностью работы свободного турбокомпрессора на установившемся режиме является равенство частот вращения валов и равенство мощностей турбины и компрессора в любой момент времени. Опубликованные в литературе многочисленные решения задачи определения баланса мощности турбины и компрессора сводятся в конечном счете к определению параметров P_K в зависимости от P_T , η_{TK} , T_0 и T_T [1].

Определение режима работы турбокомпрессора при заданных T_T , η_{TK} и требуемого давления наддува позволяет найти необходимое давление газа перед турбины (при заданном расходе газа G_T) а по найденному давлению перед турбиной и заданному расходу газа определить пропускную способность турбины (η_{fT})

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$$\eta f_T = f(G_T, T_T, T_0, G_k, \eta_{TK}, \pi_k)$$

Из этого уравнения следует, что при $G_T = \text{vaz}$ требование $\pi_k = \text{const}$ при прочих равных условиях может быть выполнено, если выполнено условие $\frac{\eta f_T}{G_T} = \text{const}$.

Используя уравнение, который устанавливает связь между двумя любыми режимами работы турбокомпрессора, из которых один режим задан, можно сосчитать и построить характеристику турбокомпрессора в виде.

$$\pi_k = f(G_T, T_T, \eta_{TK})$$

Зависимость π_k от π_T для различных вариантов задаваемых исходных данных дано на рис. 1.

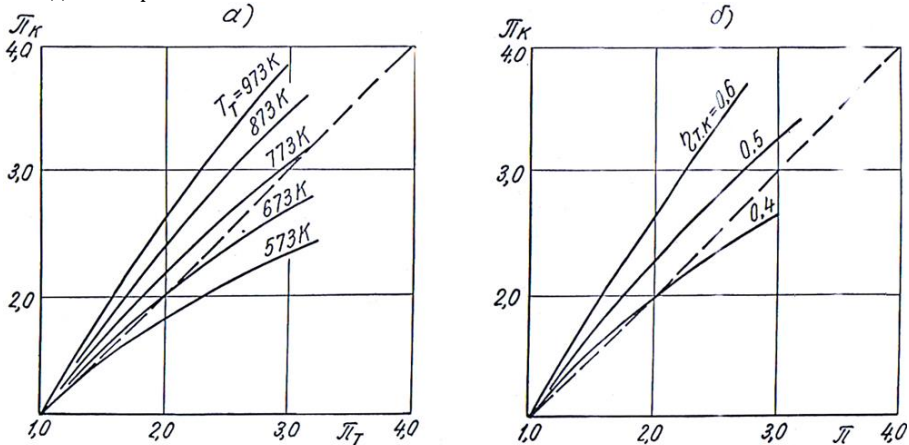


Рис. 1. зависимость π_k от π_T для различных вариантов задаваемых исходных данных:

а) если задано η_{TK} и T_0 ; б) если задано T_T и T_0

Упрощенные условия для определения характеристики свободного турбокомпрессора, можно определить следующим образом:

- КПД турбокомпрессора неизменен во всей области характеристики турбокомпрессора.

- Граница помпажа компрессора может быть сдвинута в любую область характеристик без изменения КПД турбокомпрессора, т.е. ограничение по помпажу отсутствует.

- пропускная способность нерегулируемой турбины не зависит от срабатываемого тепло перепада.

“Идеализированная” характеристика нерегулируемого свободного турбокомпрессора, рассчитанная по уравнению, устанавливающий связь между двумя режимами работы турбокомпрессора, представлена графически на рис. 2. В качестве исходной точки для расчета принято:

$$T_{T1} = 873K, G_{T1} = 1,92 \text{ кг /сек}, \eta_{TK1} = 0,52 = \text{const}; \pi_{k1} = 2,6.$$

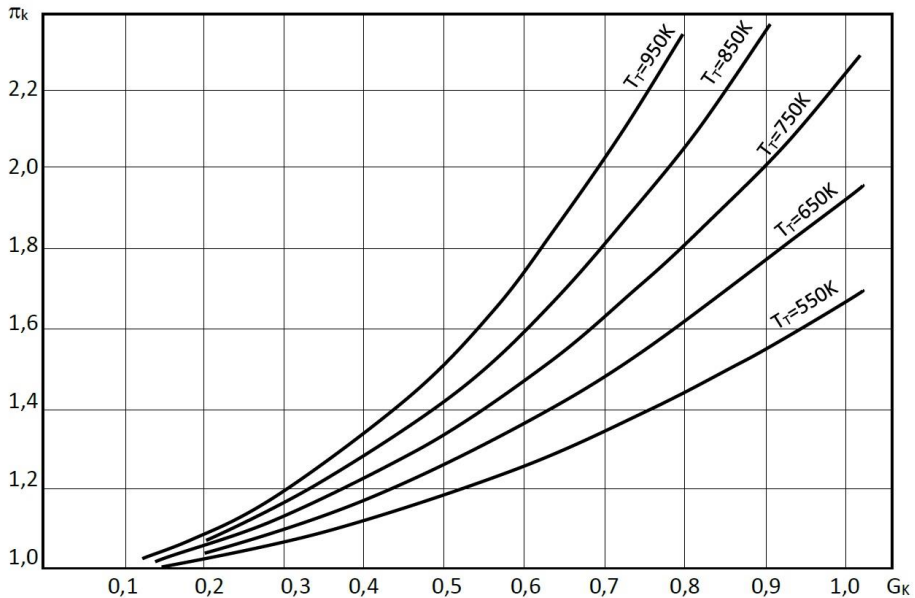


Рис. 2. Характеристики свободного нерегулируемого турбокомпрессора

Из графика следует, что при $T_t = \text{const}$ степень повышения давления в свободном турбокомпрессоре достаточно точно описывается зависимостью

$$\pi_k = 1 + c_1 \bar{G}_T^2 \quad (2)$$

Где, c_1 коэффициент пропорциональности при $\frac{T_t}{T_0} = \text{const}$;

При $\bar{G}_T^2 = \text{const}$ степень повышения давления также достаточно точно описывается аналогичной зависимостью.

$$\pi_k = 1 + C_2 \cdot \left(\frac{T_t}{T_0}\right)^2 \quad (3)$$

где C_2 – также коэффициент пропорциональности при $\left(\frac{G_t}{G_{t1}}\right) = \text{const}$.

Это свойство характеристики “идеализированного” турбокомпрессора позволяет аппроксимировать уравнение, устанавливающий связь между двумя режимами работы турбокомпрессора, более простым.

А именно

$$\pi_k = 1 + C \cdot \left(\frac{T_t}{T_0}\right)^2 \cdot \left(\frac{G_T}{G_{T1}}\right)^2 \quad (4)$$

Где, коэффициент пропорциональности - C легко определяется по параметрам турбокомпрессора в расчетной точке по заданным T_{t1} , T_0 , и π_{k1} имея в виду, что в этой точке $\frac{G_T}{G_{T1}} = 1$ а именно для номинального режима

$$\pi_{\text{кном}} = 1 + C \cdot \left(\frac{T_{\text{тном}}}{T_0}\right)^2 \cdot 1$$

$$\text{Откуда } C = \frac{\pi_{\text{кном}} - 1}{\left(\frac{T_{\text{тном}}}{T_0}\right)^2}$$

И окончательно

$$\pi_k = 1 + \frac{\pi_{\text{кном}} - 1}{\left(\frac{T_{\text{тном}}}{T_0}\right)^2} \cdot \left(\frac{T_t}{T_0}\right)^2 \cdot \left(\frac{G_T}{G_{\text{тном}}}\right)^2 \quad (5)$$

Проверка полученного уравнения производилось сопоставлением найденных значений π_k с полученными по результатам испытаний дизеля 8ЧН26/26 [2]. Результаты испытаний в виде точек представлены на рис. 3.

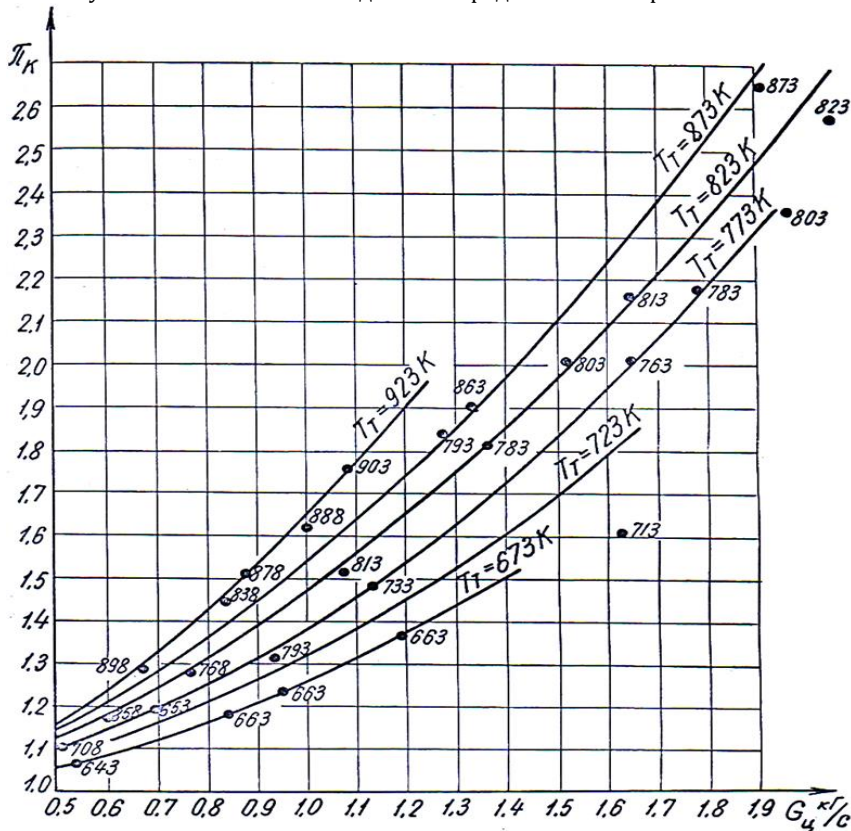


Рис. 3. Характеристики свободного нерегулируемого турбокомпрессора:
 точки - экспериментальные данные;
 сплошные линии - расчётные данные

На этом рисунке сплошными линиями нанесены характеристики турбокомпрессора, построенные по уравнению (5) как следует из рисунка (2) P_k по результатам эксперимента и по аппроксимирующему уравнению обеспечивают хорошую сходимость а уравнение (5) может быть использовано для определения характеристик совместной работы цилиндрической части двигателя со свободным турбокомпрессором [3].

Влияние на характеристику турбокомпрессора его КПД и перепуска части газа мимо турбины легко установить по уравнению

$$L_t = \frac{K_T}{K_{T-1}} R \cdot T_T \left[1 - \left(\frac{P_{T,0}}{P_{k_{\text{быт}}}} \right)^{\frac{K_{T-1}}{K_T}} \right] G_T n_T$$

Определяющему работу (мощность) на валу турбины.

Из этого уравнения следует, что для $\pi_T = const$ и $G_T = const$ уменьшение η_{TK} при $L_T = const$ требует пропорционального увеличения T_T чтобы выдержать условие.

$$\eta_{TK} \cdot T_T = const.$$

Перепуск части газа мимо турбины при условии $\pi_T = const$ и $T_T = const$ равноценен прямому снижению η_{TK} на величину равную доле перепущенного мимо турбины газа.

Из проведенного исследования можно установить:

1) Предложенный метод определения характеристика турбокомпрессора на двух режимах, один из которых – заданный расчетный режим, позволяет определить характеристику турбокомпрессора во всем поле возможных режимов, описываемую уравнением.

$$\pi_K = f(G_T, T_T, \eta_{TK})$$

т.е. в виде одного уравнения с тремя переменными, два из которых являются независимыми.

2) Поле характеристик турбокомпрессора с достаточной для исследования характеристик его совместной работы с цилиндро-поршневой частью описывается уравнением $\pi_K = 1 + \frac{\pi_{Kном} - 1}{\left(\frac{T_{Tном}}{T_0}\right)^2} \cdot \left(\frac{T_T}{T_0}\right)^2 \cdot \left(\frac{G_T}{G_{Tном}}\right)^2$, проверка которого показала хорошую сходимость расчетных значений π_K с экспериментальными данными.

3) При $G_T = var$ - и при прочих равных условиях требование $\pi_K = const$ может быть выполнено, если регулирование припускной способности турбины удовлетворяет требованию $\eta_{fT}/G_T = const$.

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TYPES AND APPLICATIONS OF MODERN SOFTWARE

*Sh. Aktamov¹, K. Bekmirzaev², Sh. Turonov³**Abstract*

Computer programming is to command commands to computer, when, where to change or what to add or remove commands. This article discusses the programming language of the most common programming languages and their differences. We also talk about ways to learn programming.

Keywords: programming, computers, developer, Delphi, Java, C++, Python.

Programs that do the same type can be written in Basic, Pascal, Ci and other languages. Pascal, Fortran and Cobol are universal languages, Ci and Assembler are the languages closest to the Mashi language, and lower or middle-level languages. The closer the algorithmic language is to the human language is referred to as a high-level language. Machine languages is the lowest level language. The machine language is composed of these numbers.

For example: 010110100010101.

Programming languages divided into two major groups, Lower and Upper Level Programming. The lower level of programming language is quite complex and they are used in very specific areas and their experts are very rare. Because sub programming languages (e.g. assembler) may often need to work with microprocessors.

Usually, a high level programming language is widely used for different programming tasks. Exposure Compensation (EMA) is now included in the code of the machine in the machine language only, in the number of operations needed by the exposure to the machine. In this case, the car has a number two, six, eight decimal places. The software is included with numbers in this system. In high-level programming languages, the machine language is the language of the vehicle-oriented character.

The main principles of character encoding languages are that the machine codes are marked with the appropriate characters, and the automatic memory allocation and diagnostics are included. This car has been named as the language supported – ASSEMBLER. Generally, programming is done by means of high-level programming languages (Delphi, Java, C++, Python). Because of the proximity of the programming language's semantics to the human language, the process of creating a program is much easier. Most used programming languages. All the languages we know and use now belong to this group.

They are written in "understandable" languages. Those who know English can understand the program code without difficulty. Fortran, Algol, C, Pascal, Cobol and others. Languages (many are not currently used right now).

Oak programming language was originally intended to create new generation smartphones that were not affiliated with the platform (operating system) by Sun Microsystems in the early nineties. In order to achieve this, Sun's planners were planning to use C++, but for some reason, this idea was dropped. The device failed and Sun changed its name to Java in 1995, and made some changes to its development of the WWW they did.

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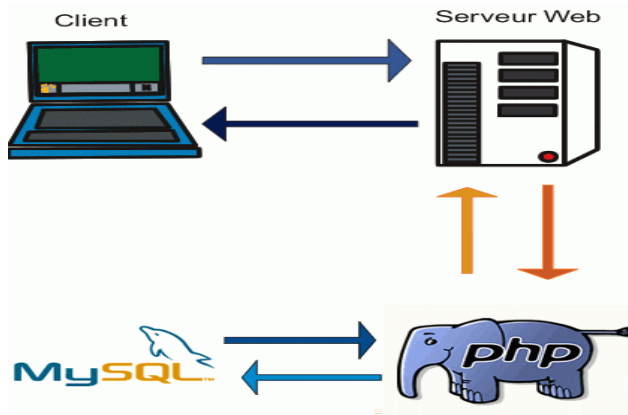
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The Java Object Oriented Programming (OOP-object oriented programming) language is very similar to C++. The most commonly used errors have been removed and the Java programming language has been simplified. Java code written files (java-ending) after compiling, the bytecode passes bytecode and reads this byte code by the interpreter. C++ is a programming language for various purposes. In 1979, Bell Labs was developed by Bjarne Stroustrup to expand the capabilities of C programming language and include OOP (Object Oriented Programming). Originally named C with Classes, it was changed to C++ with the current name in 1983. It can compile programs written in C++, C but C does not have this compiler C++ is a part of the C-language operating system, client-server software, games, daily necessities, and so on. The following table provides information about programming language.

Til	Yaratilgan yili	Mualliflar	Tashkilot, firma
Ada	1979-80	Jean Ichbian	Cii-Honeywell (Fransiya)
Algol	1960		International Committee
ARL	1961-1962	Kenneth Iverson, Adin Falkoff	IBM
DELPHI	1995		Borland
VASIS, Beysik	1964-1965	JohnKemeny, Thomas Kurtz	Dartmouth Colleje
C	1972-1973	Dennis Ritchie	Bell Laboratories
C++	1980	Bjarne Strostrup	Bell Laboratories
Kobol	1959-1961	Grace Murray Hopper	
Fort	1971	Charles H.Moore	
FORTRAN	1950-1958	John Backus	IBM
HTML	1989	Tim Berners-Li	CERN, Jeneva
LISP, LISP	1956-1960	John McCarthy	
LOGO	1968-70	Seymour Papert	Massachusetts Institute of Techn.
Pascal	1967-1971	Niklaus Wirth	Federal Institute of Technology (SHveysariya)
PL1	1964-1966		
PROLOG	1978	Alan Kalmeroe	
SIMULA	1967	Ole-Yoxan Dal, Kristen Nigaard	Norvegiya XM
Java	1995	Djeys Gosling	Sun Microsystems

Internet. Web Server. Web programming tools (languages) in order to explain programs written in top programming languages to your computer, you will need an application called compiler. The same thing happens in web programming.

Browser-the compiler of some of the web programming languages that you use to view sites on the internet. Web programming also includes languages that can not be translated and interpreted by the browser, but such languages are the basis of the web site. In order to be able to make such languages as browsers, it is also necessary to package a Web server (such as a compiler or interpreter). Such programs stay on the same server as when you send a request (when you click on any link, the first time you open the site, etc.). Web server software on the server hosting this site will translate your browser into languages where the site does not understand the browser. So the client - that is, an interpreter that explains your website code to your computer - is a Web server that transmits the browser to a server-side web site where it does not understand your browser. Below is a web server.



Here, Client is on your side of the browser and those Web programming languages that you understand (HTML, CSS, Java Script), on the server side, to work with Apache -> Web server, PHP -> PHP and interpreters and databases. (This can be MYSQL, Oracle and others). There may also be other languages on the server side. So when you enter the site name you want from the browser, this query will go to the server you want from the DNS server to match the site, and because your request is typically included in the browser, it will be welcomed by the Web server because it is normally sent via the standard HTTP protocol will find the index file from the appropriate folder in your query.

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PRELIMINARY THERMAL TREATMENT OF TOOLS STEEL

*H. Akhmedov¹, A. Islomov², Sh. Omonov³**Abstract*

The final structural state and, accordingly, the required complex of final properties is determined by the features of the initial structural state, heat treatment schemes and regimes.

Keywords: metallurgy, technology, roasting.

Конечное структурное состояние и соответственно, требуемый комплекс конечных свойств определяется особенностями исходного структурного состояния, схемами и режимами термической обработки. Большинство инструментальных сталей для холодного деформирования по структурному признаку относятся к эвтектоидным и заэвтектоидным сталям. В равновесном состоянии эти стали имеют структуру пластинчатого перлита и избыточных карбидов. Хорошо известно, что такая структура не обеспечивает высоких технико-экономических показателей и высокого качества при последующих механических и термических операциях и особенно в эксплуатационных условиях.

Сообразуясь с изложенным, в практике термической обработки инструментальных сталей для холодного деформирования сложилась следующая последовательность операций:

1) Если предшествующая операция горячей пластической деформации (ковка, штамповка) производилась не по оптимальному режиму, т.е. с образованием крупного зерна, выделением карбидов по границам зерен, то проводится предварительная нормализация. После нормализации зерно измельчается, избыточные карбиды в виде сплошной сетки вокруг зерна выделиться не успевают.

2) Сфероидирующий отжиг (отжиг на зернистый перлит). Этот вид отжига преследует две основные цели:

- снижение характеристик прочности и твердости стали для повышения ее технологичности на стадии холодной обработки давлением (например, для формообразования инструмента холодным выдавливанием) или для улучшений обрабатываемости резанием;

- подготовка структуры, гарантирующей получение после окончательной термообработки необходимого состояния характеристик прочности и вязкости (за счет создания мелкого зерна аустенита). Существует много способов отжига на зернистый перлит: низко- и высокотемпературный (с нагревом несколько ниже или выше критической точки A_{c1}), длительный нагрев выше точек A_{c1} с последующим медленным охлаждением, маятниковый или циклический [1] (многократный нагрев – охлаждение на 30-50°C вокруг A_1 с ограниченной выдержкой при этих температурах), сокращенный двухступенчатый [2] (реализуется путем некоторого повышения температуры отжига на первой ступени для растворения крупных карбидов, затем охлаждение до 600-680°C, чем формируют значительное количество новых центров кристаллизации, и последующего нагрева до 770°C для растворения

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мелкодисперсной карбидной фракции). Все известные схемы сфероидизирующего отжига практически равнозначны по формируемому структурно-фазовому состоянию.

Структура инструментальных сталей после типового отжига представляет собой зернистый перлит.

Дисперсность глобулярных цементитных включений, как правило, неоднородна. Исходное состояние отожженной структуры достаточно заметно влияет на процесс аустенизации во время нагрева под закалку и, следовательно, на формирование конечной закаленной структуры [3, 4]. Дисперсность карбидов, а также их форма (зернистые, пластинчатые) оказывают определяющее влияние на величину зерна аустенита при нагреве под закалку. Зарождение аустенитной фазы начинается около карбидов [5]. Соответственно скорость зарождения аустенита возрастает по мере уменьшения размеров карбидных частиц. Глобулярные карбиды растворяются медленнее, чем пластинчатые, т.к. имеют меньшую поверхность. Поэтому глобулярные карбиды сами являются эффективными барьерами к росту аустенитных зерен при нагреве. С увеличением степени дисперсности (т.е. уменьшением размера частиц) скорость растворения карбидов возрастает и повышается скорость роста аустенитных зерен. Однако даже высокодисперсный точечный зернистый перлит характеризуется большей устойчивостью карбидов, чем пластинчатый перлит.

Неравномерное распределение карбидов (в виде строчек обогащенных обедненных карбидами) обуславливает разнотекстурность между отдельными полосами. В полосах со скоплениями нерастворившихся карбидов блокируется рост аустенитных зерен; в полосах обедненных карбидами, формируется крупное зерно. Исходная структура влияет не только на величину зерна, но и на состав твердого раствора при аустенизации. Структура с мелкопластинчатыми карбидами способна быстро переходить в аустенитное состояние. Глобулярные структуры растворяются в аустените при нагреве более медленно, с постепенным насыщением твердого раствора. В этих случаях максимальное насыщение достигается на тем более высоком уровне и тем быстрее, чем дисперснее карбиды исходной структуры [3, 4].

Таким образом, при отжиге на зернистый перлит структура сталей изменяется в благополучном для последующей аустенизации направлении. Однако отжиг на зернистый перлит не всегда является оптимальной подготовительной операцией с точки зрения одновременного получения при заключительной термической обработке мелкого аустенитного зерна, максимальной насыщенности твердого раствора, однородности структуры по всему объему металла, наиболее высокой плотности дислокаций.

Заключительная термическая обработка углеродистых и малолегированных инструментальных сталей включает в себя закалку с непрерывным или ступенчатым охлаждением с последующим низким отпускком на твердость HRC 58÷62.

После закалки структура, как правило, состоит из мартенсита, избыточных карбидов и остаточного аустенита. Дисперсность мартенситных пластин определяется величиной действительного зерна аустенита, которая зависит от исходного структурного состояния. Образующиеся пластины мартенсита закономерно ориентированы относительно старой фазы – аустенита [5, 6].

Мелкопластинчатый перлит при нагреве под закалку с ограниченной выдержкой превращается в мелкозернистый аустенит, который после закалочного охлаждения формирует мелкопластинчатый (мелкоиглолчатый) мартенсит. Однако незначительное увеличение выдержки в аустенитной области сверх оптимальной может вызвать интенсивный рост зерен аустенита (вследствие высокой

скорости растворения карбидов) и, соответственно, укрупнение пластин мартенсита.

При исходной структуре зернистого перлита наблюдается неоднородность мартенситной структуры по составу, что связано с местами скопления карбидов.

При исходной структуре точечного перлита растворение карбидной фазы и насыщение твердого раствора при нагреве протекает интенсивно и по всему объему одновременно. При этом сокращаются мелкие глобулярные карбиды, служащие барьерами при миграции границ зерен аустенита. Таким образом, после закалки стали с исходной высокодисперсной глобулярной структурой формируется однородный высоконасыщенный, весьма мелкоиглочатый мартенсит.

Повышение насыщенности твердого раствора (аустенита) углеродом и легирующими элементами ведет к снижению точки начала и конца мартенситного превращения и после закалки к росту количества остаточного аустенита.

Следовательно, в зависимости от исходного структурного состояния при нагреве можно получить аустенит разной насыщенности углеродом и легирующими элементами, а после закалки различное количество остаточного аустенита.

Значительный опыт промышленности показывает, что лучший комплекс свойств в инструменте создается при величине аустенитного зерна балла 9. У углеродистых и низколегированных сталей концентрация углерода в мартенсите составляет соответственно $0,7 \div 0,9\%$ и $0,55 \div 0,65\%$ по массе [7].

Подводя итоги проведенного анализа по созданию и использованию наиболее выгодных с технологической точки зрения операций упрочнения штампового инструмента для холодной штамповки, которые в то же время могли бы значительно увеличить его стойкость, можно сказать следующее:

Основным механизмом износа штампов холодной штамповки является многократное упругопластическое передоформирование и последующее отделение частичек металла штампа.

Для изготовления штампов холодной штамповки наиболее широко применяются углеродистые и малолегированные инструментальные стали типа У8-У13, Х, 9Х1, ХГ, 9ХС, ХВГ и др.

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THE PROBLEMS OF ORGANIZING THE SPACE OF THE MAIN STREETS OF VOLGOGRAD

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Abstract

The article is devoted to the solution of the problem of improvement of the central avenue of Volgograd. The existing state, degree of convenience and quality of the organization of public space is analyzed. The available and non-cost methods for improving the comfort of the territory are proposed. Application of the developed proposals will stimulate pedestrian traffic, which will determine the economic development of the adjacent territories.

Keywords: public spaces, reconstruction, improvement, urban planning.

Проблема качества среды в наших городах сегодня весьма актуальна. Что необходимо сделать, чтобы повысить качество среды, а следовательно и качество жизни горожан? Нужны ли огромные вложения или ситуацию можно изменить путем не хитрых преобразований? Эти вопросы сегодня волнуют архитекторов, градостроителей и работников муниципального управления. «Реконструкция исторических центров городов обусловлена рядом различных по своему значению факторов: градостроительных, культурных, экономических, социальных, демографических и т.д. Экономические факторы часто призывают к более высокой интенсивности использования территории центра, в связи с высокой инвестиционной привлекательностью территории для инвесторов. Но приоритетом культурного и градостроительного развития должно являться сохранение и восстановление объектов культурного наследия. При таком подходе будет достигнута социальная стабильность на территории исторических центров» [1, с.116].

Проанализируем ситуацию с точки зрения наличия объектов благоустройства на главной улице Волгограда – проспекте имени В.И. Ленина, в пределах улиц Краснознаменная и площади им. Ленина, то есть в границах ядра Центрального района города (рис.1). Застройка улицы многофункциональна, и на рассматриваемом участке, включает в свою структуру: областную администрацию, три университета, техникум, поликлинику, отдел ЗАГС, центральный рынок, Госбанк, кукольный театр, два крупных общественных здания (Дом Профсоюзов и Дом офицеров), около 10 продовольственных магазинов свыше 10 предприятий общественного питания, и свыше 40 непродовольственных магазинов и около десяти объектов банковской сферы, органов Госуправления. И это, только учет в прямых границах. Ситуацию с состоянием благоустройства можно увидеть на рисунке 1, на котором обозначены ракурсы соответствующие представленным фото. На фотографиях можно увидеть качество благоустройства пешеходного маршрута в рассматриваемых рамках.

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Из проведенного методом натурного обследования анализа видно, что сами улицы практически не имеют в своей структуре ни лавочек, ни урн. Некачественное мощение. Отсутствие фонтанов, и даже просто лавочек, делает прогулку по главной улице невыносимой. Хотя высокая функциональная насыщенность явно вызывает желание пройти. «Благоустройство жилых зон формируется с учетом особенностей каждого типа застройки» [4, с.187]. Застройка проспекта в границах рассматриваемой территории имеет классический ордерный стиль сталинского ампира, период застройки 1948-1963 годов [2]. Застройка имеет масштаб пропорциональный человеку, создаваемые зданиями пространства гуманны и комфортны.

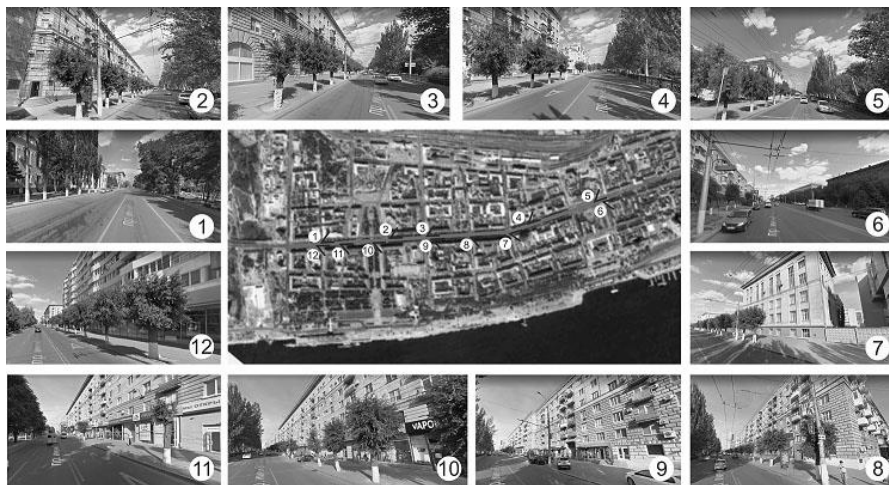


Рис. 1. Анализ благоустройства проспекта имени В.И. Ленина Волгограда в границах улицы Краснознаменская – площадь В.И. Ленина

Озеленение в аварийном состоянии. По образовавшимся пустотам можно оценить количество погибших деревьев, которое не было восполнено. Варварская обрезка привела к отсутствию затенения, что в климате Волгограда не допустимо – средняя температура летом в тени 37°C , и часто достигает $41-42^{\circ}\text{C}$. Именно состояние озеленения улиц зачастую является показателем уровня социального благополучия города. Город, в котором недостаточно или полностью отсутствует озеленение, часто социально неблагополучен. Улицы - бетонные джунгли, говорят о разрыве с природой. И напротив, города, в которых высокий процент ухоженных зеленых насаждений более стабилен в социальном плане. Их жители стремятся жить в гармонии с природой и хотят ежедневного общения с ней, включение её в среду улиц [3]. Организация территории приствольного пространства деревьев организовано нерационально. Наиболее удобным для центральных улиц крупного города является закрытие прикорневого пространства металлической решеткой. Это обеспечит дополнительное пешеходное пространство, защиту прикорневой территории дерева, препятствие испарению влаги, предохранение грунта от выветривания. Сохранение грунта в открытом виде у одиночных деревьев является плохим вариантом: выветривание грунта, быстрое испарение влаги, невозможность использования территории пешеходами (рис. 2).

По структуре озеленения это вяз мелколистный и тополь обыкновенный. Эти деревья были выбраны для озеленения как неприхотливые и, главное, быстрорастущие. Это было важно для восстановления города в послевоенный период. Но сегодня эти растения не удовлетворяют требованиям эстетичности, декоративности. И практически все они уже выработали свой возрастной ресурс и нуждаются в обновлении [1, с.118].



Рис. 2. Общий вид озеленения, благоустройства улиц городов: Париж, Шанхай, Волгоград

Расположение озелененной территории в срединной части проспекта с лавочками и урнами лишь частично восполняет отсутствие этого на главных пешеходных осях. Это связано с неудобством входа и выхода с этой территории. На рисунке 3 обозначены основные транзитные пешеходные потоки и маршруты для использования срединной территории проспекта пешеходами.



Рис. 3. Схема пешеходных маршрутов в границах рассматриваемой территории

На рисунке 3 видно, что если человек хочет отдохнуть, рассмотреть сделанные покупки, завязать шнурок ребенку – надо сделать изрядный крюк. По масштабной линейке, можно определить, что этот крюк составит не менее 100 метров от основного маршрута. При этом пешеход не сможет передвигаться по срединной озелененной части беспрепятственно в пределах рассматриваемой территории. Маршрут разорван автодорогами, которые, согласно разметке и дорожным знакам, пересекают запрещено.

Вывод: основной пешеходный маршрут нуждается в установке лавочек, модернизации озеленения. Эти не дорогие изменения, сделают передвижение комфортным, приносящим удовольствие. Они будут стимулировать пешеходное движение. Увеличение пешеходного потока положительным образом повлияет на экономическое развитие территории.

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SPECIFICITY OF CALCULATION SOUND INSULATION OF TWO-LAYERS THIN ENCLOSING STRUCTURES OF BUILDINGS

J.Rashidov¹

Abstract

In the article given of definition of a theoretical method of calculation of air noise of two-layer thin enclosing constructions

Keywords: calculation, sound insulation, two-layers, thin, enclosing structures.

Introduction

Nowadays, people are always under the influence of noise. The noise mainly generated from roads, railways, air traffic, while indoors a large part of the din arises from the ventilation system, computers, television set and so on. All these noises combine to create a sound environment in which we live. The impact of noise, unlike other environmental problems, is a continuing problem and particularly observed in cities. Cities contain the largest concentration of people, where there are large buildings. All the places that need good acoustics, they should be fully functional. In standard of living, we spend almost 75-85 percent of our time indoors, where a lot of surface noise greatly enhanced.[1]

Currently, the thin protecting designs, which occupy to 30% of the surface area of protections, possess the smallest sound insulation. Thus, noise from the premises penetrates into the environment, mainly thin enclosing structures.

Aim of research

Based on this, one of the main tasks of thin walling is a theoretical method of calculating the determination of air noise sound insulation elements according to NR 2.01.08-96 "Noise of protection". This issue is covered in more detail in the reference manual to "design of sound insulation of enclosing structures of residential and public buildings" SR 23-103-2003. However, the method of determining the theoretical method of calculating the air noise of two-layer thin surrounding structures is not available [2,3,4,5].

NR mentioned reference in the matter of development of thin walling leads his theoretical and practical method for single layer thin walling airborne noise, limiting the overall requirements to its content, which determines the relevance of the topic of this study.

Based on the above, that the conduct of scientific research on the theme "sound insulation of two – layer thin surrounding structures of buildings" is in the theoretical and practical relationship is very relevant and timely.

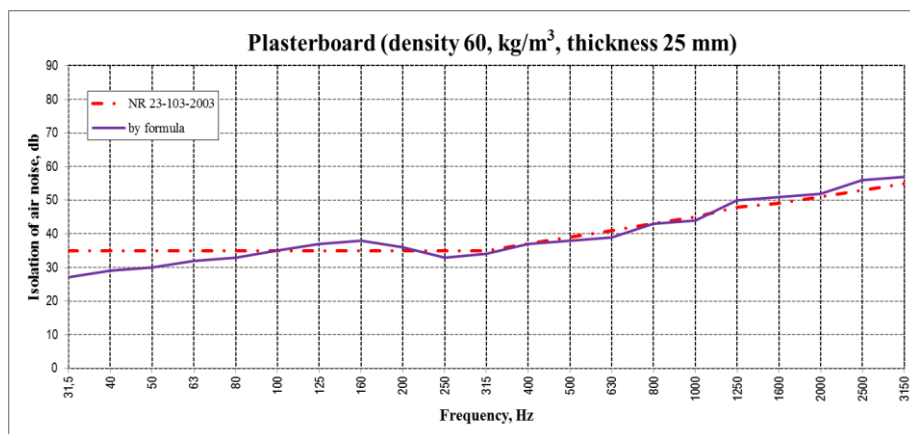
The object of the study is a thin double-layer surrounding structures of buildings in the Republic of Uzbekistan.

The purpose of the scientific research will be to develop the theoretical and practical provisions of two-layer thin building envelopes, specifically, in the creation of a theoretical method of calculation.

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In accordance with the set goal, the following tasks will be solve in the research work:

- theoretical and methodological approaches and provisions to the formation of double-layer thin enclosing structures in Uzbekistan and abroad were studied on printed and dissertation sources;
- factors determining technical parameters of two-layer thin protecting designs are revealed and structured;
- classification by external and internal construction and technical parameters of positions of two-layer thin protecting designs and degree of their influence on rational use of resources will be carried out;
- graph-analytical model of calculation of two-layer thin protecting designs will received;
- technical parameters of two-layer thin protecting designs providing noise isolation according to requirements of norms will be defined;
- program of the automated calculation of two-layer thin protecting designs will be developed and recommendations on its use in practice of design are made.



Graphic 1. Graphic of sound insulation enclosing structures

The methods of use. To solve the problems in the thesis will be use in a complex of theoretical and empirical methods, including: in the review part of the methods of scientific analysis, synthesis, in the construction of the working hypothesis - hypothetical-deductive, abstraction, idealization, in the justification of the method of two - layer thin enclosing structures-graph-analytic modeling, information technology. When writing the thesis text, attention will be paid to strict adherence to the dialectical law of the party (structural and temporal), correct definition of concepts. As a means of research in scientific work will be used information, mathematical and linguistic means of research. In General, the presentation of dissertations will pay attention to the internal connection of logical constructions, enhanced by the use of accepted grammatical and stylistic turns of speech of the scientific language

Practical value of the work. The information and normative basis of the research will be based on the legal acts of the Republic of Uzbekistan, standards and guidance documents of the state Committee of Architecture of the Republic of Uzbekistan, materials published in scientific monographs and periodicals, as well as own calculations of the dissertation.

Rationale we have developed a theoretical method tailored to the requirements of norms in construction will be determined by the theoretical importance and its use in the design phase of a thin two-layer enclosing structures, which would represent a practical significance of the dissertation research

The scientific novelty of the work will determined by the author's development to substantiate the theoretical and methodological provisions and practical recommendations for the formation of the mechanism of automated calculation of noise insulation of two-layer thin surrounding structures of buildings.

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INFORMATION SECURITY

IMPORTANCE OF INTERNATIONAL COOPERATION IN FIGHT AGAINST CYBERCRIMES

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Abstract

This article analyses questions of increase in efficiency of counteraction to cybercrimes by means of adoption of the uniform convention and creation of uniform global body for counteraction to cybercrimes.

Keywords: cybercrime, state, world, cooperation, globalization.

Taking into account internationalization counteraction against cybercrimes assumes world scales. The effective solution of the problem of counteraction against cybercrimes demands the coordinated international actions and cooperation. In the course of conducting investigations law enforcement agencies of various states have to cooperate among themselves, providing potentially useful information directly to bodies of other state. At the same time, depending on the relations between the interested states, character of the relevant information and other factors there can also be a need for development of powers and procedures for the international agreement.

The absence at the global level of the uniform centre (body) for coordination of fight against information crimes and effective international document remains a current problem. Mechanisms of official state cooperation, as a rule, demand definition of "the central body" which is responsible for processing of the entering and proceeding inquiries by usual or diplomatic mail. The agreement of the CIS in crime control, for example, demands that the State Parties defined "the list of competent authorities". According to this agreement competent authorities of the Republic of Uzbekistan are the Ministry of Internal Affairs, National security Service, the State Customs Committee and the General Prosecutor's Office.

According to the Convention of the Council of Europe on computer crimes, the parties have to specify the central bodies which are responsible for questions of delivery and rendering mutual legal assistance [1].

Taking into account the stated and also carried out analysis of the international agreements and normative legal acts of the foreign countries which are not installing concrete mechanisms and not having conceptual character, various contradictory positions of the states it is possible to come to a consensus that today there is no uniform effective approach to a solution. The efficiency of international cooperation depends not only on efforts of the states, but also on quality and effectiveness of international acts. Lack of effective mechanisms within one complex international document interfere with establishing effective international cooperation. The history demonstrates that thanks to adoption of such documents powerful practical results were achieved. If necessary and emergence of real threat for mankind, the states together with the international organizations, with active participation of the state's permanent members of the UN Security Council,

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can always compromise and solve a problem.

Thus, one of conditions of creation of effective system of the international information security is development and adoption of the modern, universal international legal act providing adequate protection against new threats, but considering national sovereignty of the states in difference from the out-dated European convention on cybercrime. The conclusion of the universal international treaty on fight against information crimes which would consider already accumulated experience of international agreements in the field and features of the national legal system of member countries, quite difficult and labour-consuming task. Today question of need of adopting global obligatory international act providing the general principles of fight against information crimes, questions of civil and criminal liability, the list of penal acts, concrete mechanisms of international cooperation in the field of counteraction to information crimes and professional development of law enforcement officers, data exchange and to legal proceedings become very significant. The separate **Convention of the UN on fight against cybercrimes and ensuring global information security** which at the international level would help to fight in a complex and systemically could become such universal regulator and also to counteract cybercrime and cyberterrorism.

For the analysis of a state and exchange of information about cybercrime between the participating countries of SCO, the EU and other regional organizations, assessment of the preventive measures and operational actions taken at the national level and also carrying out special training of law enforcement officers, judicial and public prosecutor's shots it is necessary to create within the INTERPOL **the Global coordination centre for counteraction by cybercrime**. Creation of this Centre will allow to carry out systemically collecting, data processing, rendering information, technical and criminalistics support of law enforcement agencies of Interpol member countries to the relevant divisions, coordination of joint investigations and also specialized education and training of experts. The centre can promote carrying out necessary researches and creation of the software, to be engaged in assessment and the analysis of the existing and potential threats, drawing up forecasts and release of preliminary preventions. The field of activity of the Centre will also include the help to judges, prosecutors and law enforcement officers.

In view of scale of a problem, the dynamic growth of cybercrime in the world, emergence of real risks and threats for mankind, the international institutes and the countries are obliged to come to the general consolidation of forces of law enforcement and judicial authorities, having forgotten about the ambitions, for rescue of the existing world order.

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