

OPEN ACCESS | PEER REVIEWED | MONTHLY JOURNAL

# A M E R I C A N

JOURNAL

OF PEDAGOGICAL AND EDUCATIONAL RESEARCH

OCTOBER 2022

VOLUME 05



# American Journal of Pedagogical and Educational Research

Vol. 5 (2022)

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**STRATEGY OF GREAT LEADERSHIP IN RUSSIAN COMPANIES**

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| <b>ABSTRACT</b>   | <b>KEYWORDS</b>   |
|---|---|
| <p>In this work the problem of leadership as the main mechanism of regulation of an enterprise is raised on the example of Russian organizations. Also outlines the main concepts related to leadership and presents data and results of the survey on the qualities of a leader. Special attention is given to the identification and description of the main strategies of leadership in Russia. Situational approaches and theories of leadership in general are also highlighted.</p> | <p><i>Russian companies, leadership, workplace, the policy, the characteristics, company's activities, business management.</i></p> |

**Introduction**

Every year the activities of Russian companies bring more and more results, and the companies themselves, in turn, enter the world arena. The functioning of companies becomes effective as a result of the impact of methods for regulating the activities of its employees. One of these methods is leadership.

Leadership is the quality of a manager (leader), which allows you to direct the work of people so that the company's activities become more efficient and effective. The leader must be able to motivate people working in the company, create comfortable working conditions that would make employees want to visit their workplace.

In the course of this, leadership begins to play an important role in the management of the organization, not only in Europe and the United States of America, but also in Russia. Russian leaders began to take into account the importance of this concept in the field of entrepreneurship and management.

A large number of studies have been conducted that emphasize the relevance of this topic and problem, which is expressed in the following: the policy and methods of leadership in Russian organizations.

The object of research is management and its component - leadership. The subject of the research is the tactics of leadership in Russian organizations.

The purpose of this work is to identify the characteristics of leadership in Russia, conduct a survey among ordinary people on the most important qualities of a leader in a company, as well as identify the level of leadership in Russia, and at the same time identify the degree of influence of a leader on the success of a company and determine its place in business management.

The concept of leadership began to appear between 1930-1950, and it immediately became quite large-scale and systematic. Leadership is the desire and ability to manage people, as well as the ability to influence their activities to achieve common goals.

During these times, research was conducted aimed at studying the personal traits of effective leaders in various organizations. In the course of these studies, a personal theory of leadership emerged. Based on it, all successful leaders have a number of qualities due to which they have achieved efficiency in

their activities and as a result, if it were possible to identify these qualities, they could be taught to other people so that their activities begin to bring the same results. An example of such qualities are: intelligence, initiative, sociability and others. However, in the process of correlation of the above qualities with the personal qualities of leaders, no common ones were found. And already in 1948, the American psychologist Ralph Stodill determined that in specific situations, leaders act differently and show different personal qualities. From the foregoing, it follows that the leader is not given all the qualities that would help him act most effectively in every situation, and therefore personal characteristics are not the only ones in the leader's assessment. However, not long after the conclusion of R. Stodill, in 1935, Tid Ordway, an American researcher who specialized in economics and business, published a book called "The Art of Leadership", where he singled out a number of qualities that, in his opinion, are the most important for a leader:

Honesty;

Involvement in business;

Goodwill and good mood;

Hardened from external factors (affecting both the physical and psychological state of a person);

Understanding and awareness of the goals of the company, as well as the direction in which it operates.

Combining the research conducted in this area, in management, as a rule, two types of leaders are distinguished:

a democratic leader who empowers employees with more power and authority;

autocratic leader - a leader who believes that power should belong to one person, fully follows his legal authority in making decisions, and also uses power that is coercive, with elements of encouragement.

Subsequently, Robert Tannenbaum and Warren Schmidt singled out another type - mixed, where each of the previous two has its share of subordinate interference in decision-making and task consideration. In the 19th and 20th centuries research has been done on this topic. One of which was an experiment at Ohio State University that aimed to identify the main behavioral leadership styles:

Attention to employees. In this case, the leader is characterized by such behaviors as friendliness and openness in communication. The leader, as a rule, directs his attention to the needs and emotions of subordinates.

Structure initiation. In this case, the leader is inherent in the desire to develop a thorough plan of action for subordinates, as well as a schedule for their work. The leader no longer devotes so much time to the feelings of employees, as in the first case, but directs his activities and the activities of his subordinates to achieve common work goals.

Speaking on the topic of leadership, the problem of the dependence of leadership methods on specific circumstances at work is often raised. This has given rise to a situational approach to the consideration of leadership and its models.

So, for example, among the first theory of the American psychologist Fred Fiedler. He singled out two types of leaders, thereby trying to bring each of them closer to specific circumstances. The first of these types was that the leader focuses on the work tasks that he sets for himself, and the second that the leader focuses on the relationship with subordinates.

## **Conclusion**

Finally, the last type of leadership should be noted - service, the main task of which is to motivate employees to perform work, as well as to achieve their goals. Service-type leaders try not only to achieve common goals, but also to satisfy the needs of subordinates that would help them cope with their work.

In order to make it easier to manage the leadership system, management introduced such a concept as strategy. With the help of a leadership strategy, one can determine what qualities and knowledge a leader needs to have, the required number of managers in the company, as well as the goals that leaders

will need to achieve. All this can be determined only through a thorough study of the existing situation in the company. With a well-defined leadership strategy, the company will be able to achieve its goals earlier, as well as using fewer resources.

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## ДИНАМИКА РАЗВИТИЯ ФИЗИЧЕСКИХ КАЧЕСТВ У ЮНЫХ ФУТБОЛИСТОВ

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### ABSTRACT

Общая выносливость у юных футболистов с возрастом увеличивается. Причем это увеличение носит неравномерный характер. Несущественный рост ее величины на этапе начального обучения (возрастет 8 до 10 лет) сменяется резким приростом в возрастных группах от 11 до 16 лет (этап специализации). После 16 лет (этап спортивного совершенствования) наблюдается снижение темпов прироста общей выносливости. Увеличение аэробного компонента выносливости, связанное с естественным приростом, а также с воздействием тренировочных и соревновательных нагрузок, заканчивается в основном к 20-21 году.

### KEYWORDS

Существенная динамика скоростной выносливости наблюдается в возрасте 12-15 лет. Естественный прирост скоростной выносливости заканчивается к 18-19 годам, и ее уровень составляет 90-95% соответствующего уровня взрослых футболистов.

*Скоростные возможности.* Скорость бега у юных футболистов значительно увеличивается с 8-летнего возраста и, по существу, к 17-18 годам достигает уровня взрослых футболистов. За период подготовки (от 8 до 18 лет) скоростные возможности юных футболистов повышаются в среднем на 20-25%.

Изменение скорости бега с возрастом происходит неравномерно. Этап начального обучения не отличается выраженным ростом скоростных способностей. Прирост скорости бега на этом этапе не превышает 3-4%. Наибольший прирост ее величины заметен в период с 11 до 15 лет. Так, прирост скорости бега на 15 и 30 м в этот период составляет около 17%. Это говорит о том, что этап специализации является предпочтительным, с точки зрения воспитания скоростных возможностей юных футболистов.

На период от 15 до 18 лет приходится около 5% прироста этого физического качества. Факт стабилизации скорости бега у 17-18-летних футболистов на уровне взрослых квалифицированных спортсменов говорит о том, что в дальнейшем значительного

естественного прироста скорости не предвидится и можно лишь совершенствовать ее в процессе круглогодичной тренировки.

*Скоростно-силовые качества.* В период от 8 до 11 лет темпы прироста скоростно-силовых качеств незначительны и не превышают 7-8%. Это связано с низкими возможностями детей данного возраста.

Этап спортивной специализации характеризуется ускоренными темпами роста рассматриваемого качества. Существенный прирост скоростно-силовых качеств на этом этапе объясняется повышением скоростных качеств (особенно быстроты, темпа движения) в возрасте от 10-11 до 13-14 лет и естественным ростом силовых возможностей детей и подростков в 14-16 лет. Эту зависимость и закономерность повышения скоростно-силовых качеств необходимо учитывать при выборе средств и методов при их воспитании.

Этап спортивного совершенствования характеризуется снижением темпов прироста скоростно-силовых качеств. Рост скоростно-силовых качеств стабилизируется к 19-20 годам.

Анализ динамики развития физических качеств у юных футболистов разного возраста показывает следующее:

|| с возрастом, начиная с этапа начальной подготовки, все физические качества имеют тенденцию к росту;

|| на этапе наибольшего естественного роста оптимальное воздействие тренировочной нагрузки может ускорить прирост данного качества;

|| стабилизация показателей разных физических качеств на уровне взрослых футболистов происходит в разных возрастных группах: скорость достигает наивысших показателей в возрасте 16-17 лет, скоростная выносливость и скоростно-силовые качества - к 18-19 годам, общая выносливость и сила - к 20-22 годам;

|| наиболее благоприятный возраст для воспитания скорости бега — 11-13 лет, скоростно-силовых качеств 13-15 лет, общей выносливости 12-16 лет, силы — 15-18 лет.

На начальном этапе наиболее эффективна разносторонняя тренировка. Чрезмерное увлечение узкоспециализированными упражнениями нередко приводит к задержке роста мастерства на следующих этапах.

У детей 8-10 лет наблюдаются наиболее благоприятные возможности для развития ловкости, гибкости и быстроты.

Важное значение на этапе начальной подготовки имеет развитие ловкости, которая создает основу для успешного овладения сложными в координационном отношении действиями. Причем воспитание ловкости на данном этапе должно идти, прежде всего, по пути образования ее общей базы, вследствие чего на дальнейших этапах подготовки будет воспитываться специальная ловкость футболиста. На этом этапе футболистов обучают широкому кругу разнообразных двигательных действий. Наиболее распространенным методом воспитания ловкости на данном этапе будет игровой. При воспитании ловкости как способности овладеть новыми движениями используемые упражнения постоянно должны включать элементы новизны. По мере автоматизации навыка значение данного упражнения с точки зрения воспитания ловкости снижается.

В целях развития ловкости применяют подвижные игры, эстафеты с комплексом различных движений (бег, прыжки, повороты, броски и ловля мячей), упражнения из акробатики (кувырки вперед и назад, кувырки после прыжков, сочетание кувырков с поворотами), прыжковые

упражнения (прыжки в длину, высоту, тройные, пятикратные, с поворотом на 90°, 180°, в приседе и т.п.), беговые упражнения (бег по «восьмерке», по дуге вправо и влево, скрестным и приставным шагом, бег по меткам и т.п.).

Упражнения, направленные на развитие ловкости, довольно быстро ведут к утомлению. Поэтому их целесообразно проводить в начале тренировочных занятий, а также после интервалов отдыха.

Этап начальной подготовки наиболее благоприятен для развития гибкости, поскольку организм детей в этом возрасте более пластичен, чем в последующие периоды развития, когда по мере окостенения хрящевых тканей уменьшается подвижность в сочленениях. При воспитании гибкости важно обеспечить широкое и гармоничное развитие подвижности во всех суставах. При этом большее внимание следует уделять тем звеньям опорно-двигательного аппарата, которые преимущественно несут нагрузку в деятельности футболистов.

Основными средствами для воспитания гибкости являются упражнения на растягивание. Для данного возраста особенно полезно применять упражнения в активном динамическом режиме. Это, как правило, упражнения из основной или вспомогательной гимнастики (ОРУ), избирательно воздействующие на те или иные группы мышц, связок (махи и вращательные движения туловищем, вращательные движения в голеностопном и тазобедренном суставах). Активные упражнения различаются по характеру выполнения: однофазные и пружинистые; маховые и фиксированные; с отягощениями и без отягощений.

Основной метод развития гибкости - повторное выполнение упражнений с постоянно возрастающей и возможно полной амплитудой движений. Темп выполнения упражнений на гибкость устанавливается в зависимости от их характера и целевого назначения, а также от уровня подготовленности занимающихся.

При развитии быстроты, прежде всего, уделяют внимание следующим ее компонентам: скорости двигательной реакции, скорости отдельных движений, способности в короткое время увеличивать темп движений. Предпочтение отдается игровому методу, в котором проявляются естественные формы движений и нестереотипные способы их выполнения; упражнениям, выполняемым в виде эстафет на заранее обусловленные сигналы (звуковые, зрительные), для футболистов этого возраста пробегаемая дистанция в одном повторении не должна превышать 15-20 м. Важно, чтобы каждое повторное выполнение не приходилось на фазу недовосстановления.

На этом этапе целесообразно развивать скорость бега с помощью игры в футбол и упражнений с выполнением технических элементов. Игровые упражнения и различные эстафеты (рывки на короткие дистанции, с изменением направления, в сочетании с прыжками и т.д.) позволяют поддерживать интерес ребят к их выполнению.

Целенаправленных занятий на воспитание скоростно-силовых качеств, общей и скоростной выносливости на этапе начальной подготовки, как правило, не проводится. Воспитание этих качеств проходит в основном в занятиях с комплексной направленностью.

Этап спортивной специализации характеризуется хорошей базой общей физической подготовки (состояние здоровья, осанка, координационные и функциональные возможности). Основная направленность физической подготовки на данном этапе — воспитание качеств быстроты и общей выносливости, специальной ловкости и гибкости футболистов, становление базы скоростно-силовых возможностей.



Ловкость футболистов воспитывается как неспецифическим и упражнениями, применяемыми на этапе начальной подготовки (подвижные и спортивные игры, эстафеты, прыжки и бег), так и специфическими (упражнения с мячами). Причем объем упражнений неспецифического характера постепенно уменьшается, а их сложность и новизна увеличиваются.

При выполнении упражнений нужно стремиться к согласованности движений (Например, согласованность в переходе от бега к прыжкам, кувыркам, бегу спиной вперед, приставным шагом). При этом формируются способности осваивать Координационно сложные действия.

Основными средствами развития гибкости являются общеподготовительные и специальноподготовительные упражнения на растягивание, выполняемые с большой амплитудой. Эти упражнения подразделяются на активные, пассивные (с помощью партнера) и комбинированные. Метод воспитания гибкости — повторный. В среднем количество повторений упражнения должно достигать 10-15 раз.

Динамические упражнения на растягивание выполняют, постепенно увеличивая амплитуду до максимума. Сигналом к прекращению повторений служит сокращение амплитуды движений.

Футболисты, как правило, применяют упражнения для нижних конечностей (махи ногами, круговые движения в тазобедренном, голеностопном суставах).

Для воспитания быстроты применяют соревновательный повторный и игровой методы. Причем в эстафеты включают выполнение элементарных технических приемов (например, удара по мячу, передачи мяча). Стартовать в эстафетах целесообразно из разных исходных положений. На данном этапе при воспитании быстроты используют также метод динамических усилий. Это упражнения в прыжках, в чередовании прыжков с рывками.

При воспитании скорости бега с помощью повторного Метода необходимо соблюдать следующие характеристики:

1. Интенсивность упражнения должна быть максимальной, чтобы противостоять «стабилизации» скорости, Можно использовать ряд методических приемов (бег в облегченных условиях — под гору; чередование рывков в усложненных условиях — в гору с рывками, под гору и т.п.).
2. Длительность выполнения рывка зависит от длины пробегаемого расстояния (10-20 м — стартовая скорость и 30-40 м — дистанционная скорость).
3. Длительность пауз отдыха зависит от длины пробегаемой дистанции. В беге на 15-20 м она должна составлять 45-60 с, а в беге на 30-40 м — 75-90 с. Уменьшение длительности интервалов отдыха способствует совершенствованию скоростной выносливости.

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## ФОТОЭМИССИЯ ИЗ МЕТАЛЛИЧЕСКИХ НАНОЧАСТИЦ В КРЕМНИЙ

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| <b>ABSTRACT</b>   | <b>KEYWORDS</b>   |
|---|---|
| <p>В работе рассматривается фотоэмиссия из металлических наночастиц с учетом возбуждения в них локализованного плазменного резонанса и изменения электромагнитного поля и массы электрона проводимости на границе металл-полупроводник. Приводятся численные расчеты по сечению, увеличения электрического поля внутри наночастиц, фотоэмиссионного тока и т.д. в зависимости от длины волны падающего света.</p> | <p><i>локализованный плазменный резонанс, наночастица, поверхностная фотоэмиссия, сечение, длина волны.</i></p> |

### ВВЕДЕНИЕ

Как известно, флуктуация электронной плотности наночастиц металлов имеет резонансную частоту в видимой и инфракрасной частях спектра — локализованный плазменный резонанс (ЛПР). Поэтому основной задачей наноплазмоники является изучение оптических и электрофизических процессов, вызванных ЛПР. ЛПР возникает, когда поверхностные заряды образуют потенциальную яму, а электроны в этой яме колеблются под действием внешнего электромагнитного поля (ЭМ). Частота ЛПР для мелких частиц не зависит от их размера, а зависит от их формы, материала и окружающей среды. При возбуждении ЛПР наночастица ведет себя как резонатор. Резонансные свойства металлических наночастиц и сбор ЭМ в их окружении позволяют наблюдать множество новых эффектов. На основе этих эффектов были предложены и реализованы оптоэлектронные устройства с плазмонными наночастицами [1, 2].

Одним из эффектов, возникающих при возбуждении ЛПР, является фотоэмиссия наночастиц. Фотоэмиссия наночастиц резко отличается от фотоэмиссии макроскопических металлических структур, потому что ЭМ внутри и вокруг наночастиц резко возрастает, а отношение поверхности наночастиц к объему намного выше, чем у макроскопических структур. Потому что большая площадь поверхности и высокая интенсивность ЭМ важны для фотоэмиссии. Таким образом, эмиссия фотоэлектронов на единицу массы наночастиц намного больше, чем у макроскопических структур. Повышение эффективности фотодетекторов за счет наночастиц имеет большое практическое значение. Для определения фотоэмиссии из наночастиц и ее оптимальных параметров необходимо определить сечение фотоэмиссии [3-5].

Настоящая работа посвящена изучению поверхностной фотоэмиссии металлических наночастиц с учетом возбуждения ЛПР и показано, что фотоэмиссия наночастиц более

эффективна, чем фотоэмиссия макроструктур. На поверхности металлических фотоприемников созданы микро- и наноструктуры для повышения их эффективности, но так как эти структуры имеют хороший электрический контакт с металлическими оболочками, в них нельзя возбуждать ЛПП и усиливать фотоэмиссию. Увеличение поверхностной фотоэмиссии металлических наночастиц за счет возбуждения ЛПП наблюдалось на практике, но теоретически и систематически этот процесс не изучался [6-8].

### ТЕОРЕТИЧЕСКИЕ ОСНОВЫ

В данной работе рассмотрена поверхностная фотоэмиссия с металлических наночастиц с учетом возбуждения ЛПП, которая учитывает скачкообразные изменения электрического поля и массы электрона на поверхности, что приводит к резкому увеличению фотоэмиссии.

Сечение фотоэмиссии металлических наночастиц определяется из выражения [1, 9-12]

$$\sigma_{ph-em} = \frac{8\pi\hbar\omega}{cn_+} C_{em} |F|^2 K_{geom}, \quad (1)$$

а фотоэмиссионный ток

$$J_{ph-em} = C_{em} |F|^2 K_{geom} |E|^2, \quad (2)$$

где  $n_+ = \text{Re} \sqrt{\varepsilon_+}$ ,

$C_{em} = \frac{e^2 k T V^2}{\pi^2 \hbar^5 \omega^4} \int dx [1 + (\hbar\omega/V - 1)/x]^{1/2} \ln(1 + \exp(\frac{E_f - Vx}{kT})) U(x) |K_{dis}(x)|^2$  - вероятность фотоэмиссии;

$$U(x) = \frac{4r_m^2}{(r_m + 1)^2} \frac{x}{[x + r_m(1-x)] \{ (x + \hbar\omega/V)^{1/2} + [r_m(x + \hbar\omega/V - 1)]^{1/2} \}^2},$$

$$K_{dis}(x) = \frac{1}{2} (1 + \varepsilon_- / \varepsilon_+) [1 + \frac{1-r_m}{1+r_m} (2x + \hbar\omega/V - 1)] + \frac{1}{2} (1 - \varepsilon_- / \varepsilon_+) [x + \hbar\omega/V]^{1/2} + i(1-x)^{1/2}]^2 -$$

функция, учитывающая скачкообразного изменения электрического поля на границе;

$$F = \frac{1}{1 + R_{dep} - iR_{rad}} \frac{\varepsilon_+}{\varepsilon_+ + (\varepsilon_- - \varepsilon_+)L} -$$

фактор, учитывающий увеличения интенсивности электрического поля внутри наночастицы,

$$R_{dep} = \frac{\varepsilon_+}{\varepsilon_+ + (\varepsilon_- - \varepsilon_+)L} (A\varepsilon_+ y^2 + B\varepsilon_+^2 y^4), \quad R_{rad} = \frac{16}{9r} \left(\frac{m_+ a}{\lambda}\right)^3 \frac{\varepsilon_+}{\varepsilon_+ + (\varepsilon_- - \varepsilon_+)L},$$

$$L = \frac{r^2}{2} \int \frac{du}{(u + r^2)^2 (u + 1)^{1/2}} -$$

- функции, учитывающие деполяризацию ва радиационных потер;

$$\varepsilon_-(\lambda) = \varepsilon_m(\lambda) + (\lambda/\lambda_p)^2 \left[ \frac{1}{1 + i\lambda/\lambda_f} - \frac{1}{1 + (i\lambda/\lambda_f)(a_c/a + 1)} \right], \quad \varepsilon_m(\lambda) = \varepsilon_\infty + (\lambda/\lambda_p)^2 \frac{1}{1 + i\lambda/\lambda_f},$$

$$\varepsilon_+(\lambda) = \varepsilon_\infty + \sum_{i=1}^3 \frac{C_i}{1 - (\frac{1.242}{\lambda E_i})^2 - i \frac{1.242}{\lambda E_i} \gamma_i} - F_1 \chi_1^{-2}(\lambda) \ln[1 - \chi_1^2(\lambda)] - F_2 \chi_2^{-2}(\lambda) \ln \frac{1 - \chi_1^2(\lambda)}{1 - \chi_2^2(\lambda)} -$$

- диэлектрические функции нанометалла и кремния [6, 12, 13].

### РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЯ

На основе приведенных выражений составлена программа на Visual Basic-6.0 для вычисления плазменные параметры металлов, а также сечения, фотоэмиссионного тока и фактора увеличения интенсивности электрического поля внутри наночастицы фотоэмиссии из металлических наночастиц в зависимости от длины волны падающего света. Программа позволяет вводить и изменить энергию выхода, энергию Ферми, приведенную массу электрона, плазменных параметров, размеров наночастиц и т.п. Особенность программы состоит в том, что результаты расчетов в единой программной среде экспортируются на MS Excel и выражаются не только в табличном, но и в графическом виде [8]. Результаты расчета приведены в виде графиков на рис. 1 – 4.

В таблице приведены результаты расчетов плазменных параметров металлов. Для сравнения, там же приведены результаты работы [2] и значения  $\chi^2$ , указывающие точность вычислений.

Таблица. Плазменные параметры металлов

| Элемент   | $\lambda_p, \mu\text{m}$ |       | $\lambda_p, \mu\text{m}$ | $\epsilon_\infty$ | $\chi^2$ |
|-----------|--------------------------|-------|--------------------------|-------------------|----------|
|           | расчет                   | [2]   |                          |                   |          |
| <b>Au</b> | 0,143                    | 0,138 | 7,492                    | 8,763             | 0,201    |
| <b>Cu</b> | 0,149                    | 0,141 | 3,412                    | 6,296             | 0,327    |
| <b>Ag</b> | 0,126                    | 0,136 | 4,056                    | 6,781             | 0,241    |
| <b>Al</b> | 0,050                    | -     | 0,775                    | 28,047            | 1,052    |
| <b>Ni</b> | 0,130                    | -     | 0,908                    | 4,950             | 0,040    |
| <b>Pt</b> | 0,164                    | -     | 1,298                    | 0,248             | 0,023    |
| <b>Zn</b> | 0,086                    | -     | 0,631                    | 6,145             | 0,573    |
| <b>Ti</b> | 0,149                    | -     | 0,718                    | 3,606             | 0,088    |

По результатам расчета спектральной зависимости сечения фотоэлектронной эмиссии ( $\sigma$ ) наночастиц металла (Рис. 1) с размером  $a=10$  нм в кремнии свидетельствует о том, что в качестве материала наночастицы может быть использован не только дорогостоящий золото, а серебро или медь. Причем наночастицы меди имеют наиболее высокие значения сечения фотоэлектронной эмиссии.

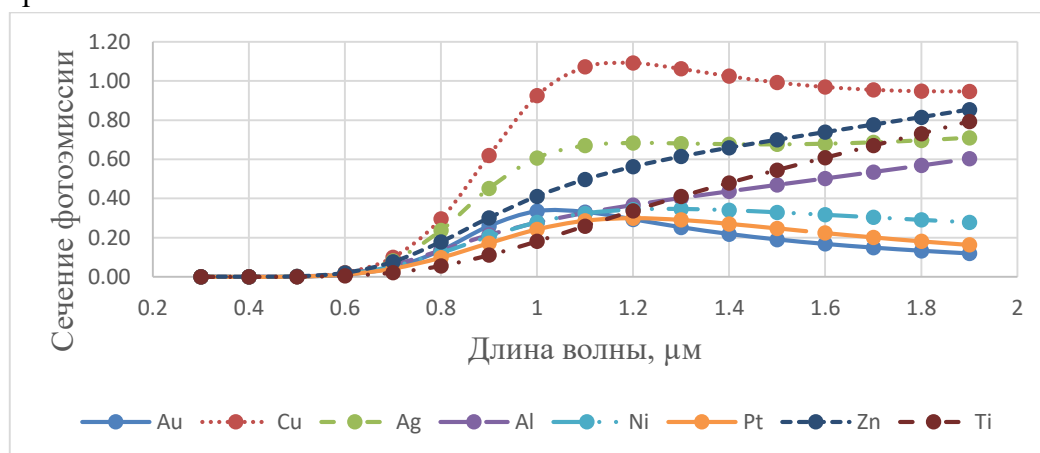


Рис. 1. Результаты расчета спектральной зависимости сечения фотоэлектронной эмиссии ( $\sigma$ ) наночастиц металла с размером  $a=10$  нм в кремнии.



На рис. 2 приведены результаты расчета спектральной зависимости сечения фотоэлектронной эмиссии ( $\sigma$ ) наночастиц металла (Cu) в кремнии в зависимости от их размера. Как видно из рисунка, что наиболее высокое значение сечения фотоэлектронной эмиссии достигается при  $a=4$  нм. С ростом размера наночастицы меди сечение фотоэлектронной эмиссии снижается и максимум кривой сдвигается вправо.

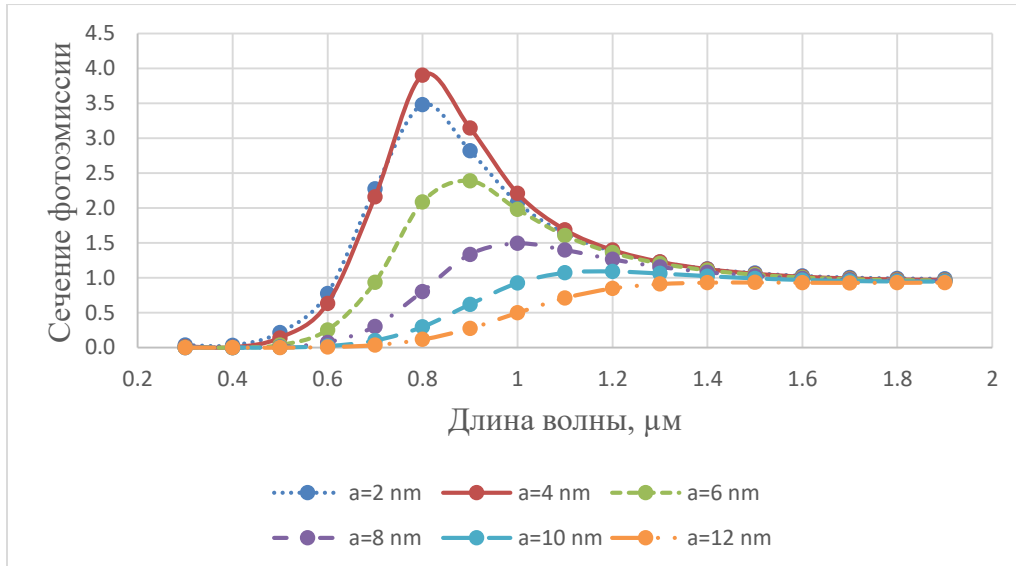


Рис. 2. Результаты расчета спектральной зависимости сечения фотоэлектронной эмиссии ( $\sigma$ ) наночастиц металла (Cu) в кремнии в зависимости от их размера.

На рис. 3 приведены результаты расчета спектральной зависимости интенсивности электрического поля фотоэлектронной эмиссии ( $F^2$ ) наночастиц металлов в кремнии. Как видно из рисунка, что наиболее высокое значение интенсивности достигается для золота.

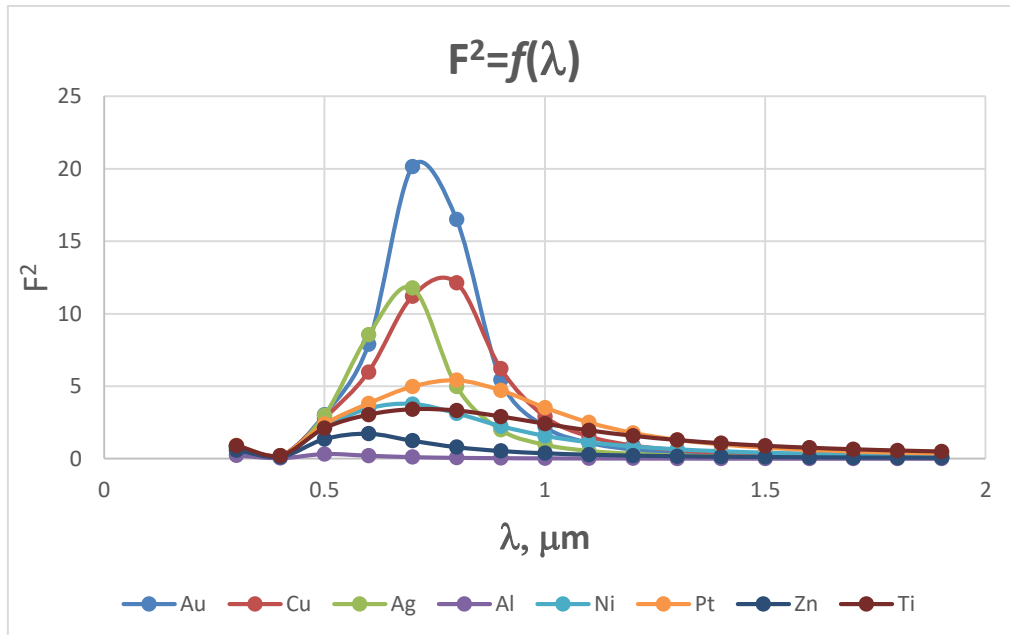


Рис. 3. Результаты расчета спектральной зависимости увеличения интенсивности электрического поля фотоэлектронной эмиссии ( $F^2$ ) наночастиц металлов в кремнии.

На рис. 4 приведены результаты расчета спектральной зависимости фотоэмиссионного тока ( $J_{fem}$ ) наночастиц металлов в кремнии. Как видно из рисунка, что наиболее высокое значение фотоэмиссионного тока достигается для серебра и меди.

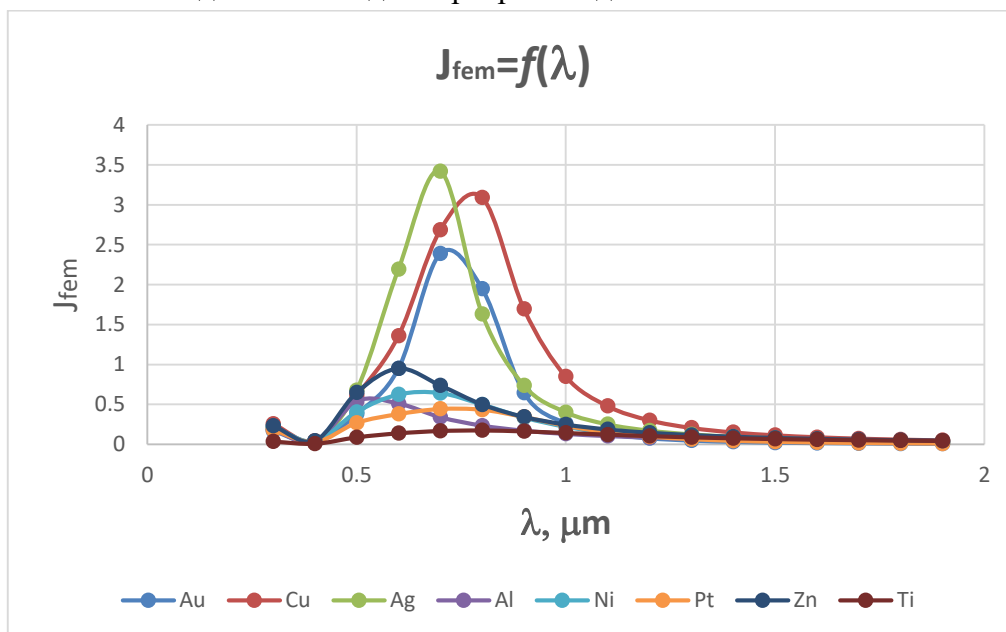


Рис. 4. Результаты расчета спектральной зависимости фотоэмиссионного тока ( $J_{fem}$ ) наночастиц металлов в кремнии.

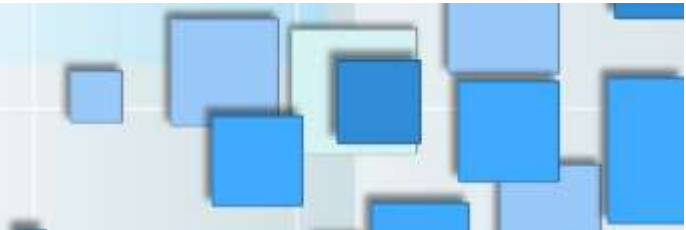
## ЗАКЛЮЧЕНИЕ

Таким образом, наиболее значимыми результатами проведенного исследования являются следующие:

- Разработана программа на Visual Basic-6.0 для вычисления плазменные параметры металлов, а также сечения, фотоэмиссионного тока и фактора увеличения интенсивности электрического поля внутри наночастиц в зависимости от длины волны падающего света. Программа позволяет вводить и изменить значения энергии выхода, энергии Ферми, приведенную массу электрона, параметров плазменных процессов, размеров наночастиц и т. п. Результаты расчетов в единой программной среде экспортируются на MS Excel и выражаются не только в табличном, но и в графическом виде;
- Определены оптимальные размеры наночастиц металлов для достижения более эффективной реализации эффекта наноплазмоники;
- Показано, что в качестве материала наночастицы может быть использован не только дорогостоящие золото и серебро, но и медь. Причем наночастицы меди имеют наиболее высокие значения сечения фотоэлектронной эмиссии и фотоэмиссионного тока.

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## **HISTORY OF THE STUDY OF SOUTH KHOREZM**

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| <b>ABSTRACT</b>   | <b>KEYWORDS</b>   |
|---|---|
| The article describes the history of archaeological research in South Khorezm. The history of the research is divided into two main periods and analyzed. It is shown that the studies conducted during these periods were interconnected and the main achievements of each period are shown. | <i>southern Khorezm, Khiva, Khazorasp, Khumbuztepa, migration, cattle breeding, defense system.</i> |

During the years of independence of Uzbekistan, much attention is paid to the study of the ancient history of each region of the country. Studying the history of ancient times, analyzing changes in the way of life of people and stages of development, paying attention to the specific aspects of the development of regions, great importance is attached to determining the ways of their further development. This is especially important in the economic sphere and improving the living conditions of the population.

The history of the study of South Khorezm can be divided into two main periods:

The first period: the period from the 30s of the 20th century to 1991, which is associated with the activities of the participants of the Khorezm archaeological and ethnographic expedition.

The second period: the period of independence of Uzbekistan, which includes the period from the 90s of the twentieth century to the present day. At this time, cooperation with Russian scientists and the activities of scientists from the Khorezm Academy of Mamun were of great importance.

Although the research work carried out in these two periods organically continued each other, during the first period many archaeological sites were identified and preliminary information about them was analyzed. In the studies of the second period, the available data were confirmed, they were deeply analyzed on the basis of a new approach, and unknown aspects of the history of natural science were illuminated by the effective use of new achievements.

As a result of research conducted by members of the Khorezm archaeological and ethnographic expedition, organized in 1938 under the leadership of S.P. Tolstov, many monuments were discovered in the South Khorezm region. The results of these studies are reflected in scientific collections, materials and monographs of the Khorezm archaeological and ethnographic expedition[1].

In 1958, research work began on Khazorasp Castle, the oldest monument in the oasis[2]. As a result of research, the oldest cultural layer of the monument dates back to the millennium BC. It is proved that it belongs to the V-IV centuries. The plan of the monument, stages of development, archaeological finds and methods of processing pottery are analyzed on a scientific basis.

Among the research works carried out on the monuments of Southern Khorezm, an important place is occupied by the monograph "The History of Irrigation of Khorezm" by Ya. G. Gulomov[3]. During the study of the history of irrigation of Khorezm, the monuments in the South Khorezm region and the factors of their formation were identified in the work. The role of the Dovdon and Daryolik basins of the Amudarya in the irrigation of the South Khorezm oasis is shown.

During the study of the history of irrigation of Khorezm, the monuments in the South Khorezm region and the factors of their formation were identified in the work. The role of the Dovdon and Daryolik basins of the Amudarya in the irrigation of the South Khorezm oasis is shown. In 1984-1985, scientists of the Institute of History, Archeology and Ethnography of the Karakalpak Branch of the Academy of Sciences of UzR Mambetullaev M.M., Yusupov N.Yu., Yagodin V.N. cultural layer[4].

In the 10-20s of the 21st century, members of the South Khorezm expedition of the Mamun Academy continued archaeological research in Khumbuztepe. S.R. Baratov revealed traces of a temple and a pottery workshop in the lowest cultural layer of Khumbuztepa[5].

In the 60-70s of the 20th century, M.G. Vorobyeva, L.M. Itina, O.A. Vishnevskaya, N.N. Vakturskaya, A.V. Vinogradov, E.D. Mamedov conducted archaeological research in the monuments of Tuyamoininskaya hollows. They explored the monuments that may remain under the Tuyaboyinsky reservoir. These monuments are located on the caravan route, and the connection of ancient Khorezm with other countries was of great importance[6]. Research work was carried out at the sites of Kaparas, Elkharas, Sadvar, Jigarband. Also during this period, monuments of the Neolithic and Bronze Ages were discovered in the South Khorezm region.

One of the controversial issues put forward by scientists-researchers in the study of the South Khorezm region was the question of human settlement of the South Khorezm region. On this issue, V. Tarn, F. Altem, I. Gershevich, V. Henning, B. Gofurov, V. M. Masson, I. V. Pyankov, B. I. Weinberg, A. Askarov, S. R. Bolelov, S. R. Baratov, N. A. Egamberdieva for the first time put forward the idea that the Khorasmites lived in the east and moved to the southern regions of Khorezm in the Achaemenid period. S.R.Bolelov expressed his opinion and comments on the migration of Khorezmians as a result of archaeological research conducted in the area. According to him, BC. At the end of the 7th century, the Khorezmits settled southern Khorezm from the east. He believes that at first they built a tea house in the vicinity of Tuyamoin, on the left bank of the Amu Darya, and produced pottery. He expressed the opinion that the monuments of Khazorasp and Khumbuztepa were preserved from them. The issue of migration of Khorezmians was dealt with by N.A. Egamberdiev. On the basis of research on this issue, archaeological materials proved that the Khorasmites moved to the lower reaches of the Amu Darya not at the same time, but at different periods.

In the 60-90s of the 20th century, the defense systems of the ancient Khorezm fortresses were studied. The research work was carried out by K. Sobirov, M. Mambetullaev, G. Khodzhanliyazov. M. Mambetullaev singles out the fortifications of South Khorezm as a separate area of research[7]. The scientist dates the construction of the defensive structures of South Khorezm. This gives an idea that the system of defensive fortresses was formed in the border areas in the 4th-3rd centuries.

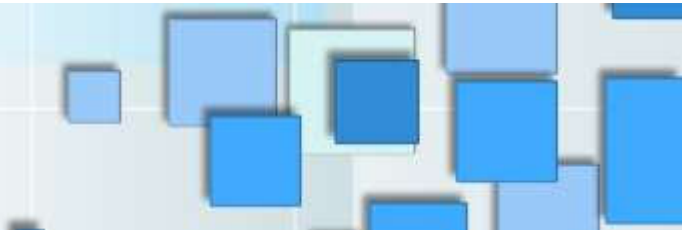
Members of the South Khorezm expedition of the Khorezm Academy of Mamun S.R. Baratov, M.S. Abdullaev, B.P. Sadullaev in subsequent years conducted important research in the study of the monuments of South Khorezm. Along with the continuation of archaeological research in Khumbuztepe, they discovered the Tuyamoininskaya hollow. Cultural monuments of nomadic

pastoralists of the 8th-5th centuries - Meshekli and Uchochak were found. It is alleged that these monuments are the tombs of the Saks, that is, autochthonous pastoral tribes.

In Southern Khorezm, such ancient cities as Khazorasp, Khiva, Koshkala, Khumbuztepa laid the foundation for the first urban processes of the Khorezm oasis. From later times to the present day, this area has been widely used by people. This is the reason for the appropriation of the surroundings and places of ancient fortresses. Today, it has become relevant to conduct large-scale studies of existing castles and prevent their disappearance without a trace.

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**PRINCIPLES OF CREATING THE CREATIVE STYLE IN  
TRANSLATION**

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| <b>ABSTRACT</b>   | <b>KEYWORDS</b>  |
|---|--|
| The purpose of the translation is to reflect the content of the original, to gain a deep understanding of the artist's style. In this case, the translator needs not only to know the meaning of the word, but also to understand the aspects of meaning in the text. The only way to determine the figurative and contextual meanings of artistic words in the work is related to knowing the author's original style. | <i>Style, author, translation, studies, scientific, translator, content, context, meaning.</i> |

"Recreating style" is a term in translation studies, it is called "vossozdanie stilya" in Russian and "recreating style" in English. A number of scientific studies have been carried out in this direction in world translation studies. In particular, M. in English translation studies. Baker, T. Herman, B. Bier, N. Enquist, G. Leech, M. Short, M. Jeremy, T. Parks, J. Vinay, J. Darbelnet, M. Winters, G. Saldanha, D. Holmes<sup>1</sup> research is important in this respect.

Russian Linguistics and Translation Studies. Baymusaeva, L.A. Ter-Sarkisyan, N.P. Chepel, A. Popovich, F. Gutinger, L.S. Barkhudarov, V. Humboldt, G.N. Pospelov, G. Gachechiladze, I.A. Kashkin, Ya.I. Retsker<sup>2</sup> in the works of scientists such as, among the issues of translation theory, attention is also paid to the problems of re-creating the style.

<sup>1</sup>Baker M. Toward a methodology for investigating the style of a literary translator. – London: Target, 12 (2), 2000. –P. 241-266.; Hermans Th. The translator’s voice in translated narrative. –London: Target 8(1), 2012. 23-48 p.; Boase-Beier J. Stylistic approaches to translation. –Manchester: St. Jerome, 2006. –P. 158.; Enkvist N. E. On defining style: An essay in applied linguistics. In Linguistics and style. –London: Oxford University Press, 1996. –P. 115.; Leech G., Mick Sh. Style in fiction: A linguistic introduction to English fictional prose. –London: Longman, 2006. –P. 405.; Munday Parks T. Translating style: The English modernists and their Italian translations. –Manchester: St Jerome, 2007. – P. 300.; Vinay J., Jean D. Comparative stylistics of French and English. A methodology for translation. – Amsterdam: John Benjamins, 1995. –P. 280.; Winters M. Modal particles explained: How modal particles creep into translations and reveal Translators’ styles. –London: Target 21(1), 2009. –P. 74–97.; Saldanha G. Translator style: Methodological considerations. –London: The Translator 17(1), 2011. – P. 25–50.; Holmes D. I. The analysis of literary style A review. Journal of the Royal Statistical Society. – London, 1985. –P. 328–341.

<sup>2</sup>Баймусаева, Б. Ш. Проблема воссоздания стиля оригинала (на материале переводов произведений О. Бокеева, О. Сарсенбаева, С. Елубаева на русский язык). –Казахстан: док.дисс.фил.наук., 2004. –С. 168.; Тер-Саркисян Л. А. Армянский исторический роман в русских переводах. Проблема воссоздания стиля. –Казахстан: док.дисс.фил.наук., 2004. –С. 168.; Чепель Н.П. Приемы воссоздания национально-исторического колорита оригинала в переводе (на материале перевода романа а.н. Толстого «Петр первый» на английский язык) –

Uzbek translation studies there are scientific observations in the works of scientists like Salomov, N. Komilov, R. Shirinova, Dj. Buranov, N. Nizamiddinova, Ya. Egamova, N. Dosbaeva, Q. Musaev, M. Bagoeva, M. Jo'raeva, H. Yusupova, R. Kasimova, N.F. Kasimova<sup>3</sup>

Therefore, "Translation is the art of re-creating and re-interpreting the original"<sup>4</sup>. Chinese scholar Libo Huang's opinion also confirms this: "The style of the author is considered sacred in translation."<sup>5</sup> Therefore, conveying the essence of the original through translation is a great responsibility for the translator.

Being able to convey the ideological content, methodological, spiritual and artistic value of the original text in another language requires great skill. In this regard, one of the great tasks of the translator is to distinguish the uniqueness of the style in the original, to be able to preserve its aesthetic appearance, artistic content and idea in the translation. The diversity of culture, religion, languages, and mentalities certainly affect the process of literary translation. In particular, the translation of the works of English-speaking writers into Uzbek, the non-repetition of the translation style along with the original style, the study of the author's style is one of the urgent issues in modern literary studies and biography.

One of the main tasks of recreating style in translation is to preserve the means of expression of the creator. According to translation scientist A. Popovich, a stylistic character appears in the process of creating a work, and in translation, the style can be changed or recreated as these are similar or different.<sup>6</sup> In this case, it is taken into account to preserve the translator's creative image style in the translation.

According to Theo Hermann, when the discourse of a text is translated, it is considered to contain more voices than a single "voice". "...the discourse of the translated text always includes a 'second' voice, which I refer to as the translator's voice, an indicator of the translator's discursive participation. The sound can be more or less. It can remain completely hidden behind the narrator, rendering it

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<sup>4</sup>Мусаев Қ. Таржима назарияси асослари. –Тошкент: Фан нашриёти, 2005. –Б. 9.

<sup>5</sup>Libo Huang. Style in translation. A Corpus-based perspective. –China, 2015. – P. 212.

<sup>6</sup>Попович А. Проблемы художественного перевода. – Москва, 1980. – С. 99.



undetectable in the translated text. It emerges directly and powerfully when it breaks the surface of the text that speaks for itself.<sup>7</sup> So, in the translation, the voice of the author and the voice of the translator come together. In this case, the scientist means style by "voice".

Artistic translation, first of all, requires a creative approach to work with style, to recreate it. One of the main tasks of the translator is to understand the main features of the style. "He who does not understand and feel the style should not be engaged in translation," writes K. Chukovsky<sup>8</sup>. R. Shirinova writes: "In addition to the translator's knowledge of the language and vocabulary, his choice of text, his attitude to it and his interpretation of the original are also important. In this, of course, the level of the translator and the level of development of the literature belonging to him play a big role. But the most important factor is the spiritual-psychological closeness and methodological commonality between the author and the translator, the commonality of their worldview and mutual harmony of their pains. The mutual harmony of heartaches, which inspired the translator, moved him, opens a wide way to translate the work of art with special passion and love."<sup>9</sup> Chinese scholar Libo Huang's opinion confirms the above view: "A translation should have the same ability to translate as the original."<sup>10</sup> The opinions of N. Komilov and T. Kakhharov also confirm the above views: "It is clear that spiritual closeness is a guarantee of success in artistic translation."<sup>11</sup> Therefore, it is a basic requirement that the creator and the translator are spiritually and spiritually compatible. Only then will it be possible to fully convey the original content to the reader. Libo Huang continues his point and writes: "The style of the translation 'reworks' the style of the OT (original text. Emphasis is ours. N.X.) style." However, in their later exposition, we see their "style" in genres such as poetry, prose, etc.; (2) the text type, for example, in "narrative", "explanatory", "controversial" genres; (3) we find a combination of genres, such as the style of the author»<sup>12</sup>. This can be called the definition given to recreate the style. Because the translator develops his style based on the style of the original. Dj. Buranov writes about this: "The closest connection between translation and style occurs in artistic translation. Literary translation is a special genre of translation, in which the artistic text is distinguished by its image method, emotion, expressiveness, organization, semantic ambiguity and other specific features. The interdependence of style and literary translation is first of all manifested in the existence of one and the same object of study»<sup>13</sup>. In fact, the object of the creator and the translator is one - the artistic text. Manifestation of emotional-expressive coloring in it depends on the skill in recreating the style.

After all, the Russian scientist L.S. Barkhudarov: "The translated text can never be complete and absolutely equivalent to the original text. Therefore, when translating from one language to another, in order to minimize semantic losses, one of the types of meaning should be sacrificed."<sup>14</sup> In particular, this aspect can be observed in translation works made in the system of unrelated languages. Therefore,

<sup>7</sup>Hermans Th. The translator's voice in translated narrative. –London: Target, 1997. –P. 23–48

<sup>8</sup>Гюттингер. Ф. Языкперевода. Мастерствоперевода. – Москва, 1970. –С. 4.

<sup>9</sup>Ширинова Р. Олам миллий манзарасининг бадий таржимада қайта яратилиши. Филол. Фан. Докт(Dsc) Дисс... автореф. – Т.: 2017. –Б. 95.

<sup>10</sup>Libo Huang. Style in translation. A Corpus-based perspective. –China, 2015. –P. 212.

<sup>11</sup>Комилов Н., Қаххаров Т. Ижод елканини баланд кўтариб. // Таржима санъати (мақолалар тўплами). 4-китоб. –Т., 1978. –Б. 159.

<sup>12</sup>Libo Huang. Style in translation. A Corpus-based perspective. –China, 2015. –P. 212.

<sup>13</sup>Буранов Дж. Б. Сравнительная типология английского и тюркских языков. – М.: Высшая школа, 1983. – С. 266.

<sup>14</sup>Бархударов Л.С. Язык и перевод (Вопросы общей и частной теории перевода). М.: Международные отношения, 1975. – С. 67.

in the examples of world literature translated from English to Uzbek, the feature of preserving the essence of the artistic text takes priority. However, in the translation of detective works, the words that express a certain national mentality may not be exactly given, may be left out.

In order to avoid such situations, according to V. Humboldt: "First, it is necessary to study the characteristics of the people's way of life, customs, culture, the components of language units, and only then create an image based on feelings, and then, if possible, express it with words. possible From its initial form, the language is influenced by the signs and characters characteristic of a certain people."<sup>15</sup> In fact, in addition to understanding the mentality of the author of the chosen work, the translator should know the features, grammatical structure, and stylistics of the original language. At the same time, it is necessary to know the traditions, customs, and culture of the nation to which the heroes of the work belong. It is known that detective works go beyond the scope of one nation and express the characteristics of several peoples. Universal aspects take priority in them. Therefore, works of this direction use universal realities.

G.N. Poslesov states that "if style were only an element of language, then every language would have its own style. At the same time, it would be possible to preserve the style in fiction, mainly in the process of translation from one national language to another. But since there is also an element of speech in the style, it is almost impossible to preserve the artist's style in an adequate translation."<sup>16</sup> In fact, differences between nations and different cultures definitely affect the artist's style. This is evident in the process of translation. It seems impossible to give an otherworldly style.

According to Kashkin: "National specific words can be fully expressed in the translated language only through a deep study of the national spirit and characteristics of the original language, the individual and psychological characteristics of the representatives of the particular nation given through this word, and the author's style in the artistic text."<sup>17</sup> The text of the detective work does not have a large number of nationally specific words. Only detective-crime words include national words with equivalents in other languages, through which one can get information about the place and people in which the detective takes place.

According to G. Salomov: "It is crucial to be able to choose lexical and phraseological tools in order to accurately convey the author's style in translation."<sup>18</sup>

The opinions of the translator scientist are also confirmed by the Russian scientist G. Retsker: "It is crucial to be able to choose lexical-phraseological tools in order to accurately convey the style of the author"<sup>19</sup>. Georgian translation theorist G. And Gachechiladze: "Not only words and phrases with semantic meaning, but also an artistic image, a stylistic element, a rhythmic element, etc., that is, an element of the creative-artistic system of the scenario, can also be an element of the text."<sup>20</sup> It is known that lexical and phraseological means show the national character of the work. Therefore, in their translation, it will be possible to preserve the author's style by providing alternatives and equivalents of such words in the translated language.

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<sup>15</sup>Гумбольдт В. Язык и философия культуры. –М., 1985. – С. 373.

<sup>16</sup>Послесов Г.Н. Проблемы литературного стиля – М., 1970. С-7

<sup>17</sup>Кашкин И.А.Ложный принцип и неприемлемые результаты. // Иностранные языки в школе. №2. –М., 1952. – С.22–41.

<sup>18</sup>Саломов Ф. Таржима назариясига кириш. –Т., 1978. –Б.5.

<sup>19</sup>Рецкер Я.И. Теория перевода и переводческая практика. –М., 1974. –С.93.

<sup>20</sup>Гачечиладзе Г. Г. Художественный перевод и литературные взаимосвязи. – М.:Советский писатель, 1980. –С. 83.

N.T. While studying American stories, Dosbaeva focuses on the issues of cultural and domestic characteristics reflected in them, their different aspects, giving specific words in the translation, restoring the national spirit in the translation.

In his opinion, in the practice of direct and indirect translation, the skill of a writer and translator is of great importance in the restoration of national identity. In the analysis of the translation of American stories, the scientist emphasizes that in the process of interpreting specific words, their methodological functions in a specific context have not been determined, and appropriate tools have not been chosen for them that can be accepted by the norms and culture of the translation language. He thinks that giving the original language realities without any explanation has caused confusion in the translation, and inappropriate use of the transliteration method in the translation has also caused some misunderstandings.

The scientist emphasizes that in the process of giving psychological actions, customs, appearance, behavioral norms, behavioral elements belonging to the original language, the national fabric of the original is broken and the work becomes Uzbek in the translation.<sup>21</sup> Therefore, when the styles of the creator and translator intersect in the translation, it becomes possible to convey the original content. In particular, two types of lexical units, expressions, and proverbs used in the language of the work are given: 1) given with equivalents in the translated language; 2) giving the content of such units.

After all, "...what kind of food a certain character eats gives an idea of his living conditions, the unnatural environment in which he fell, so it is self-evident that this important factor needs to be recreated in the translation by finding possible ways. Taking into account some similarities, for example, the fact that it is made from rice, replacing Uzbek "pilaf", Russian "rice porridge" or Russian "okroshka" with Uzbek "chalob", in addition to giving the mentioned dish an Uzbek national character, the author also sometimes intended target can also be faked"<sup>22</sup>. Therefore, the national color, lifestyle and culture of the people expressed in the work can be observed in the dishes mentioned in it. In the translation, the dishes unique to that nation should be served without any changes. First, the national spirit in the work is preserved, and secondly, a system of national realities emerges.

According to Libo Huang, the translator's style or translation style is characterized by three factors: 1) originality - the translator's style is a unique way of translation that can be distinguished from other translators; 2) orientation to the translator of both OT and TT (the text of the translation. Emphasis is ours. N.X.) is taken into account even if the specific method of the translated translation is the result of the translator's choice; 3) consistency is a specific method of translation, purposefully built in response to habitual linguistic movements or OT (original text. Emphasis is ours. N.X.), regardless of origin, maintaining consistency in all translations of one translator<sup>23</sup>.

"In works of art, the national and individual landscape of each nation is expressed through linguistic means. In order to recreate the bright national landscape of the original world in translation, the translator must be an educated, multi-talented and broad-minded specialist. Because the problem of reviving the national image of the original world in the eyes of the reader is inevitable that any skillful translator will be confused by language barriers.<sup>24</sup> Linguistic means include lexical units of each

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<sup>21</sup>Досбаева Н.Т. Бевосита таржимада бадий услубни қайта тиклаш (Америка ҳикоялари таржимаси мисолида). Филол.фан.номз..дис.автореф. –Т., 2004. – Б. 65.

<sup>22</sup>Мусаев Қ. Таржима назарияси асослари. –Т., 2005. –Б.102.

<sup>23</sup>Libo Huang. Style in translation. A Corpus-based perspective. – China, 2015. – P. 212

<sup>24</sup>Ширинова Р. Олам миллий манзарасининг бадий таржимада қайта яратилиши. филол. фан.докт (Dsc) дисс. – Т., 2017. –Б. 108.

language, national specific words, universal realities. Therefore, it is necessary for the translator to make effective use of these tools and to be a broad-minded specialist.

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**OF TEACHING LINGUISTICS USING DIGITAL TECHNOLOGIES**

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| <b>ABSTRACT</b>   | <b>KEYWORDS</b>   |
|---|---|
| <p>Today in Uzbekstan and Karakalpakstan there is an active spread of digital technologies in all spheres of life of modern society. they define new approaches to the quality of public and private life, opening up new possibilities and meeting new challenges. This article considers the problem of the formation of innovative competence of future teachers based on digital technologies. The content of the concept of "innovative competence of the future teacher" is specified as a component of professional competence, which ensures the innovative level and quality of the educational process, the embodiment of the actual and potential abilities of its subjects.</p> | <p><i>reflection, competence, reflective competence, development of reflective competence, competencies, innovative competencies.</i></p> |

The 21st century occupies a different place in the development of civilization and is characterized as a period of rapid development of science and technology. The successes of science and technology during this period led to the rapid development of production. Such changes influenced both the field of pedagogical science and the spheres of public life and created the technology of the educational process. For example, technologies for teaching Karakalpak language and literature are based on one line of principles: there should be a clear goal in the classes of the Karakalpak language and literature; didactic tasks should be solved in a complex, it should be changed at any time, it should correspond to the content of the lesson, it is necessary to come to a common conclusion using pedagogical technology.

The processes of computerization in society are carried out at a very fast pace. Computers, storage systems, communications and numerous audio-video technologies are increasingly entering our lives and have a huge impact on it. Naturally, many such words are added to our language. Some of these words entered Karakalpak language on their own and are not yet considered lexical associations of the literary language. During its long history, Karakalpak language has never undergone such significant changes as it did in the age of science and the emergence of new technologies in the 20th century. Significant enrichment of the vocabulary of Karakalpak language occurs due to new words or phraseological units. Enrichment of vocabulary also occurs due to the emergence of new meanings of old words.

With the rapid development of computer, telecommunications and digital audio-video technologies, the corresponding terminology is being developed and formed in one line. According to linguists, ten

years ago the Karakalpak terminology of computing and programming had about three thousand lexical associations. The relevance of this development is explained by the fact that at the present stage of development of scientific technologies, the vocabulary of Karakalpak language has the greatest influence on the change and replenishment of the vocabulary of computer, telecommunication and audio-video terminology. In a conversation, special vocabulary changes, new terms appear. Of course, this phenomenon also has a negative side, many words have a negative impact on the preservation of our language, making it incomprehensible to many people. Therefore, it is very important to study the translation properties of these terms.

In higher educational institutions, digital technologies are the main means of improving students' communication skills. Digitization requires links to reference resource centers to transfer knowledge. It involves the introduction, storage, exchange and use of interactive technologies in a large amount of digital media. Based on the experience of international development, it is aimed at solving the issue of preparing future generations in our country. Currently, the main methodological innovations in the education system of the most developed, democratic countries are associated with the introduction of innovative pedagogical technologies. The reason is that any pedagogical technology is based on a specific idea based on education and training, and is implemented using specific methods and means [1.2.3.4.5.].

According to the definition adopted by the world organization UNESCO, "pedagogical technology is a systematic method for identifying, creating and implementing the process of teaching and learning in order to optimize education, taking into account human and technical resources and their interaction." Research works, textbooks and methods of such scientists as N.N. Azizkhodzhaeva, L.V. Golish, N. Gulomova, M.G. Davletshin, M.V. Klarin, T. Madumarov, U.K. Tolipov, K.A. Yusupov on the methods of application, implementation and use of innovative technologies in the education system, textbooks and teaching aids were developed. The necessity and importance of introducing such innovations into the educational process arises from the following cases:

Initially, it is necessary to accelerate education in order to implement the requirements of the Law "On Education" of the Republic of Uzbekistan, resolutions and decrees of the President on improving education. Secondly, relationship between teacher and student in the educational process should be taken into account, changing the services they perform, sudden increase in information due to the rapid development of science and technology, the rapid dissemination and change of information, and lack of time for teaching young people.

Thirdly, the development of pedagogical science in the modern period deepens theoretical discussions about youth, moves to specific conclusions, technical thoughts of indicative value, leading to the principle of successive participation in the upbringing of the younger generation, modern education is an increase in demand for the use of methods. The methodological properties of interactive technology in teaching Karakalpak literature are revealed. Interactive teaching methods enhance students' ability to learn and their purposefulness. Today, methodologists and educators have developed learning by using interactive technologies and unique forms of group work [6.7.8.9.10.].

When teaching Karakalpak language and literature in higher educational institutions, it is necessary to use interactive technologies correctly, be guided by the principles of joint thinking, teamwork, and exchange of ideas. This lesson will be effective and of high quality if students analyze some question that they have at a certain level of understanding during the lesson. In higher educational institutions, the work capacity of group will be determined on topics taught in Karakalpak language and literature,

the issue related to Karakalpak literature will be resolved, and their friendship will be strengthened. In teaching language and literature, interactive effectiveness is manifested by five main elements: interaction; exclusive responsibility; the nature of helping each other; ability to work together; the result of teamwork [11.12.13.14.15.]. Interactive technologies in the classes on Karakalpak language and literature in higher educational institutions limit the dominance of one speaker and one opinion, and everyone can qualitatively interpret their own opinion and solve complex issues based on the discussion of relevant literary materials, eliminate misconceptions, make decisions, make deeply thought-out decisions, participate in discussions, live in a civilized relationship with oneself [16.17.18.19.20.].

For this purpose, individual, pair and group work is organized in literature classes. It is welcome to work with various sources of information on Karakalpak literature, the use of creative works. The scientists-researchers of the programs of digital transformation of education are: E.V. Galazhinsky, O. Gaus, A. V. Zaitsev, A. V. Kochergin, A. Kuzmin, D. I. Semin, G. V. Surovitskaya, E. N. Sheremetyeva, E. B. Aimagambetov, Z.M.Moldakhmetov, Sh.Abdinazimov, A.S.Omarbekova. V.V. Davydov, N.F. Talyzina, K. Levin, A.Yu. Uvarov, B.S. Gershunsky, V.A. Slastenin, K.A. Yusupov and other scientists conducted research work on the management of innovative technologies, computerization and informatization, the use of computers in educational institutions. The term "digital technology" appeared in connection with the development of information and communication technologies. With the advent of the Internet in 1982, a virtual world appeared, linking online games with world sciences [21.22.23.24.25.].

There are many resources in Russian, Uzbek, Karakalpak, Kazakh languages based on Digital Technologies. Therefore, more accessible digital resources are discussed below. According to scientists, modern teaching methods have been introduced. Technologies such as Socrative, Kahoot, Edmodo and Nearpod allow students to share interactive materials and evaluate assignments in a time mode [26.27.28.29.30.]. Consequently, a number of technologies are revolutionizing the way knowledge is transferred.

The reason is that electronic learning materials (electronic textbooks, presentations, teaching aids, etc.) are used repeatedly, which allows students to save time preparing for classes, and future teachers to master innovative technologies. From this point of view, it is necessary to improve students' understanding of innovative technologies based on "Digital Technologies". There is an opportunity to teach by using modern numerical technologies. In this, the role of social interaction, civilization, development of linguistic wealth, the study of textual materials, their self-assessment, the role of technologies by various means are important [31.32.33.34.35.36.]. Therefore, on the basis of numerous technologies, the theoretical foundations of the issues of innovative formation of linguistic students are transformed from the semantic side of the concepts of "innovation", "innovative method" and "innovative activity".

The term "innovation" was first defined in French as an explanation of a new public cultural service. In the 19th century, this question arose in the works of scientific research on cultural studies. Accordingly, the concept of "innovation" first appeared in the works of cultural studies researchers in the 19th century and meant the introduction of types of one culture into the culture of another people, and this concept is still preserved in ethnography [37.38.39.40.41.42.43.]. The introduction of pedagogical innovations in teaching Karakalpak language and literature is shown by pedagogical theory and practice: the search for a new understanding of the language, namely organization of

innovations, news monitoring; news organization; news introduction, use of new innovative technologies in the classroom [44.45.46.47.48.49.]. One of the main tasks of introducing innovations into the education system of the Republic of Uzbekistan, mastering teaching methods that give intensive knowledge and give good results in practice, is to develop new methods of transferring knowledge that are suitable for our conditions and identity, world achievements.

Interactive methods of teaching Karakalpak language and literature are created in collaboration during the classes. Using technology based on an interactive method, under the guidance of a teacher, students work as creative partners, learn to be stable and solve problems responsibly. Interactive methods in teaching Karakalpak language and literature have led to the following results:

- At the lessons of the Karakalpak language and literature, students' interest in science increases;
- Has a good grasp of reading materials;
- Deep and free thinking develops;
- A culture of interconnection is being formed;
- Students attend classes with dedication and generate a creative environment that fosters friendship.

The most important methodological issues are the use of interactive technologies in the classes on Karakalpak language and literature and the collection of individual experience. They can get acquainted with the methodological literature written on the use of interactive technologies in the classroom of Karakalpak language and literature. The effective use of interactive methods in teaching lessons can bring multitude benefits [50.51.52.53.54.55.56.57.58.59.60.]. By the end of the 20th century and the beginning of the 21st century, a new direction was created for the use of interactive technologies in teaching Karakalpak literature and methods that ensure the development of thinking skills. Gradually, thinking ability with a qualitative view appears and their literary thinking develops. In teaching Karakalpak language and literature, the issues of attracting young people to classes are being implemented, they are more consciously thinking about the content of a work of art, and bringing their thoughts to the end. Thus, new methods and mechanisms of thinking were developed and used. Interactive learning technology is of great indicative importance in teaching Karakalpak language and literature and is one of the types of pedagogical technology. When implementing interactive learning technology, it is necessary to follow one line of guidelines.

The introduction of interactive learning technology in teaching Karakalpak language and literature has its own goals and objectives. First, all students must fully participate in the classes of Karakalpak language and literature. It is useful to use technology that allows learners to replace them one at a time. In the Karakalpak language and literature classes, student should not become a stable member of a small group. In this case, lesson will not be boring and interesting. [61.62.63.64.65.66.68.69.70.].

In the classes of the Karakalpak language and literature, it is necessary to know the technological skills of students. It should be taken into account that the students who took part in the Karakalpak language and literature classes will be prepared for the desired type of lesson, provide support to students who actively participated, create an opportunity for students to get to know each other and express their thoughts.

The number of students should not be large according to the interactive technology of the Karakalpak language and literature. Due to the increase in the number of students in small groups in this camaraderie, there is limited time for individual responses when sharing ideas. Therefore, if the number of students is small, work in a small group will be more productive. The reason is that speech of each student, exchange of ideas of each group on the problem and opportunity to intervene with



each other are increased [71.72.73.74.75.76.]. In this article, we will consider the formation, development and properties of terms that include computers, telecommunications and digital technologies in Karakalpak language. At the same time, we set the following series of tasks: first; understand the content of the problem, secondly; understanding the current state of the problem, third; disclosure of the meaning of terms, fourthly; covers reviews of the main methods.

When studying the problem, it is very important to consider the following. In recent decades, the rapid development of household appliances has led to a significant increase in the number of relevant standards and reference materials related to its operation. Therefore, there is a need to translate the terms contained in them into Karakalpak language and develop principles and methods for the formation of the corresponding term systems. Nowadays, the most important place in the house is occupied by a computer, which has long become an assistant in the life of a modern person, and the fastest growth in the number of terms may be in this area. On the one hand, it is necessary to mention the processes of formation of computer jargons. Various methods are used to convey them (search, transcription or transliteration, the use of abbreviations, etc.). A more complex problem is the issue of distinguishing a term from a non-term, associated with the use of black and white numerals in the terminology, a series of lexical associations with a branched system of entities. When translating audiovisual terms, it is necessary to take into account the presence in languages of a large number of lexical associations that do not have generally accepted terminological equivalents in the corresponding texts. Most often, the principle of observation is used in their translation, although the use of other methods mentioned above is less common. The methods used in telecommunication systems have become relatively widespread in recent decades. This has led to a rapid increase in the number of terminological associations serving the field.

In general, this scientific work will help further linguistic analysis of terms related to the field of digital technologies. It is also worth noting that a number of technologies have been developed on the basis of the above properties. In this development, the means of communication between people, that is language, is interconnected. Therefore, it is appropriate to take into account that language has a special role in the development of modern digital technologies.

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## ГИГИЕНИЧЕСКИЕ ОСОБЕННОСТИ УСЛОВИЙ ТРУДА РАБОТАЮЩИХ В ХИМИЧЕСКОЙ ПРОМЫШЛЕННОСТИ (НА ПРИМЕРЕ АММИАЧНОГО ПРОИЗВОДСТВА)

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### ABSTRACT

Условия труда рабочих аммиачного производства согласно «Гигиенической классификации условий труда по показателям вредности и опасности факторов производственной среды, тяжести и напряженности трудового процесса» СанПиН № 0141-03 могут быть охарактеризованы как «вредные» 3 класса с интенсивностью производственных факторов 2 степени (3.2)..

### KEYWORDS

*химическая  
промышленность,  
аммиачное  
производство, условия  
труда, вредные  
факторы.*

**Актуальность.** Химическая промышленность - одна из важнейших (базовых) отраслей промышленности. Производимые продукты используются практически во всех отраслях народного хозяйства: промышленности, сельском хозяйстве и быту. Следует отметить, что производство химического сырья во всем мире сейчас опережает производство других видов сырья [1, 5, 6].

Говоря о гигиене труда в химической промышленности, следует вначале рассмотреть те вопросы, которые будут общими, независимо от вида производства, так как остановиться на всех частных отраслях не представляется возможным. Это тем более целесообразно, что в организации технологического процесса химических производств много общего. Так, на первой стадии производится подготовка сырья (дробление, размол, фасовка, транспортировка, загрузка в аппараты - реакторы); затем при помощи теплоносителей, катализаторов и других

реагентов получают полупродукты (т.е. идут собственно химические процессы); следующий этап - фильтрация, отгонка, экстракция и др. (этап разделения химических компонентов), а затем - получение продукта и его затаривание, удаление отходов. Значительный объем работ приходится на контроль за ходом и управлением технологического процесса. Как правило, многие процессы механизированы, а контроль - автоматизирован. Наряду с этим на первом и заключительном этапах все еще значителен объем ручных операций (загрузка, удаление отходов, затаривание) [2, 3, 4].

## **Объект и методы исследования.**

На химических производствах управление технологическими процессами выполняется работающими различных профессиональных групп. При управлении многостадийными химическими процессами выделяют 5 групп рабочих профессий: 1) операторы, выполняющие контрольно-управленческие действия; 2) операторы-аппаратчики с преобладанием контрольно-управленческих действий; 3) аппаратчики и операторы с сочетанием контрольно-управленческих действий (до 60% времени) с активной деятельностью у аппаратуры; 4) аппаратчики, управляющие процессом непосредственно у аппаратов (более 80% времени); 5) аппаратчики, занятые физическим трудом в особо неблагоприятных условиях, чаще на подготовительных и заключительных стадиях технологического процесса химических производств.

Цель исследования: на основании комплексное изучение факторов производственной среды работающих на аммиачном производстве г. Ташкента.

## **Полученные результаты.**

Аммиачное производство оснащено современным оборудованием, большинство производств отличает высокий уровень автоматизации. Все виды химических реакций, используемое при этом технологическое оборудование размещаются на открытой площадке под навесом. Контроль и регулировка технологическим процессом осуществляется из пульта управления, где все виды деятельности регистрируются автоматически. Пультовая размещена в специально выделенном здании, где работают в смену 18-20 человек. Основная задача контроль по приборам за заданными параметрами работы технологического оборудования на всех стадиях производства аммиака.

Ведущими факторами производственной среды аммиачного производства являются химический фактор, нагревающий микроклимат, шум и вибрация.

Для создания нормальных условий труда необходимо обеспечить чистоту воздуха рабочей зоны. Вследствие производственной деятельности в воздушную среду помещений могут поступать разнообразные вредные вещества, которые используются в технологических процессах.

На аммиачном производстве неблагоприятный химический фактор на рабочих местах аппаратчика электролиза, машиниста компрессорных установок, аппаратчика синтеза, слесаря-ремонтника является вещества с остронаправленным механизмом действия аммиака ( $\text{NH}_3$ ), которая равна при гигиенических нормативах  $20 \text{ мг/м}^3$ , а в аммиачном производстве фактическая величина фактора составляет  $15 \text{ мг/м}^3$ ; вещества раздражающего действия окиси углерода (CO) фактическая величина фактора составляет  $10 \text{ мг/м}^3$  (при гигиенических

нормативах 20 мг/м<sup>3</sup>). Исследования содержания химических веществ в воздухе рабочей зоны показали, что на аммиачном производстве на рабочих местах аппаратчика электролиза – содержание аэрозоли преимущественно фиброгенного действия (NaOH) составляет 0,26 мг/м<sup>3</sup> при гигиенических нормативах 0,5 мг/м<sup>3</sup>; машиниста компрессорных установок содержание аэрозоли преимущественно фиброгенного действия (туман масла) составляет 7 мг/м<sup>3</sup> при гигиенических нормативах 5 мг/м<sup>3</sup> согласно ГОСТ 12.1.005-88.

Вместе с тем, этот фактор может играть определенную отрицательную роль, усугубляя действия имеющегося комплекса вредных производственных факторов: шума, нагревающего микроклимата и др. При анализе причин запыленности воздуха рабочей зоны на изучаемом производстве были выявлены следующие причины: нерациональная вентиляция и отсутствие местной вытяжной вентиляции от места образования пыли.

В производстве аммиака на работников наряду с интенсивным шумом воздействует на человеческий организм общая вибрация. Так при электролизе производимой продукции на аппаратчиков электролиза наряду с интенсивным шумом воздействует вибрация, уровень которой при удержании обрабатываемого изделия различен и достигает 90 дБ (ПДУ 92 дБ); на машиниста компрессорных установок, аппаратчика синтеза, слесаря-ремонтника воздействует общая вибрация, уровень которой достигает 95 дБ при той же норме.

Одной из важнейших гигиенических характеристик аммиачного производства является нагревающий микроклимат. Наши наблюдения показали, что микроклиматические условия в цехах в летний и зимний периоды года в ряде случаев выходили за пределы гигиенических норм.

На аммиачном производстве нагревающий микроклимат в теплый период года на рабочих местах всех исследуемых работников температура воздуха достигала 35<sup>0</sup>С (при норме 16-30<sup>0</sup>С) при относительной влажности 28% на рабочих местах аппаратчика электролиза, аппаратчика синтеза, слесаря-ремонтника и 25% на рабочем месте машиниста компрессорных установок, скорость движения воздуха 0,2 м/с и 0,1 м/с на рабочих местах слесаря-ремонтника и машиниста компрессорных установок соответственно.

В холодный период года параметры микроклимата: температура воздуха 15<sup>0</sup>С (при допустимой величине 15-21<sup>0</sup>С), влажность воздуха достигала на рабочих местах аппаратчика электролиза, аппаратчика синтеза, слесаря-ремонтника 60% (норма 75%) и машиниста компрессорных установок 65%.

Условия труда рабочих аммиачного производства согласно «Гигиенической классификации условий труда по показателям вредности и опасности факторов производственной среды, тяжести и напряженности трудового процесса» СанПиН № 0141-03 могут быть охарактеризованы как «вредные» 3 класса с интенсивностью производственных факторов 2 степени (3.2).

## **Вывод**

Таким образом, результаты гигиенических исследований условий труда в основу разработки комплекса оздоровительных мероприятий, направленных на оптимизацию условий труда, снижение его тяжести и напряженности, повышение работоспособности и сохранение здоровья работающих аммиачного производства.

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**THE EFFECT OF STRESS ON STUDYING AND ORGANISATIONAL PROCESSES**

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| <b>ABSTRACT</b>  | <b>KEYWORDS</b>   |
|--|---|
| <p>Nowadays, an awful lot of people strive to maintain up with the current responsibilities, tasks, as well as to challenge distinguishing prospective opportunities and threats. Modern-based living and working conditions tend to dictate own terms and even take a control of individuals having them obsessed with their work and personal responsibilities. Thus, people of different age and background often have an emotional problem and tempt stress issues in work. However, such behavior and emotional conditions are basically reflected in working performance and attaining organizational goals.</p> | <p><i>stress, studying, behavioral psychology, organizational pattern, educational processes, students’ psychology, academic outcome, institutional results, studying outpus.</i></p> |

**INTRODUCTION**

In today’s rapidly developing society, people attempt to keep up with the upcoming responsibilities, tasks, as well as to overcome certain prospective opportunities and threats. The current living and working conditions tend to indicate own terms and even take a control of individuals having them obsessed with their work and personal responsibilities. Therefore, people of different age and background often have an emotional problem and tempt stress issues in work. Nonetheless, such behavior and emotional conditions basically are reflected in working performance and attaining organizational goals.

Ultimately, individuals who frequently found themselves under a stress have an adverse effect not only upon their own working outcomes and but also upon people around them and overall processes of accomplishing organizational objectives. Frequently emotionally stressed people might jeopardize corporate culture wholeness and overall working performance of other co-employees. However, the emotional stress affect both directly and indirectly on attaining the corporate and individual goals as well as fluctuates decision-making process. Yet, it is said that there are certain distinguishing approaches not only to determine internal and external causes of stress but also to avoid or overcome the stress conditions.

**MATERIALS AND METHODS**

In essence, stress at work is not something avoidable or preventable; rather, it is much more important to experience certain level of stress as a part of emotional control and balance and seek for the

appropriate approaches to overcome stress and resolve the grounds of its occurrence. For the tremendous level of stress does have very adversary and negative side effects of the process of working. Particularly, stress at work does not only influence the individual process of working, it does also have an impact on environmental organizational behavior by causing inconveniences to other employees and jeopardizing their orientedness to work and emotional sustainability. In the long run, it is fundamental that individual employees and higher company's management should comply with distinguishing stress circumstances, examine the causes of organizational stress, and evaluate the corresponding approaches and implementations in order to decrease the level of stress for attaining effective and efficient results.

## LITERATURE REVIEW

As a matter of fact, for the clarity and coherence of this particular research paper, the primary objective is to set out the reasons for stress at work as well as to analyze and to examine them. In this manner, according to Shinde (2015), Oktug (2013), and Grawitch (2015), there are three major reasons for stress occurrence in the workplace: (a) family-related issues; (b) work-related issues; (c) personal issues. Hence, Grawitch (2015) and Shinde (2015) deliberate upon the issue how much weight and value each of the reasons has respectively to invoke a distinct level of stress and affect the environmental and organizational behavior. Furthermore, Deguchi et.al (2016) and Brown et.al (2016) claim that different causes of stress have different effects in the workplace.

The stress in the workplace has now been perceived as overall challenge, obstacle, and even limitation for employees as well with for the companies and business enterprises. This can genuinely be grounds for the workers' wellbeing and can likewise bring about firms to confront financial, corporate, or operational loses. The representatives who confront the issues of work-related stress can be more inclined towards the low inspiration, awfulness, less productiveness, bring down fulfillment and satisfaction levels and less wellbeing at working environment. This issue of work-related stress in the workplace can likewise exasperate the work-life adjust and can attest the weight on work and on their family life. For this situation their management are most drastically averse to increase required yield from their workforce and thusly these companies are less inclined to be productive and successful. Without a doubt the administration of the organization cannot shield does not really have a vanguard from their employers whose stress is derived from outside of work, yet it can doubtlessly defend from the business related anxiety. For this purpose, it is imperative to evaluate and categorize the sources of work-related stress, which is based on the survey outputs conducted by Brown et.al (2016), Grawitch et.al (2015), and Saleh et.al (2014).

The vast majority of the effective and successful companies and managements are sufficiently quick to make their workplace more beneficial and more secure for their employees - so that the issues of work-related stress in the workplace could be maintained a strategic distance from sustainable working surrounding. The management of any organization must know about its employees - that it is possible that they are pushed or not and in the mean time they should have legitimate arranging and systems to handle these circumstances. In accordance with Cotti et.al (2016), in most of the countries, there are set specifically distinct labor and work laws for the wellbeing and security of workforce. These laws additionally characterize the obligations of the companies to guarantee such a situation that the point that the stress related perils would be kept away. Thus, the workers are likewise encouraged to be acquainted by these work laws for their own particular rights and wellbeing.

Now and then, the issue of stress is misconceptualized with difficulties or pressures though the issue of stress is totally not the same as pressure. Work environment pressure cannot be maintained as strategic distance - as a result of advanced working environment. The issue of pressure is not examined as destructive or unsafe for workforce. To the point of fact, it rather makes the workers more prepared, alert, and conscious. Pressure is not considered as unacceptable by any individual or employee. The pressure in this sense keeps the employees more motivated and engaged, and by this the workers can take in more of the working requirements. In any case, it is consistent to say that when the pressure becomes excessive and difficult to accomplish then it can lead towards work-related stress occurrences. Consequently, there is evident correlation between work-pressure and work-related stress. Thusly, stress can hurt the wellbeing of the employees and the multifaceted performance of the company. However, in the interim, it is essential to comprehend the contrast amongst pressure and stress.

A specific workplace is said to be solid and appropriate where must not just be the destructive conditions for the workforce but additionally where the management is quick to advance the substantial working conditions. Arbour et.al (2014) contend that the management must examine and evaluate the working conditions every now and then with an eye to maintain a strategic distance from the dangers to organizational wellbeing. Subsequently, there must be appropriate preparing to workers on wellbeing related issues and in the meantime the administration must guarantee the accessibility of data and bolster practices to its employees.

## RESULTS AND DISCUSSION

In the case that the outcomes of work-related stress are examined and appraised, then it is found that there are two sorts of results. One is the impact on people or workers and the other is the impact on organizations and companies. Therefore, if we observe the impacts on workers and employees then it can be assumed that stress influences the diverse people in different distinctive ways. This can bring about the people with poor mental and physical wellbeing.

The employees influenced by the stress in the workplace are additionally observed and examined to have uncommon behavior. On the off chance that the stress holds on for a more drawn out timeframe then, in this manner, the workers can as well have mental issues. They can particularly confront with the mental issue which would therefore turn into the reason of absenteeism in the working place. It is additionally emphasized that they can get to be distinctly crippled to work until the end of time in their life (Brown, 2016). A portion of the reviews (Brown et.al, 2016; Grawitch et.al, 2015; Saleh et.al, 2014) have likewise proposed that the stress in the workplace can cause - or even force - the workers to take part in undesirable exercises, for example, smoking and drinking alcohol. The general population confronting the stress in the workplace feel over-troubled in settling on legitimate choices during the work and they continually feel drained and on edge.

From the other perspective, stress has its consequences for the organization as well. If in some companies and organizations, the workers are confronting the more elevated amount of stress in the workplace, then for this situation, the efficiency, effectiveness, and performance of the company will be seriously influenced. Henceforth, the organization will be not able get the maximum from the workers. In this manner, this will not just be jeopardizing for maintenance of the successful performance, yet, it will likewise be unsafe for the survival of the organization. The stress in the workplace can build the non-appearance among the workforce. This can also raise the workers' turnover and decline the employees' dedication to work.

It is demonstrated in the past examines (Shinde, 2015) that the stress in the workplace can likewise bring about the mishap rates in the creation ranges. It is consequently demonstrated that the stress can enhance and elaborate the customer complaints. Thus, these can influence the organization notoriety among the workers as well as in outside industry.

The issue of the stress in the workplace is an incredible test for the wellbeing and security of the employees and additionally for the performance of an organization. To better handle this issue, the management must have the better strategy for guaranteeing the wellbeing and security of its employees with regards to stretch and stress. For this the management must actualize better game plans, for example, damage evaluation, preparing and sharing valuable assets. The management is in need to have techniques for both existing worry among employees, along with to decrease the odds of a worry among workers in prospect. For this, the businesses can have risk management approaches which would have the capacity to evaluate any existing stress and will likewise have checking plan for any conceivable danger which would hurt the employees.

The reasons which cause the worry among employees are a direct result of the defects in the plan or structure of the company's workplace. For a superior risk appraisal approach, the management must discover the responses to a portion of the basic inquiries, for example, 1) is there any issue in the framework, 2) how to overcome the stress in the workplace, 3) is the framework is all around checked. These inquiries can recognize awkward nature in the framework (Oktug, 2013).

Then again, the techniques and approaches, for example, employee internal relations which can connect crevice amongst management and workers, and therefore, a worker can discuss his or her issues with the management occasionally. There are additionally some different ways and approaches to investigate and explore the prospective and existing dangers and risks, such as – sickness nonattendance, staff turnover, performance appraisals, mischances and slip-ups ought to be ceaselessly observed on the grounds that these can show the level of stress among the employees.

## CONCLUSION

In the long run, the issue of effects, causes, and avoidance of effects is not new and part of the research has beforehand been led in this field, yet, there is a number of countries and companies in which this issue is not been given substantial and sufficient consideration. The stress in the workplace is destructive for both employees and organization. In this sense, it becomes imperatively important to identify and recognize most common causes of stress within an organization.

This issue of stress in the workplace can without much of a stretch be settled by appropriate activity arrangements and consideration from the management. A decent place is to work is recognized to be the effective among its rivals though the survival of companies with poor working conditions is flawed. This review is combination of results from past reviews which is additionally one of the constraints of this review.

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**INNOVATIVE METHODS AND TOOLS IN HIGHER EDUCATION**

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| <b>ABSTRACT</b>  | <b>KEYWORDS</b>  |
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| <p>In the current era of information technologies, the use of innovative and electronic programs is finding its place not only in the IT field, but also in the education system. As a result of this, on the one hand, it will increase the computer literacy of students and professors, and on the other hand, it will allow us to organize the teaching and learning process remotely while preserving our health during the current COVID-19 pandemic. The purpose of the article is to improve the effectiveness of education through interactive methods and tools based on a number of changes in the higher education system, to make some recommendations for the development of distance education during the COVID-19 pandemic. In addition, the use of information and communication technologies for the innovative development of higher education, the use of educational platforms, and the use of higher education of Uzbekistan The experience of educational institutions is discussed.</p> <p>In today's age of information technology, the use of innovative and electronic applications is finding its place not only in the field of IT, but also in the education system. As a result, on the one hand, it will increase the computer literacy of students and professors, on the other hand, it will allow us to remotely organize the teaching and learning process while maintaining our health during the current COVID-19 pandemic. The purpose of the article is to increase the effectiveness of education through interactive methods and tools based on a number</p> | <p><i>interactive communication, pedagogical software tools, communication service, pedagogical skills, creativity, innovative methods, modern information technologies, web technologies.</i></p> |

of changes in the higher education system, to provide some recommendations for the development of distance learning in the COVID-19 pandemic. In addition, the Uzbek Institute of Higher

**Abstract**

International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" Education on advanced methods of teaching and learning, remote organization of the educational process, the use of information and communication technologies for the innovative development of higher education, educational platforms and their use. The experience of the universities is discussed.

**INTRODUCTION**

Fulfilling the tasks assigned by the government of the Republic of Uzbekistan in the field of higher education largely depends on the personality of the teacher [Mirziyoyev, 2017: 47]. Teaching is an honorable but very difficult profession. In the conditions of the transition to the market economy, it is the responsibility of the teacher to achieve the intended goal of education, to organize various activities of students, to raise them to be educated, polite, faithful, hardworking, business-minded, well-rounded people. The future of our people, the prospects of Uzbekistan depend to a large extent on the teacher, his level, training, selflessness, and his attitude to the work of teaching and educating the young generation. To become a good teacher, it is not enough to master pedagogical theory. Because in the pedagogical theory, the general rules, principles, generalized methodical ideas about the education and upbringing of children are described, it is emphasized to take into account the age and individual characteristics of students [Mirziyoyev, 2017: 485]. University life and the practical pedagogical process are very diverse and complex. There are many situations that do not correspond to the pedagogical theory. This requires extensive knowledge, thorough practical training and high pedagogical skills and creativity from the teacher. To become a true master of a profession, a person must have natural abilities, certain physical and mental qualities, thorough training, and certain personal qualities. A person who chooses the profession of pedagogy must first be healthy, be able to pronounce words correctly and well, be calm and composed, and be able to maintain self-control in dealing with others. Also, it is necessary for the teacher to have personal qualities such as liking students, willingness to work with them, politeness, observation, ability to think broadly, organization, demanding towards himself and others [Alex Moore, 2012: 202].

With the development of technology, the presence of a single computer is enough for teaching using technical tools. In addition, the transmission of information, International scientific-practical conference on the topic of "Problems and perspectives of modern technology in teaching foreign languages" storage, imaging quality has increased significantly. By now, computer literacy has become an important sign of culture, and in the future it will become a necessity for everyone, no matter where they work. Therefore, computer work, teaching how to use a computer will undoubtedly become a general job in the near future [Mirziyoyev, 2017: 29].

Modern information technology tools include: computer, scanner, video camera, LCD projector, interactive whiteboard, fax modem, telephone, e-mail, multimedia tools, Internet networks, mobile communication systems, database management systems, artificial intelligence systems. possible

In the educational process, computers are mainly used in four ways:

- passive application - the computer is like a simple counter;
- reactive communication - the computer as an examiner;
- active communication - when guiding a computer student and taking an exam;
- interactive communication - the computer is used as artificial intelligence, that is, in communication with the student.

Wide introduction of modern information and communication technologies in education:

- informatization of science fields;
- intellectualization of educational activity;
- deepening of integration processes;
- leads to improvement of educational system infrastructure and its management mechanisms.

Effective organization of pedagogical education processes based on modern information technologies:

- the union of pedagogues, computer programmers, and relevant specialists into a team that creates distance learning courses and electronic literature;
- distribution of tasks among pedagogues ;
- requires improving the organization of the educational process and monitoring the effectiveness of pedagogical activities.

Implementation of modern information technologies in educational processes:

- the student acquires professional knowledge;
- deep mastery of the field of science by modeling the studied phenomena and processes;

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- the expansion of the field of independent activity of the student due to the diverse organization of educational activities;
- to individualize and differentiate the teaching process based on the introduction of interactive communication opportunities;
- by using the capabilities of the artificial intelligence system, the student acquires the strategy of mastering educational materials;
- formation of information culture in him as a member of the information society;
- presentation of the studied processes and events through computer technologies is of great importance as it increases students' interest and activity in the basics of science.

The concept of pedagogical software tools

Pedagogical software tools are didactic tools designed for partial or complete automation of the learning process with the help of computer technologies. They are considered one of the promising forms of increasing the efficiency of the educational process and are used as a teaching tool of modern technologies. Pedagogical software tools include: a software product (set of programs) aimed at achieving specific didactic goals in a subject, technical and methodical support, additional auxiliary tools.

Pedagogical software tools can be divided into the following: ^ educational programs - based on the level of knowledge and interests of students, they guide the acquisition of new knowledge;

used for the purposes of checking or evaluating acquired knowledge, skills and abilities;

^ exercisers (trainers) - serve to repeat and strengthen previously mastered educational material;

^ Virtual existence systems - programs that form a virtual learning environment with the participation of the teacher.

of practical and pedagogical software tools in pedagogical activities

In order to implement the technology of creating pedagogical software tools, there are a number of positive factors that confirm their superiority over traditional tools. These factors were divided into didactic, psychological, economic and physiological groups.

Didactic requirements for pedagogical software tools include: scientific, intelligible, rigorous and systematic description (basic principles of pedagogy, psychology, informatics, modern science

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fundamental principles and ensuring the possibility of building the content of educational activities), continuity and integrity (it is considered a logical consequence and complement of previously learned knowledge), consistency, problematic, demonstrativeness, activation (independence of teaching and the presence of the feature of activity), the consistency of mastering the results of training, the interactivity of communication, the unity of teaching, education, development and practice.

Methodological requirements include: taking into account the specific characteristics of a particular academic discipline, taking into account the uniqueness of a particular discipline, the interdependence, interrelationship, diversity, implementation of modern methods of information .

Psychological requirements include perception (verbal-logical, sensory-perceptive), thinking (conceptual-theoretical, demonstrative-practical), attention (persistence, transference), motivation (active forms of work, high degree of visibility, continuous stimulation of high-level motivation of students with the help of timely feedback), taking into account memory, imagination, age and individual psychological characteristics (taking into account the acquired knowledge, skills and competencies, the content of the academic subject and (the level of complexity of educational issues corresponds to the age capabilities and individual characteristics of students, protection from being affected by excessive emotional, nervous, mental loads when learning the educational material).

Technical requirements include modern universal personal computers, peripherals, test resources.

Network requirements include "client-server" architecture, Internet navigators, network operating systems, telecommunications, management tools (individual and collective work of the educational process, external feedback).

Aesthetic requirements include: orderliness and expressiveness (elements, location, size, color), functional function of decoration and compatibility with ergonomic requirements.

Special requirements include: interactivity, goal orientation, independence and flexibility, audioization, visibility, access control, intellectual development, differentiation (classification), creativity, openness, feedback, functionality, reliability.

Ergonomic requirements include: friendliness, adaptability to the user, organization of screen shapes.

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Methodological requirements take into account the specific features of the subject, its laws, research methods, and the possibilities of introducing modern methods of information processing.

Using Internet resources in the educational process There are many advantages of using Web sites in the educational process. Therefore, the creation and updating of such sites is of great importance in the activity of a higher education institution. Therefore, the creation of dedicated sites for educational institutions is one of the primary tasks facing each educational institution. When studying the creation of such sites, it is necessary to take into account the factors related to the Internet system. The following can be mentioned as such factors:

- the breadth of Internet service opportunities worldwide ;
- ease of use of website service;
- ease of distribution of web technologies ;
- requirements for information on a real- time scale;
- Institutions and private individuals seek to post information about themselves on the Internet;
- collection of voluntary information on a global scale in the network database [Tokhtakhodjayeva, 2010].

The importance of the sites created for the educational institution. The wide range of possibilities and simplicity of Internet technologies lead to an increase in the number of Internet users every minute. Most of these users are students, readers, and employees engaged in scientific research. Based on this, it can be said that the use of Internet technologies in the educational process, in particular, websites dedicated to educational institutions, helps to bring the quality and efficiency of education to a significantly higher level.

new information technology tools are improving and developing, the ability of students studying in an educational institution (in general, those working in any field) to find the necessary information independently from the Internet system, the problems related to their current specialty that they face are full and accurate. is becoming one of the important conditions for solving problems [Karimov, 2008: 148].

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It is extremely important to first determine the types of Internet services and their nature in order to determine the possibilities of using Internet sites in the educational process and its effectiveness. It is this identified information that helps to distinguish organizational forms and methods of working on the Internet . Based on the classification, it is possible to get the working method of the internet. In this case, Internet server services should be divided into two types: informational and communication services.

WWW (data set) and GTR (program set) are included in the information service.

The communication service can be divided into two types: direct (PC, chat) and indirect communication (e-mail, forum, teleconference).

All "sites created for an educational institution" on the Internet can be divided into several types:

- educational Internet resources;
- consulting Internet resources;
- informative Internet sources;
- evaluative Internet resources;
- Internet resources with presentations ;

Below we will discuss each of them separately.

online learning resources include distance learning, virtual schools, labs, and web classrooms.

of Internet sources of advice include various teleconferences, virtual pedagogical councils, virtual methodical, associational problem councils, virtual cafes, etc.

Electronic educational manuals, reference books, electronic libraries, dictionaries, catalogs, and virtual museums can be cited as sources of information on the Internet.

Evaluative Internet sources include teletesting, remote contests, various quizzes, and Olympiads.

It is possible to provide separate pages with detailed information about the educational directions of educational institutions [Egamberdiyeva, 2009].

With the help of sites created for educational institutions, teachers make it possible for students to learn remotely. Sites created for educational institutions are especially difficult to participate in teaching sites

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It is convenient for learners who have In addition, students will acquire the culture, skills and competences of working with information technologies. The use of sites created for educational institutions in the course of the lesson creates great opportunities.

Teaching with the help of sites created for educational institutions includes the main forms of traditional organization of the educational process. These include lectures, seminars and practical exercises, laboratory practice, control system, scientific research and independent work of students. All these forms of organizing the educational process in practice allow the students to easily combine their independent knowledge activities with various information sources, to quickly and systematically communicate with the teacher conducting the course, and to enable the students to work in groups [Hasanboyev, 2011].

The use of sites created for educational institutions in the educational process allows teachers to:

- exchange of experience and methods gained from one or another educational subject with other colleagues using the Internet ;
- individualization of the educational process by implementing different teaching methods for different categories of students at the same time ;
- as a result of using control tasks on sites created for educational institutions as exercises, to bring students' acquired knowledge of science to the level of skills and qualifications;
- creating an opportunity for students to work individually and demonstrate their abilities by reducing manual work;
- creates opportunities for students to effectively organize the process of independent learning.

Students use sites created for educational institutions in teaching:

- choose study situations according to their preferences;
  - choose appropriate reading methods and presentation methods based on their preparation and psychophysical characteristics;
  - return to previously studied materials, suspend the study process and refer to it at any time;
- i Ne možete najti to, čto vam urgent? Poprobujte servis [podbora literatury](#).*
- monitoring the dynamics of various processes and the interaction of mechanisms;

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- management of studied objects and review of their corresponding results;

- communication on the computer leads to freedom from psychological obstacles (such as lack of laughter, lack of courage, lack of shame);
- have the ability to patiently use the computer until their readiness levels are sufficient.

The following advantages of sites created for educational institutions in the field of education can be listed:

- improvement of mastering of subjects ;
- increasing network literacy (innovations in communicating with a computer and the Internet);
- improved attitude to learning;
- improvement of independent education and research skills;
- increase the effectiveness of practical skills.

Sites created for an educational institution on the Internet

Today, development is very fast and changing very fast. Almost every minute, changes, updates and unexpected events are happening in different parts of our planet . Every day we live under a strong flow of information. The flow of information haunts us at home, at work and on vacation. A person cannot function normally without the influence of information. Understanding life, studying it, takes place through gathering and assimilation of information. The level of knowledge of a person is also determined by the amount of information acquired by a person in a certain period.

Therefore, opening a wide path to modern knowledge, effective use of new information technologies in the improvement of teaching has become a requirement of today. However, significant changes are taking place in the education system. In the educational system, the use of sites created for educational institutions is being used.

Another advantage of sites created for educational institutions is that the student can study at his convenience and even without leaving work.

Another advantage of sites created for educational institutions is that the student himself determines the duration of the study, that is, the student starts studying at the time of his choice, learns the materials under the supervision of the teacher. Mastering is determined by the completion of assignments and tests. The program given to the student

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the faster he learns, the faster he will graduate and get a certificate. If he cannot master the program, he will be given the opportunity to work independently and continue his studies.

The materials provided on the sites created for educational institutions mainly consist of:

- Textbook;
- Audio and video textbooks;
- Online lessons (web page);
- Electronic libraries;
- Tests;
- Multimedia - electronic textbooks [Mavlanova, 2010: 461].

higher and secondary specialized educational institutions of our republic, to promote electronic educational literature prepared in educational institutions of the republic among all educational institutions. The leadership of our country is paying serious attention to finding a positive solution to this issue and implementing electronic educational resources created for educational institutions and



educational institutions' sites in the educational process. As a result of this, the <http://www.ziyonet.uz/> information-educational portal established by the decision of the President of the Republic of Uzbekistan was launched, and it is important that educational resources for all educational institutions are placed on this portal.

traditional and electronic educational materials complement each other as a component of a unified educational environment. Using the possibilities of new information technologies serves to eliminate some pedagogical problems.

The creation of a single information portal is intended to lead to the following positive results:

- A unified information environment of republican pedagogic educational institutions will be created;
  - creates a unified library environment (creation of an electronic library, creation of a fund of electronic textbooks and non-traditional information carriers, creation of a unified database, etc.);
  - a unified telecommunication network environment is formed in the field of pedagogical education;
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- forms a new information-educational environment, creates social-psychological foundations for the use of information and communication technologies in education;
  - increases the quality of pedagogical education by forming pedagogical personnel with a new information culture;
  - creates a system of scientific and methodological support of new educational technologies;
  - ensuring public access to educational information, information resources, document transfer, systematization of the accounting mechanism, public access to information on the state of pedagogical education in the republic;
  - distance education system will be developed.

The introduction of a single information space of pedagogical educational institutions creates good conditions for the development of the quality of pedagogical education and information supply.



**PATRIOTISM IS THE SPIRITUAL BASIS OF OUR LIFE**

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| <b>ABSTRACT</b>  | <b>KEYWORDS</b> |
|--|-----------------|
| <p>The famous German writer Gustav Freytag wrote that in every heart there is a small image of his people. Perhaps this is the real reason for love for the country ?!</p> <p>Today, a lot can be said about the noble work aimed at finding a way to people's hearts, listening to their pains and concerns, and looking for solutions to their problems. So, where do these virtues and good initiatives come from? Of course, from the heart! It was not for nothing that Hazrat Navoi said, "The one who joins the hand is happy " out of a sense of belonging to the country and the people</p> |                 |

During the next three years, the intensity of the updates that took place in Uzbekistan aroused great interest in the world community. O'z \_\_ in turn , is being achieved results high level it 's a confession is being done too . Because reforms come in didn't go field didn't stay account \_ City villages to the image join together , people \_ thinking , outlook , life style too it is changing . Most the important thing is our people today take going politics content - essence understand enough \_ Affection feeling \_\_ increased . National from recovery national rising towards we are going That's why for too to changes , more or less \_\_ \_ my contribution he said , let him join eat roll up and go to work entered less not \_

Of course , milestones How tall projects should not be taken what ? \_ promising Do n't be , Motherland loving , real from the heart work who does selfless without people them done by increasing it wo n't be. Thank you \_ about too if he brags worth it our examples many \_ \_ \_ Really our patriots rank very wide ! Below of them some of them instructive life and good works about so \_ \_ we walk

**Where did the teacher spend her money?**

Faridakhan Mamatisaqova - from Shahrikhan district of Andijan region. Dedicated teacher. Lives a modest life. Along with his colleagues at the school, he makes a living with his monthly salary. But he has one aspect that stands out from the crowd: his heart is devoted to the love of the Motherland. He says that if I do good to people, my fellow villagers will be even more pleased with me.

Sister Farida Khan has recently embarked on a noble cause. He used to collect 100,000 soums from his salary every month and put it in a chest. When he digs up and counts it, only a small amount of money is collected. If he says that he will spend, does he have less anxiety and desire? Opakhan did not act like that. He thought about the fate and future of his students. He built a unique library in Kalmaq neighborhood where he lives. He filled it with various literature from his shelf and donated by patrons. But he was not satisfied with this. There is a library, but now we need to increase the number of people who read books. In this regard, he also started encouraging children. That is, he gives 1 book to a student who has read 5 books . This method worked. Today, students are not absent from the teacher's library. More than 2000 literatures are being read hand in hand.

### **Generosity is also a prayer**

Pilgrimage is one of the five pillars of Islam. The number of those who have achieved such happiness is increasing year by year in our country.

Izroba Usmonova from Rishton had such a great intention in her heart. Since 2013, he has collected more than 20 million soums for the pilgrimage . But, as fate would have it, when it was his turn , he suddenly fell ill. Surgery had to be performed. Doctors did not allow him to go on pilgrimage in this condition. Then Izroba Usmanova distributed the money she collected for Hajj expenses to poor, needy and bereaved families.

"My health is fine now," says the mother. - Although I was not lucky enough to perform the Hajj prayer, my heart is as high as a mountain. Now the people of Rishtani call me "Mother Pilgrim"...

### **A sacred bond**

During his visit to Moynaq district, the President said, "The most affected by the tragedy of the island are the people of Moynaq. We should thank them for their patience, patriotism, hard work, and serve accordingly," he said.

Indeed, just spending a day on this earth is a struggle. The huge sea is 100 kilometers away from its former shore ! The area of Orolkum formed at the bottom is exactly 5.5 million hectares! One liter of sea water contains 150-300 grams of salt. 38 species of fish that existed here before have died out. Every year, the wind lifts up to one hundred million tons of sand and salt from the ground and blows it hundreds of kilometers. This is the type of air Moynoqlik breathes.

For this reason, the people of Arolboi district welcomed the large-scale beautification, construction and greening works initiated by President Shavkat Mirziyoyev with great joy and respect. In the dead of winter, in the freezing cold, he took a hoe and a spade in his hand and rode to help the farmers.

Ulfat Kalabayev is one of them. Moynak is a tractor driver of the state forestry industry. He was born and raised here . Ecological processes in the district have always been in front of our eyes.

"When we were children, we fished in the lakes formed around the sea," he says. - Gradually, those basins also dried up. Marriage forgiveness it became difficult . However this the ground is born \_ my place , my country ! Somehow one invisible \_ \_ and holy bond me From the cheek leave \_ \_ does not send That's why for too President Shaukat Mirziyoyev initiative with Island of the sea dry at the bottom done increased universal at work active participation i did Our team with saxophonist to plant soul is our struggle with we entered Even of winter it's scary days too work not at all we did not slow down .

Now 20 hectares on the field chat room \_ set up we have reached This on the ground saxophonist sprouts we are trying . If we are lucky, we will put them in Orolqum's bosom.

Ulfat Agha is a family man. She and her husband are raising a son and a daughter . The goal of our hero is noble: let his children enjoy life in the green land of Moynaq in the future.

## **"He is a hero to me"**

The recent event has stirred the human feelings of many people. Doctor Sergey Vladimirovich Tobias saved the life of a two-year-old boy who was brought by his parents in a state of clinical death. The video depicting this incident, which took place in one of the private hospitals of our capital, was widely distributed on various sites and social networks. Our compatriots have left hundreds of comments on these materials, recognizing the professional and human efforts of the doctor.

Clinical death begins with the cessation of the main life activity of the organism - blood circulation, breathing, and continues until the death of the cells of the cerebral cortex. The activity of the cerebral cortex can be restored only when resuscitation measures are carried out in a timely manner and with high skill. It should be noted that this work should be done within 5-6 minutes.

to life of a person in a state of clinical death is an indescribable reality that happens by the grace of the Creator. At the same time, being the cause of such a great, divine work requires great courage, dedication, love for one's profession, and high humanity.

Sergei Tobias, the hero of the story, proved in his life that he is a person who embodies such qualities. Although he was not a reanimatologist, he demonstrated professional skills at a responsible stage.

It should be noted that after this incident, the patient was sent to the 3rd Children's Clinical Hospital in an ambulance under the supervision of a doctor. All procedures were performed in this hospital.

"I am very grateful to the doctor who saved my child," says Dilshod Razzakov, the boy's father. - As a father, I cannot compare his dedication to anything. He is a real hero for me.

It is worth mentioning that this dedication of the doctor was specially recognized by the Ministry of Health of the Republic of Uzbekistan. He was awarded the "Healthcare Excellence" badge.

## **This country belongs to all of us!**

Indifference is a vice. There is much wisdom in unity. So what brings people together? Good cause! Universal! Why do our compatriots unanimously respond to calls for the improvement of the Motherland with "Labbay" today? Because the present and the future of the country concern everyone. Najmiddin Jorayev , chairman of the "Kayirma" neighborhood assembly in the Khovos district . - The part of the water network in our territory is several kilometers long. After the pipelines were laid, the people of our neighborhood did not watch, they joined the good work with the command of their conscience. They helped the builders in burying the network. That is, each family contributed to speeding up the construction by closing the pipes that passed around their house. True, no instructions or tasks were given for this. The fact is that now people have learned to live with the noble idea that this land, this Motherland belongs to all of us, instead of the old concept that everything should be given to the state. In addition, our population was helped to draw the natural gas network.

One more thing. Recently, a generous person from Bekobad district built a 4-room house for a low-income family living in our neighborhood. The people of our village also joined in this good work. What does all this mean? We are on the right path!

Do you know how the greatest examples of courage came about? According to the famous French philosopher Jean-Jacques Rousseau, because of love for the Motherland! And the life-giving power of this feeling is creativity!

The new era of modern Uzbekistan is created by the owners of such qualities - selfless and patriotic compatriots. Therefore, we all have a common goal - let Uzbekistan become the country of the happiest people!



**THE METHODS OF TEACHING FOLKORE WORKS AT  
SCHOOLS**

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| <b>ABSTRACT</b>   | <b>KEYWORDS</b>   |
|---|---|
| <p>The samples of teaching methods are taught in this article. During the lessons, a type of lessons and teaching methods have been successful in literary education and students have obtained some knowledge and concepts through learning the theme.</p> | <p><i>literary education, lesson process, lesson, lesson plan, lesson content, lesson type, teaching methods, quality text.</i></p> |

The 21st century occupies a different place in the development of civilization and is characterized as a period of rapid development of science and technology. The successes of science and technology during this period led to the rapid development of production. Such changes influenced both the field of pedagogical science and the spheres of public life and created the technology of the educational process. For example, technologies for teaching Karakalpak language and literature are based on one line of principles: there should be a clear goal in the classes of the Karakalpak language and literature; didactic tasks should be solved in a complex, it should be changed at any time, it should correspond to the content of the lesson, it is necessary to come to a common conclusion using pedagogical technology [1.2].

According to the definition adopted by the world organization UNESCO, "pedagogical technology is a systematic method for identifying, creating and implementing the process of teaching and learning in order to optimize education, taking into account human and technical resources and their interaction." Research works, textbooks and methods of such scientists as N.N. Azizkhodzhaeva, L.V. Golish, N. Gulomova, M.G. Davletshin, M.V. Klarin, T. Madumarov, U.K. Tolipov, K.A. Yusupov on the methods of application, implementation and use of innovative technologies in the education system, textbooks and teaching aids were developed [3.4.5.]. In the 5th-9th grades of the higher education schools, it is necessary to study all the materials in the literature program in order to get the best results. By this method once can learn the given text in detail. The teacher thoroughly read the materials given in the literature program in the 5th-9th grades, and after the introduction, the text of the work is read. The text is read by the teacher and the students listened carefully to the text in the book. In most cases, this method of teaching is used in the 5th-6th grades. As a result, this will also promote the development of subvocalization and fast reading skills. In some cases, after the teacher

has finished explaining the given text, students read a single chapter after which students read one after another [6.7.8.9.10.].

It can be used in various ways in the process of teaching at schools. In the study of Karakalpak literature lesson types, professor A.Pakhratdinov stated the following ideas: "in the teaching of Karakalpak literature in higher education schools, the types of lessons such as introduction, mixed, joint, discussion, discussion, repetition, seminar-like lessons were introduced." In the process of learning a literary lesson, it is necessary to have a good knowledge of the types of lessons and teaching methods [11.12.13.14.15.]. The following ideas of Methodist scholar Q. Yusupovti about the teaching methods of listening to Karakalpak literature are presented. : "working with tales, stories, explanation, lesson, supplementary materials and lecture" In this article, we will take into account the ideas of the scientists mentioned above and discuss the various teaching methods in the lesson process.

In schools, it is necessary to introduce the type of lesson with new knowledge in the teaching of public education, and the methods of explaining the current situation. The 5th grade pupils should know that literature is an art of words, folklore is a part of this type of art and especially learn about the vocabulary of literature, folk proverbs, and especially proverbs, riddles, hadiths, narratives, folk tales, literary tales, short stories, and poems. [16.17.18.19.20.]. In this, the literature teacher has a crucial role to play. Each genre has its own variations. In the 5th and 6th grades, a number of methodological issues are dealt with during the selection process of folklore works. In the first part of the program, fairy tales, poems, proverbs, and dastans are presented. These exercises should be taught by the teacher through preparation. Remember, this section is closely related to the section "Literary fairy tales of written literature". Besides that, the differences should be demonstrated and explained. For example, the teacher should explain this topic with specific examples. Especially question-answer method is required to be used. At the teacher's request, it will be determined what kind of fairy tale, riddles, proverb, poems, tongue twisters, or dastans he reads. On the basis of the mentioned examples, the lesson can be developed in a lively way. The reason for this is that the teacher is saying that all of the people's oral works are contentious, and there is a need to teach them in detail to those who do not know fairy tales, proverbs, riddles, tongue twisters [21.22.23.24.25.].

It is said that 3 hours are devoted for the teaching of aytis and funny poems during the programme of studying folklore works. "Tulkishek", "Awelemen-duwelemen", "Hakke qayda", "Ha tuyeler, tuyeler" spoons, it is better to emphasize the educational importance of the content of each poem. In this case, the theme and elegance of the poems is required. A teacher should also ask how much students know about oral works [26.27.28.29.30]. It is necessary to take into account the ideas of scholar I.Gurbanbaev in the case of poems. As he divided poems into the following types in his scientific works: "society poems such as besik jir, poems teaching creativity and cleverness, poems for children's fun, poems for teaching children hard work" Many children's folklore is full of advice and words of wisdom. N. Dawkaraev, a well-known scholar, said: "Karakalpaks could not live without a poem, music, communication and beautiful poetry, both in their sad days and in their happy days. This poem can be characterized with its varieties and its adaptability to all aspects of human life" [31.32.33.34.35.36.].

During the lesson, a question-answer method is used during the poem "Tu'lkishek". Who knows the "Fox" poem? What is the "Fox" poem about? "Do you know how long the poem is?" After that, the teacher do the following job. "Fox" is not a children's story. The historical period of the nation has

been described. A fox is a character which is depicted in oral works. How do we call the offspring of a fox? Pupils say: "Fox". We call it a fox. Let's see in what stories, poems foxes are involved, recall! Pupils: «Túlki tasbaqa hám taskene», «Túlki menen saǵal», «Shontıq túlki» and other fairy tales. The teacher gives the following answers to the students' answers. Everything you say is like a fox in your fairy tales, and most of the lies touch the people you are talking about. So, trickery, and even some attractive people are given in the form of a fox. Al "Tulkishek" is written for the purpose of encouraging the children of their children. With the help of the fox, it is explained that the different stories of the past have been told to the children in a very simple and understandable language. The chattering of the little fox cubs in a few spoons reached the moon of the moon. It is useful to bring some attributes from the poem:

Hey, a wolf. wolf,

Where are you going at night?

- going to my mother's house,

- What will your mother give you?

- Milks a goat and gives it... - if the poem is read in a literary way, it will help to reach its goal. The reason is that his enthusiasm for the lesson increased, so the teacher start reading the text with a loud voice. The attention of the reader will be directed to the text that is being read, and the teacher will tell you what he wants. So "Tulkishek" poem should be read in depth with its genre features and educational importance [37.38.39.40.41.42.43.].

Teaching riddles and tongue twisters to 5-6th graders is a very important methodical issue. It is necessary to understand the meaning of its use by asking questions. The reason is that the word "jumbaq" is composed of two words. When you look at it, say "jum-jasırw", "bağ-kara". Through the hideness of riddles, thesecond person should find a solution. Naturally, he tries his utmost. With the help of this, their thinking skill improves. It is constructed in the form of questions and answers, and it has an educational meaning. [44.45.46.47.48.49.]. It is very difficult to learn tongue twisters. Although the reason is often mentioned, the meaning does not require an explanation. However, tongue twisters enhance right and fast speaking skills. that's why the teacher should say it quickly without getting angry in the hall. In the end, we find it difficult to say the words that we used to read quickly. The reason is that we should learn to say the right words quickly.

While reciting proverbs and sayings, the pupils take and read. In this, the difference of riddles and tongue twisters is also explained. Its meaning is explained in depth when reading proverbs. This is the reason why this noble folk tradition has been passed down from father to son, from mouth to mouth, and has been preserved as a national treasure of the nation. [50.51.52.53.54.55.56.57.58.59.60.]. In the proverbs, friendship, unity, homeland, affection, justice and truth, people's speech, cleanliness, health, natural phenomena, seasons, farming, fishing, cooking, khans, dances and other related things are mentioned.

It is good to pay attention to the following issues when reading fairy tales in 5-6 grades. "Is the author of the folk poems popular?", "What kind of works are included in the folk poems?", "What did the people forget about these works?" If more questions are asked, the goal will be achieved. The above questions were answered by the readers. During the retelling of many fairy tales, the content of each fairy tale was carefully translated into its educational importance. In the program, other books such as "Jolbarys, kasqır, tulki", "Ańqaw mergen", "Ash kasqır", "Tabılmas doslik" were shown, and the readers were asked whether they read the fairy tales or not. Tales that are familiar to the readers are

called for goodness, love for love, love for motherland, the good qualities of famous heroes, the difference between good and evil, words of wisdom of great people who have great experience. [61.62.63.64.65.66.68.69.70.]. It is necessary to explain the good qualities of the upbringing, honesty, friendship, love, and heroism, which are also important to the children and their children. He learned about the history of our nation, people's relationships with each other, their lives, and their dreams through reading tales. When reading fairy-tale events, the curiosity increases, the horizon expands, and the enthusiasm for the preparation of the story is awakened. The reason for this is that fairy tales are very simple, the language is beautiful, they are full of vivid events, and they have a strong influence on the development of the language and thought process of the readers. Especially tales about birds and animals help to quickly understand and memorize the meaning of fairy tales.

During the recitation of fairy tales, the attention of the readers is completely focused on the teacher. It is taken into account that every thought is separated into a word and kept away from the memory of its meaning. After reading the tale in its entirety, additional questions are given to the readers. Could you understand the meaning of "Daw", "tulpar", What could you conclude from the tale?

It is better to explain the meaning of difficult words at the end of the story, and to write these words on the board. There are so many difficult words, but their meaning should be written in the notebook. We will pay close attention to the method of reading the story "Sheshen Bala" given in the program. For the purpose of teaching, he uses the best methods to tell the content of the tale, to convey the essence of the tale. This tale is about the events between Khan Khyywa and the chiefs of the Karakalpak people. People show their wisdom in the form of a son of wisdom to deal with their problems. [71.72.73.74.75.76.]. At that time, the Karakalpak people faced many difficulties during their stay with the Khyywa Khanate. The people of Karakalpak could not be cured. Mine, the fairy tale is based on the incident. The purpose of the story is to serve the people of the country, to respect the elders, and to develop other feelings. The author takes the content of the fairy tale, including the introduction. All requests were made in accordance with the request. It is possible to know the lifestyle of the Karakalpak people and questions about the khans. The following words are analyzed in the context of the fairy tale:

Fourteen biy, dlakkek, ilařık, saray, zánígi, fiřh, řhipta, harıp-talıp, gazzap, qábir, ğarğa-kuzın words are given a explanation. After the content of the tale was explained: "What is the name of the child of Sheshen?", "Whose child was he?" The contents of the story can be read. But when it comes to reading, one hesitates Finally, it is necessary to mix and match the text of the text. Take into account the order of the readers sitting on the desk when you are writing a book. In the first hour, a fairy tale is read in the garden, and in the second hour, the questions in the textbook are given, and the text materials are collected.

In conclusion, if the type of lessons introduced in the teaching of folklore works in schools are effectively used, the enthusiasm of the students will increase and the understanding of folklore works will be expanded. In addition, the teaching of useful methods used in the lesson process will help to improve the joint working of the students and expand the level of knowledge.

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